



# Equality Policy

Policy Author	CFOO/ Head of Inclusion
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Links to other policies	<ul style="list-style-type: none"><li>• Inclusion</li><li>• Anti-Bullying</li><li>• Behaviour at Work</li><li>• Disability and Accessibility</li><li>• Recruitment</li><li>• Behaviour Management</li><li>• Admissions</li><li>• Equality policy - Exams</li></ul>

## Document Control

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## 1 Introduction

Worthing High School is an inclusive school where we focus on the well-being and progress of every student and where all members of our community are of equal worth.

We believe that the Equality Act of 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

## 2 Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as “protected characteristics”). This means that schools cannot discriminate against students or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty:

### 2.1 The Public Sector Equality Duty or “general duty”

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity between different groups;
- Foster good relations between different groups.

This policy describes how the school is meeting these statutory duties and is in line with national guidance.

This policy applies to all employees within the school, all students and to all visitors.

We will take positive and proportionate action, such as targeted support, to address the disadvantage faced by particular groups of students, employees and visitors with particular protected characteristics. The actions will respond to the school’s Equality Objectives.

Our approach to equality is based on the following 7 key principles:

1. All learners are of equal value. Whether or not they have a protected characteristic.
2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people with a protected characteristic might face. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.



3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from one another.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional learning.
6. We have the highest expectations of all our students. We expect that all students can make good progress and achieve their highest potential
7. We work to raise standards for all students, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of students raises standards across the whole school.

## **2.2 Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act.

### **2.2.1 Governing body**

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.

The governing body keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's equalities work taking account of quantitative evidence (e.g. data) and qualitative evidence.

The Inclusion lead on the governing body has a watching brief regarding the implementation of this policy.

### **2.2.2 Head of School and Leadership team**

The Head of School is responsible for:

- implementing the policy;
- ensuring that all staff are aware of their responsibilities and are given appropriate training and support;
- taking appropriate action in any cases of unlawful discrimination.
- ensuring that decisions pay due regard to the Equality Duty.
- ensuring that the equality implications are considered as part of decision making and policy development.
- ensuring adequate resources are available to implement the schools' Equality Policy and Accessibility Plan.



A senior member of staff (Assistant Headteacher Inclusion) has day-to-day responsibility for co-ordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act.

### 2.2.3 Teaching and Support Staff:

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of other protected characteristics
- maintain the highest expectations of success for all students
- support different groups of students in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

### 2.2.4 Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

## 3 Equality Objectives 2024-2026

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups. We produce Equality data Analysis which inform our discussions about the Equality Objectives.

Target	Actions
Achieve a year on year (over two years) reduction in the progress gap in English and Mathematics between students with an EHCP and their peers	Ensure that an adaptive curriculum is in place which is effective in addressing the learning needs of students with SEND Ensure students with an EHCP have access to personalised learning programmes in accordance with their ILP Ensure students with an EHCP have highly effective LSA support, in line with their ILP
Reduce the occurrences of racist incidents year on year (over two years).	Raise awareness of the effect of derogatory language amongst students Set clear procedures for reporting racist bullying.
Narrow the progress gap between Pupil Premium students and those who do not meet the criteria for Pupil Premium.	Embed an adaptive curriculum Ensure all teachers have a thorough awareness of individual student learning needs in their subject.



### **3.1 Monitoring and reviewing objectives**

The Governing Body will review and update our equality objectives every two years. The Assistant Headteacher of Inclusion (Senior Member of Staff) will report annually each spring, to the governing body on progress towards achieving the targets. The school will involve and consult staff, students, governors and parents and carers.

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