



Equality Information and Objectives

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1 How do we meet our equality duties as a public body?

Schools, as public bodies, have particular duties under anti-discrimination legislation. The equality act requires us to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity) and persons who do not share it. This includes the need to:
 - remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
 - take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
 - encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low).
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it. This includes the need to:
 - tackle prejudice;
 - promote understanding.

The following sections set out what we do as a school to ensure we meet these duties.

1.1 Eliminating discrimination

Any incident of discrimination is unacceptable in our school.

Discrimination can arise in one of four ways:

- Direct discrimination (when one person is treated less favourably than someone else on the grounds of a specific characteristic such as race, gender or disability)
- Indirect discrimination (when a “provision, criterion or practice” on the face of it, seems neutral in relation to a specific characteristic, but in practice, works to the disadvantage of one or more group(s))
- Harassment (when someone is subjected to unwanted conduct that has the purpose or effect of violating their dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment and the treatment is on the grounds of a specific characteristic that they share)
- Victimisation (when someone is punished or treated unfairly because they have made a complaint of discrimination, or are thought to have done so; or because they have supported someone else who has made a complaint of discrimination)

We eliminate discrimination in our staffing practices by:

- Ensuring that our commitment to equal opportunities is made clear in job advertisements
- Ensuring that those involved in recruitment and promotion decisions are suitably trained and are familiar with this policy
- Ensuring that we provide all staff with equal opportunities to attend training courses and develop their careers

We eliminate discrimination against our pupils by:

- Ensuring that all staff are suitably trained and are familiar with this policy.
- Ensuring that the curriculum incorporates the principles of equality and promotes knowledge and understanding of, and positive attitudes towards diversity.
- Ensuring that curriculum plans take into consideration the needs of pupils from different groups and, through our monitoring activities, ensuring that what is planned does indeed take place.
- Ensuring that our resources do not include explicitly or implicitly discriminatory materials.
- Challenging bias and stereotypical viewpoints within our teaching and taking particular care that our language does not transmit or confirm stereotypes; does not offend; creates and enhances positive images of different groups; creates the conditions for all people to develop their self esteem; and uses correct terminology in referring to particular groups or individuals.
- Making clear to our pupils what constitutes acceptable and unacceptable behaviour.
- Having a clear procedure for dealing with incidents of harassment or bullying (see anti-bullying policy and behaviour policy) and monitoring incidents of harassment, encouraging pupils to report and take action against offenders and where incidents do occur, taking time to investigate and address the issue with all pupils.
- Working in partnership with parents and the community to develop positive attitudes to diversity.

All incidents or complaints of discrimination, harassment or victimisation are recorded and reported to the governing body by the head teacher.

We have adopted the West Sussex County Council complaints procedure and all complaints of discrimination or harassment will be treated seriously, including involvement of the police if appropriate.

1.2 Advancing Equality of Opportunity

1.2.1 Removing Disadvantages

We aim to remove disadvantage by:

- providing an environment in which all pupils have equal access to all facilities and resources including equal access to extra-curricular activities and equal opportunities to develop responsibility through helping with jobs around the school.
- having a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background.
- ensuring that our curriculum planning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular themes in line with the National Curriculum.
- recognising the need for positive role models and distribution of responsibility among staff.
- undertaking to encourage the career development and aspirations of all individuals.
- providing staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

1.2.2 Meeting the Needs of Individuals

We aim to meet the needs of individuals by:

- making reasonable adjustments to our provisions and practices, physical environment and the provision of auxiliary aids in order to meet the needs of individual pupils, staff and other members of the school community.
- making appropriate provision for all bilingual groups to ensure access to the whole curriculum. While there is a need for pupils to learn to communicate in standard English we believe that their home language should be celebrated and respected These groups may include:
 - traveller children
 - those from refugee families
 - pupils whose home language is not a standard form of English
 - pupils for whom English is an additional language.
- taking account in our planning of the differing needs of pupils and their progression. A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- addressing individual children's learning support needs through IEPs under the Special Educational Needs policy.
- addressing individual children's medical support needs through individual healthcare plans drawn up with the aid of their parents or carers (see Managing Medical Needs policy)
- involving pupils in their own learning and targets and encouraging them to improve on their own achievements rather than to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.
- monitoring assessment procedures to ensure that they are not distorted by stereotyped attitudes and expectations.
- ensuring that what we have planned actually takes place and equality of opportunity is monitored as part of our program of classroom observations and work scrutiny.
- working in partnership with parents and carers to help all pupils to achieve their potential and we try to ensure that all parents and carers can gain equal access to information provided by the school and to take every reasonable step to remove barriers to attending parents' evenings, open meetings and performances. Information on the needs of parents and carers is sought when a child joins the school to allow any necessary accommodations to be made, for example in the format of communications to home or the arrangements to allow attendance at parents' evenings or school events.
- ensuring that our commitment to equal opportunities is made clear in job advertisements and that we provide all staff with equal opportunities to attend training courses and develop their careers
- working with other organisations to sign-post external services which are available to offer support.

1.2.3 Encouraging Participation

We seek to encourage participation by:

- encouraging all children to participate fully in school life including in assemblies, performances, events, educational visits and after school clubs. It is our policy to provide equal access to all activities from an early age (e.g. girls playing football, boys playing netball and mixed teams wherever possible).
- ensuring that contributors to extra-curricular activities are aware of and respect the school's commitment to equality of opportunity.
- encouraging all children to take positions of responsibility.
- encouraging pupils, parents and staff who are part of protected groups to contribute to our equality objectives and action plans.
- striving to ensure that the teaching staff and the membership of the governing body reflect the community served by the school

1.3 Fostering Good Relations

1.3.1 Tackling Prejudice

We seek to tackle prejudice by:

- celebrating the talents and achievements of all children
- celebrating effort, improvement and contribution to the school community
- celebrating actions which counter discrimination and prejudice, especially by pupils.
- ensuring adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- encouraging visitors who demonstrate role models of achievement
- celebrating key events such as the Paralympics that demonstrate such role models.
- ensuring that displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity.
- actively seeking opportunities to address the issues of equal opportunities and to ensure that multicultural issues are not presented in a tokenistic way.
- drawing on examples from many cultural traditions and recognising our society as having a diverse cultural background.
- Being aware of the balance of male/female roles, disabled/able bodied representation and roles from a variety of cultural backgrounds, when choosing authors, historical figures, artists, composers etc as a focus for a curriculum area.
- being aware of, and challenging, bias and stereotypical viewpoints within our teaching and taking particular care that our language does not transmit or confirm stereotypes; does not offend; creates and enhances positive images of particular groups identified at the beginning of this document; creates the conditions for all people to develop their self esteem; and uses correct terminology in referring to particular groups or individuals eg Inuit rather than Eskimo, Native Americans rather than Red Indians.
- selecting resources to ensure that they:
 - reflect “the reality of an ethnically, culturally and sexually diverse society”
 - reflect a variety of viewpoints
 - show positive images of people belonging to all protected groups
 - reflect non-stereotypical images of all groups in a global context
 - include materials to raise awareness of equal opportunity issues
 - are equally accessible to all members of school community consistent with health and safety
 - do not include explicitly and implicitly racist, sexist, homophobic or ageist materials.
 - promote all areas of equality.

1.3.2 Promoting Understanding

We seek to promote understanding by:

- recognising that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.
- creating an ‘openness’ of atmosphere which welcomes everyone to the school. Children are encouraged to greet all visitors to the school with friendliness and respect.
- celebrating the diversity within our own school community and seek to encourage visitors from a broad spectrum of society, particularly to demonstrate role models which are non-traditional for their sex, ethnicity or disability.
- ensuring that our resources draw on examples from many cultural traditions and show positive images of all groups.
- providing opportunities for all pupils to feel proud of their own cultural heritage and identity and to respect and celebrate others.

- encouraging teamwork in all aspects of school life to show the advantages of pooling experience, knowledge and various points of view. We aim to create an environment in which co-operation is central and where children can work comfortably and with purpose.
- actively teaching children the skills to resolve conflicts.

We wish to affirm our continuing commitment to reach out to other diverse groups within our immediate community and beyond.

2 Our Equality Objectives

2.1 Objective 1 – To increase the accessibility of our premises for wheelchair users

This objective has been selected because it is currently almost impossible for a wheelchair user arriving in the car park to access the school.

We will go about this by ensuring the problem is raised with WSCC as part of the current plans to improve security of pupils through changes to fencing / access routes around the front of the school.

The outcome we hope for is that a wheelchair accessible route will be provided from the car park to the school entrance.

We will monitor / measure this by checking that a wheelchair can actually access the premises.

Progress made against this objective since its adoption is:

- WSCC plans considered with this issue in mind and discussed at WSCC Task group meeting on 16th December; feedback being drafted.

2.2 Objective 2 – To improve our processes for supporting children with SEND

This objective has been selected because we have a (historical) backlog of children with SEND who have not yet had a formal education, health and care assessment and who may therefore not be receiving the appropriate support to allow them to achieve the best possible educational and other outcomes.

We will go about this by ensuring processes are in place to:

- allow initial assessment of children's needs using appropriate tools and measures
- allow appropriate individual learning plans to be drawn up
- track the provision received by children against their individual learning plans
- collect and collate the evidence required to support a formal EHC assessment
- ensure that once an EHCP is received, the required provision is put in place

The outcome we hope for is that all children with SEND receive the appropriate support to allow them to achieve the best possible educational and other outcomes.

We will monitor / measure this by

- tracking the progress of referrals through the relevant processes
- tracking the provision received by children on the SEND register against their ILP / EHCP.

Progress made against this objective since its adoption is:

- SEND register is now up to date
- Staff have received training in ILPs and ILPs have been drafted for all children on the SEND register
- Evidence is being collected for formal EHC assessments