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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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 and between people who share a protected characteristic and people who do not share one.

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 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.



3. 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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher and Inclusion and Diversity Lead
- Maintain an awareness of events and projects within the school which pertain to the improvement of equity, diversity and inclusivity.

The equality link governor is the Chair of the Personnel, Pastoral, Pay and Wellbeing Committee. They will:

- Meet with the Inclusion and Diversity Lead and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are 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 Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Monitor success in achieving the objectives and report back to governors.

The Inclusion and Diversity Lead is Miss Parkinson who will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor to raise and discuss any issues
- Alert the equality link governor to current projects and developments within the school
- Support the headteacher in proactively identifying any staff training needs, and deliver or source training as necessary



- Support the headteacher in proactively identifying areas for development, training and education among the student body, and deliver or source training and resources as necessary
- Liaise with local bodies and schools to ensure all education and training is up to date and in line with current research, and that good practice is shared where possible
- Ensure any projects and objectives remain dynamic, in line with current needs, wider events and current literature
- Engage with members of the staff body to encourage them to participate or lead on specific projects relating to equity and diversity.

All school staff 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 have been written to avoid personal and structural discrimination and other prohibited conduct. These will be reviewed regularly.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings and EDI-specific INSETs. 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 year.

The school has a designated member of staff for monitoring equality issues (the Inclusion and Diversity Lead), a line manager in ELT, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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:

- Educating staff and students on the possible disadvantages faced by someone with a protected characteristic, and how these may be exacerbated by intersecting characteristics
- Taking steps to meet the needs of people who have a protected characteristic
- Being committed to removing or minimising disadvantages suffered by people that are connected to a particular protected characteristic



- Ensuring all students are aware of how to raise concerns or questions relating to protected characteristics and their treatment in school, and they are supported in doing so, through the Diversity Group, School Council and Student Voice surveys.
- Encouraging people who have a particular characteristic to participate fully in any activities
- Teaching students without protected characteristics about their obligations under the Equalities Act, and encouraging them to be active bystanders and allies

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
- Analyse the aforementioned data to determine strengths and areas for improvement, implement actions in response, and publish this information
- Follow the actions set out in the RACE Charter Mark, as endorsed by Figtree International and the SSAT, to continue development of our EDI objectives
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying), and use such evidence to adapt teaching, learning and pastoral care
- Communicate current work and progress with relevant stakeholders.

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, cultures, ethnic groups, gender identities, sexualities and access arrangements through all aspects of the curriculum.
- Regularly reviewing the department objectives set out in the Curriculum Review of 2022, to evaluate and build on current, subject-specific EDI work.
- Holding assemblies, with external subject specialists where possible, dealing with relevant issues from both within and outside the school and encouraging pupils to take a lead in such assemblies
- Marking and, where appropriate, celebrating days and months of significance (e.g. Black History Month)
- Maintaining a programme for Diversity Ambassadors, who may advocate for their peers



- Working with our local community, including inviting leaders of local faith groups to speak at assemblies, organising school trips and activities based around the local community, and taking part in events relating to equity, diversity and inclusivity
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school, such as through the proactive teaching of subjects relating to EDI, the use of reflective resources as well as sanctions in the instance of discrimination, and encouragement of 'vertical' forums that involve students across year groups, such as the School Parliament.
- Developing and maintaining links with people and groups who have specialist knowledge about particular characteristics, to help inform and develop our approach.
- Maintaining communication with parents and ensuring they are aware of how to contact school with questions and concerns relating to EDI.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made and relevant staff have received training to this end, such as those involved in recruitment.

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
- Has had reasonable adjustments made for pupils 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. Questions are listed on the school trips and activities form. The record is completed and stored electronically.

8. Equality objectives

Please note: the objectives and progress detailed below is a summary of the school's current work. Detailed information can be found on the RACE Charter Mark Audit (accredited 2023 by Figtree International).

Objective 1

To proactively support colleagues who share a protected characteristic, and to recognise and attempt to dismantle the possible structural and social barriers they may face in the work place.

Why we have chosen this objective: We recognise the systemic and structural barriers that staff with protected characteristics may face, and we recognise our obligation as a school to dismantle or



mitigate these insofar as we can. We also recognise and value diversity of voices and points of view, and see this as fundamental to running a successful school which equips its students for the outside world. We understand that staff wellbeing is instrumental in allowing them to support students effectively.

Progress we have made towards this: Governors, ELT and Middle Leaders have undergone training regarding the role of race in the workplace, and relevant staff involved with recruitment have undergone training about EDI and recruitment. All staff are encouraged to take relevant training to pursue their personal goals, and our coaching system gives primacy to the aspirations of the individual member of staff. We have run Neurodiversity groups for staff, to learn more about any needs or requirements we must meet.

Objective 2

To have commitment from all staff at all levels to the promotion of fairness, equity and good relations in the context of their role.

Why we have chosen this objective: It is fundamental to our school values that all students should have the chance to thrive, and that all should be treated with respect and dignity. We recognise students require whole-hearted, proactive support from their school to overcome potential barriers to their success, and that all staff, including but not limited to those who share a protected characteristic, have the potential to support and empower students.

Progress we have made towards this: Equity and Diversity are a school priority and are included in our school improvement plan. All staff have undergone training on representation and unconscious bias in education, and all departments have critically evaluated diversity in the schemes of work. A large number of staff have committed to running or supporting with equity and diversity events within the school. Senior Leadership have committed to White Ribbon Day projects to promote positive conversations around gender.

Objective 3

To ensure all students, staff and stakeholders feel welcome, empowered to achieve their aspirations, and can share their experiences, questions and concerns relating to equity, diversity and inclusivity, regardless of protected characteristics.

Why we have chosen this objective: We recognise the importance of a plurality of voices in shaping a successful school which meets the needs and facilitates the aspirations of its students. We also understand that, although we are proactive with training, staff will not always share their students' experience, and must listen to their needs and experiences to ensure they are being adequately supported.

Progress we have made towards this: The School Parliament and Diversity group give primacy to student voice and continue to run regularly, alongside a Diversity Ambassador Programme which allows students to advocate for their peers. There is an app for staff to anonymously raise questions relating to EDI with



the Diversity Group or EDI Lead, and where possible these questions are answered by students. There is constant communication and sharing of good practice among staff. We have rigorously reviewed our policies to ensure they are inclusive and allow all students and staff to feel valued and welcome. The school is continuously developing its processes of dealing with incidents of discrimination to educate as well as sanction. In addition, the school marked its first White Ribbon Day in 2023, encouraging its students to take the White Ribbon pledge.

Objective 4

To proactively pursue a curriculum which reflects its students and the diverse world in which they live, and which equips all students with the skills needed to live in a diverse world.

Why we have chosen this objective: We understand the importance of a decolonized curriculum which avoids Eurocentrism and damaging or discriminatory narratives. We recognise the immense value for all students of an inclusive and balanced curriculum which holds space for a diversity of voices and stories. Aside from the role of the curriculum in shaping students' sense of self, we also see the importance of equipping all students for life in a diverse world, in which they must be able to respectfully and equitably engage with people of diverse heritages, identities and needs.

Progress we have made towards this: All departments have critically evaluated their Schemes of Work relating to EDI, and this has led to fundamental changes in some departments. We continue our Celebrations of Culture (MFL), Black History Month Celebrations etc. as laid out in the Staff EDI Planning Document, adding to this each year and seeking to involve a range of staff members. We supplement our curriculum with visits from guest speakers and Retreat Day activities including topics such as being an active bystander.

Objective 5

To hold ourselves accountable and to be held to account by others for the continued improvement of equity, diversity and inclusivity in our school, and to ensure our work is proactive and responsive to the changing needs of our students and staff.

Why we have chosen this objective: We are committed to the improvement of equity and diversity in our school, and understand that the sector shifts with current research and as understanding grows of the needs of people who share a protected characteristic. We also recognise the valuable insight and guidance that external bodies such as Figtree International may provide when monitoring our progress. We recognise that there is no 'end point' and that the improvement of equity, diversity and inclusivity must be a continuous process.

Progress we have made towards this: We have created links with stakeholders such as KREC and local schools, which hold us accountable and allow us to share good practice. We periodically gather attainment and behaviour data according to key groups and analyse this for discrepancies or trends.

9. Monitoring arrangements



The Data Lead and Inclusion and Diversity Lead will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

This document will be approved by the Personnel, Pastoral, Pay and wellbeing Committee and final approval by the Full Governing body.

The RACE Charter Mark will be reassessed in 2024 to evaluate progress towards goals.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Equity Diversity and Inclusion Statement



Highlights to date:

- Achievement of Bronze RACE Charter Mark accreditation after a thorough audit of the school.
- Lockdown efforts included a weekly foodbank and the production and delivery of over 600 face visors to hospitals in Surrey.
- The yearly Celebration of Culture evening, run by MFL, has continued to grow in popularity and participation. This event showcases and celebrates the diversity of cultures and languages spoken in our school community.
- Among others, the PSHE, RE and Art curricula have been heavily adapted to either explicitly or implicitly teach students about the rights of people with protected characteristics and the value of inclusion and diversity.
- Unconscious bias and active bystander work have become embedded in the schools Retreat programme, and were met with success in 2022 and 2023.
- In 2022, staff took part in Holocaust Beacon School training, to learn more about exemplary teaching about the Holocaust.
- In 2022, the House Drama theme was 'equity'. It required students to have a thorough understanding of the difference between equity and equality, and the importance of reasonable adjustments for need.
- In 2023, House Art encouraged students to research and celebrate diverse heroes, and to present them in the style of a wide range of artists.
- School productions which address themes of equity, diversity and inclusivity have included Machinal by Sophie Treadwell and Incident at Vichy by Arthur Miller.
- In 2023, staff attended an inspiring talk by Chris Lubbe, who shared his story and his thoughts on race and education.
- In October 2023, the school held its first celebrations of South Asian Heritage Month. This involved student-led presentations about their inherited culture, assemblies and a Tamil film showing.
- In October 2023, members of the Diversity Group attended a Black History Month event at Kingston University, where they heard the multimediuim artist Seyon Amosu discuss race and gender identity in the world of fashion.
- In November 2023, the school marked White Ribbon Day for the first time. Students were encouraged to make the White Ribbon pledge and wear white ribbons to show their support of women.

Review Due: January, 2028.

Review Cycle: The information is to be reviewed annually and the objectives every four years.