



This policy reflects the particular needs of our school and forms part of our ethos.

The aim of this policy is to ensure that all children are regarded as being of equal value. We believe that all children are entitled to a curriculum and a set of experiences, which enable them to fulfil their potential and develop their abilities as individuals.

We aim to minimise any disadvantages within the school resulting from race or ethnicity, class, gender, sexuality and special needs. We see bad behaviour to be an extreme disadvantage to other children and to adults.

All references to parents, includes carers, guardians and those with a legal responsibility for the child.

Race

Our society is culturally diverse. It is important for us to mirror this by encouraging and creating multicultural opportunities in the school. This will enable children to develop an appreciation for, and an enjoyment of other cultures, as well as enhancing the status of all groups and nurturing the development of personal identity.

An appreciation of languages other than English will be encouraged whenever the occasion arises. Appropriate strategies and materials will be put in place should it be necessary to teach English as a second language to a child within the school. Account will be taken of the dress requirements of religious and cultural groups.

As a church school with a strong Christian ethos, we do not discriminate against those who hold different religious beliefs or indeed have no belief.

Gender

In all aspects of school life children are encouraged to develop their own identities regardless of expectations based on gender or sexuality.

The curriculum will be designed in such a way that it is equally accessible and enjoyable for both boys and girls.

Social and economic background

We have high expectations for all children whatever their background. These will take into account both individual and collective needs.

Children with a particular disability / disabilities

We aim to provide equality of opportunity to children with different abilities by encouraging positive attitudes, valuing each individual and recognising the particular contribution they make. To achieve this aim we will:

- Encourage children with a disability to participate in all classroom activities.
- Boost self esteem
- Foster understanding of disability within the school
- Welcome anyone with a disability into the school
- Be prepared, wherever possible, to adapt the organisation, physical environment, curriculum and social arrangements to meet individual needs.
- Make sure that books, toys, equipment reflect disability in the community.
- Be knowledgeable about the disabilities of any child in our care.

Behaviour

We believe that unacceptable behaviour is a disadvantage to the child, his or her peers and to adults. We encourage parents to work in partnership with the school to work towards a consistent approach and a satisfactory long term outcome.

We will not accept intolerant, anti social or aggressive behaviour. This is dealt with, in line with other disciplinary procedures throughout the school, as stated in the school behaviour policy.

Unacceptable behaviour may include:

- derogatory name calling, insults, sexist or racist comments;
- violence or threats against an individual child or a group;
- racist graffiti or any other written insult;
- non co-operation with others because of their ethnicity / different ability /gender etc.

Good behaviour is the responsibility of everyone in school and we expect adults to set a good example at all times.

The Curriculum

We have a responsibility to provide a broad and balanced curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of children at the school and of society;
- prepares children for the opportunities, responsibilities and experiences in adult life [Ed Reform Act 1988]

Central to this is equal opportunities - helping each individual to achieve their full potential. This includes:

- treating children as individuals, meeting individual needs and valuing individual contributions
- providing equal access to the curriculum and to every aspect of school life
- challenging myths and stereo types. [Ed Reform Act 1988]

Issues, which concern equal opportunities, feature in every aspect of school life. They apply throughout the curriculum and are the responsibility of all teachers and the wider school community.

The hidden curriculum

By the hidden curriculum we mean the subtle and unintentional way in which children receive messages about themselves and the way they are seen within school and society.

We must be vigilant in our awareness of ways in which it is possible that school organisation, language, discipline, assessment, adult role models, and our general approach to the children are capable of being discriminatory.

Resources

Books and materials used in the school should be free from sex role stereo typing, racial bias and must reflect as far as possible the multi-cultural and diverse culture in which we live. Any material used in the school found to contain examples of stereo typing, racism, or sexism can be used as a basis for discussion with the children. We must ensure that books, displays and other materials give positive role models. We will attempt to provide materials and specialist equipment to meet the needs of individual children where possible.

Staff

In order for an equal opportunities policy to be effective it is necessary for all involved in the school to recognise that children are differently advantaged. They must be aware of the

influence their levels of expectation can have on the achievement of any child. It is vital that all staff demonstrate an active commitment to the implementation of the policy.

Training and relevant information will be made available as needs are identified. Staff will be involved in the ongoing review and development of the policy. It will be reviewed in accordance with the schedule for review and development. The school is an Equal Opportunities Employer.

Statements of Equality

To promote cultural awareness throughout the curriculum.

To ensure that each child is known by their own identity and it is valued.

To communicate positive attitudes and challenge negative ones when necessary.

To appreciate that a neutral stand on equality is not viable.

To empower all children by extending their knowledge.

To provide relevant training.

To foster corporate and personal responsibility.

To keep up to date with current thinking/ terminology.

To ensure that other policies, i.e. behaviour/ bullying, uphold equality.

To identify and praise good behaviour.

To give counselling to aggressors and victims and turn incident into a teaching point.

To ensure that in as far as it is possible, specific needs of individuals are met and understood.

To explore how it feels to be in a disadvantaged situation.

To use the term 'some people' believe when referring to beliefs, attitudes etc.

To discourage stereotyping - e.g. 'all Indians eat curry', 'single parents have difficulties', 'all Christians celebrate Christmas in the same way', 'women wash up', 'men are strong'.

To have a greater understanding of children's backgrounds.

To provide resources as appropriate.

To encourage children to think about attitudes at home, and appreciate that they may be different from the views held by others.

Ways in which we encourage equality daily

- Children in mixed lines (not boys and girls).
- Register - names are mixed.
- Discourage talk such as ...'strong boys' 'pretty girls' 'boys don't cry' etc.
- Be mindful when addressing parents / guardians and address them as they would wish.
- Encourage all parental role inclusion - ask your mum, dad, auntie, whoever cares for you etc. (not always in the same order).
- Encourage mixed games and equal access to toys, e.g. lego etc.
- Discourage negative attitudes towards race, sex, size - any talk, which is hurtful - i.e. paki, 4 eyes, fatty etc.
- Provide appropriate resources from different cultures.
- Provide for disability.
- Have in the school, books, which demonstrate positive models.
- Encourage use of any material that lacks sensitivity as a teaching point.
- Discourage negative use of black - black looks etc.
- Value all languages and value bilingualism as an asset.
- Use first or given name rather than Christian name.
- Have a specific Complaints procedure via an incident book and take complaints seriously.
- Ensure counselling is given to both aggressor and victim.
- Understand everyone has an ethnic culture.

Policy Statement on Equality & Diversity in Employment

1. Aim of Policy

The aim of this policy is to provide employees with a clear statement about the school's commitment to promoting equality and diversity within employment.

We seek to ensure that our working environment is one that respects and includes everyone regardless of their gender or gender reassignment; marital status (including civil partnership); sexual orientation; race, language, ethnic or national origins and nationality (including citizenship); religious belief; disability and / or medical conditions; age; whether they have dependants; trade union membership status and activity or political views/affiliations.

2. Scope of the Policy

This policy applies to all employees within the school, regardless of how long they have been employed, their contractual hours and contract type.

Definitions

For us "equality" is about opportunity, access, participation and contribution on a fair and equal footing and providing a framework for this to happen.

The term "diversity" acknowledges there are differences between people and the school values and respects the variety of backgrounds, perspectives, values and beliefs of its employees.

3. Public Sector Equality Duty

The Equality Act 2010 places a statutory duty on the school to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity; and
- Foster good relations between people from different groups.

For further information please click on this link to see Department for Education advice for Schools. [DfE Equality Act 2010 - Guidance for Schools](#)

4. Links to other Policies

The School's Single Equality Policy sets out our commitments, values and objectives in relation to equality and diversity. It covers children, parents, staff, carers, governors and other stakeholders.

The Model Behaviour at Work policy sets out how we expect employees to behave toward one another and outlines the framework for addressing issues that are raised.

The WSCC Standards of Conduct sets out the expected standards of behaviour and conduct for all employees.

All the policies mentioned above can be accessed via the West Sussex website or obtained from the Policy File in the Head's Office.

5. Guiding Principles

- We are committed to providing equality of opportunity for all by eliminating discrimination. We will do this by ensuring that our practices reflect relevant employment legislation and good practice. Our employment decisions are based upon job related, objective criteria.
- We are committed to having a workforce that reflects the diversity within our community where everyone is treated with dignity and respect.

6. Employee Responsibilities

All employees, irrespective of their role, have a personal responsibility to comply with this policy, associated policies and to abide by the Equality Act 2010, in dealing with each other, managing staff and in their relationships with children, parents, carers, governors and other stakeholders.

In particular, employees, must not:

- discriminate against colleagues, other workers, job applicants, children, parents, carers, governors or other stakeholders;

- bully or harass colleagues, other workers, job applicants, children, parents, carers, governors or other stakeholders;
- encourage or try to encourage another person to treat others unfairly or to practice unlawful discrimination;
- victimise people who have made allegations or complaints of discrimination or who have provided information about such discrimination.

We will not tolerate any of the above behaviours. Where employees commit an act of unjustified or unlawful discrimination, or allow discrimination to occur without taking appropriate action, then they could be liable to a claim being brought against them as an individual, for example at an Employment Tribunal. The employee could also be liable to disciplinary action for a breach of the County Council's Standards of Conduct, which could result in dismissal.

For more detailed information please see the following documents:

- WSCC Standards of Conduct
- Model Behaviour in the Workplace Policy
- Definitions of bullying, harassment and victimisation
- Types of discrimination

7. Employer Commitment

We will carry out the following activities in order to demonstrate our commitment to equality and diversity, and also to fulfil our legal responsibilities.

7a. Employment Policies

We will ensure that our employment policies, practices and associated guidance are fair to all by undertaking an equality analysis when we carry out employee related projects, policy developments and reviews.

All of our policies, associated guidance and procedures are available to view and download from the WS Grid for Learning (wsgfl).

We will monitor the implementation of these policies to ensure that they remain fair in practice and that any barriers to and within employment are removed.

7b. Consultation

We have consultation arrangements with a number of trade unions and professional associations.

7c. Staff Groups

There are three work-related interest groups organised by West Sussex County Council staff in partnership with UNISON. They are open to all school staff. The groups are:

- GLO-West (Lesbian, Gay, Bisexual and Transgender) Staff Group – contact james.ironside@westsussex.gov.uk
- Disabled Staff Group for staff with disabilities – contact robert.hayes@westsussex.gov.uk and
- the Black and Minority Ethnic (BAME) staff group – contact grace.natoli@westsussex.gov.uk

8. Accessibility

If you would like this information in another format, please email People.Management.Policy&Practice.Team@westsussex.gov.uk

This policy is reviewed every three years and will be reviewed again Summer 2020.

Chidham School Single Equality Scheme Guidelines and Objectives

Purpose.

The purpose of these guidelines is to meet the duties to promote equality of opportunity for, and between, the diverse members of the school community; including disabled pupils, staff, parents, and differing genders and racial groups within our school.

Aims.

To establish with all staff an overall vision of the duty to promote equality of opportunity for pupils, staff and parents.

To promote positive attitudes towards, and equality of opportunity between, disabled and non-disabled people, different genders and between different racial groups.

To eliminate discrimination and harassment on the grounds of disability, gender, race or ethnicity, sexual orientation and religion or beliefs.

To encourage the participation of disabled pupils, staff, parents and carers.

Objectives

To raise the awareness of all staff, governors, parents and pupils of the differing groups covered by the Equality Act 2010. (Governors)

To identify disabled pupils, parents, carers, staff and other users of the school to help develop our understanding of their needs. (Business Manager)

To collect, monitor and analyse data on the educational achievements of, disabled pupils, boys and girls, and pupils from differing racial and cultural backgrounds. (Head Teacher)

To continue to record, address and monitor any bullying or harassment on the grounds of gender, disability or race. (Head Teacher & Governors)

To continue to review curriculum planning and whole school initiatives to ensure links with differing cultures. (Staff)

To ensure the current rolling programme of whole school assemblies promote race, disability and gender awareness. (Head Teacher & Staff)

To monitor participation in extra-curricular activities to ensure participation by differing groups. (Subject Leader P.E.)

To continue to make provision for full access to the school building and its facilities by those with disabilities as appropriate through the schools Accessibility Plan. (Governors)

Additional School Documentation

Policy Statement on Equality & Diversity in Employment

Additional Guidance

Equality Act 2010: Advice for School Leaders, School Staff, Governing Bodies and Local Authorities. [DfE Equality Act 2010 - Guidance for Schools](#)

Education Providers Schools' Guidance (Equality and Human Rights Commission.)

www.equalityandhumanrights.com

To be reviewed: Summer 2019