

# Equality Policy

## ISP Whitstable



<b>Approved by:</b>	Local Governing Body	<b>Date:</b> July 2025
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<b>Last reviewed</b>	July 2025
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<b>Next review due</b>	July 2026
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## **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, (updated June 2019), which introduced the public-sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2017, 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, children and parents, and that they are reviewed and updated at least once every four years or earlier if there is a change in legislation
- 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 children
- Monitor success in achieving the objectives and report back to the governing body

All school adults 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 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 three years.

## **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. children with disabilities, or children 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 children to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all children 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 children 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 children

## **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 and RH(S)E, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, children will be introduced to literature from a range of cultures.

- Holding assemblies and community meetings dealing with relevant issues. Children 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 children within the school. For example, our school council has representatives from different year groups and is formed of children from a range of backgrounds. All children 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 children 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. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment

Issue Number	Review Date
1	July 2024
2	July 2025

## ISP WHITSTABLE ACTION PLAN

The new Action Plan from September 2025-2026 will have the following objectives:

	Objectives	Lead person/s	Action	Time Frame	Review
1	Prepare pupils for the next phase of education KS3/KS4. ISP Whitstable will ensure they fully understand all equality issues.	HT/ teaching & support staff	H&S As a refresher for all staff, to go through the principle expectations and their responsibilities to incorporate Equality Act in PD	July 2026	<p>The ethos of the school focuses on having respect for others and celebrating being different, staff and pupils understand this and work towards this in and out of the classroom.</p> <p>A strong focus on PD lessons ensures students learn from Year 7 the need to respect all diversity including cultural diversity.</p> <p>A varied Humanities curriculum supports the schools philosophy regarding diversity.</p> <p>The supportive and accepting nature of the school ensures students are in an environment where they feel confident in expressing their views and opinions.</p> <p>Weekly assemblies, celebration carousel days focused on different cultures and ethnic events in the school that pupils have the opportunity to look at the cultures of other countries e.g.</p>

2	Governor awareness of their responsibilities	CoG	Ensure this subject is reviewed at an FGB meeting or within committees	On-going	The Governors are aware of their responsibilities and ensure the policies of the school are consistent with the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice. They introduced a code of conduct and have whistle blowing, complaints and staff grievance policies in place to ensure any inequality within the school is reported.
3	Challenge race and gender stereotypes in subject choices and career advice and promote positive attitudes toward diversity.	Teaching staff	As above	On-going	See objective one
4	Check all school policies and assess them to ensure equality issues are adequately addressed.	Each policy leader	All policy leaders to confirm to SBM when they have completed this and whether changes have been made	Ongoing	The policies are regularly reviewed and signed off using best practice templates and guidance.
5	All school policies to be accessible to staff on the intranet.	Q drive	Any changes due to the Equality Act to be highlighted to staff	Ongoing	The school policies are available in our admin office and available on the shared staff drive.

6	Continue with Special days for pupils to include all aspects of equality including keeping safe in all situations including Esafety.	Head of Wellbeing	Plan these into the school year and seek feedback after each event.	Ongoing	We celebrate, respect and raise awareness for diversity by anti- bullying week and online safety, charity fayres and fundraising events - children in need and comic relief, sports days. We have had several wellbeing days and culture and community days in which we received lots of positive feedback from staff and pupils.
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7	Raise awareness by discussing matters of public interest relating to equality at parental events	HT/ Deputy	Research matters of public interest, arrange a coffee morning, ensure parents are informed in advance, raise awareness and discuss subject or matter with parents.	July 2026	
8	Continue with Special days for pupils to celebrate, respect and raise awareness for diversity by Introducing culture days and further develop and embed wellbeing days.	Personal Development Lead & Head of Wellbeing	<p>Arrange culture and wellbeing days.</p> <p>Arrange mental health awareness days</p> <p>Embed this practice by producing an annual cycle</p> <p>Seek feedback from staff and pupils</p>	July 2026	



9	Recognising Girls are a minority within the school and we will provide additional opportunities for social interactions.	Head of Wellbeing	Continue to arrange social interactions for girls within the school. Monitor with feedback	July 2026	
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	Review date
1	November 2022
2	July 2023
3	July 2024
4	July 2025