



SURBITON

HIGH SCHOOL

Equal Opportunities Statement

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Aims and Ethos

Surbiton High School aims to **inspire, encourage and empower** our young people to discover and embrace their individuality in an intellectually rigorous academic environment. Balanced with outstanding pastoral care, our students become compassionate, respectful, courageous, and inquisitive members of the community, living out the School's motto: *Amor nos semper ducat* (May love always lead us).

Our Values

We are compassionate:

We are kind and we care, in both thought and action. We consider those less fortunate and strive to support and offer aid. We are mindful of the gentle power of positive actions. We support and encourage those around us.

We are respectful:

We respect all people equally. We respect ourselves, our learning, our community, our environment, and the planet we all share. We strive to act with respect and integrity in all things. When we disagree, we do so respectfully.

We are courageous:

When challenged by our fears we are determined, not deterred. We call on resilience for strength when in the heat of the struggle. We bravely chase our dreams and fight for what we believe. When we fall, we pick ourselves up and forge forward.

We are inquisitive:

We understand that a thoughtful question is the key to unlock understanding. We believe where answers provide ends, questions pose exciting beginnings. We are eager to explore, we question to discover, we are curious to learn more of the world at large.

We are a community:

We are united - with a common focus. We value belonging to a wider community: our school community, our local community, our global community. We are inclusive of all, no matter our differences. We value and nurture the connections we form.

We achieve these aims through our *Charter for Happiness and Well-being*. Our pupils:

- **are inspired to deploy their highest strengths to tackle all situations**, developing a growth mind-set and a can-do attitude, equipped with the tools to maximise their positive emotions
- **are encouraged to find their niche**, to be fully engaged in educational activities and to meet the highest challenges that come their way
- **are coached and encouraged to develop strong relationships**, to be empathetic and responsive to the needs of themselves and others
- **are empowered to lead a meaningful life**, to be able to understand what their goals are and to know what they are striving for
- **are empowered to draw strength from celebrating their accomplishments**, in order to tackle new challenges



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We achieve these aims through our inculcation of *Learning Habits*. Our children:

- **are inspired in their thinking**, to ask questions, to make connections, to imagine possibilities, to reason methodically and to capitalise on their resources
- **are encouraged to be emotionally invested in their learning**, persevering in the face of difficulties, noticing subtle differences and patterns, managing their distractions, and becoming absorbed in their learning
- **are empowered to be fully involved in their learning**, growing in interdependence, collaborating effectively, listening empathetically to others, and imitating their learning habits
- **are inspired, encouraged, and empowered to be productive**, planning their learning in advance, revising and reviewing their progress, distilling important information, and developing their own meta-learning.

United Learning and the United Church Schools' Trust

Surbiton High School is part of *United Learning* and the *United Church Schools' Trust*. The School has an Anglican foundation, valuing its Christian heritage whilst welcoming staff and children from all faiths and none. We share with United Learning its core mission statement "to bring out the best in everyone". We are committed to the aims of United Learning, including its *Framework for Excellence*, which can be found at: www.unitedlearning.org.uk

1 Policy Statement

As a member of the United Learning, Surbiton High School shares in the group-wide commitment of enabling The Best in Everyone; this obligation provides a clear and non-negotiable foundation for our approach to Equal Opportunities. We recognise our responsibility to ensure positive attitudes to diversity and difference – not only so that every member of the School community is included and not disadvantaged, but also so that pupils learn from the earliest age to value diversity in others and grow up making a positive contribution to society. Thus, we aim to nurture in all staff and pupils a mind-set that is open and respectful to the traditions, values and practices of other cultures, and to challenge attitudes that tend towards bias, discrimination or harassment.

It is also our policy to ensure that:

- all School documents demonstrate a commitment to equal opportunities and avoid inappropriate discrimination of all forms
- the individual needs of all pupils, including those who are disabled or have special education needs are met, and pupils are included, valued and supported, and that reasonable adjustments are made for them
- appropriate provision or exemption is made, where feasible and desired, for pupils with special dietary, dress or religious observance requirements or needs because of religious or cultural background



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- the School community works with pupils, parents and other relevant agencies to ensure that any form of discriminatory behaviour is treated seriously, and action is taken to prevent any repetition

Therefore, in line with United Learning standards, Surbiton High School is totally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010). This policy applies to all members of our School community, including those in our EYFS setting, parents and staff members and includes discrimination on the grounds of: age; religion or belief; physical ability or disability (including HIV status); learning ability or difficulty; race (including colour, nationality, ethnicity, family or linguistic background); marital status and civil partnership; sex; sexual orientation; trade union membership; part-time and fixed-term working; gender reassignment; pregnancy and maternity.

United Learning employees are also covered by the United Learning Equal Opportunities Policy.

This policy has regard to the EYFS Statutory Framework and is applicable to all pupils in both Senior and Prep Schools, including those in EYFS. Surbiton High School seeks to implement this policy through adherence to the procedures set out in the rest of the document.

In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the Principal's office.

Key Personnel

The Local Governing Body Member with responsibility for Equal Opportunities is Ms Melissa Geiger. The Head of Learning Support (fulfilling the role of SENCO) for the Senior School is Mrs Dionne King, and across the Prep Schools is Mrs Sarah Wood.

2 Actions to Promote Equal Opportunities

Surbiton High School's commitment to ensuring equality of opportunities, countering prejudice and promoting cultural diversity is evidenced in a range of actions and procedures, some of which are outlined below. Surbiton High School:

- Delivers the message of equal opportunities, including what constitutes discrimination and prejudice, within PSHE and Citizenship, the School Council, the wider curriculum and through the co-curricular programme.
- Delivers staff CPD on Inclusion and diversity.
- Runs an active Diversity and Equality Working Group (staff) and various pupil groups (LGBTQ+ Society, The female Lead Society)
- Dedicates whole-school and class assemblies, form time and circle time to the importance of kindness, care and unconditional respect for members of the School and the wider community, and on promoting and valuing diversity and differences.



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- Seeks to engage the variety of minority groups within the School community in every aspect of the life of the School by providing opportunities to allow them to share their own beliefs, values and practices. At the same time, Surbiton High School invites members of these groups to learn about the main cultures to be found within the UK.
- Ensures that curriculum planning takes account of the learning difficulties, disabilities, ethnicity, background and language needs of all pupils, including EAL pupils.
- Ensures that different faiths are studied in RS; Music, History and Geography Schemes of Work embrace other cultures; the Science curriculum celebrates physical differences in the human race and Drama provides opportunities to promote and value difference.
- Requires every subject leader to ensure that the principles and practice of the School's Equal Opportunities Policy are promoted through their part of the curriculum.
- Requires the Head of Learning Support to ensure that arrangements are in place for reviewing monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference; to determine how inappropriate attitudes and practices will be challenged; and how the provision will encourage children to value and respect others
- Ensures that incidents of discrimination and prejudice are investigated promptly and, where appropriate, in accordance with the School's Anti-bullying policy.
- Meets the individual needs of pupils, as detailed by parents and by the pupil's previous setting, through teacher, teaching assistant (Prep Schools) and outside agencies working together with the pupil and the pupil's parents (see SEN Policy).
- Follows the graduated approach as described in the SEN Code of Practice, starting with classroom support which is additional to, or different from, the support which was previously in place. The Early Years Action/School Action process begins when it is necessary for the SENCO to give additional support, advice or assessment. Early Years Action Plus/School Action Plus begins when external agencies are called in to give professional expertise, advice and support.
- Through its Learning Support Department, offers culturally sensitive and appropriate support for those for whom English is not their first language.
- Care provided is sensitive to the needs of the individual pupils.
- Monitors the needs of all pupils as they progress through the School, through discussion at meetings, and written information circulated confidentially, relating to specific support for learning or emotional, social, mental, physical or other difficulties.



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- Works with outside agencies such as educational psychologists, occupational therapists, gender counsellors and mental health agencies to support the School in serving the needs of all pupils, parents and staff.
- Challenges inappropriate attitudes and practices through the promotion and unbiased implementation of the Behaviour & Discipline Policy and the Anti-bullying Policy.

3 Review and development

3.1 Procedure

This document, together with the effectiveness of the inclusive practices at Surbiton High School, is reviewed annually by the School's Local Governing Body and as events or legislation change requires. The next scheduled date for review is February 2024.

3.2 Links with other policies

This policy should be read in conjunction with the following documents:

- Admissions Policy
- Anti-Bullying Policy
- United Learning Equal Opportunities Policy
- PSHE Schemes of Work
- Behaviour and Discipline Policy



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4 Document Information

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Name of individual/department responsible	Cara Edwards, Head of HR
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