



Equality Policy

Aim of the Policy

The aim of this Policy is to set out the School's commitment to and practices for promoting equality and diversity within the School.

The School actively seeks to advance equality of opportunity for all, and eliminate all forms of unfair direct and indirect discrimination, bullying, harassment, victimisation and other oppressive behaviour across the School.

This Policy applies to all pupils, parents/carers, staff (current or prospective), and Governors, and underpins all School policies and procedures.

The School acknowledges the differences between those within the School, and values and respects the diversity of backgrounds, perspectives, and beliefs of its staff, Governors and pupils.

Duties and Obligations

The Equality Act 2010 ("the Act") places a statutory Public Sector Equality Duty on the School to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This means that the School should:

- Take steps to meet the needs of pupils who share a protected characteristic if their needs are different to those who do not share the characteristic; and
- Encourage persons who share a protected characteristic to participate in any activity in which participation by such persons is disproportionately low, by tackling prejudice and promoting understanding.

The Act offers protection to individuals in relation to direct and indirect discrimination.

The relevant protected characteristics under the Act are:

- Age;
- Disability;
- Gender reassignment;
- Pregnancy and maternity;
- Race;
- Religion or belief;
- Sex; and
- Sexual orientation.

"Disability" means a physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities.

A disability is considered to be “long-term” if it has lasted for at least 12 months and is likely to last for at least 12 months (or for the rest of that person’s life).

“Harassment” is defined under the Act as being “unwanted conduct related to a relevant protected characteristic that has the purpose or effect of creating an intimidating, hostile, degrading, humiliating or offensive environment for the complainant or violating the complainant’s dignity”.

“Race” includes colour, nationality, and ethnic or national origin.

“Religion” includes religious or philosophical belief, or lack of religion or belief.

Direct discrimination is where an individual or group receives less favorable treatment, without a justifiable reason, victimisation or harassment because of their protected characteristic.

Indirect discrimination is the application of a policy or practice which puts persons with a protected characteristic.

Guiding Principles

The School is committed to equal opportunities and aims to be a School where everyone:

- Is respected and respects others;
- Takes part in the life of the School;
- Achieves their potential;
- Develops skills essential to life in a modern, diverse society; and
- Exercises choice.

The purpose of the Policy is to ensure that unlawful discrimination (either direct or indirect) and other undesirable behaviour including bullying, harassment and victimisation does not occur. Any victimisation or harassment on the grounds of a protected characteristic will be investigated in accordance with the School’s procedures and may lead to formal disciplinary action.

The School shows its commitment to promoting diversity and inclusion by:

- Actively promoting positive attitudes and behaviour for all staff, pupils, and parents/carers;
- Valuing diversity of every kind within the whole School community, and taking steps to show that diversity is valued;
- Removing disadvantage and discrimination of any kind, including that which may have been historically practiced and/or consider to have been acceptable;
- Monitoring data to ensure that pupils from minority and/or disadvantaged groups are achieving as they should be;
- Examining the effect of School policies and procedures on all staff, pupils, and parents/carers, and making reasonable adjustments where necessary and reasonable to do so;
- Ensuring that methods of communication reflect and accommodate the diversity of the School community;
- Recognising and challenging discrimination, and encouraging all members of the School community to do likewise;
- Ensuring compliance with the Policy and monitoring through reporting of discriminatory bullying and/or hate related incidents; and
- Developing and promoting positive approaches to community cohesion.

The School believes that all children should have equal access to all aspects of School life, including the curriculum, subject choices and extra-curricular activities. It may be necessary for children to receive different treatment in order to ensure equality of opportunity, and the School will pursue strategies to ensure that all

children achieve their full potential. The School will examine its practices to ensure that all children are given opportunities to achieve, and that stereotyped expectations do not limit the experiences available. Its examination will include the awareness and use of appropriate teaching and learning styles.

We will promote approaches which provide equality of opportunity, including:

- Taking account of the interests and concerns of all children by using a range of activities and contexts for work, and allowing a variety of interpretations and outcomes, particularly in English, Science, Design and Technology, ICT, Art and Design, Music and PE; and
- Avoiding gender stereotyping when organising pupils into groups.

Allegations of harassment and discrimination based on a protected characteristic will be investigated and, where proven, directly challenged. Action will be taken to prevent the likelihood of recurrence.

Race equality

In line with the requirements of the Act, the School fully understands the need to promote racial harmony and to plan opportunities for combating racism in its policies, procedures, and curriculum.

The School is committed to ensuring that it is a safe place for everyone, to the principles outlined in the Stephen Lawrence Inquiry Report, and to the recommendations it makes. The School is committed to:

- Tackling racial discrimination;
- Promoting equality of opportunity and good race relations; and
- Tackling racial discrimination.

The School considers a racist incident to be any incident that is perceived to be racist by the victim or any other person.

The School will tackle racial discrimination by monitoring pupil outcomes at the School and by dealing with and reporting racist incidents or nil incidents to West Sussex County Council.

The School will plan its curriculum to reflect the diversity within the School, and include teaching about discrimination and race equality. The School will offer pupils a secure environment in which to share their own culture and identity and explore that of their peers.

Allegations of harassment and discrimination based on race will be investigated as far as possible using the School's usual disciplinary procedures, and racism will be directly challenged. Action will be taken to prevent the likelihood of recurrence.

Disability

The School is required under the Act to make Reasonable Adjustments for anyone with a disability. The duty applies where the School's policy or practice places a disabled person at a substantial disadvantage compared to persons who are not disabled.

The School will ensure that reasonable adjustments are made to working conditions for disabled pupils and staff, and to the curriculum for disabled pupils.

School will work with the Local Authority to audit the School for access needs for disabled people to the School's buildings, facilities, and the curriculum. It will maintain updated written information on facilities and services, and produce a plan to develop accessibility.

Teachers will take specific action to enable the effective participation of pupils with disabilities by:

- Planning appropriate amounts of time to allow for satisfactory completion of tasks;
- Planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum; and
- Identifying aspects of their programs of study and attainment targets that may present specific difficulties for individuals.

Specific requests for reasonable adjustments can be made to the School by contacting Marc Horn, which will be considered on a case by case basis. The School is only able to grant a request for a reasonable adjustment where it would be reasonable to do so, taking into account the needs of other staff and/or children at the School, and available resources.

The School as an Employer

The School is committed to following the employment policies and practices of West Sussex County Council for every member of staff, including part-time, agency and supply staff. This also includes opportunities for professional development.

The aim is to create an environment where Governors and Employees apply equality and fairness in employment practices. All decisions including advertising of vacancies, shortlisting, selection, induction, appraisal, training, development, promotion, and pay will be based on an objective and fair assessment of need.

The School will ensure that all staff and Governors involved in recruitment maintain procedures that are fair, honest and open.

The School recognises its statutory obligation not to discriminate on the grounds of Trade Union and/or Political Affiliation.

The School will not discriminate against candidates with disabilities based on assumptions about their ability or otherwise to carry out the duties of a post in the School. All candidates with disabilities who meet the basic essential criteria for a post will be interviewed. Provision will be made for adjustments to the working conditions or environment where this is reasonable and practicable.

There may be situations in the School where there is a genuine need which justifies the employment of a candidate of a particular sex, race or ethnic origin; however these situations will be unusual and exceptional, and will be discussed with the staff in advance.

All members of staff have a right to challenge any decision or action which they believe to be in breach of these principles. All complaints relating to employment must be made informally in the first instance and, if necessary, the next step should be through the formal Grievance procedure.

Any member of staff who deliberately or knowingly contravenes this Policy will be liable to formal disciplinary action.

All complaints are assumed to be made in good faith unless there is evidence to the contrary. If, however, an accusation is found to have been made maliciously, disciplinary action may be taken against the person making the false complaint.

Positive Action

The School recognises that the avoidance of discrimination is not sufficient to ensure that equality of opportunity exists in the School. It will therefore give full consideration

to measures of positive action which may assist in achieving the aims of this Policy. These measures may include:

- Encouraging applications from specific groups which are under-represented in the School;
- Supporting training measures for under-represented groups;
- The use of job-sharing arrangements wherever practicable;
- Exploring the availability of childcare facilities in the area which can be made available to employees in the School; and
- Exploring the possibility of career breaks for women to assist with family commitments.

Dignity at Work

The School is committed to the principles of dignity at work for its entire staff in the School. This includes the right to be treated with respect by all managers and colleagues. Any person who fails to act in accordance with this principle may be the subject of formal disciplinary action.

Training

The principle outlined in relation to fair and equal treatment will also apply to selection for training. Details of training opportunities will be made available to all staff, who will be given the opportunity to request training on courses which they believe to be relevant to their role and personal development. These requests will be met where possible, but cannot be guaranteed. Priorities for training allocation will be based on the School's overall development plan and budget allocations.

Strategies

The aims of this Policy will be met in the following ways:

1. Promoting the principles and practices of equality and justice throughout the School by:

- 1.1 Ensuring that all children receive their entitlement to a broad, balanced and relevant curriculum, which is differentiated to meet identified individual needs through flexible and varied provision;
- 1.2 Recognising that education around equalities is as important as other curricular areas;
- 1.3 Developing positive self-identity and self-esteem alongside respect for others making all pupils and staff feel positive about differences;
- 1.4 Using resources, books, toys, displays, and music which reflect and celebrate cultural and other forms of diversity including disability;
- 1.5 Valuing home language and culture;
- 1.6 Promoting racial harmony, preparing pupils for living in a diverse and increasingly interdependent society, and specifically preventing and addressing racism, sexism, and other forms of discrimination;
- 1.7 Regularly evaluating the outcomes of this Policy with Governors; and
- 1.8 Complying with Equalities legislation and meeting Ofsted criteria for Inclusion.

2. Identifying and removing practices that may result in direct or indirect discrimination by:

- 2.1 Developing the support and training available for all staff, including Governors, to develop their knowledge of Equality issues;
- 2.2 Challenging any form of racism, sexism and other form of discrimination; and
- 2.3 Ensuring that families for whom English is an additional language have materials about the School and the curriculum translated into their languages, where reasonable and appropriate.

Roles and Responsibilities

The general duties of the School in relation to ensuring equal opportunities for all are the responsibility of all members of staff, Governors and other people involved in working at the School.

Specific responsibilities include the following:

- The SENDCo has overall responsibility for equality issues;
- The Headteacher shall co-ordinate the School's response to, and onward reporting to the Local Authority of racist incidents;
- Complaints involving the Headteacher will be investigated by the Governing Body;
- The Headteacher shall ensure that training in equality and diversity is available to all members of staff;
- The Governing Body shall monitor and evaluate the effectiveness of this Policy; and
- The teaching staff shall plan for the promotion of racial harmony and for the preparation of pupils for living in a diverse and increasingly interdependent society.

Monitoring and Evaluating the Effectiveness of the Policy

A range of information, including quantitative and qualitative data, will be used to monitor the effectiveness of the Policy.

This may include data by gender, age, race and disability on:

- Pupil attainment;
- Access to the curriculum and subject areas;
- Exclusions from School;
- Exclusions from areas of the curriculum, including school trips and extra-curricular activities;
- Sanctions and rewards;
- Staff recruitment, retention, and career development;
- Analysis of racist incident report forms;
- Ofsted reports on the School's educational provision and standards; and
- Consultation with parents/carers, pupils, Governors, and West Sussex County Council.

Data will be used to inform planning and to ensure the School's commitment to equal opportunities set out in this Policy is implemented.

This Policy will be reviewed every 4 years.

Related Policies

The following policies should be read in conjunction with this Policy:

- Special Educational Needs Policy;
- Anti-Bullying Policy;
- Accessibility Plan;
- Pay Policy;
- Equality Policy Statement;
- Inclusion Policy;

- EAL (English as an Additional Language) Policy; and
- Grievance Policy.

Version No	Owner	Approver	Date Approved	Review by
1	SENDCo	Policies Governor: Lucy Doherty	25 th February 2025	End of February 2029