



Equality & Diversity Policy

**Including Equality and Diversity in
Employment Policy**

September 2022

To be reviewed: September 2023

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Equality Statement

At Bramber Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

At Bramber Primary, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, and visit here.

Legal Duties

At Bramber Primary School, we welcome our duties under the Equality Act 2010.

The general duties are to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

Protected characteristics make up the part of a person's identity that makes them who they are, such aspects or characteristics are protected from discrimination. Everyone in Britain is protected from unlawful behaviour by the Act.

The protected characteristics are as follows:

- age
- disability
- race
- sex
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

We recognise that these duties reflect international human rights' standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In developing our policy, we have therefore also taken them into consideration.

To meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any individual)
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis.

To do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information.

In relation to school provision, we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions

- Prejudice-related incidents
- Curriculum
- Complaints/compliments

Our objectives will detail how we will ensure equality is applied to the services listed above, however where we find evidence that other functions have a significant impact on any group, we will include work in this area.

We also recognise that our work on equality is central to the successful promotion of fundamental British values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain. We will work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language.

We will mainly do this through the delivery of our statutory RHE Curriculum. We will also utilise all other subject areas to foster positive relations and to ensure that we consciously cultivate opportunities to challenge stereotypes and support positive identity development for all our pupils.

We will regularly audit our resources, displays, lesson content, and assessment processes to ensure that they meet the needs of all groups.

We will scrutinise outcomes across a range of measures, analyse the results and address any identified areas of concern.

In endeavouring to fulfil our legal duties, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities' practice, including staff recruitment, retention, and development
- Aim to identify, reduce, and remove existing inequalities and barriers
- Consult and involve widely
- Regularly review our progress

Roles and Responsibilities

We believe that promoting Equality is the whole school's responsibility.

School Community Responsibility:

Governing Body	Involve and engage the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitor progress towards achieving equality objectives. Publish data and publish equality objectives. Ensure that staff have access to appropriate training and resources.
Headteacher	As above including: Promote key messages to staff, parents, and pupils about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties. Ensure that all in the school community receive adequate training to meet the need

	<p>of delivering equality, including pupil awareness.</p> <p>Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents.</p>
Senior Leadership Team	<p>Support the Head Teacher as above.</p> <p>Ensure fair treatment and access to services and opportunities.</p> <p>Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents.</p>
Teaching Staff	<p>Help in delivering the right outcomes for pupils.</p> <p>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum.</p> <p>Record, report and respond appropriately to prejudice-related incidents.</p>
Non -Teaching Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders.</p> <p>Uphold the commitment made by the Head Teacher on how pupils and parents/carers can be expected to be treated.</p> <p>Support colleagues within the school community.</p> <p>Record, report and respond appropriately to prejudice-related incidents.</p>
Parents/Carers	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p> <p>Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p>
Pupils	<p>Support the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p> <p>Report prejudice-based incidents to a trusted adult.</p>
Local Community	<p>Take an active part in identifying barriers for the school community and in Bramber Primary School. Informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</p>

We will ensure that the whole school community is aware of the Equality and Diversity Policy and our published equality information and equality objectives by publishing them on the school website.

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.

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 WSCC 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 West Sussex Services for Schools.

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 West Sussex Services for Schools.

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

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

Who can help?

If employees have any questions about equality and diversity issues, they can contact HR Customer Services on 01243 6(42148) or email hr.customer.services@westsussex.gov.uk.

Headteachers/ line managers can also get support from HR Customer Services or, for more in- depth questions about diversity and equality issues they can contact HR Professional Support for advice on 033022 22422 or email HR.Professional.Support@westsussex.gov.uk

If you need this policy in an alternative format please contact the HR Policy Team on HRPolicyQueries@westsussex.gov.uk

Appendix 1

Definitions

Discrimination is unfair treatment towards another or a group of individuals who share one or some of the protected characteristics.

Direct Discrimination occurs when someone is treated less favourably than others because of a protected characteristic.

Discrimination by Association occurs when someone is treated less favourably because someone they are associated with, such as a friend, family member or carer, has a protected characteristic.

Direct Discrimination by Perception occurs when someone is treated less favourably because someone believes they have a protected characteristic, regardless of whether their perception is correct or not.

Indirect discrimination can be more difficult to identify and sometimes is not intended. It can occur due to a lack of understanding of the law or a genuine error of judgement about an individual. For example, a policy that is applied to all individuals equally may inadvertently disadvantage individuals or groups who have a protected characteristic. It is therefore essential that all aspects of school life and policies are scrutinised carefully to avoid any unlawful provision, criterion, or practice.

Victimisation occurs when an individual has either raised a complaint or grievance that they have been discriminated against based on having a protected characteristic; or has supported someone who has raised a complaint or grievance.

Harassment is any form of unwanted behaviour intended to violate an individual's dignity or create an environment which may be described as hostile, degrading, humiliating or offensive. The victim will be subject to this harassment based on a protected characteristic or the perception that they have a protected characteristic, or because they are associated with someone who has a protected characteristic.

Prejudice can be conscious or unconscious and involves stereotypes, prejudgements, and beliefs (which are usually negative) about an individual, or group of people, based on a protected characteristic.