

GREAT BOOKHAM SCHOOL



EQUALITY POLICY and OBJECTIVES

Updated:	Summer 2020
Review Date:	Summer 2024
Status:	Recommended

1. Introduction

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, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, 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. Aims of the policy

Great Bookham School pupils and staff come from a range of socio-economic backgrounds. Whilst the school is a caring and cohesive community, we recognise the need to actively promote relationships between the various sections of society represented within the school.

Great Bookham School aims to create a school community which has equality for all at the heart of all we do. We aim to embrace the diversity of the community we serve and as such celebrate all groups represented within it. We will eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between all people in the school community and beyond.

4. Great Bookham School PRIDE Values:

Positive attitudes to all learning

Respect of children, parents and the community

Independence of mind and spirit

Difference celebrated across the school

Excellence accomplished across the curriculum

As part of our values, we will continuously strive to ensure that everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their background, race, gender, religion or belief, sexual orientation, gender reassignment, pregnancy, age or disability.

5. Roles and Responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Executive head.

The Chair of Governors will:

- Meet with the designated member of staff for equality every year, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The school leadership team:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support school leaders in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every year to raise and discuss any issues relating to the equality objectives for the school
- Support the school leadership team in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

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, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils 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 pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils 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 utilise Surrey County Council guidance to develop our 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 pupils with disabilities
- Has equivalent facilities for boys and girls

The school actively considers our equality duties and ask 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. Equality objectives 2021-2022

Objective	Why we have chosen this objective	To achieve this objective we plan to:	Progress we are already making towards this objective
1. Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year.	To ensure the school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LA guidelines.	<p>Safer recruitment and Equality training for professional development. We will monitor staff recruitment and career development with reference to equality.</p> <p>Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.</p>	<p>Executive Head has received equality in the workplace training.</p> <p>All Governors will be made aware of the policy as part and other training as appropriate, to ensure familiarity with their responsibilities.</p>

<p>2. Develop our curriculum to build on pupils' starting points so that it is differentiated to ensure the inclusion of:</p> <ul style="list-style-type: none"> • boys and girls • pupils from minority ethnic groups • pupils with special educational needs • pupils who are eligible for pupil premium 	<p>Great Bookham School believes that every child is entitled to a broad, balanced and coherent curriculum.</p>	<p>To ensure the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral and cultural development of all pupils. We cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.</p>	<p>Through PSHE and assembly's teachers do challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas.</p>
<p>3. Develop our specialist provision to support pupils who are at risk of disaffection and exclusion</p>	<p>All children have access to the mainstream curriculum. Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate.</p>	<p>Teaching to be responsive to pupils' different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together.</p>	<p>Revised school rules, updated behaviour and anti-bullying policy in place.</p>
<p>4. To facilitate an open respect for different faiths and beliefs in the school community.</p>	<p>Promote and model respect for those of different backgrounds, faiths or cultures.</p> <p>Attainment outcomes for groups monitored and support established to ensure all groups make good progress.</p>	<p>Further enhance curriculum to celebrate a diversity of faith / belief events and holidays. Establish pupil voice from different faiths. Promote a deep understanding of our students and communicating in the realities of a multicultural Britain.</p>	<p>Actively celebrate a diversity of faith / belief events and holidays</p>

9. Monitoring arrangements

The Head Teacher will review and update the equality objectives and information we publish, at least every year.

The equality objectives will be approved by governing board each academic year.

This policy document will be reviewed by governing board at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Admissions Policy
- Child Protection Policy
- Whistleblowing Policy
- Accessibility plan
- School specific risk assessments
- Behaviour Policy
- Anti-Bullying Policy
- PSHE and RSE Schemes of work