



Equality of Opportunity Policy Statement

Equality of opportunity at Newhaven School is underpinned by the school's core values of respect, inclusion, dignity, safety and ambition for all. The aims and ethos of the school support the development of self-respect, confidence and self-esteem in pupils, staff and the wider community.

We value diversity and recognise every member of the school community as an individual. We are committed to ensuring equality of opportunity regardless of:

- Age
- Disability
- Ethnicity
- Culture
- Religion or belief
- Language
- Sex
- Gender identity or reassignment
- Sexual orientation
- Pregnancy or maternity
- Socio-economic background
- Special Educational Needs and Disabilities (SEND)
- Family circumstances or care experience

Newhaven School is opposed to all forms of discrimination, prejudice, harassment, victimisation and intolerance.

The school recognises its duties under:

- The Equality Act 2010
- The Public Sector Equality Duty (PSED)
- The Human Rights Act 1998
- The SEND Code of Practice (2015)
- Keeping Children Safe in Education (KCSIE) 2025
- The Relationships, Sex and Health Education statutory guidance
- The Prevent Duty
- UK GDPR and Data Protection legislation



All staff understand the importance of preparing pupils for life in modern Britain and a diverse society through an inclusive curriculum and positive relationships.

Principles of Inclusion

This policy endorses the three principles of inclusion within the National Curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming barriers to learning and assessment for individuals and groups of pupils

The school adopts a trauma-informed, relational and inclusive approach to education and behaviour support.

Attainment and Progress

1. The school aims to ensure all pupils achieve the highest possible standards and make sustained progress from their starting points.
 2. Achievement and progress are monitored through formal and informal assessment procedures and analysed by:
 - Sex
 - Ethnicity
 - SEND
 - Social disadvantage
 - Attendance
 - Vulnerability groups
 3. Any identified patterns of underachievement are addressed through targeted curriculum planning, intervention and pastoral support.
 4. Assessment practices are reviewed regularly to minimise cultural, linguistic or social bias.
 5. Pupils are encouraged to take increasing responsibility for their learning through reflection, target-setting and restorative conversations.
 6. Progress reports and communication with parents/carers are made accessible and inclusive to encourage participation and engagement.
 7. The school values and celebrates academic, vocational, creative, sporting, personal and social achievement.
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Attitudes, Relationships and Environment

1. The school promotes respect, empathy, inclusion and positive relationships throughout the community.
 2. Racist, sexist, homophobic, biphobic, transphobic, disablist or discriminatory language or behaviour will not be tolerated.
 3. High expectations are maintained for behaviour, attendance and engagement for all pupils.
 4. All forms of prejudice-based bullying, harassment or discrimination are recorded, monitored and addressed in line with safeguarding, behaviour and anti-bullying procedures.
 5. Pupils, staff and parents/carers are informed about procedures for reporting concerns, including online abuse and harmful behaviour.
 6. The school works in partnership with families, external agencies and the wider community to promote inclusion and address discriminatory incidents.
 7. Staff receive regular training relating to:
 - Equality and diversity
 - Safeguarding
 - Trauma-informed practice
 - Online safety
 - Sexual harassment and harmful behaviours
 - Inclusive practice
 8. Adults model respectful relationships and inclusive behaviour at all times.
 9. The school recognises that trauma, culture, communication needs and lived experience may affect behaviour and engagement.
 10. Pupils are supported to develop independence, self-regulation and accountability for their behaviour.
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Admissions, Attendance, Behaviour and Exclusion

1. Attendance, behaviour, suspensions and exclusions are monitored by:
 - Sex
 - Ethnicity
 - SEND
 - Social disadvantage
 - Other vulnerable groups
2. The school works closely with families and external agencies to support attendance and reduce barriers to engagement.
3. Admission procedures gather relevant information relating to:
 - Ethnicity
 - Language
 - Religion or belief



- SEND
 - Medical needs
 - Dietary requirements
 - Safeguarding and wellbeing
4. The school seeks to minimise suspensions, exclusions and restrictive practices through trauma-informed and restorative approaches.
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Teaching and Learning

1. Teaching encourages pupils to become active and responsible learners.
 2. Teaching is adapted to respond to differing learning styles, communication needs and abilities.
 3. Classrooms are inclusive environments where all contributions are respected and valued.
 4. Teachers actively include pupils who may be marginalised or disadvantaged.
 5. Collaborative learning opportunities support social development, communication and teamwork.
 6. Teachers challenge stereotypes, bias and discrimination and encourage critical thinking about fairness and equality.
 7. Resources, displays and teaching materials reflect diversity positively and challenge stereotypes.
 8. Resources are reviewed regularly to ensure they remain inclusive, representative and appropriate.
 9. Teaching incorporates safeguarding themes including:
 - Healthy relationships
 - Consent
 - Online safety
 - Respectful communication
 - Equality and protected characteristics
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Curriculum

1. The curriculum promotes equality, diversity, inclusion and belonging across all subjects.
2. All pupils have access to a broad, balanced and ambitious curriculum.
3. Curriculum planning builds upon pupils' starting points and includes appropriate differentiation for:
 - Pupils with SEND
 - Pupils with SEMH needs
 - Pupils with English as an Additional Language (EAL)
 - Pupils from different cultural and ethnic backgrounds



4. Curriculum content reflects and values diversity, anti-racism and inclusion.
 5. Pupils are encouraged to identify and challenge stereotypes, prejudice and misinformation.
 6. All curriculum areas contribute to pupils' spiritual, moral, social and cultural (SMSC) development.
 7. Extra-curricular activities and educational visits are inclusive and accessible wherever possible.
 8. School events and celebrations seek to include and reflect the diversity of the school community.
 9. The curriculum supports preparation for adulthood, employability, independence and participation in modern British society.
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Policy, Leadership and Management

1. All school policies reflect the school's commitment to equality, diversity and inclusion.
 2. Leaders and governors promote a culture of respect, inclusion and safeguarding.
 3. Curriculum and teaching are monitored to ensure high expectations and equitable opportunities for all pupils.
 4. Staff are consulted appropriately within decision-making processes.
 5. Additional funding and targeted provision are monitored to ensure resources are allocated fairly and effectively.
 6. School leaders regularly review systems, procedures and data to identify and reduce institutional barriers or bias.
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Staffing, Recruitment and Professional Development

1. All staff, including part-time, agency and support staff, are treated with dignity and respect.
 2. Equality, safeguarding and inclusion are addressed during induction.
 3. Staff training includes equality, diversity, inclusion and safeguarding responsibilities.
 4. Staff have equitable access to continuing professional development (CPD) and leadership opportunities.
 5. Recruitment and selection procedures are fair, transparent and compliant with equality legislation.
 6. The school seeks to promote diversity within the workforce and address under-representation where identified.
 7. Staff skills, experience and expertise are recognised and valued.
 8. Staff and visitors provide positive and diverse role models for pupils.
 9. A designated Equality and Diversity Lead, overseen by a member of the Senior Leadership Team, supports implementation and monitoring of this policy.
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Parents, Governors and Community Partnership

1. Parents/carers are encouraged to participate fully in school life.
 2. Communication and meetings are made accessible wherever possible.
 3. The school seeks to ensure governing body representation reflects the diversity of the community.
 4. Partnerships with local organisations, services and community groups are encouraged to strengthen inclusion and support families.
 5. Parent and community feedback contributes to school improvement and policy review.
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Monitoring and Review

All staff and governors share responsibility for implementing this policy.

Monitoring relating to pupils may include analysis of:

- Attainment and progress
- Attendance
- Behaviour and suspensions
- Exclusions
- Bullying and discriminatory incidents
- Safeguarding concerns
- Post-16 and post-19 destinations
- Participation in enrichment activities
- Parent/carer engagement

Monitoring relating to staffing may include:

- Workforce diversity
 - Recruitment and retention
 - Professional development participation
 - Promotion opportunities
 - Staff wellbeing and inclusion feedback
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Reporting and Evaluation

The Governing Body will receive regular reports regarding the implementation and impact of this policy.

The effectiveness of the policy will be evaluated through:



- Data analysis
- Safeguarding reviews
- Student voice
- Parent/carer feedback
- Staff consultation
- External review where appropriate

The policy will be reviewed every two years or sooner in response to legislative or organisational change.

Next Review Date: June 2028