



WOODBIDGE HIGH SCHOOL

EQUALITY POLICY

1. Context

Woodbridge High School is a large mixed comprehensive of around 2000 pupils on roll, including over 500 in the 6th form. The school population is socio-economically diverse, but has an over-representation of highest and lowest Acorn categories relative to the London Borough of Redbridge. In terms of ethnicity, there is a rising proportion of minority ethnic pupils; currently 68%, with pupils for whom English is an additional language at approximately 32%.

2. Aims and Values

Woodbridge High School is a welcoming school where everyone is valued highly and where inclusion, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment.

The broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion, sexual orientation or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Woodbridge High School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement.

We aim to:

- provide a secure environment in which all our children can flourish and achieve all five outcomes of 'Every Child Matters' (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being);
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- publish our policies and impact assessments and share them with the school community;
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- have high expectations of behaviour which demonstrates respect to others.

Woodbridge High School is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community;
- encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
- working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our Equality Policy is followed.

3. Leadership, Management and Governance - Responsibilities

The Governing Body

It is the Governing Body's responsibility to:

- ensure that the school complies with equality legislation;
- meet requirements to publish equality schemes;
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- scrutinize the recording and reporting procedures at least annually;
- follow the LA's admissions policy, which is fair and equitable in its treatment of all groups;
- monitor attendance and take appropriate action where necessary;
- have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- provide information in appropriate, accessible formats;
- be involved in dealing with serious breaches of the policy;
- be proactive in recruiting high quality applicants from under-represented groups.

The Headteacher

It is the Headteacher's responsibility to:

- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant continuous professional development;
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with any reported incidents of harassment or bullying in line with LA guidance;
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- produce a report on progress for governors annually.

All Staff

It is the responsibility of all staff to:

- Role model the values and actions outlined in our Equality Manifesto and support students in doing so
- be vigilant in all areas of the school for any type of harassment and bullying;
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

4. Policy Planning and Review

All aspects of diversity and equality are contained in this policy and our equality manifesto and will be followed by a specific equality action plan in relation to access, gender and race equality covering a three-year period.

Policy planning and development

In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views.

- All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity.
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality.
- Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils / cohorts.

Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, or looked-after status.
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity
- The data collected is used to inform further school planning, target-setting and decision making.



Woodbridge High School Equality Manifesto



We are upstanders, challenging any form of inequality

We all have the confidence to challenge behaviour that is disrespectful or based on protected characteristics by any member of the school community. We encourage feedback and challenge on our own behaviours. We speak up when something does not look right and are supported in doing so.

We respect everyone

Woodbridge is a welcoming, inclusive and supportive school based on mutual respect and equality for all. We do not tolerate bullying, harassment, discrimination or unacceptable non-inclusive behaviours.

We do not stereotype

We strive to understand individuals, rather than generalising or making assumptions based on their characteristics.

We support, not shame

We do not make people feel bad about topics or characteristics they may know less about. We encourage intelligent debate. We support individuals who want to find out more about the experiences of others and provide a safe space for these conversations to take place.

We collaborate

We understand that we are only going to solve inequalities within our school community by working together. We bring together people with a range of roles and experiences to ensure we have a consistent and coherent approach to addressing inequality.

We celebrate difference

We empower everyone to be themselves at Woodbridge by celebrating and valuing our differences.

We recognise intersectionality

We understand that everyone has their own unique experiences of discrimination and oppression, and that we must consider the different characteristics that can marginalise people. We take into account people's overlapping identities and experiences in order to understand the complexity of prejudices they face.

Kindness

Inclusion

Respect

Excellence

Approval: Approved by Curriculum & Standards Committee on 4th November 2025

Reviewer: Ms Evans (Assistant Headteacher)

Date of Next Review: Autumn 2026