

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 2026
Governor approved	March 2025	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.

Equalities Information

Appendix A

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 2024	76.5% of our workforce are female and 23.5% are male		
Race distribution of workforce as at September 2024	White British	204	79.1%
	White, any other	26	6.7%
	Asian/Asian British	17	5.8%
	Black/Black British	6	2.3%
	Mixed White and Asian	1	1.3%
	Chinese	3	2.5%
	Any Other	2	0.4%
Applications by gender 2023-2024	297 (70%) Female and 128 (30%) 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 2023-2024	<u>Progress 8</u> Boys: 0.61 Girls: 0.76 Disadvantaged: -0.17 Non-disadvantaged 0.79	<u>Attainment 8</u> Boys: 57.87, Girls: 61.43 Disadvantaged: 42.17 Non-disadvantaged: 61.85 All 59.52	
Attendance by gender: 2024/25	Boys: 92.2% Girls: 91.81%		
Participation in pupil leadership by race & ethnicity 24/25 as of March 2025	Ethnicity	Prefect %	Whole school %
	White - British	85	80
	White any other background	4	8
	Bangladeshi	4	1
	Indian	5	1
	White and Black African	2	1
	White and Black Caribbean	0	0
	Any other mixed background	1	2
Participation in School Clubs 24/25 as at March 2024	70% of pupils who are not disadvantaged attend after school clubs, 55% disadvantaged; 60% of pupils who are disabled attend after school clubs. (Upper and Lower School Years 1 -11)		
Disadvantaged Pupils outcomes: July 2024	Progress 8: -0.17 Attainment 8: 42.17 EYFS GLD for disadvantaged pupils 100% KS2 ARE+: reading 80%; writing 40%; maths 60%, combined 40%		

Other Information

Information	Evidence and commentary –
Attendance at parents' evenings 2024-25	All parents with known disabilities attend Parents' Evening
Governor representation as at September 2024	The G-B is currently: 38% Male, 62% 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 2024-2025

Objective	Aim & Actions	Intended Impact	FGB Review and Impact
To increase the awareness of disability as a protected characteristic to support pupils' understanding the additional challenges that may be faced by others.	<ul style="list-style-type: none"> Promote greater awareness of the challenges faced by individuals with disabilities, especially those with invisible disabilities in a school environment. Achieve this through impactful initiatives like Stories Worth Sharing and engaging assemblies. Enhance the availability and visibility of books that explore and address topics related to disability. 	<ul style="list-style-type: none"> To foster greater empathy and awareness within the school community. Promoting awareness through initiatives like "Stories Worth Sharing" and assemblies would encourage students and staff to empathize with and understand the diverse challenges faced by individuals with disabilities, particularly invisible ones. By spotlighting these topics, the aim would be to break down stereotypes and combat any stigma or misconceptions associated with disabilities, cultivating a more accepting culture. Engaging activities and shared stories can inspire empathy, encouraging students to become allies and advocates for their peers who face unique challenges. Making books about disabilities more visible and accessible would educate and empower the school community. 	

Continue to explore any misogynistic comments and behaviours through the PD curriculum and Assemblies.	<ul style="list-style-type: none"> • Collaborating with external agencies to address misogynistic behaviours and language through workshops integrated into Personal Development (PD) sessions. • Using pupil surveys to assess their understanding of prejudicial behaviour, while ensuring they know how to report it and access appropriate support. 	<ul style="list-style-type: none"> • By addressing prejudicial behaviours and language through structured sessions, the goal would be to inspire positive changes in attitudes and interactions among pupils. • Increase the knowledge and confidence of reporting this behaviour amongst pupils. • It encourages reflection, raises awareness, and promotes understanding of respectful communication. • equipping students with lifelong skills to challenge prejudice and uphold inclusivity. 	
Revisit the Equality and Diversity audit with colleagues in light of curriculum changes.	<ul style="list-style-type: none"> • Utilise flash briefings and FTM to remind colleagues about the nine protected characteristics and emphasise the importance of incorporating these into lessons across all curriculum areas. • Collaborate with department leads to assess and refine their curriculum, ensuring alignment with the principles of the protected characteristics. • Engage with colleagues to evaluate our learning 	<ul style="list-style-type: none"> • Using flash briefings and FTM to remind colleagues about the nine protected characteristics would reinforce their importance, ensuring they remain central to lesson planning and delivery. This would increase staff awareness and understanding of equality and diversity principles. • Collaborating with department leads to assess and refine the curriculum would ensure that lessons across all subjects align with the principles of the protected characteristics. This would result in teaching materials and approaches that reflect diversity, foster 	

	<p>environment and identify ways to actively promote equality and diversity within curriculum settings.</p>	<p>inclusivity, and celebrate differences.</p> <ul style="list-style-type: none"> • Collectively, these efforts would help establish a culture where equality and diversity are not just principles but lived experiences for colleagues and pupils alike. It would encourage respect, mutual understanding, and inclusivity throughout the school community. 	
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