



The
Westgate School

#equippedforlife

Equality information and objectives

The Westgate School

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1. Aims

We believe that all pupils and members of staff should have the opportunity to fulfil their 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 students, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community through our values to create an environment that upholds the principles of equality and celebrates diversity.

For staff and prospective staff, our recruitment policy highlights our commitment to the Equality Act 2010 in conjunction with the school's culture and values.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

The Equality Act 2010 sets out that the nine characteristics that are protected are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governors are **Charlie Paterson (Safeguarding Link) Sam Harrison (PHRSE Link)**. They will:

- Meet with the designated member of staff for equality each school term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated members of staff, the DSL and Personal Development Lead for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every school term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Definitions of discrimination

Unlawful discrimination is when a person is treated less favorably than others in comparable circumstances, because of a special characteristic such as age, disability, gender or race.

Indirect discrimination occurs when a provision, criterion or practice is applied equally to all but has a different impact on members of one or more protected groups of which the complainant is one and is placed at a disadvantage as a result.

Victimisation is unlawful when it is treating a person less favorably because they have taken action in respect of discrimination e.g., by bringing a complaint or giving evidence.

Harassment is also unlawful when there is unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them on the grounds of one of the relevant characteristics.

Sexual harassment Unwanted behavior of a sexual nature which has the purpose or effect of:

violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Definition of a discriminatory incident:

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socioeconomic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes, and graffiti. It may include use of technology such as mobile phones or email, instant messaging, or social networking websites.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as 'any incident which is perceived to be racist by the victim or any other person'.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Please refer to the 'Behaviour and Engagement Policy' and PHRSE Policy

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times through our designated prayer room)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of extra curricular opportunities)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing to governors
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

- Promote a culture of racial equity and a celebration of diversity. Ensuring that Guidelines for discussion are in place to ensure that teachers do not enable hate speech and that it is corrected or dealt with appropriately.
- Ensure that our curriculum is planned to represent our community, educate our students about equality and celebrates diversity
- Support students within the LGBTQ+ community.
- Promote an ethos which does not tolerate sexual harassment and the use of derogatory terminology with a behaviour system that gives all staff a framework to consistently challenge all discriminatory language and behaviour.
- Staff training on Equality and the implementation of the equalities policy is regularly planned for and is part of the induction for all new staff.

9. Monitoring arrangements

The Governing Body and Headteacher will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by Headteacher at least every 4 years.

This document will be approved by the governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- PHRSE Policy
- Safeguarding and Child Protection Policy
- Behaviour and Engagement Policy