



Equality Policy

March 2024

Governors' Committee Responsible:
Governor Lead:
Nominated Lead Member of Staff:
Status & Review Cycle:

Culture & Safeguarding Committee
Mr J Parrrott
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Annual

Fullbrook Code of Conduct Contents

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Introduction

This policy sets out Fullbrook's approach to promoting equality as defined in the Equality Act 2010. It covers sex, race, disability, religion or belief, sexual orientation, students who are pregnant and those undergoing or who have undergone gender reassignment (the protected characteristics). This policy also includes Fullbrook's approach to community cohesion.

I. **The School Context**

Fullbrook, based in North West Surrey, is an 11-18 mixed comprehensive school serving the local communities of Byfleet, New Haw, Pyrford, West Byfleet and Ottershaw

Fullbrook is a good school. The proportion of students identified with special educational needs and/or disabilities is similar to the national average. Around 12% are eligible for Free School Meals, compared to the national average.

Ethnicity balance in the local community is varied by ward, with a higher-than-average percentage of Pakistani families in Maybury and Sheerwater, from which some of our students are drawn. All other wards are predominantly white British.

Fullbrook is much larger than most secondary schools with approximately 1390 students. Most students are from White British backgrounds. Around 19% are from a range of other ethnic backgrounds. This is higher than the national average. There has been an increase in students joining Fullbrook who are at an early stage of speaking English, with 12 students meeting these criteria in 2021/22.

The gender balance in the school remains even, with variation within year groups.

Fullbrook is committed to ensuring that differences are celebrated and the school community have the opportunity to experience a wide range of ethnic and religious diversity that they may not have the opportunity to experience in the local community, through curriculum design, assemblies and visits.

2. Aims and Values

Fullbrook's Vision:

The Fullbrook community inspires an active passion for learning in everyone. We challenge, respect and support each other to be better than we ever thought we could be.

The school's Code of Conduct (Behaviour Policy) states:

“At Fullbrook we believe that everyone has the right to be treated with respect and with this right comes the responsibility to treat others with respect.”

This statement summarises our approach to equality and underpins everything at Fullbrook. All actions that the school undertakes serve to fulfil these beliefs and visions in order to make sure that all members of our community are treated with equality.

The Curriculum Statement of intent states:

Every student at Fullbrook School will have an active passion for lifelong learning and enrichment along with a growth mindset which, coupled with core strengths, enables them to be resourceful, resilient and respectful citizens of the 21st century. The Fullbrook curriculum is inclusive and inspiring: it is designed to be a progressive seven year model that supports students to be ready at each stage for the next step in learning. This ensures that they have the ambition to prepare at school for success in their chosen careers.

3. Fullbrook's Approach to Promoting Equality

Fullbrook aims to:

- **Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010**

Through robust reporting systems, clear consequences, education to increase empathy, INSET for staff and encouraging openness

- **Advance equality of opportunity between people who share a protected characteristic and people who do not share it**

By showing all pupils that they belong, that their identity is respected, that there are role models for everyone

- **Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it**

Through education, empathy, developing equalities visibility and the opportunity to explore and discuss in a secure environment. This includes:

- Embedding the teaching of Equalities in the curriculum, pastoral time, extra-curricular activities
- Proactive celebrations e.g. Pride Month, Black History Month
- Opportunities to foster understanding, e.g. Tutor activities, PSHE lessons
- Support and development of understanding of Mental Health issues
- Encouraging staff and students to have a voice through school council, the Single Equalities Steering Group, the Student Voice Equalities Group and regular feedback opportunities e.g. questionnaires
- Encouraging staff to learn alongside students – everyone can learn!

Through application of the above, Fullbrook seeks to ensure that no students, staff, parents or carers, or any other person through their contact with the school receives less than favourable treatment on any grounds including sex, race, disability, religion or belief, sexual orientation, pregnancy, or those undergoing or who have undergone gender reassignment. (As identified in the Equality Act 2010).

As an employer Fullbrook also seeks to ensure equality in recruitment with reference to the characteristic of age.

As a user of social media, Fullbrook commits to ensuring that all posts reflect the school culture of diversity, equality and inclusion and that comments from users are monitored.

Fullbrook recognises that this pursuit of an equal and cohesive community is a process and involves regular reflection and learning in an ever-changing landscape and is committed to this pursuit.

4. A Cohesive Community

Fullbrook seeks to develop clear strengths in the cohesion of the school's internal community and its role with its local partners. Fullbrook aims to have a significant impact on students' understanding of the UK and global communities, help students to learn about and understand others, value diversity and promote shared values through outstanding teaching and curriculum provision. Fullbrook promotes positive interactions between all learners and staff.

The school's ethos promotes equality and supports community cohesion. Learner's opportunities to participate in the community encourage students to work with others from different ethnic, religious and socio-economic backgrounds.

The participation and positive interactions between our groups of students, parents/carers and staff make an important and beneficial contribution to cohesion, for example Ofsted 2017 said "Students benefit from carefully considered and highly effective pastoral and academic care. The tutor and house system is one of the bedrocks of the school's success"

5. Roles and Responsibilities

School governors are responsible for:

- Making sure the school complies with current equality legislation
- Making sure this policy and its procedures are followed

The Head of School is responsible for:

- Making sure the policy is readily available and that governors, staff, students and their parents/carers know about it.
- Making sure its procedures are followed
- Producing regular information for staff and governors about the policy and how it is working and providing training for them on the policy if necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination

The school staff are responsible for: o Modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping

- Promoting equality and avoiding discrimination against anyone
- Keeping up to date with the law on discrimination and taking training and learning opportunities

Students are responsible for:

- Keeping equality and diversity issues on the school agenda through a shared input with staff through the Fullbrook student voice channels (e.g. School Council, Student Summits, Student Equalities Reps) on developing policies relating to this area. This may include:
 - (i) The anti-bullying policy and specifically racist and homophobic bullying
 - (ii) Developing school/class rules which challenge discriminatory behaviour

Parents and carers are responsible for: o Having a shared input with staff on developing policies related to this area through the Fullbrook Parent Voice (FPV). This may include:

- The anti-bullying policy and specifically racist and homophobic bullying
- Ensuring the above is explicit within our home school policy

Visitors and contractors are responsible for:

- Knowing and following our Equality Policy

Responsibility for overseeing equality practices in the school lies with the Head of School, supported by the Link Governor for Inclusion.

Responsibilities include:

- Co-ordinating and monitoring work on equality issues

- Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- Monitoring the progress and attainment of potentially vulnerable groups of students
- Monitoring exclusions
- Proactively developing practice to consistently progress a culture of Diversity Equality and Inclusion

6. Monitoring, reviewing and assessing impact

Fullbrook's Equality Policy is supported by the Fullbrook Single Equality Scheme. The Single Equality Scheme will be monitored termly by the Single Equality Steering Group, which is responsible for actioning the Single Equality Scheme. This steering group is made up of:

- Link Governor (Inclusion)
- Vice Head of School
- LSA with physical disabilities curriculum access specialism
- Teacher representatives
- Student Equalities Representatives (to present/consult on specific agenda items) A parent representative

7. Links to other Policies

- Code of Conduct Policy
- Curriculum and Teaching & Learning Policy
- Anti-bullying Policy
- Safeguarding Policy

8. 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](#).

This document also complies with our funding agreement and articles of association.