



**The Westminster  
School**

*Safe, Happy and learning Together*

[www.thewestminsterschool.co.uk](http://www.thewestminsterschool.co.uk)

**2024/2025**

# **Equality Policy** including **Information and Objectives**

Building foundations and providing opportunities to create confident, aspirational, and independent members of our community.

Approved by Governing Body on:	<b>24 September 2024</b>
Signed by Chair of Governors:	<i>P. A. Evans</i>
Head Teacher:	<b>O M Flowers</b>
Lead Personnel:	<b>A Gibson</b>
Date of Review:	<b>24 September 2025</b>

## 1. Aims

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

## 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 board 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 Head Teacher

The Head Teacher will:

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

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.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

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.

## 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 which 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)
- 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 school societies). In fulfilling this aspect of the duty, the school will:
- Publish attainment data each academic year showing how pupils with different characteristics are performing
- 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
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- 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

## 8. Equality objectives

### Objective 1

Undertake regular analysis of recruitment data and trends with regard to race, gender and disability and report on this to the Resources Committee of the Governing Board.

### Objective 2

To promote equality and diversity amongst school stakeholders in order to raise awareness and encourage understanding and contributions from all.

### Objective 3

Raised awareness and understanding for staff of barriers for colleagues who come from ethnic minority, LGBTQ+, disability or other diverse backgrounds - and the gifts which these characteristics bring to our school community.

## 9. Monitoring arrangements

The HR Manager will update the equality information we publish, at least every year.

This document will be reviewed at least every 4 years.

This document will be approved by the Governing Board

## 10. Links with other policies

This document links to the following policies:

- › Accessibility Plan
- › Children with Health Needs Who Cannot Attend School
- › Disability (Exams) Policy
- › LAC Designated Teacher Policy
- › Remote Learning Policy
- › Supporting Pupils with Medical Conditions

## 11. Equality Information

Equality Information – 2023/24	
Number of Students	225 (July 2024)

## The Westminster School

Age of Pupils	7-19
Information on pupils by protected characteristics	
<p>The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.</p>	
<b>Ethnicity</b>	
Any other Asian background	5.33%
Any other Black background	1.78%
Any other ethnic group	2.22%
Any other mixed background	4.44%
Any other White background	2.22%
Bangladeshi	2.22%
Black - African	4.44%
Black Caribbean	1.33%
Gypsy/Roma	0.44%
Indian	4.89%
Information Not Yet Obtained	0.89%
Pakistani	10.22%
Refused	0.44%
White - British	55.56%
White - Irish	0.44%
White and Asian	1.33%
White and Black African	0.44%
White and Black Caribbean	1.33%
Pupils eligible for Free School Meals (FSM)	52.89%
Pupils with English as an Additional Language (EAL)	12.40%
Pupils eligible for Pupil Premium Funding (PPG)	47.56%
Looked After Children	2.22%
Pupils with SEN	100%