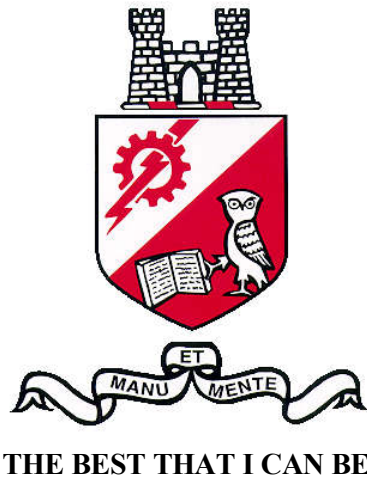


WEST HATCH HIGH SCHOOL



Equality Duty Policy

Policy Date	October 2025
Policy to be reviewed on	September 2026
Signed	

Schaefer. ✓

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1. Aims

West Hatch High School is committed to being “*The best that I can be*” and ensuring that every member of our community is valued, respected, and able to succeed.

In line with the Public Sector Equality Duty (PSED), the school has due regard to the need to:

- Eliminate discrimination, harassment, victimisation, and any conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations across all characteristics by promoting understanding, respect and cohesion.

The protected characteristics are:

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

Our culture is built on the Three Pillars and our SPIRIT values, which underpin our commitment to promoting inclusion, celebrating diversity, and challenging inequality.

2. Legislation and Guidance

This policy meets the requirements of:

- The Equality Act 2010 and Public Sector Equality Duty
- Equality Act 2010 (Specific Duties) Regulations 2011
- DfE guidance: *Equality Act 2010 and Schools*
- EHRC Technical Guidance for Schools
- Government Equalities Office guidance on meeting the PSED

3. Roles and Responsibilities

The Governing Board will:

- Ensure compliance with equality legislation.
- Publish equality information annually and review objectives at least every four years.
- Receive regular updates on equality data, progress and impact.
- Ensure equality is embedded in decision-making, including admissions, staffing and curriculum.
- Monitor pupil outcomes, behaviour, attendance and exclusion data by protected characteristic.

The Headteacher will:

- Implement the policy and ensure all staff understand their responsibilities.
- Promote and monitor progress towards the equality objectives.
- Ensure all staff receive equality training as part of induction and ongoing CPD.
- Ensure parents, visitors and contractors comply with the policy.
- Act swiftly in cases of discrimination, harassment or prejudice-related incidents.

Designated Staff for Equality (Deputy Headteacher) will:

- Lead the implementation and monitoring of equality actions, as evidenced as part of the Silver Equalities Award
- Work with middle and senior leaders to ensure equality considerations are applied across the school.
- Liaise with the equality link governor.
- Ensure equality impact assessments (EIAs) accompany major policies and decisions.

Staff will:

- Challenge discriminatory language or behaviour.
- Promote equality and foster good relations inside and outside the classroom.
- Differentiate effectively and provide reasonable adjustments to support learners.
- Keep their knowledge of equality legislation and responsibilities up to date.

Students will:

- Treat others with courtesy and respect.
- Report discrimination or bullying.
- Take part in promoting inclusion through roles such as Diversity and Equality Ambassadors, Prefects and School Council representatives (as evidenced in the Silver Award Portfolio)

4. Eliminating Discrimination

The school eliminates discrimination by:

- Embedding legal duties into all policies, including behaviour, anti-bullying and safeguarding.
- Recording and analysing prejudice-related behaviour and taking proportionate action.
- Ensuring curriculum design actively challenges stereotypes and promotes diverse representation.
- Providing staff training on the Equality Act and inclusive practice.
- Undertaking equality impact assessments for key decisions, including policies, trips and site developments.
- Ensuring recruitment processes are fair, transparent and non-discriminatory

5. Advancing Equality of Opportunity

We advance equality by:

- Monitoring pupil progress, behaviour, attendance and participation by protected characteristic.
- Removing disadvantages linked to protected characteristics—for example, adaptive teaching, interventions for pupils with SEND, and targeted literacy and numeracy support.
- Reviewing curriculum access annually, including for disabled pupils.
- Ensuring all pupils can participate in trips, clubs, leadership roles and enrichment activities.
- Publishing annual attainment data and using it to inform interventions.
- Providing reasonable adjustments for staff and pupils, including auxiliary aids where required.
- Training staff in inclusive classroom practice and adaptive teaching strategies

6. Fostering Good Relations

West Hatch High fosters positive relations by:

- Promoting understanding of different cultures and backgrounds through assemblies, enrichment weeks and curriculum content (e.g., Culture Week, Black History Month, Pride displays)
- Delivering PSHE and RSE programmes that teach respect, relationships, diversity and equality.
- Providing targeted anti-bullying education, including external partnerships (e.g., Anti-Bullying Alliance resources)
- Encouraging student participation in Equality & Diversity groups and ambassador roles.
- Engaging with families and the local community to strengthen cohesion and understanding.

7. Equality Considerations in Decision-Making

Equality impact is considered at all stages of strategic planning.

The school ensures that decisions:

- Do not disadvantage groups with protected characteristics.
- Integrate adjustments for disabled pupils and staff.
- Avoid clashes with religious observances.
- Guarantee equal access to facilities and opportunities for boys and girls.

Equality Impact Assessments (EIAs) are completed for:

- Policies and major updates
- Trips and visits
- Curriculum reviews
- Recruitment and restructuring decisions

Records are stored alongside risk assessments (in line with model policy expectations)

8. Equality Objectives (SMART: 2025–2029)

Objective 1 – Reduce Key Attainment Gaps

To reduce the attainment gap in English and Maths between SEND/EAL/Disadvantaged pupils and their peers by **15% by July 2029**, through targeted interventions, adaptive teaching, and enhanced literacy support.

Objective 2 – Improve Representation and Belonging

To increase the visibility and representation of diverse groups in the curriculum, displays, library resources and enrichment activities, with measurable improvements in pupil belonging survey indicators by **July 2027**.

Objective 3 – Increase Participation in Enrichment

To ensure pupils with SEND, disabilities or other barriers achieve **participation rates equal to their peers** in trips, clubs and leadership roles by **July 2028**, through targeted support and reasonable adjustments.

Objective 4 – Staff Training & Inclusive Practice

To ensure **100% of staff** complete annual equality, anti-bullying and adaptive teaching training, with impact evidenced through lesson observations, CPD evaluations and student outcomes by **July 2026**.

Objective 5 – Workforce Diversity Monitoring

To analyse recruitment data annually to identify trends in workforce diversity by protected characteristic and report findings and actions to governors each July

9. Monitoring Arrangements

- Equality information is updated **annually**.
- Equality objectives are reviewed at least **every four years**. Next review by 2029.
- The governing board receives termly updates as part of the leadership equality review cycle.
- Equality impact assessments are monitored as part of policy reviews and curriculum planning cycles.

10. Links with Other Policies

This policy links with:

- Accessibility Plan
- SEND Policy & Information Report
- Safeguarding & Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Curriculum Policy
- Recruitment Policy
- Complaints Policy
- Risk Assessment Policy