



Westcliff High School for Boys

EQUALITY INFORMATION AND OBJECTIVES

REVIEWED:	Spring 2025
COMMITTEE:	FAPC
DATE OF NEXT REVIEW:	Spring 2026

Statement

Westcliff High School for Boys (WHSB) is a multi-cultural, multi-racial community of adults and pupils. Through the School's *Learner Profile*, we demonstrate that everyone in the School is of equal value and should have equal opportunities in School, the community, and in life.

At WHSB, we endeavour to meet people's individual needs and appreciate their individual strengths and gifts. We are all different and should all be equally valued. Everything that follows in this statement is to help everyone involved make WHSB an equal opportunities and inclusive School.

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.

The School aims to offer an education appropriate to each individual pupil's needs, regardless of their race, colour, ethnic or national origins, sex, sexual orientation, disability, gender reassignment, pregnancy or maternity or religious beliefs.

The School aims to ensure equal access to educational opportunities for all our pupils, and the opportunity to reach levels of attainment appropriate to their ability. We regard all our pupils as being of equal value and to ensure that the needs of all pupils are identified and met, and that they are able to achieve their full potential, helping to raise standards across the School.

The School aims to ensure that active encouragement is given to all pupils in order to enable them to develop fully their talents and personal skills for co-operative interaction and academic excellence.

The School aims to ensure that everyone at the School (staff, pupils, parents, carers, contractors and visitors) is afforded the basic rights of freedom and access to opportunity, including freedom from all forms of harassment or bullying.

Through the School's *Learner Profile*, the School aims to challenge in a positive way any form of prejudice, racism or sexism, whether overt or covert, which contradicts the School's equality objectives, as set out in the policy. This means adopting the *Learner Profile*, to promote equality of opportunity for all, thus protecting the rights and liberties of every individual.

The School aims to create and retain a workforce based on equality of opportunity that is valued for its diverse contributions and represents different perspectives, experience and skills. To achieve this, the School will maintain strong community/parental links and Governors will give support to the School and all its stakeholders, to ensure an effective educational delivery.

Guidelines

The School's Learner Profile promotes:

- Human dignity (pupils develop a true sense of worth of self and others, irrespective of social, cultural, ethnic, linguistic or faith background).
- Justice and fairness (pupils value genuinely democratic processes and principles and are willing to take action on this).
- Commitment to equality (pupils recognise the principle of equality as the underpinning of relationships between individuals, groups and societies).
- Appreciation of diversity (pupils develop an open-minded approach to other cultures and social groups and are willing to learn from them).

Thus, the Learner Profile encourages:

- Pupils to value their own cultural heritage and the culture and lifestyles of others, and to show respect for self and others while at the same time finding common ground to talk to one another and value living together in a community.
- Staff to accept responsibility for establishing a reasonable climate for debate and extending opportunities for constructive discussion. They must address widely held misconceptions to avoid the risk of pupils with limited experience arriving at consensus views of doubtful validity.
- The provision of curriculum opportunities, open to all. Through the Learner Profile the School challenges any sex stereotyping, which leads to constraints on the development of pupils' abilities and aspirations and promotes opportunities to learn about intercultural issues as part of programmes and teaching.,.
- The School Community to recognize and understand the unacceptability of attitudes, incidents, and taunts, which intimidate, or undermine another's self-esteem.

More specifically, this means the following codes of practice for governors and staff, pupils, parents/carers, and visitors and contract staff.

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](#).

This document also complies with our funding agreement and articles of association.

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 Headmaster.

The Equality Link Governor is Mr R Galvin. He will:

- Meet with the designated member of staff for equality regularly, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure he is 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 Headmaster will:

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

The designated member of staff for equality (the Third Deputy Head) will:

- Support the Headmaster in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the Equality Link Governor regularly.
- Support the Headmaster 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.

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.

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

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 the Headmaster 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 which are connected to a particular characteristic.
- Taking steps to meet the reasonable needs of people who have a particular characteristic.
- 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:

- Produce attainment data each academic year showing how disadvantaged and SEND pupils are performing in comparison to the remainder of the year group.
- 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 incidents).
- Produce further data where applicable 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 Religious Education, 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, such as inviting leaders of local faith groups to speak to the School community and organising school trips and activities based around the local community.
- Continuing to encourage and organise opportunities for the School's female Governors to meet female Sixth Form students to discuss how those students have settled into the School.
- 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 clubs and societies. We also work with parents to promote knowledge and understanding of different cultures.

- › We have 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 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:

- › Is accessible to pupils with disabilities.
- › Has equivalent facilities for boys and girls.
- › Requires funding/part funding for economically disadvantaged pupils.

The School actively considers our equality duties and ask ourselves relevant questions. This is recorded on the risk assessment when planning School trips and activities.

8. Equality Objectives

Objective 1

Undertake an annual analysis of recruitment data and trends with regard to race, sex and disability and report on this to the Personnel Committee. To achieve this objective we have put this objective as a standing item on the Personnel Committee's agenda once a year.

Objective 2

We shall put in place reasonable adjustment arrangements for all staff and pupils with disabilities prior to the start of each academic year, to meet their needs better and ensure that any disadvantages they experience are addressed. To achieve this objective the member of the ST with direct SEND responsibilities and the SENDCo will meet with the relevant staff and pupils in the summer term.

Objective 3

Train all members of staff and Governors involved in recruitment and selection on equal opportunities and non-discrimination. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements. To achieve this, identify a relevant professional to work with the School.

Objective 4

The School's Learner Profile is designed to promote tolerance and in so doing we aim to tackle discrimination (e.g. racial and sex) and to promote equality of opportunity and good relations

across all areas of School activity. To achieve this objective we plan to ensure all pupils, staff and parents understand the School's Learner Profile values and that pupils act in accordance with these values at all times, showing respect and tolerance for all people.

9. Links with Other Policies

This document links to the following policies:

- Accessibility Plan
- Risk Assessment Policy
- Admissions Arrangements
- Charging & Remission Policy
- Special Educational Needs Policy/Report