

Fullbrook Equality Policy

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.

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. A small percentage, compared to the national average, are eligible for free school meals.

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 1550 students. Most students are from White British backgrounds. Around 25% are from a range of other ethnic backgrounds. This is below the national average. In 2015/16 six students are at an early stage of speaking English which is also below the national average.

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

Pregnancies among students have reduced with no students pregnant in the last five years. Student mobility is low.

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.

Equality Aims and Values

Fullbrook's Vision:

- Fullbrook students will become responsible adults who understand their worth, achieve their full potential and are able to make a positive contribution to the global community.
- Fullbrook will be an outstanding school offering a broad and balanced curriculum.
- Fullbrook students, staff and our community will enjoy learning and leisure in an inspiring and forward looking environment.

Fullbrook aims to provide equality and excellence for all, to promote the highest possible standards. The school behaviour for Learning 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.

Fullbrook's Approach to Promoting Equality

Fullbrook aims to:

- Eliminate unlawful discrimination, harassment or victimisation of students or staff, or potential students or staff
- 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 it and people who do not share it.

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 2012).

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

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. Positive interactions between all learners and staff are encouraged

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

The participation and positive interactions between groups of students, parents/carers and staff make an important and beneficial contribution to cohesion.

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 Principal 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:

- 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, Year councils, House leaders) on developing policies relating to this area. This may include:
 - The anti-bullying policy and specifically racist and homophobic bullying
 - Developing school/class rules which challenge discriminatory behaviour

Parents/Carers are responsible for:

- 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 Vice Principal supported by the Inclusion Manager, and 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.

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 Principal
- Inclusion Manager
- LSA with physical disabilities curriculum access specialism.
- Teacher representative
- Student representative.

The Single Equality Steering Group reports to the Head Teacher twice annually. The Principal reports to the Full Governing body annually, on assessment of impact of the Single Equality Scheme and its effectiveness in eliminating discrimination, promoting access and participation, equality and good relations between different groups. The Principal's report at Full governing body meetings will provide an update on school population, key initiatives and progress against targets set out in the Single Equality Scheme as well as outlining future plans.

Links to other Policies

- Behaviour for Learning
- Curriculum and Teaching & Learning Policy
- Anti-bullying
- Recruitment