



Policy Monitoring

Core Policy Information				
Policy Title		Single Equality Policy		
ID	L01	Area	Leadership	
Development Status		Implementing		
Development		Follows model policy from WSCC.		
Legal Basis		Statutory		
Legal Guidance				
RACI				
RACI	Position		Name	
Responsible	Assistant Head Teacher		Chris Yelling	
Accountable	Head Teacher		Andrew Jolley	
Consulted	All employees and governors			
Consultation Details	Email circulation inviting comments, queries or concerns			
Informed	Whole School Community			
Informed Details	Email location of policy, its recent review and update			
Review and Ratification				
Review	Frequency	Latest Review		Next Planned Review
Review Cycle	Every 3 Years	Summer 2021		Summer 2024
Governor Oversight	Leadership	Latest Approval Date:		Summer 21
	N/A	Noted	Ratified	Approved
Governing Body			✓	
Senior Leadership				
Approval Level	Full Governing Body			
Approval delegated to	Not Applicable			
Storage and Communication				
Hard Copy	Staff Room, PPA Room, Head Teacher's office, Entrance			
Web Link				
System Link				



Policy Links

This policy should be read in conjunction with the following school policies

The School's Single Equality Policy	
The Model Behaviour at Work policy	
WSCC Standards of Conduct	

School Vision

At Chesswood Junior School we inspire our whole school community to enjoy their learning adventure and have fun along the way. We ignite a passion for learning throughout the school community, securing excellence, empathy and equality in all that we do.

School Mission

We will strive to achieve the highest standards of academic achievement and behaviour within a vibrant, exciting learning environment so that all children leave this school with confidence and the ability to take advantage of future opportunities.



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1. Policy Statement

1.1. *Aim of Policy*

This Equality Policy for Chesswood Junior School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

1.2. *School Context*

Chesswood Junior School is situated in East Worthing where the community is mostly White British heritage with English as their first language but with a small number of ethnic minority families. Our pupils are drawn from a wide range of social economic backgrounds. Staff are mostly white British, recruited from the locality. There is a wide range of additional needs within the school including several students with hearing or visual impairment, and a range of medical needs. The school is well resourced to cope with a very wide range of need.

1.3. *Purpose of this Policy*

The purpose of this policy is to:

- State clearly how this school is fulfilling its statutory duties with regard to all aspects of equality
- Set out how specific duties are addressed through objectives within a three-year timescale.
- Set out how the impact of these objectives are monitored, evaluated and reported annually, pending the three-year review of this policy in 2015.

Through the implementation of this policy we will ensure that every adult, child or young person will have access to the necessary support required to enable them to reach their highest potential and that the school's procedures for management of staffing, learning and behaviour are fair, effective and equitable.



2. Policy Framework

2.1. *Statutory Duty*

2.1.1. *Equality Act 2010*

On 1 October, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and provides a single, consolidated source of discrimination law covering all of the types of discrimination that are unlawful. It has simplified the law and it extended protection from discrimination in some areas. Governors and Senior Leaders will ensure that the scope and content of the Chesswood Single Equalities Scheme are such that all statutory duties are met.

2.1.2. *Equality Duty*

The school fully recognises its equality duty to, in the exercise of its functions, have due regard to the need to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations between groups.

Having due regard for advancing equality involves considering the need to:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The Act states that meeting different needs involves taking steps to take account of disabled people's disabilities. It describes fostering good relations as tackling prejudice and promoting understanding between people from different groups. It states that compliance with the duty may involve treating some people more favourably than others. Governors and staff will work to ensure that these principles are fully taken account of in decision making and practice across all aspects of school organisation.



2.1.3. ***Protected Characteristics***

The Act protects people from discrimination and harassment based on the following 'protected characteristics':

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

Decision makers in schools must be aware of the duty to have “due regard” when making a decision or taking an action which may have implications for people with particular protected characteristics.

2.2. Statement of Intent

Chesswood Middle School is an educationally inclusive school in which the whole school community seeks to cultivate a warm, welcoming and respectful environment. which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and



groups are identified and met. Therefore, equality for all will not always be achieved by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

2.3. Aims

The aims of this policy are:

- To promote equality and prevent discrimination in all its forms, in every practice, procedure and activity in which the school is involved.
- To ensure a clear understanding and awareness throughout the school of all issues surrounding equality and discrimination.
- To promote and secure good relations and respectful behaviour across the whole school community.

2.4. Commitment to Equality

As part of the ethos of the school the governors and staff are committed to:

- Welcoming and celebrating diversity among pupils, staff and visitors.
- Not discriminating against anyone, be they staff or pupils, on the grounds of their sex, race, age, colour, religion, nationality, ethnic, national origins or physical or mental abilities.
- Promoting the principles of fairness and justice for all through the education that we provide in our School.
- Ensuring that all pupils have equal access to the full range of educational opportunities provided by the School.
- Opposing all forms of discrimination, and taking appropriate action when responding to any such incidents.
- Respecting the religious beliefs and practices of all staff, pupils, parents and carers and comply with all reasonable requests relating to religious observance and practice.



- Ensuring that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve.
- Making reasonable adjustments, when required to, in order to: increase access to the curriculum; improve access to the School building; and improve the delivery of information.

3. Policy Guidance

3.1. *Roles and Responsibilities*

3.1.1. *The Governing Body*

The Governing body takes seriously its responsibilities in relation to equalities and ensuring that Chesswood is a fully inclusive school.

To this effect the Governing Body will:

- Ensure that governors are aware of their legal responsibilities under current equality legislation.
- Provide leadership and drive for the development and regular review of the School's Single Equality Scheme.
- Ensure that the School fulfils its statutory obligations
- Monitor the implementation of the scheme and assess its progress and impact on the school community.
- Designate a governor with specific responsibility for monitoring the Single Equality Scheme.
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.
- Receive and respond to reports from leadership on equality issues.
- Ensure that all relevant school policies reflect the principles outlined in the Single Equalities Scheme.



3.1.2. *The Headteacher and Senior Leadership Team*

The Head Teacher/Senior Leadership Team should ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.
- Provide clear leadership with regard to all aspects of equality to promote and secure a respectful school community that recognises and celebrates difference.
- Drive forward the implementation of the scheme and action plan.
- Ensure that the Single Equalities Scheme is widely publicised and that the whole school community understands its roles and responsibilities within it.
- Initiate and oversee the development and monitoring of the scheme.
- Undertake regular monitoring to ensure the effective implementation of the Scheme and action plan.
- Assess its impact on the school community.
- Provide any necessary training required to enable staff to fulfil their responsibilities.
- Ensure that the School carries out its full statutory duties.
- Ensure that all relevant school policies reflect the principles outlined in the Single Equalities Scheme.
- Promote the principle of equal opportunity when developing the school curriculum.
- Rigorously investigate incidents of discrimination and harassment and ensure that appropriate records maintained.
- Supply the LA and the governing body with required data and reports relating to incidents of discrimination and harassment.

3.1.3. *All Staff and Adults within School*

All staff and adults within school should:

- Fully comply with the school's policy and procedures.
- Understand their role and responsibilities in promoting equality.
- Actively secure the successful implementation the Single Equalities Scheme.



- Tackle bias and stereotyping. Challenge inappropriate language and behaviour.
- Respond robustly and consistently to incidents of discrimination and harassment.
- Report all such incidents to senior leaders.
- Ensure that pupils clearly understand their role and responsibilities
- Ensure that all pupils are treated fairly, equally and with respect.
- Take full account of equality when planning and delivering the curriculum.
- Act as role models, behaving with respect and fairness to all members of the school community.
- Contribute to policy review, highlighting issues and considerations which will aid future policy development.

3.1.4. Pupils

Pupils at Chesswood should:

- be involved in the development of the Policy and practice and understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

3.1.5. Parents and Carers

Parents and carers will:

- be given opportunities to contribute towards the development of policy, practice and set objectives relating to equalities
- be provided with information on the policy, set objectives and any other relevant information relating to equality
- be encouraged to actively support the policy
- be fully informed of any incident within the remit of this policy which involves or affects their child

3.2. Equality Duty Scope

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on



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equality legislation across all aspects of school life.

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- Behaviour, sanctions and exclusions
- Pupil's personal development and pastoral care
- Teaching and learning
- Admissions and attendance
- Curriculum
- Classroom organisation
- Grouping of pupils
- Timetabling
- Homework arrangements
- Staff recruitment and professional development
- Partnerships with parents/carers and communities
- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- Transition
- School policies
- Playtime and lunchtimes
- The provision of school meals
- Interaction with peers
- Assessment arrangements
- Communication
- Recruitment processes
- Pupil adult participation and involvement in decision making School clubs, activities and school trips



- Access to school facilities
- Staff welfare

3.3. Reducing Barriers

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect a range of backgrounds, without stereotyping.
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.
- Provide educational visits and extra-curricular activities that reflect and take account of all pupil groupings.
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils.

3.4. Staff at Chesswood

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.



We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community.

We have mechanisms in place to identify areas for development.

3.5. Responding to Hate or Prejudiced Based Incidents and Bullying and Harassment

3.5.1. Overview

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take robust action to prevent, challenge and eliminate any such behaviour.

Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

3.5.2. Definition of a Hate Incident

Incidents in which an individual or group experiences discrimination or harassment which is based on ethnicity, sexuality, disability, gender identity or any protected characteristic are collectively known as 'hate incidents'. A hate incident is the generic term used by statutory agencies and partners.

The formal definition of a hate incident is:

'Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate.'

A hate incident can be anything from a student using racist or homophobic language in the course of general conversation to prolonged harassment and/or physical assault of someone (staff or student)



from a minority ethnic background or because of their gender identity or disability (whether actual or perceived). If the victim or any other person perceives an incident as a hate incident, then it should be recorded as such. It does not require the victim to prove that an incident is motivated by prejudice or require anyone else to make a judgment about whether or not the incident is racist, homophobic, transphobic or disablist.

We understand that not all incidents can be said to be motivated by hatred. Sometimes ignorance or lack of awareness can result in name-calling or other behaviours that can be hurtful to individuals or communities. Nonetheless, a hate incident is the official term used by the government and other partners for reporting purposes.

3.5.3. *Examples of Incidents*

Examples of hate incidents might include:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender.
- Use of derogatory names, insults and jokes and language, making fun.
- Discriminatory comments in the course of discussions.
- Racist, sexist, homophobic or discriminatory graffiti or other written comments.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to cooperate with other people because of their actual or perceived ethnic origin, religion/faith, sexuality, disability or gender identity.
- Vandalism or damage to property motivated by prejudice.



3.5.4. *Related Policy and Procedure*

Practice and procedures for dealing with incidents should be in accordance with relevant guidance set out in the School Behaviour and Discipline Policy and the Anti-Bullying Policy.

Investigation, support and sanctions applied will be in accordance with these policies. All hate incidents and prejudice based bullying are fully recorded, including the outcomes of any action taken. This information will be used to identify trends and patterns, to ensure that approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for pupils and the wider school community.

Any racial incidents are reported to the Governing body and the Local Authority and a termly summary report submitted. Swift action will be taken in response to racial incidents (in line with behaviour related policies). A brief summary of response is as follows:

- Incident reported to a member of staff who will record all details and investigate the incident fully.
- Investigations to be fully documented.
- Incident to be reported without delay to a member of the senior leadership team.
- Parents of victim and perpetrator contacted (arrange meeting unless deemed unnecessary).
- Incident recorded in racial incidents log.
- Senior leaders determine action to be taken in line with related policies.
- Victim, perpetrator and parents informed of action.
- All staff made aware of racist incident.
- Any additional support required for victim or perpetrator determined and actioned.
- Situation monitored and outcome reviewed after appropriate time span.

3.6. *Equality Policy and Scheme Development*

3.6.1. *Consultation and Involvement*

The development of this policy, scheme and action plan has facilitated by the involvement of the whole of school community. This has involved pupils, staff, governors, parents and carers. This helped to ensure that the views of all were fully incorporated in the development of this Scheme and action plan.



Consultation has included:

- Discussions at school council
- Pupil questionnaire
- Equalities questionnaire to parents (including action plan suggestions)
- Staff questionnaire
- Discussion at governing body pastoral committee meetings
- Pastoral sub-committee involvement in determining action plan

The need to maintain an ongoing dialogue with all groups is recognised in order to uphold a comprehensive insight into equality issues within the school and sustain action planning progress.

3.6.2. *Using Information*

Information and data is used to determine both impact of policy and practice and that all statutory duties are being met. Impact assessments will be undertaken in order to ensure that the diverse needs of pupils and staff and that equality, inclusion and diversity underpin all aspects of school life.

Data analysis related a wide range of sub-groups within school is regularly undertaken. While such data is largely quantitative, it is recognised that qualitative information can also form an important part of any analysis.

3.7. *Publicising Equalities Information*

In order to meet the statutory requirements outlined in the Equalities Act 2010, we will:

- Publish the school policy and single equality scheme on the school website.
- Raise awareness of the equalities issues and actions through the school newsletter, assemblies, staff meetings, school council meetings and other communications.

3.8. *Monitoring and Impact Assessment*

The Equality Policy and Single Equality Scheme will be subject to on-going monitoring. Planned impact assessments will provide information on progress and impact of equality work within school. Information gathered will be used to determine future action planning.

3.9. *Policy Development and Review*

This policy will be reviewed every three years in line with national expectation. The action plan



will be reviewed annually and progress towards meeting objectives assessed. An annual report on progress made will be produced annually.

3.10. ***Policy Links***

All aspects of school life require due consideration to be given to equality, hence all school policies are linked to this policy.

3.11. ***Equality Objectives***

Using the views of pupils, parents, staff and governors, alongside information already gathered through analysis we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed as outlined above.

4. **Appendix**

4.1. ***WSCC Guides***

[Guide 1 – Disability in Employment](#)

[Guide 2 – Managing Disability in the Workplace](#)

[Guide 3 – Making Reasonable Adjustments](#)

[Guide 4 – External Funding for Reasonable Adjustments](#)

[Guide 5 – Recording Reasonable Adjustments](#)

[Guide 6 – Disability and Recruitment](#)

[Guide 7 – Assistance Dogs](#)