

THE WESTGATE SCHOOL

Hampshire's First 4-16 'All Through' School

"The Westgate School is a community of learners where partnerships inspire success for all learning together – achieving excellence"

Headteacher: Mrs F A Dean, MA (Ed)

Initial Policy date	November 2008	Next scheduled review	March 2025
Governor approved	March 2024	Key person/people	SDHT/DSL
Model Policy	Yes (MOPP v1.2 2021)	Model localised	Yes – Appendices only
Pupil leadership team review	Yes	Rotherly Day Nursery variations in policy	N/A

THE WESTGATE SCHOOL EQUALITY POLICY (including Equality Information and Objectives)

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and employees should have the opportunity to unlock their full potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, employees, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For employees and prospective employees, this policy should be read in conjunction with the school's Recruitment Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to employees), disability, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (applicable only to employees).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

The school collects equality information that is used to monitor aspects of our practice including: safeguarding, inclusion and pupil progress information.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and employees are of equal value

We see all pupils, potential pupils, their parents and carers, and employees as of equal value:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, national origin or national status.
- Whatever their sex.
- Whatever their gender identity.
- Whatever their religious and non-religious affiliation or faith background.
- Whatever their sexual orientation.
- Whatever their marital status.
- Whether they are currently pregnant or have recently given birth.
- Whatever their age.
- Whatever their economic background.
- Whether or not English is their first language.
- Whether or not they have a connection with HM Forces, have refugee/asylum status or English as an additional language.

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that employees, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made.
- Sex – we recognise that girls and boys, men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is

undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.

- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds.
- Age – we value the diversity in age of employees, parents and carers.
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marriage and civil partnership – we recognise that our employees, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- Pregnancy and maternity – we believe that our employees, parents, carers and pupils should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes and interaction between groups and communities different from each other.
- An absence of harassment, victimisation and discrimination in relation to any protected characteristics.

4. We observe good equalities practice in relation to employees

We ensure that our policies and practices for all employees and potential employees throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled employees).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for employees,

through employee's governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum.
- The teaching and learning within the school.
- Our practice in relation to pupil progress, attainment and achievement.
- Our teaching styles and strategies.
- Our policies and practice in relation to admissions and attendance.
- Our policies and practice in relation to employees.
- Our care, guidance and support to pupils, their families, and employees.
- Our policies and practice in relation to pupil behaviour, discipline and exclusions.
- Our partnership working with parents and carers.
- Our contact with the wider school community.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to employees and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Headteacher is responsible for implementation of this policy, ensuring that all employees are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All employees are expected to work in accordance with the principles outlined in this policy to:

- Promote an inclusive and collaborative ethos in their practice.
- Deal with any prejudice-related incidents that may occur.
- Plan and deliver curricula and lessons.
- Support pupils in their class who have additional needs.

We recognise that the public sector equality duty has three aims, to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We have also involved employees, pupils, parents and others in the following ways:

- Focus groups (e.g. GSA/ LGBTQ+)
- Questionnaires: pupils, parents, employees
- Involvement of the School Council
- Contact with parents representing pupil with particular protected characteristics (as appropriate)
- Contact with the local community and disability organisations (as appropriate)
- Consultation with the Inside Out working group
- Creation of a pupil led Equality and Diversity group with representatives from primary and secondary phases which includes a review of books/text choices to ensure diversity
- We actively encourage our debating club to consider inequality, diversity and to develop pupils’ skills in being able to recognise difference and challenge views in a constructive way.

Employee data

Information	Evidence and commentary		
Gender of workforce as at September 2023	76% of our workforce are female and 24% are male		
Race distribution of workforce as at September 2023	White British	204	79.1%
	White, any other	26	10.1%
	Asian/Asian British	17	6.6%
	Black/Black British	6	2.3%
	Mixed White and Asian	1	0.4%
	Chinese	3	1.2%
	Any Other	2	0.4%
Applications by gender 2022-2023	197 (77%) Female and 60 (23%) Male		
Sexual orientation	The school collects data regarding sexual orientation of new employees as per the Equalities Monitoring Form. This is voluntary by employees.		

Pupil-related data

Information	Evidence and commentary		
P8 and A8 – by gender 2022-2023	<u>Progress 8</u> Boys: 0.61 Girls: 1.16 Disadvantaged: -0.31 Non-disadvantaged 1.01		<u>Attainment 8</u> Boys: 58.48, Girls: 64.39 Disadvantaged: 42.40 Non-disadvantaged: 63.34, All 61.61
Attendance by gender: 2023/4	Boys: 94.02% Girls: 93.471%		
Participation in pupil leadership by race & ethnicity 23/24	Ethnicity	Prefect %	Whole school %
	White - British	83	80.11
	White any other background	6.2	8.13
	Bangladeshi	4.1	0.55
	Indian	3	0.74
	White and Black African	2.0	0.43
	White and Black Caribbean	3.5	0.55
	Any other mixed background	3.5	1.85
Participation in School Clubs 23/24 as at March 2024	75% of pupils who are not disadvantaged attend after school clubs, 62% disadvantaged; 54% of pupils who are disabled attend after school clubs. (Upper and Lower School Years 1 -11)		
Disadvantaged Pupils outcomes: July 2023	Progress 8: -0.31 Attainment 8: 42.40 EYFS GLD for disadvantaged pupils 100% KS1 ARE+: reading 33%; writing 0%; maths 0%, combined 0% KS2 ARE+: reading 63%; writing 38%; maths 38%, combined 25%		

Other Information

Information	Evidence and commentary –
Attendance at parents' evenings 2022-23	All parents with known disabilities attend Parents' Evening
Governor representation as at September 2023	The G-B is currently: 43% Male, 57% Female 100% British White We actively encourage applicants to the Governing Body from minority groups who are currently underrepresented.

Qualitative information

Information published on our website includes:

- School policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination).
- Minutes of Full Governor meetings (particularly those evidencing discussions regarding responsibilities for equality).
- Information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures.
- Details about assemblies which deal with relevant equality related issues.
- Adjustments are needed to enable parents with known disabilities to attend parents' evening and partners in learning.

Appendix B

Equality Objectives 2022-2023

Objective	Aim & Actions	Intended Impact	FGB Review and Impact
<p>Ensure there is visible support for LGBTQ+ members of the school community.</p>	<p>Raise awareness of LGBTQ+ issues and support via the GSA group in assemblies and PD tutor programme.</p> <p>Collaborate events such as Human Rights Day and Pride within the school community to raise awareness.</p> <p>Work with local area to share best practice in supporting LGBTQ+ pupils. Creation of a joint anti-discrimination charter with the two other primary schools - to be launched during PRIDE month.</p> <p>Work with CAMHS and other external agencies to ensure effective signposting for our young people.</p> <p>Regular reflection and review of school practices in relation to the needs of individuals and using pupil surveys, feedback and learning from cases to further develop our practice.</p>	<ul style="list-style-type: none"> • School investigating improvements to 'Accessible toilets' and changing facilities. • Pupils know and use LGBTQ+ support. • Received curriculum in Summer term shows that pupils are aware of the support for LGBTQ+ within our school community and that it is effective. • Received curriculum in Summer term shows that pupils feel that the school effectively tackles any homophobic or transgender bullying and, that incidents are minimal if not at all (as recorded in Safeguarding Deep Dive). 	<ul style="list-style-type: none"> • Survey for Year 9 and Year 10 (shared HB & Kings schools). Results showed that there was a need to address misunderstanding of the difference between biological sex and gender. Collaboration all 3 schools and all working on the anti-discrimination charter. • The science curriculum specifically addressing the difference between biological sex and gender. - Adjustment to curriculum • Gay, Straight, Alliance help box available (outside Studio in the Art Gallery), launched through assembly. • GSA club v well attended. • Lead colleagues wears rainbow lanyard, so pupils know who to talk to. • Accessible toilets have new signage and specific pupils are encouraged to use them. • 'You Are You' was launched in September 2021. • Received Bronze unicef RR award in September submitted Silver award in March 2022. • Limited number homophobic peer on peer abuse reported. Minimal repeat incidents. Sexual harassment - total of 8 from March 21 - March 22. 1-Apr 21, 2-May 21, 1-Jul 21, 1-Oct 21, 3-Mar 22. Homophobic - total of 4 from March 21 - March 22. 1-Apr 21, 2-Jun 21, 1-Dec 21. • Impact evidenced from use of restorative approach. • Action: GSA Leader to develop further links with HB and Kings. • GSA delivered assembly focused on similarities and differences to Years 5 & 6

Objective	Aim & Actions	Intended Impact	FGB Review and Impact
<p>To recognise and celebrate the similarities and differences of a variety of cultures.</p>	<p>To raise awareness, understanding and celebration of the variety of cultures within and beyond our community.</p> <p>To discuss and engage with British Values amongst colleagues and pupils in a constructive way.</p> <p>To celebrate different cultures through an annual community festival</p>	<p>Evidenced through;</p> <ul style="list-style-type: none"> • SMSC audit • Colleague/parent survey • Received curriculum feedback • Review Weeks (QA) • Evidence of curriculum diversity being celebrated throughout the school through curriculum design, extra-curricular events and through displays. 	<ul style="list-style-type: none"> • SMSC audit shared at curriculum Governors 02.11.21 • Very positive feedback from safeguarding survey 100% pupils recognised that different cultures are celebrated through assembly programme. • More diverse celebrations in assembly e.g. diwali, passover, Holi • Review Weeks Shared at curriculum Governors 15.03.22 • Cultural Days July 2021 • Equality & Diversity Leads shared their projects at Governors Autumn 1. Including links with Ugandan school. • School Library Service audit of books in Primary Phase March 2022. As already identified need for greater representation of LGBTQ+ families in books - ordered. • Assemblies and stories worth sharing represent celebration of different cultures. • FTM whole school professional learning on Protected Characteristics – 09.11.21 with presentation from different subject leads. • Protected Characteristics audit live and updated regularly. • British values now discussed regularly in assemblies and tutor.

Equality Objectives 2022-2023 To remain the same and embed in 2023-24

Objective	Aim & Actions	Intended Impact	FGB Review and Impact	
			2022-23	2023-24
<p>Raising the profile of Protected Characteristics, ensuring they are understood and enacted across the curriculum.</p>	<p>Work with other schools in the local area to share best practice in raising the profile of Protected characteristics so that we create a jointly agreed anti-discrimination charter that reflects the commitment of the three Secondary schools.</p> <p>Regular reflection and review of school practices in relation to teaching about Protected</p>	<ul style="list-style-type: none"> • Received curriculum shows that pupils are aware of the Protected characteristics. • Record of monitoring in school (FGB half termly reporting) • Feedback form parent surveys shows they are aware of our commitment to raise the profile of the Protected characteristics. • Curriculum areas identify Protected characteristics. 	<ul style="list-style-type: none"> • Started to work with Whitchurch School, supporting their PD curriculum and their work around E & D. Link E & Q groups to share best practice. • We have worked with Kings & Henry Beaufort focussed on a shared Anti-Discrimination Campaign. • Charter is complete and has been shared via Assembly by E & D group. • The GSA Group have shared an assembly with Y6 with Steph • Numerous Assemblies focussed on PC led by CFa and BPe. • PC are now included in and Handbook and are referenced during 	<p>Suggested objectives moving forward.' ' To increase the awareness of disability as a protected characteristic to support pupils' understanding the additional challenges that may be faced by others.</p> <p>We are confident pupils are now much more aware of the 9 protected characteristics and it seems</p>

	<p>characteristics and feedback to further develop our practices using pupil surveys and data on incidents.</p> <p>Working in partnership with pyramid schools to raise profile of PC.</p>	<ul style="list-style-type: none"> Personal Development and Assembly planning includes focus on Protected characteristics. Stories worth sharing is embedded and includes reference to PC.. Whole school annual Prevent training. Analysis of referrals via Helpbox and LGBTQ+ online helpbox. 	<p>PD sessions. PC are given a high profile.</p> <ul style="list-style-type: none"> The Big Ask & PD survey included questions about the PC and results illustrated that most children were familiar with them. Next Steps: SDT remind colleagues to reference PC Stories Worth Sharing now recognise British Values and PC themes. Next Step: To send Primary Picture news home to Years 5 & 6 parents. Also mention Assembly theme in Primary newsletter weekly. We have now achieved the RRR Unicef Silver Award. Next Steps: to aim for Gold. Paralympian came in to talk to Y11 around motivation for exams. Colleague shared their experience of disability. Next Step: To invite guest speakers in of E & D 	<p>appropriate to raise awareness of those that are less prevalent in our school community.</p> <p>We would also like to continue to explore any misogynistic comments and behaviours through the PD curriculum and Assemblies. CFR reading 'Boys do cry' with a hope to gaining further ideas on how to support boys in school.</p>
<p>Embedding the role of the Senior Mental Health Lead (SMHL) and promoting the wellbeing of everyone in our community. Particularly in terms of supporting children with neuro diversity.</p>	<p>Emotional wellbeing is fully integrated across the school's culture and curriculum.</p> <p>Refine signposting for support structures.</p> <p>Close working links with CAMHS.</p> <p>Refine the identification of pupils' needs and support.</p> <p>The Westgate School's Emotional wellbeing policy is shared with colleagues, Governors, pupils and parents.</p> <p>To work closely with Osborne and Shepherd's Down school.</p>	<ul style="list-style-type: none"> Colleague/parent/pupil surveys Evidence of emotional wellbeing in Personal Development planning. Assemblies/tutor time/displays promote positive mental health particularly among pupils who are identified vulnerable with SEMH needs or fall within groups according to the Protected characteristics. All tutors are involved in supporting pupils in their tutor groups through 1:1 mentoring sessions. Attendance improves for all including our disadvantaged pupils. 	<ul style="list-style-type: none"> Well-being aspects integrated into Colleague, parent and pupil surveys. Next Step: increase questions related to mental health in surveys. All year groups' PD planning includes emotional wellbeing during each academic year. Next Steps: Continue to monitor. Displays in Primary and Secondary promote positive mental health Next Steps: Ensure these are updated regularly. Next Steps: Consider Quality Assurance of 1:1 Mentoring. Next Step: Continue to closely monitor attendance of pupils who are disadvantaged and work in partnership with families to improve. Continue to monitor use of SDQ and THRIVE LWI is now working closely with CHO on well-being programme. Continue to lead P in L focussed on Well-being at least annually. 	<ul style="list-style-type: none"> Y8 & Y9 Beewell survey positive and Westgate above the national average in every category. The results show our well-being is more positive in most categories compared to other similar schools. The well-being group are now creating an action plan to include assemblies on sleep. The well-being group will present their findings to SLT and Governors during the Summer Term. Well-being day was organised by Well-being group Well-being assemblies led by Well-being group. Cake sale led by Well-being Ambassadors to raise money for Mind Charity.

		<ul style="list-style-type: none"> • SDQ and THRIVE tracking shows development of positive mental health. • Audit of wellbeing programme • Partners in Learning focused on wellbeing is well attended. 		<ul style="list-style-type: none"> • Cards for care home made and delivered by Well-being Ambassadors. • LWH working closely with ESH • SDQ (strengths difficulty questionnaire) show impact of interventions • No longer using THRIVE
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