



Great Marlow School

Excellence • Compassion • Integrity

EQUALITY, DIVERSITY AND INCLUSION

Recommended by the Leadership Team:	November 2023
Approved by Trustees' Policies Sub Committee:	December 2023
Ratified by Trustees Body/Board:	December 2023
Review Due:	Autumn Term 2024

Indicate as appropriate:

There has **not been a change** to the previous policy

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Introduction

Great Marlow School values the diversity of its staff and students and is committed to promoting a culture in which diversity is pursued and highly valued. The School encourages staff and students from different backgrounds and ethnic origins, and with different perspectives and abilities to work together to enhance outcomes for all students and staff. Good diversity management assists our students and staff to reach their full potential enhancing individual and team effectiveness: every individual at Great Marlow School has a responsibility for treating others with respect and dignity.

Great Marlow School is committed to respecting equality, diversity and inclusion and therefore discrimination, bullying or harassment will not be tolerated against any person on the grounds of sex, race, religion or belief, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity. All staff and students will have equality of opportunity on the basis of their ability, performance and aptitude.

Legislation and Guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010 which introduced the public sector 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 and to publish equality objectives.

This document is also based on Department for Education guidance: The Equality Act 2010 and Schools.

Roles and Responsibilities

Individual Responsibility:

- All Staff and Students have a responsibility for ensuring that their personal conduct and that of those around them is exemplary and that they treat all others with fairness, dignity and respect.
- All Staff and Students must ensure that their own conduct does not cause offence; challenge those who harass others; be prepared to offer support to those who suffer or witness harassment; and be prepared to report any incident of harassment.
- Great Marlow School's policy is clear and unequivocal; any form of harassment, intimidation or discrimination of staff or students is unacceptable and will not be tolerated.
- All Staff and Students are to respect and act in accordance with the policy. Failure to do so, either by positive act or unwillingness to take appropriate action, where that is necessary, should be considered as grounds for possible disciplinary action.

The Trustees Board will:

- Ensure that the equality, diversity and inclusion information and objectives 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 Headteacher who is responsible for the implementation of the principles and practices highlighted in this Policy.
- The Equality, Diversity and Inclusion Link Governor is Mr Jonathan Brown. He will:
 - Meet with the designated member of staff for equality at least every term 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 Trustees board regarding any issues.

The Headteacher will:

- Promote knowledge and understanding of the equality, diversity and inclusion objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to Trustees.

The designated member of staff for equality is Mr N Maguire. He will:

- Support the Headteacher in promoting knowledge and understanding of the equality, diversity and inclusion objectives amongst staff and pupils.
- Meet with the Equality, Diversity and Inclusion link governor at least every term to raise and discuss any issues.
- Support the Headteacher 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 achieving equality objectives.

Eliminating Discrimination

Great Marlow School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and Trustees are regularly reminded of their responsibilities under the Equality Act. 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.

Great Marlow School has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and Trustees aware of these as appropriate.

Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, Great Marlow School aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities e.g. encouraging all pupils to be involved in the full range of school societies).
- In fulfilling this aspect of the duty, the school will:
 - Publish attainment data each academic year showing how pupils with different characteristics are performing.
 - Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
 - Make evidence available identifying improvements for specific groups e.g. declines in incidents of homophobic or transphobic bullying).
 - Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

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 Year Councils and Whole School Councils have 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 have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

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.

All trips and visits require the trip leader to consider the equity and follow the Bucks County Guidance by completing an event specific plan (ESP) to show they have actively considered our equality duties and asked ourselves relevant questions. The ESP is completed by the member of staff organising the trip or activity and is checked by the educational visits co-ordinator and stored electronically on the EVOLVE system.

Great Marlow School is a high quality learning environment which inspires students, staff and the Community to be compassionate, successful and resilient contributors to a better society.				
Outcomes	Actions including CPD (Actions will be added to over the course of the plan)	Achieved by: (Date)	Person Responsible	Impact
1. To raise the attainment in English of boys	<ul style="list-style-type: none"> Quality first teaching that engages and captures the imagination of boys Further develop strategies focussing on raising boys' achievement Links to careers strategy 	Termly/Annual Review over the 3 years.	Head of English/DoL KS3/DoL KS4	Improved attainment and progress of boys in English KS3, KS4 &KS5 from the individual starting points
2. To raise the attainment In Mathematics of girls	<ul style="list-style-type: none"> Quality first teaching that engages and captures the imagination of girls Further develop strategies focussing on raising girls' achievement Links to careers strategy 	Termly/Annual Review over the 3 years.	Head of Maths/ DoL KS3/DoL KS4	Improved attainment and progress of boys in Maths KS3 & KS4 from the individual starting points
3. To raise the attainment of students from disadvantaged backgrounds	<ul style="list-style-type: none"> Quality first teaching that engages and captures the imagination of disadvantaged students Further develop strategies focussing on raising the achievement of disadvantaged students Pastoral and academic mentoring Individually tailored careers advice and programme of opportunities/experiences 	Termly/Annual Review over the 3 years.	Deputy Headteacher(T&L) / PP Coordinator/PPP Academic Mentor	Improved attainment and progress of boys in Maths KS3 & KS4 from the individual starting points
4. To increase the participation of students from disadvantaged backgrounds in purposeful activities after school and beyond the school day.	<ul style="list-style-type: none"> Establish baselines of current participation levels Survey strengths and areas for development of current programme Develop action plan based on results of survey with clear actions to mitigate barriers Liaise with external groups and organisations to maximise the offer 	Termly/Annual Review over the 3 years.	Deputy Headteacher(T&L) /PP Coordinator/PP Academic Mentor	Increased number of students from disadvantaged backgrounds engaged in after school activities Increased number of students from disadvantaged backgrounds engaged in community clubs and activities
5. To increase the number of students, who are the first in their families to access further and higher education	<ul style="list-style-type: none"> Individually tailored careers advice and programme to support/increase ambitions and aspirations for FE &HE 	Termly/Annual Review over the 3 years.	Deputy Headteacher (T&L)/PP Coordinator/PP Academic Mentor/Head of Sixth Form	Increased number of students from these particular families accessing FE and HE
6. To further develop all staff's awareness of equality, diversity and inclusion.	<ul style="list-style-type: none"> Annual training provided for all members of staff, complemented by a bespoke programme of activities for staff with specific responsibilities 	Termly/Annual Review over the 3 years.	Deputy Headteacher (Safeguarding)	Improved awareness, reduction in the number of incidents of inappropriate comments or behaviour by students
7. To further develop all students' awareness of equality, diversity and inclusion.	<ul style="list-style-type: none"> Information, advice and guidance on equality, diversity and inclusion will be a regular feature of the tutor programmes, assembly and TFTW programme. KS 3 Citizenship SOW will be updated annually to ensure that they are addressing and giving vital discussion opportunities to all students KS4 SMSC/PSHE programme will be further developed to build on the work in KS3 to strengthen awareness, knowledge and shape appropriate attitudes and behaviour. 	Termly/Annual Review over the 3 years.	Deputy Headteacher (Safeguarding)/HOD Citizenship/Lead Teacher for PSHE/SMSC	Improved awareness, reduction in the number of incidents of inappropriate comments or behaviour by students