



OCKLYNGE SCHOOL POLICY COVER SHEET

POLICY DOCUMENT	Equality Policy
Type of Policy – Statutory, Other, ESCC adopted, Other statutory document	Other
Lead Governor if applicable	
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Governor Committee	Leadership and Management/Full Governing Body
Committee Approval Date	15 January 2016
Full Governors Ratification Date	10 February 2016
Review Frequency	Three years
Date of next review	December 2017
School website Staff Information Folder	Staff Drive/Governors' Drive
Chair of Governing Body signature	
Purpose	
Supporting documents if applicable	Equality Objectives

OCKLYNGE JUNIOR SCHOOL



Equality Policy 2016

Equality Policy for OCKLYNGE Junior School

This Equality Policy brings together all previous policies, schemes and action plans around equality that the school already has on Race, Gender and Disability. Ocklynge Junior School continues to be committed to providing learning and opportunities for all protected characteristics and actively promotes positive participation in the life of the school.

The protected characteristics as stated in the Equality Act 2010 are:

- Age (for staff only)
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Under this Act, the school has a Public Sector Equality Duty (PSED) to have due regard to the need to:

- **Eliminate unlawful discrimination, harassment and victimisation** and other conduct prohibited by the Act
- **Advance equality of opportunity** between people who share a protected characteristic and those who do not
- **Foster good relations** between people who share a protected characteristic and those who do not

Our school within a wider context

The school holds some information on the diversity of the population of children and adults in school and the picture does change at times in terms of age, ethnicity, disability and social deprivation. Current data can also be obtained from East Sussex Children's Services Records and RAISEonline.

We consider the views of people in our school, as well as from links with our local and wider community, to learn about equality issues within and outside the school and use them to identify new areas of work, improve existing approaches and to focus our attention where it is required.

Our Aims and Approach

Our aims

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life, the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes. (this is available on CZONE or www.unicef.org)

Issues relating to adults within the school community can also be embraced under these themes and are reflected in the action plan.

Our approach

We endeavour to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts suggested by ESCC:

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality.
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better.
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles may impact on and inform each other.
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world.
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities.
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

Our duties

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

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- test arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- assemblies
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school or Theatre Group
- school sports
- employees' and staff welfare complies with all legislation
- buying in services and goods that give equality issues full regard

Roles and Responsibilities within our school

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are involved in the development of and informed about the Equality Policy when needed
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our governing body will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP)
- support the headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy as needed
- evaluate and review the policy annually and the objectives every 4 years

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP

Our pupils/students will:

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

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy when needed
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be informed of any incident related to this Policy which could directly affect their child

Our school staff will:

- be involved in the development of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Policy on request (EQIA's)*
- Be encouraged to support the Policy

*EQIA is an Equality Impact Assessment – see information on CZONE

Responding to hate or prejudice

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 action to prevent, challenge and eliminate any such behaviour through our school curriculum, policies and promotion of the ethos of the school.

We want our pupils/students 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.

We will record all hate incidents and prejudice based bullying as detailed in our Behaviour policy We will use this information to identify trends and patterns, so that we have 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 our children, young people and communities.

January 2016