



# Godalming Junior School

*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. If you have any concerns you should contact our Designated Safeguard Lead, Adam Samson and Deputy Safeguard Leads Kate Wilkinson, Louise Munz and Nancy Kirby*

## **EQUALITY POLICY**

**This policy was reviewed: Summer 2025**

**This policy will be reviewed next: Summer 2026**

**This policy will be reviewed by: The L and C Committee**

**Lead member of staff for Equalities: Adam Samson**

**Equalities Governor: Sarah Phillips**

*“Every child has a right to an education” - Article 28  
“Every child has a right to be relax and play” - Article 31  
“Every child has a right to feel safe” - Article 19*

### **Scope**

This policy applies to staff, pupils, parents and carers at Godalming Junior School.

### **Purpose**

This policy sets out the school’s approach to promoting equality, as defined within the [Equality Act \(2010\)](#).

The Equality Act covers discrimination against someone because of:

- age (staff only)
- disability
- gender reassignment
- marriage and civil partnership (staff only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

These are called protected characteristics.

Godalming Junior School is also committed to undertake our public sector equality duties by:

- Eliminating unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups.

### **Our School Aims and Values - Love, Live, Learn**

At Godalming Junior School, we are committed to providing equality and excellence for all in order to promote the highest possible standards.

Godalming Junior School is an inclusive school whose ‘Desirable dozen’ values include respect, tolerance, friendship and community. Our Equality Policy is based on our following core values and school aims. Our school values demonstrate our commitment to diversity:

- We value one another as unique and special individuals; we celebrate diversity and encourage our community to celebrate different cultures and beliefs.
- We consider that diversity is a strength and actively promote diversity through our celebration of different faiths and cultures

A commitment to equality and diversity underpin our school aims, which include:

- Encouraging and appreciating the benefits of diversity
- Preparing children to fulfil a positive role in society through understanding our rights and responsibilities
- Celebrating and understanding our own culture and traditions and those of others
- Fostering a strong sense of worth in the local and wider community

## Our School's Overall approach to promoting equality, diversity and tackling discrimination

This policy provides a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities. This section sets out how we promote equality at Godalming Junior School. Supporting this Policy is our [Inclusion Policy](#), which explains our aim to be an inclusive school and offer equality of opportunity to all groups of pupils within Godalming Junior School.

### Admissions:

Godalming Junior School is an inclusive school and welcomes all applications from prospective pupils. Our Governing Body is the school's admissions authority as stated in the GJS [Admissions Policy](#) and buys into the service level agreement to Surrey County Council to manage ALL school admissions on their behalf. We endeavour to accommodate disabled parents/carers who require reasonable adjustments to access admissions information or attend open days; in such circumstances, we invite parents to contact us in order to discuss possible arrangements.

### Curriculum

Our broad, ambitious and demanding curriculum offers a comprehensive learning experience so that the children learn to **LOVE** the people around them and treat each other with respect, **LIVE** healthy lives and develop a thirst and hunger to **LEARN** and be life-long learners. The values-based curriculum is delivered in ways to tackle stereotyping and inequality across areas such as English, PSHE and Humanities. Our '10richment' programme of theme weeks exposes the children to the wider world and promotes an appreciation of the extraordinary diversity of the world around us and its people e.g. International Week, Human Rights Week. Our inclusive teaching ensures ALL children are able to access their learning at their appropriate level.

### Achievement

We use a range of teaching methods to ensure that effective learning takes place across the curriculum for all pupils. We use targeted interventions and support to help all our children progress. Our School Improvement Plan demonstrates our commitment to all our children including SEND and disadvantaged pupils make progress at Godalming Junior School.

### Assessment.

Reasonable adjustments are made for SEND children to allow them to participate in SATS and other formal assessments. When setting our own assessment tests to monitor progress at school, we ensure tests are fair and avoid setting questions, which make assumptions that our pupils all share the same cultural, linguistic and religious experiences.

### School trips and holidays

Godalming Junior School believes that school trips enrich our pupil's experience and endeavour to ensure these opportunities can be as inclusive as possible. Reasonable adjustments are made for disabled pupils to allow them to participate in these events, working with pupils and parents/carers to accommodate needs as possible to the circumstances. We endeavour to avoid religious festivals when planning school holidays where possible, to ensure children of all faiths have the opportunity to participate.

### Clubs and extra curricula activities

Our school clubs are open to all pupils regardless of gender, disability or other protected characteristics. We offer a range of different clubs and activities on different days of the week to ensure pupils of all faiths have the opportunity to participate. The school uses additional funding to support our most vulnerable in accessing clubs.

### School Uniform Policy

We believe our school uniform creates a sense of equality and belonging, and we encourage the children to wear it with pride. We work with parents/carers where a child with a disability/health conditions may require adjustments for medical reasons to our standard uniform policy. Headscarfs and coverings worn for religious purposes are permitted.

Under our [School Uniform Policy](#), jewellery (other than stud earrings) should not normally be worn at school and **never** during PE for safety reasons. Where a pupil wishes to wear jewellery for faith reasons (such as a Kara bangle), parents/carers should contact their class teacher in the first instance.

Whilst extreme haircuts or styles that are not appropriate for school are not permitted, styles suitable for black or afro-textured hair (such as braids) are permitted.

Support is offered to our most vulnerable using additional funding to help support families in accessing uniform and school materials.

## Behaviour

Our [Behaviour and Restorative Practice Policy](#) sets out our commitment to supporting our children's academic, personal and social development in a school environment where they feel safe, valued and motivated to achieve, where they value themselves, others and the environment they are in. Emphasis is placed on their personal and social development as well as academic achievement free from any form of harassment and peer on peer abuse.

We ensure that we are an inclusive school and that discrimination is avoided and extremist views not tolerated. Rules relating to school uniform and appearance will take appropriate account of cultural and/or religious needs. We recognise that some behaviour can be a result of SEND, disability (e.g. ADHD, ASD or Tourette's syndrome) or vulnerable circumstances and take account of this when responding. All these children are supported in a nurturing environment. Parents and additional support agency advisors are engaged in planning individual child learning and behaviour plans.

We have long engaged our pupils in tackling any bullying at school including the appointment of Anti Bullying Stars. Annual anti-bullying surveys take place with all our pupils and outcomes are used to develop and update our Anti Bullying Charter and an action plan. Further information can be found on the school website [here](#).

## Special Education Needs and Children with medical conditions

We regularly assess children to ensure that they are reaching age related expectations and making progress. At Godalming Junior School, we believe that the classroom is the best place for children to learn, however, a few children will require additional support. Our school SENCo works closely with teachers and support staff to provide appropriate and targeted interventions for those children that require them. Interventions may be for individual children or provided in small groups. These interventions are driven by intended outcomes for each child and are evaluated for effectiveness each term. Comprehensive information can be found [here](#) in our SEND Policy, School Provision Map and Information Report.

At Godalming Junior School, we are committed to supporting our pupils who have medical conditions and encourage parents to work with us to do so. [Our Administration of First Aid and Medications Policy](#) sets out our procedures for administering medicine at school.

Our [Children with Health Needs who cannot attend School Policy](#) sets out how we provide education pupils who have long absences from school for medical reasons and how we arrange to help support children on their return to school.

## Visitors, Parents and Carers

The school seeks to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds, which cannot be shown to be justified. This includes the protected characteristics identified within the Equality Act (2010) i.e. sex, race, disability, religion or belief sexual orientation, pupils who are pregnant, undergoing or who have undergone gender reassignment. Any parent, carer or visitor who requires reasonable adjustments to attend or participate in school events like open days or parents evenings should contact the school office in the first instance.

## Staff recruitment

Our Recruitment and Selection Policy sets out our consistent and equitable approach to the appointment of all staff. At Godalming Junior School we ensure a fair selection process based on merit and that appointees are not discriminated against on the grounds of race, gender, religion, age, disability, marital status, sexual orientation. Candidates with disabilities who require reasonable adjustments to participate in any stage of the recruitment process should contact the Headteacher in the first instance to discuss arrangements. If disabled candidates are successful, any reasonable adjustments required to carry out the job will be discussed with them before they start their role and we aim to have appropriate arrangements in place before they start work.

## Employment

Godalming Junior School aims to be an inclusive employer and is committed to promoting diversity at the workplace. Our [Staff Mental Health and Wellbeing Policy](#) aims to create a workplace culture that promotes and supports the health and wellbeing of all staff. All promotion and pay decisions are based on merit.

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

## School Governors

To enhance the diversity of our school governors, in 2021, we have begun to collect equality monitoring data for governors and will publish equality monitoring data shortly. Governor roles are advertised (parent and co-opted governors) and are appointed fairly according to merit. Equality training has been provided for governors. Our governing body committee keeps aspects of our school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys).

## Roles and responsibilities

The principles of this policy should apply to all members of the extended school community, pupils, staff, governors, parents and community members.

### School governors are responsible for:

- Making sure the school complies with current equality legislation
- Making sure this policy and its procedures are followed
- Approving the School's Equality Objectives, which are currently under review.
- As a governing body, ensuring equalities implications for groups with different protected characteristics are considered when making decisions and reviewing policies.
- Evidencing how school governors are complying with our public sector equality duty and equality legislation by recording the steps taken in minutes, governance documents and Committee papers.

### The Headteacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- Making sure its procedures are followed
- Producing regular information (including providing equality monitoring data) for staff and governors about the policy and how it is working, and providing training for the on the policy, if necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Ensuring the school complies with the public sector equality duty; considering the equality implications for people with different protected characteristics when making decisions, devising any policy and taking any action. This will include ensuring equality considerations are recorded and evidenced as appropriate to the circumstance (for example in policy documentation). This responsibility may be delegated to individual members of staff - for example, the SENCo in the case of the SEND policy.
- Taking appropriate action in cases of harassment and discrimination
- Ensuring the school publishes information on its website on how it is complying with its public sector equality duty responsibilities including this policy.

### All 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
- Complying with this policy.

### Pupils are responsible for:

- Keeping equality and diversity issues on the School Council agenda, through a shared input with staff on developing policies relating to this area. This may include:
  - The anti-bullying policy and charter;
  - Developing school/class rules which challenge discriminatory behaviour.

### Parents/carers are responsible for:

- Complying with our [Behaviour of Parents/Carers policy](#) to ensure our students and staff can learn and work in a safe and respectful environment.
- Raising equality issues through parent surveys, parent/carer consultations and providing feedback to the Equality Governor and named member of staff responsible for Equalities.
- Engaging with the school in individual child learning and behaviour plans, SEND PLANS and engaging with the school about any medical issues or adjustments required for children with health conditions and disabilities.

**Visitors and contractors are responsible for:**

- Knowing and following our Equality Policy

**Responsibility for overseeing equality practices in the school lies with a named member of staff and governor.**

Responsibilities include:

- Coordinating and monitoring work on equality issues including leading work to develop new equality objectives every four years and to monitor school progress against these
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- Monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or Traveller communities, disabled pupils, etc)
- Monitoring exclusions

**Monitoring, reviewing and assessing impact**

The School's governing body is responsible for agreeing the School's equality objectives and for annually reviewing and updating published equality information.

The Headteacher will provide annual monitoring reports for review by the Governing Body.



Appendix 1  
Accessibility/Equality Objectives/Action Plan

Short Term - Education and Related Activities

Target	Strategies	Timescale	Responsibility	Success Criteria
<i>To liaise with feeder infant schools to review September intake</i>	To identify pupils who may need additional support HT to meet with new children at their setting post 'Bump Up' Day at main feeder schools	Ongoing	HT LS Phase Leader Bursar SENCO	<i>Procedures additional policies and equipment to be updated by Sep each year as required</i>
<i>To review all statutory policies to ensure that they reflect inclusive practice and procedure</i>	To comply with Equality Act 2010 and legal duty within schools	Ongoing	SLT Governors (both Committees)	<i>All policies clearly reflect inclusive practice and procedure</i>
<i>To provide an inclusive environment and culture which is explicitly referred to within School Improvement Planning</i>	CPD for members of staff at all levels and in all roles available through robust and personalised appraisal process Ongoing training for staff to ensure high quality, demanding and inclusive teaching is evident across all areas of curriculum and school life ALL members of GJS community to model respectful and nurturing behaviours in order to provide	Ongoing	SLT Governors ALL members of GJS Team	<i>An inclusive and respectful culture and environment in place enabling ALL members of the GJS community can thrive</i>

Short Term - Physical Environment

Target	Strategies	Timescale	Responsibility	Success Criteria
<i>Improve physical environment of school environment</i>	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	HT Bursar Governing Body School Council SENCo	Enabling needs to be met where possible.  <i>School is accessible to all members of the school community</i>
<i>Ensuring all with a disability are able to be</i>	Create access plans for individual disabled children as part of IEP process	As required	All teaching and non-teaching staff	<i>Enabling needs to be met where possible</i>

<i>involved.</i>	Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.			
<b><i>Improve physical environment of school environment</i></b>	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and facilities that are more accessible and fittings.	Ongoing	HT Bursar SENCo	<b><i>Enabling needs to be met where possible</i></b>
<b><i>To maintain accreditation of Healthy Schools GOLD award and UNICEF Gold Award</i></b>	Continue to work towards Healthy Schools targets and criteria to achieve the RRS Gold Award	Ongoing	PSHE/Healthy School Co-ordinator HT	<b><i>Maintaining Gold standard for Healthy Schools and Unicef RRS standard</i></b>

#### Short Term - Provision of Information

Target	Strategies	Timescale	Responsibility	Success Criteria
<b><i>To establish close liaison with outside agencies for pupils with ongoing health needs</i></b>	To ensure collaboration between key personnel	Ongoing	HSLW/Attendance Lead SENDCO Class Teachers DSL DDSL's	<b><i>Advice taken and strategies adopted in classes.</i></b>