



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 Leads, Adam Samson, Erin Coleman, Louise Munz, Kate Wilkinson and Andrea Crook

EQUALITY, DIVERSITY & INCLUSION POLICY

This policy was reviewed: **Autumn 2025**

This policy will be reviewed: **Autumn 2026**

This policy will be reviewed by: **The L and C Committee / Full Governing Body**

Equalities Governor: **Sarah Philips**

Godalming Junior is a UNICEF Rights Respecting School ensuring access, education and adherence to the UN Convention of the Rights of a Child.

"Every child has a right to an education" - Article 28

"Every child has a right to relax and play" - Article 31

"Every child has a right to feel safe" - Article 19

1. Purpose

The purpose of this policy is to confirm Godalming Junior School's commitment to equality, diversity and inclusion as both an employer and a provider of education, as defined within the [Equality Act \(2010\)](#). We aim to create an environment where every member of our school community - pupils, staff, parents and visitors - feels valued, respected and able to achieve their full potential.

At Godalming Junior School, we believe that diversity enriches our community and that equality of opportunity is essential to creating the supportive, inclusive environment our children need to thrive. We recognise that providing the highest quality education can only be achieved when we welcome, value and respect the rich diversity of our school community.

2. Scope

This policy applies to all members of our school community including:

- All employees (teaching and support staff)
- Potential employees and job applicants
- Supply staff and agency workers
- Volunteers
- Governors
- Pupils and their families
- Contractors and visitors to the school

This policy should be read in conjunction with other school policies including the Inclusion Policy, Anti-Bullying Policy, Behaviour and Restorative Justice Policy, Admissions Policy, Safer Recruitment Policy, and Staff Wellbeing Policy.

3. Our Commitment

Godalming Junior School is committed to building a school community that reflects and celebrates diversity. We actively seek to promote an environment that is free from discrimination, prejudice and harassment, where all staff, pupils and families are encouraged to fulfil their potential.

Our commitment is underpinned by our school motto **Love, Live, Learn** and our school values, which emphasise respect, kindness, inclusion and personal growth. As a UNICEF Rights Respecting School, we ensure that the principles of equality and non-discrimination are embedded in everything we do.

It is our policy to promote equality and value diversity for all, irrespective of:

- Age
- Disability
- Gender (including gender reassignment)
- Marriage and civil partnership
- Pregnancy and maternity
- Race (including nationality, ethnic or national origin)
- Religion or belief
- Sexual orientation
- Socio-economic background
- Family or domestic circumstances
- Caring responsibilities
- Part-time or fixed-term employment status

We are opposed to all forms of unlawful and unfair prejudice, discrimination, harassment or victimisation. We are determined to ensure that everyone in our school community is treated fairly and with dignity and respect.

4. Equal Opportunities in Practice

4.1 Recruitment and Selection

All recruitment and selection will be carried out in accordance with the school's Safer Recruitment Policy and will ensure that:

- Job advertisements state that Godalming Junior School values equality and diversity
- Selection is based on objective, job-related criteria, free from bias
- The most suitable candidate is chosen on their merits and abilities
- Applicants are asked to submit equality monitoring information for monitoring purposes only, which plays no part in the selection process
- All successful candidates are required to provide evidence of eligibility to work in the United Kingdom and undergo appropriate safeguarding checks

4.2 Pay and Conditions

The school seeks to ensure that all employees are remunerated fairly and that terms and conditions of employment are applied consistently and equitably across the school, in accordance with the School Teachers' Pay and Conditions Document and relevant support staff pay scales.

4.3 Training and Development

All employees have fair and equitable access to professional development opportunities:

- All new employees receive an induction which includes reference to this EDI Policy
- Staff are supported to identify and pursue professional development opportunities
- Training on equality, diversity and inclusion is provided to all staff
- Leaders receive training on inclusive leadership and unconscious bias

4.4 Working Environment

We aim to provide a safe, healthy, inclusive and positive physical and emotional environment:

- All members of the school community are treated with dignity and respect
- Reasonable adjustments are made to support staff and pupils with disabilities or additional needs
- Flexible working arrangements are considered in accordance with school policy
- Facilities are accessible to all members of the community
- The school environment celebrates diversity through displays, resources and activities

4.5 Curriculum and Teaching

We are committed to ensuring that equality and diversity are embedded in our curriculum:

- The curriculum reflects and celebrates diversity in all its forms
- Teaching resources represent diverse backgrounds, experiences and family structures

- All pupils are encouraged to participate in all aspects of school life
- Differentiation ensures that all pupils can access learning at an appropriate level
- Assemblies and PSHE lessons promote understanding, respect and celebration of diversity
- Pupils learn about equality, human rights and their responsibilities to others

5. Leadership Responsibilities

The Headteacher and Senior Leadership Team have specific responsibility for the effective implementation of this policy. They will:

- Model inclusive leadership and behaviour at all times
- Foster an inclusive and respectful culture throughout the school
- Ensure that decision-making is fair, transparent and free from bias
- Take appropriate action to address any incidents of discrimination or harassment
- Monitor and review the effectiveness of this policy

The Governing Body is responsible for ensuring that the school meets its statutory duties regarding equality and for monitoring the implementation and effectiveness of this policy.

6. Staff Responsibilities

All staff are expected to:

- Uphold and promote the values and principles set out in this policy
- Treat all members of the school community with dignity and respect
- Challenge discriminatory behaviour, language or attitudes
- Model inclusive behaviour to pupils and colleagues
- Report any incidents of discrimination, harassment or bullying
- Undertake relevant training to support their understanding and practice

Any member of staff found to have committed an act of discrimination, harassment or victimisation will be subject to the school's Disciplinary Procedure. The school has zero tolerance for such behaviour.

7. Zero Tolerance Approach

Godalming Junior School has zero tolerance for discrimination, harassment, victimisation or bullying. We will:

- Take all complaints seriously and investigate them promptly and fairly
- Support those who have experienced discrimination or harassment
- Take appropriate action in line with school policies
- Work to prevent incidents occurring through education and promoting an inclusive culture

8. Implementation and Communication

To ensure this policy is effectively implemented, we will:

- Communicate the policy to all staff through staff meetings and induction
- Make the policy available on the school website
- Discuss equality and diversity regularly with staff and pupils
- Celebrate diversity through assemblies, displays and themed days or weeks
- Engage with parents and the wider community about our commitment to EDI
- Review and update policies and practices regularly to ensure they promote equality

9. Monitoring and Review

The school will monitor the effectiveness of this policy by:

- Analysing data on recruitment, staff retention and career progression
- Monitoring pupil attainment, progress and participation by different groups
- Recording and analysing any incidents of discrimination or bullying
- Gathering feedback from staff, pupils, parents and governors
- Reviewing the policy annually and updating as necessary

The Governing Body will receive regular reports on equality and diversity matters and will use this information to evaluate the effectiveness of this policy and our progress towards greater equality.

10. Raising Concerns and Complaints

If you believe that you or someone else has been discriminated against, harassed or victimised:

- Staff should speak to their line manager, the Headteacher, or raise a grievance in accordance with the Grievance Policy
- Pupils and parents should speak to the class teacher, a member of the Senior Leadership Team, or the Headteacher
- All concerns will be taken seriously and investigated promptly and fairly

For more information on making a formal complaint, please refer to the school's Complaints Policy, which is available on the school website.

11. Links to Other Policies

This policy should be read in conjunction with:

- Inclusion Policy
- Anti-Bullying Policy
- Behaviour and Restorative Justice Policy
- Safeguarding and Child Protection Policy
- Staff Wellbeing Policy
- Admissions Policy
- Safer Recruitment Policy
- Disciplinary Policy
- Grievance Policy
- Complaints Policy

At Godalming Junior School, we are committed to creating an inclusive community where diversity is celebrated, equality is promoted, and every individual can thrive.

Love, Live, Learn

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 involved.</i>	Create access plans for individual disabled children as part of IEP process Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.	As required	All teaching and non-teaching staff	<i>Enabling needs to be met where possible</i>
<i>Improve physical environment of school environment</i>	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	<i>Enabling needs to be met where possible</i>
<i>To maintain accreditation of Healthy Schools GOLD award and UNICEF Gold Award</i>	Continue to work towards Healthy Schools targets and criteria to achieve the RRS Gold Award	Ongoing	PSHE/Healthy School Co-ordinator HT	<i>Maintaining Gold standard for Healthy Schools and Unicef RRS standard</i>

Short Term - Provision of Information

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