



Equality Information and Objectives

Approved by FGB: 1st March 2021

Latest reviewed: January 2024

Full Review by FGB: 1st March 2025

Equality Policy

January 2024

Why we have developed this Equality Policy

This Equality Policy for Pevensey and Westham CE 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. 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.

As a Church of England school, we believe that our role is to educate the whole child and that academic, personal and spiritual growth and development are equally important. It is through the support we give each other as a school community that we establish respect, friendship, a sense of belonging and effective team work. We consistently encourage children to reflect on their conduct, and schoolwork in the light of this in order to *"live life in all its fullness"* (John 10:10)

Linked policies and documents:

SEND Information Report, Positive Relationships and Behaviour policy, Teaching and Learning policy (including inclusive and adaptive approaches), Accessibility plan, Anti-bullying policy, RSHE Life Skills Policy

<https://pevenseyschool.org.uk/statutory-info/policies>

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity, and
- foster good relations between groups.

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

Our School Context (Pupils) as of January 2024

Ethnic Minority	7.6%
Pupil Premium	19.5%
In receipt of FSM	18.3%
SEND	11.3%

Overall aims of our Equality Policy

- 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, sexual orientation, 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 outcomes¹.

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

Our approach

We seek 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:

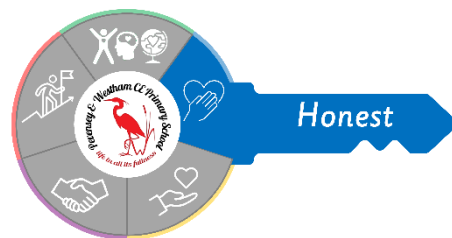
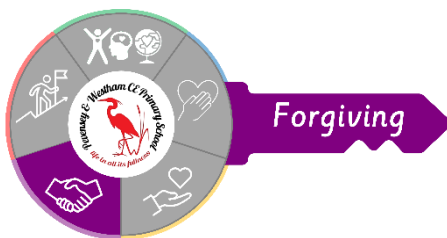
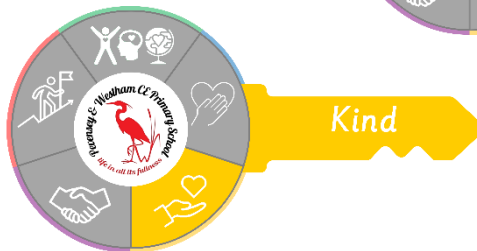
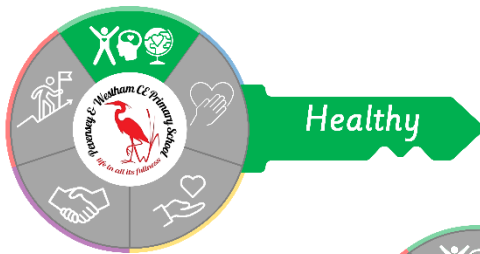
- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will 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. Excellence is to be found everywhere
- 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

¹ <http://www.unicef.org/crc/>

Our School Vision and Values

"At PAWS we have an ambitious vision to work in partnerships with families, the church and the wider community to prepare all our children with the knowledge, skills, values and behaviours they will need in order to flourish, reach their potential and enjoy fullness of life."

(John 10:10)



Our vision statement about Equality

Pevensey and Westham CE School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

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. We therefore cannot achieve equality for all 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.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all². We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between different groups of pupils and the wider school community.

We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an SEN statement, or where the statement does not provide the auxiliary aid or service.

We are also guided by the United Nations Convention on the Rights of the Child³.

We ensure we identify opportunities for promoting our vision, values, the key concepts and our duties on equality legislation across all aspects of school life including the provision of extended services.

These opportunities 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
- school worship
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips

² See *Appendix A* for further information about legislation

³ <http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/Childrens-rights/>

- 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
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school
- school sports
- employees' and staff welfare

The roles and responsibilities within our school community

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- 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
- 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
- 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
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to 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
- be encouraged to support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy.

How we developed our Policy - Participation and Involvement

The development of this policy has involved the whole of our school community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

Our pupils/students:

Pupils were involved through the School Council to discuss the Equalities issues and look at the proposed policy. This was then followed by class discussion. School Council representatives noted these and fed back at the next school council meeting.

Our staff:

Staff were asked to complete a survey or to give their views to the headteacher. This feedback was used to inform the policy.

Our school governors:

A designated governor was allocated to oversee the policy and work alongside the leadership team with any developments in the targets.

Parents/carers:

Parents were informed of the work through a newsletter, were invited to meet with the headteacher if they had further views, questions or concerns and were asked to complete an equality questionnaire.

Minority, marginalised and potentially vulnerable groups:

Certain families who may have experienced difficulties with Equal Opportunities were specifically targeted and met with the headteacher. Hard to reach parents were also contacted by the headteacher in order to achieve as broad a view as possible.

Our partners in the community:

Certain families were contacted personally by the headteacher, and written communication was not used for all views. This allowed any parents and carers with lower levels of literacy to feel able to contribute.

How we developed our Policy Using information

We have used data and other information about our school, and Equality Impact assessments (EQIAs) as a common sense measure to determine the effects of a policy, practice or project on different groups. *An equality impact assessment (EIA) is an evidence-based approach designed to help organisations ensure that their policies, practices, events and decision-making processes are fair and do not present barriers to participation or disadvantage any protected groups from participation. This covers both strategic and operational activities.*

EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). They help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. They help to ensure we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

Recent EQIAs carried out highlighted:

- That our school is adapted to meet the needs of disabled pupils and staff
- Trips are planned to be accessible to all pupils and staff are creative and well organised in ensuring that this can happen.
- That the school is experienced in ensuring that pregnant staff are able to continue successfully in their roles. Risk assessments are undertaken and the school makes adaptations to staff roles in order to ensure this.

In addition, we know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this.

Parent Voice:

A parent survey completed by 100 parents (February 2021):

92% of parents/carers 'strongly agree' or 'agree' that Pevensey and Westham School gives all children equal opportunities.

94% of parents/carers 'strongly agree' or 'agree' that Pevensey and Westham School celebrates diversity.

97% of parents/carers 'strongly agree' or 'agree' that Pevensey and Westham School equips their child well for life in modern day society (promoting tolerance, values and resilience).

95% of parents/carers 'strongly agree' or 'agree' that Pevensey and Westham School gives equal value to girls and boys.

93% of parents/carers 'strongly agree' or 'agree' that Pevensey and Westham School promotes a positive view of children, young people and adults with a disability.

92% of parents/carers 'strongly agree' or 'agree' that Pevensey and Westham School's curriculum covers a wide range of religions and beliefs.
77% of parents/carers 'strongly agree' or 'agree' that Pevensey and Westham School promotes positive images of ethnic minorities in the newsletter and on the website.
79% of parents/carers 'strongly agree' or 'agree' that Pevensey and Westham School challenges stereotypes.
80% of parents/carers 'strongly agree' or 'agree' that Pevensey and Westham School challenges racism.
87% of parents strongly agree or agree that Pevensey and Westham School celebrates British values through its displays in school and information on the website.
94% of parents/carers 'strongly agree' or 'agree' that, as a parent, they contribute towards supporting the ethos of the school.
91% of parents/carers 'strongly agree' or 'agree' that Pevensey and Westham School site and buildings are accessible for the whole community.
74% of parents/carers 'strongly agree' or 'agree' that Pevensey and Westham School makes adequate and reasonable adjustments to the curriculum to enable pupils with accessibility needs to access the curriculum alongside the school community.

Local Support

The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

The school accesses the services of the Team Around the School and Setting (TASS) including the Attendance Support Team, the school nurse, key workers, Sussex Police, IT Services, the TEALS team and local Children Centres.

We have established good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

We have a formal partnership with St Mary's - our local church. This has supported our pupils in developing understanding of faiths through our daily worship to explain their beliefs.

Commissioned services (buying in services)

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

Our Staff

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 made⁴ 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.

We have developed a ['Social Media Commitment'](#) to tackle the inappropriate use of social media by anyone within the school community which might impact on wellbeing, privacy and personal lives.

Responding to hate or prejudice based incidents and bullying

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.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, 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. 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.

⁴ Unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties.

Equality and bullying issues are recorded and reported to the Governing body as well as the local authority. The school follows the procedures and protocols of the local authority. Incidents are dealt with swiftly by the class teacher or a member of the senior leadership team and followed up over time. Adjustments to policies are made when necessary.

Implementation monitoring and reviewing

This policy will be reviewed annually.

It has been sent out to all parents and is posted on the school website. A printed version will be available in the school office. This will be discussed at staff meetings, school council meetings, PTA meetings and by the Governing Body.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

The headteacher and Chair of Governors will ensure that equalities remain a high profile issue across the school. The action plan will be reviewed annually by Governors, including the on-going work with our stakeholders on issues in the action plan. The website, learning platform and newsletters will be used for this purpose.

Equality Objectives

Using the views of pupils, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed and published every 4 years.

PEVENSEY AND WESTHAM CE SCHOOL EQUALITY OBJECTIVES: December 2020 – December 2024
(reviewed Jan 24)

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s)	Action:	Who's responsible	Dates from and to:	Milestone/progress:
All aims of duty	All areas	To ensure that all curriculum events on and off site are planned to be fully inclusive for all pupils.	To develop staff in considering the equality of all pupils. For staff to ensure that any barriers to access are identified before new events are planned to ensure inclusion	All pupils	Train all staff in being able to undertake an Equality Impact Assessment as part of any activity that takes place either on or off-site. Teachers to plan and review for all curriculum events to ensure full inclusion	Class Teachers / Headteacher	December 2020- 2024	Jan 24: Adaptations are arranged to ensure all pupils can access off site activities, this includes Y4 swimming, trips, residential experiences and Forest School. By July 2024: Adaptations incorporated into Sports Day will have been reviewed to ensure ongoing high level of participation by pupils with mobility needs
Advance equality of opportunity	Sex	To ensure that girls are equally involved in PE and sport	Improved participation of girls in PE, competitive sports and extra-curricular activities	Girls	Subject Leaders seek and promote opportunities for further participation of girls in PE Monitor attendance of girls at out-of-school hours PE clubs. Survey girls and understand barriers to participation.	PE subject lead	January 2021- December 2024	Jan 24: Increased focus supported by school Games involvement. All girls involved in inter-house sport Competitive girls football team established By July 2024: School to garner additional pupil voice to increase engagement further

Advance equality of opportunity	Other	To improve the attainment of pupils eligible Pupil Premium and those in receipt of free school meals	Improved attainment Improved attendance	Pupils eligible for Pupil Premium and free school meals	Collate and analyse data relating to attainment and attendance by target groups: gender, FSM, SEND, EAL Pupils identified at progress meetings	SLT Class teachers	December 2020- 2024	<p>Jan 24: Statutory data demonstrates increased attainment and progress by disadvantaged pupils in Reading, Writing and Maths.</p> <p>Jan 24: Current attendance for PP pupils (93.6%) is lower than for all other pupils (96.3%) but above PP pupils nationally (92.1%)</p> <p>By July 24: Continued trend in progress and attainment. Improved attendance for PP pupils</p>
Fostering good relations	Backgrounds & Cultures	To educate pupils in a wide range of backgrounds and cultures as part of history and through class texts.	To develop the knowledge of different backgrounds and cultures	All pupils	History curriculum is planned and implemented to allow for a wider understanding of different backgrounds and cultures. Class texts have authors themes from diverse backgrounds.	History subject leader English Lead/SLT to oversee and monitor	January 2021- 2024	<p>Jan 24: The school have an established Reading Spine which exposing pupils to protagonists from different backgrounds. Whole school, worships draw on world themes and encourage tolerance and understanding of people from a range of backgrounds, cultures and with a range of characteristics.</p> <p>July 24: School to introduce Cultural Icons linked to each year to highlight key cultural figures in a range of fields which will include people from a range of backgrounds, cultures and with a range of characteristics.</p>

Fostering good relations	Religion	To promote an understanding of different cultures and faiths (including no faith)	To develop pupils understanding of cultures across the world	All pupils	RE curriculum	RE leader / Headteacher	December 2020- 2024	<p>Jan 24: PaWS RE curriculum uses the revised East Sussex syllabus which is established at the school. Pupils are taught about a range of world religions with opportunities to compare and contrast religions. Children think about their own self within the world.</p> <p>The school curriculum is supported through speakers from Christianity and Judaism</p> <p>Worships</p> <p>By July 2024: Curriculum enhanced through speakers from Hinduism and Islam</p>
Maternity and pregnancy	Pregnancy	To ensure that pregnant staff are supported to manage their roles	Pregnant staff identify potential barriers and solutions are found	Staff	Pregnant staff to meet with business manager for regular risk assessments to make adjustments	Business manager	December 2020- 2021	<p>Jan 24: Risk assessment are always in place to support staff who are pregnant. There are also ongoing meetings to reviews these with staff.</p>
Fostering good relations	Sexual orientation Gender reassignment	To promote an understanding and tolerance of LGBT+ issues	To establish an agreed ethos and commitment amongst the school community	Whole PaWS community	<p>Draft LGBT+ Statement developed by senior leaders</p> <p>Draft LGBT+ Statement shared with whole school community for comment</p> <p>Finalised LGBT+ statement published on website and drawn into relevant policies</p>	HT	Jan 24 to July 24	<p>By July 2024: School to have a formalised statement of commitment linked to LGBT+ inclusion and education</p>