



NESSSS

NORTH EAST SURREY
SHORT STAY SCHOOL

EQUALITY INFORMATION AND OBJECTIVES POLICY

Document Control Information

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1	2016/2017	New Policy
2	10/5/2021	Policy Review M Rome – New policy changed from Disability and Equality Scheme
3	29/04/2025	Reveiwed and rebranded
4		
5		

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1. Aims and Values

North East Surrey Short Stay School is a welcoming place where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, members of the Management Committee and members of the wider community.

At North East Surrey Short Stay School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

We aim to:

- Provide a secure environment in which all our pupils can flourish and achieve.
- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging.
- Prepare pupils for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age.
- Plan systematically to improve our understanding and promotion of diversity.
- Actively challenge discrimination and disadvantage.

To achieve these aims we will:

- Publish and share our policies with the whole community.
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage.
- Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning.
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity.

- Have high expectations of behaviour which demonstrates respect to others.

2. Roles and Responsibilities

The Management Committee 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, 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.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to the Management Committee.

3. Eliminating discrimination

- The 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 members of the Management Committee are regularly reminded of their responsibilities under the Equality Act, for example during meetings.
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every 2 years.

4. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the 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 bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

5. 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 humanities, personal, social, health (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.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

6. 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

7. Monitoring Arrangements

The Headteacher will update the equality information we publish, at least every year. This document will be reviewed by the Headteacher and the members of the Management Committee at least every 4 years and be approved by the Management Committee.

8. 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 also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

9. Equality objectives

All school staff are expected to have regard to this document and to work to achieve the objectives

- Ensure the school curriculum meets the needs of boys / girls / disadvantaged students / all SEN Needs
- To further develop the understanding of different cultures and religions
- To ensure that those involved in recruitment and selection processes are aware of the policy and procedures;
- To ensure that the leaders and colleagues of any employee with a disability understand any specific requirements or adjustments that may be necessary and respond to them in a positive way (subject to the agreement of the disabled employee in relation to the release of any information);
- To ensure that any employee with a disability is able to seek assistance, if necessary, to support or enable them to continue in employment and reach their full potential.