

Peacehaven Community School

Equality Policy and Objectives

Document Management

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Equality Policy

Why we have developed this Equality Policy

This Equality Policy for Peacehaven Community 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.

The previous policy relating to this was the Accessibility Plan September 2023.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies - whom 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.

Peacehaven Community School is an average-sized, 11-16 comprehensive school. The population is mainly white British, although we have a small number of ethnic minorities. We have a variety of faiths represented in the school. There is a significant mobile population.

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. We foster this 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/>

We communicate this through our vision, ethos and values:

The aim of our community is clear – to prepare our students for the world they are growing into, so that they grasp the opportunities offered to them and are not limited by choices they may make as children.

Community cohesion is central to the ethos of PCS. It is integral to all areas of our work within our school, local, national and international community. In essence this means that at PCS we promote an inclusive culture where every individual or group of individuals matters.

Aspire: At Peacehaven Community School, our vision is to provide outstanding education within a supportive environment that enhances students' cognitive and social-emotional outcomes, including their wellbeing. We believe in setting high expectations for all students and supporting them to achieve their full potential. Our students are encouraged to aspire to their personal best, and we strive to prepare them for their future in a changing world.

Believe: We believe in providing a happy, caring, and successful learning environment where all students are valued and embraced. We emphasise mutual respect, good manners, and exemplary behaviour, and offer a broad and balanced curriculum that prepares students for adult life. Our vision is to foster a culture of inclusivity, resilience, and community partnership, where every student is supported to achieve their full potential.

Contribute: At Peacehaven Community School, our vision is to develop students who are active contributors to society. We recognise the importance of community partnership and encourage our students to engage in extracurricular activities and a rich programme of trips and visits that help to broaden their horizons. Our students are encouraged to be responsible global citizens, making a positive impact on the world around them.

Achieve: Our vision is to provide innovative and challenging evidence-based teaching that inspires our students to achieve excellence and make excellent progress. We believe in providing a personalised learning experience that caters to each student's individual needs, abilities, and interests. Our curriculum is evidence-informed and designed with our vision in mind, and our learning activities and teaching are tailored to develop our students' cognitive and social-emotional skills, preparing them for their future in a changing world.

Our vision statement about Equality

Peacehaven Community 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 recognize that we cannot achieve true equality of opportunity and outcome 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.

Everyone has a voice in our school and that voice is valued. Our student leadership programme is steadily growing, with every year group having an opportunity to change the school. By Year 11 the Leadership team has two Presidents and deputy Presidents who bring to the Senior Management meetings suggestions from the student body, and real change can happen.

This ethos of being inclusive is represented by the fact that we have worked hard to become a UNICEF Rights Respecting School. This means that our rights and responsibilities as citizens are central to everything we do.

We are a community at PCS, and we respect and value our similarities and our differences.

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

² See *Appendix A* for further information about legislation

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

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
- interaction with peers
- opportunities for assessment and accreditation
- exam 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
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school or Theatre in Education (TIE).
- school sports
- employees' and staff welfare.

The roles and responsibilities within our school community

Stakeholder	Key Responsibilities
Headteacher	<ul style="list-style-type: none"> • Oversee implementation and monitor policy effectiveness. • Report annually to the Governing Body. • Ensure staff have access to relevant equality training. • Develop partnerships with external agencies for best practice.
Governing Body	<ul style="list-style-type: none"> • Designate a specific Governor for Equality (Patricia Metham). • Embed equality objectives into the School Improvement Plan (SIP). • Review the policy annually and objectives every 4 years.

Senior Leadership	<ul style="list-style-type: none"> • Disseminate information and support staff with implementation. • Advise on and handle any equality-related incidents or issues. • Assist in policy reviews as detailed in the SIP.
School Staff	<ul style="list-style-type: none"> • Support the policy as a "whole school issue." • Identify and communicate any personal training requirements. • Actively involve themselves in the policy's ongoing development.
Pupils & Students	<ul style="list-style-type: none"> • Act in accordance with the policy's values and expectations. • Participate in development via the Student Cabinet/Voice. • Support the policy through inclusive peer-to-peer behavior.
Parents & Carers	<ul style="list-style-type: none"> • Engage with the policy through school media and meetings. • Support the policy's aims within the home environment. • Report any incidents that directly affect their child.

How we developed our Policy - Participation and Involvement

The development of this policy will involve the whole of our school community. We will involve and listen 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. We will involve:

- our pupils/students
- our staff
- our school governors
- parents/carers
- minority, marginalised and potentially vulnerable groups
- our partners in the community.

How we developed our Policy - Using information

We will use 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. EQIAs will 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 will help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. They will 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.

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. We ask our parents to attend regular forums and also encourage them to complete Parent View. We send out surveys to staff about wellbeing, and our KS3 students have completed the Equality and Diversity Schools Survey as well as holding anti-bullying and Equality student focus groups. We record and analyse bullying and hate crime incidents, as well as first aid incidents.

OfSTED inspectors visit us regularly and report on equality issues during our inspection. We collect a range of information relating to incidents of harassment, peer on peer abuse and bullying including those relating to racism, homophobia, faith, disability and gender.

We also value more qualitative information which may be given to us through pupil/learner voice mechanisms, less formally or even anonymously. We have a Student Cabinet and House Ambassadors that provide an effective mechanism for listening to and acting upon Student Voice. There is a 'BESST' email that allows students to send confidential messages to the Safeguarding team about any concerns they may have.

Regular staff focus groups are held with the headteacher and there are termly meetings with staff Union representatives. There is also a staff suggestion box in the staff room and departmental areas.

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. These include Team Around the School and Setting (TASS), health partners, Under 19s Substance Misuse service (U19s SMS), District or Borough Councils, Sussex Police, Children's Centres, the Traveller Education and English as an Additional Language Service (TEALS) and East Sussex Equality and Participation team.

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.

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.

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.

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.

Members of 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.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice-based bullying behaviour are 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 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. We respond to incidents as set out in the [Behaviour Policy](#).

Implementation, monitoring and reviewing

This policy was published in January 2022. It will be actively promoted and disseminated, via the school website and termly newsletter. It will also be discussed with the Student Council.

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. We will continue to report to parents via the weekly newsletter and to students via our Student Voice mechanisms.

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. See our Equality Objectives.

Appendix A: Key legislation

Equality Act 2010

Equality Act 2010

This harmonises and streamlines existing equality legislation into one Single Act.

The Act protects pupils from discrimination and harassment based on 'protected characteristics':

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

This relates to:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils.

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group. The Public Sector Equality Duty commenced in April 2011.

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion.

For more information:

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>
<http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010>

Accessibility planning

Accessibility planning is a statutory duty and can be incorporated into this policy. Schools must plan for:

- increasing access for disabled children and young people to the school curriculum
- improving access to the physical environment of schools, and
- improving the delivery of written information to disabled children and young people.

Auxiliary aids and services

We acknowledge our duty to provide auxiliary aids as part of the reasonable adjustment duty for all schools as from September 2012.

The school and the Local Authority acknowledge our reasonable adjustment duties under the Equality Act 2010. 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 EHCP, or where the EHCP does not provide the auxiliary aid or service.

Community Cohesion – Education and Inspection Act 2006

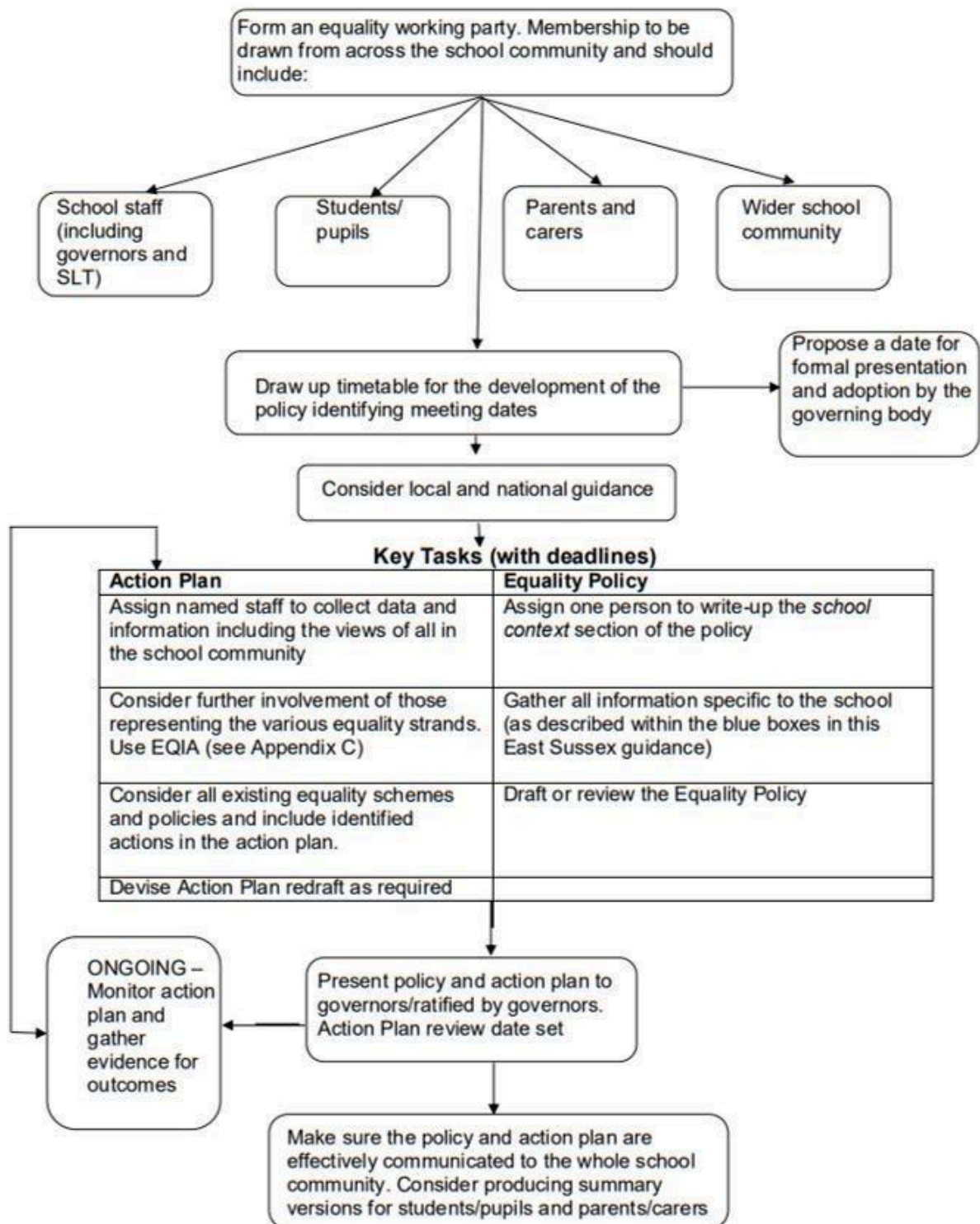
General duty

- To promote community cohesion.

Specific duties

- Teaching, learning and curriculum – helping children to learn to understand others, to value diversity while also promoting shared values.
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest possible level.
- Engagement and extended services – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations with different schools and communities locally, regionally, nationally and internationally.

Appendix B: Process chart for the development and review of Equality Policy and action plan



Appendix C: Equality Impact Assessments (EQIA)

A suggested approach for carrying out Equality Impact Assessments in schools.

What is an Equality Impact Assessment?

An EQIA is a considered way of analysing the effect of a policy, practice or project on protected groups, to establish whether it works equally or whether it potentially may have a disproportionate effect on one or more particular groups.

EQIAs should help us ensure we are not unlawfully discriminating against certain individuals or groups and that we are promoting our positive duties on equality. It is a way to ensure we are meeting the diverse needs of all our pupils and staff.

EQIAs should help ensure that diversity, equality and inclusion run through all areas of school life.

This does not mean undertaking EQIAs for all policies and practices as of now. It is a process of thinking that can be included in the review of policies as part of the policy review cycle. EQIAs can also be considered for all new policies and specific projects, e.g. use of the school playground.

It is not about more paperwork. It is a common-sense approach to thinking about what effect policies and actions will have on race, disability, sex and other protected groups.

The effect could be positive, neutral or negative.

If the effect on different groups is not justifiable, what solutions can we come up with to overcome this situation?

Key questions:

What are the aims of the policy, practice or project?

What are the specific outcomes you hope to see?

Who are the intended beneficiaries of this policy or practice (e.g. all staff/students)?

Can you identify any potential adverse or negative effects/impacts in the implementation of this policy, practice or project for certain individuals or groups – on the basis of their ethnic origin, cultural background, faith, disability, SEN, sex, sexual orientation, age, and other criteria (for example EAL, asylum seekers)?

Identify whom and how?

Are there any positive effects/impacts? On whom and how?

What evidence do you have to inform your thinking? This can include data, e.g. attainment data.

If you think there may be a negative effect or impact on certain individuals or groups it is important to draw together relevant, reliable data and information.

Who can you involve in your policy/practice review or project proposal which will help you identify any differential effect/impact?

Involving the children, young people, staff and members of the community who may be affected by your policy, practice or project will provide the best opportunity of identifying impact, exploring solutions and supporting implementation.

If you have thought through the effects/impact of a policy or action and involved people in this thinking, you may still not have uncovered the likely differential effect/impact on certain individuals or groups. That is not unexpected; that will happen. The point is to bear this in mind in the monitoring and review process and allow flexibility to respond to new information.

A template for Equality Impact assessments can be found on Czone.

Peacehaven School Equality Plan: 2026 - 2027

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Milestone/ progress:
All aims of duty	All protected characteristics	To increase student, staff and governors awareness of legal and human rights and the responsibilities that underpin society.	For students to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities.	All students and staff.	Ensure Respect programme, agenda, and assembly rota include themes and activities related to rights and responsibilities	Senior Leadership Team PHSE lead	January 2026-2027	
All aims of duty	All protected characteristics	To increase the participation of students/students from minority, marginalised or vulnerable backgrounds in school life.	Increase the diversity of student/students involved in the decisionmaking processes of the school.	Minority, marginalised and vulnerable students.	Identify which groups are under-represented in the School Council and/or student voice processes within the school. Set up group of student/students to develop actions which better involve the target group.	Senior Leadership Team Pastoral team	January 2026-July 2027	
Eliminate unlawful discrimination, harassment and victimisation. Equality of opportunity	All	To ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff.	<p>Identification of equalities awareness raising in relation to protected characteristics.</p> <p>Improved data collection and analysis on staffing issues.</p> <p>Staff reporting improved a sense of inclusion.</p>	Applicants and all school staff including volunteers.	<p>Undertake equality impact assessment on policies and practices relating to recruitment and staffing and ensure alignment with local authority guidance.</p> <p>Improved data collection and monitoring of equality information relating to staff.</p>	SLT Office management	January 2026 – July 2027	

<p>Eliminate unlawful discrimination, harassment and victimisation.</p>	<p>Sexual Orientation/ Race/Gender/ identity/ Disability/ Religion or belief</p>	<p>To prevent and respond to all hate incidents and prejudiced based bullying.</p>	<p>Students feel safer as reported in safer schools survey as feel incidents will be dealt with.</p> <p>Increased staff confidence.</p> <p>Ensure Bromcom reporting for anti-social behavior and hate incident reporting to improve accuracy and increase reporting rates.</p>	<p>Whole school and specifically BME/LGBTQ/ SEND student/students or those from a Faith or BAME background.</p>	<p>To review and update existing policies and practice relating to bullying (Opportunity to carry out EQIA).</p> <p>Access staff training.</p> <p>Ensure continuing professional development for staff to develop skills in identifying and challenging homophobia, transphobia, racism and discrimination against those with disabilities.</p> <p>Promotion of hate incident recording to students.</p>	<p>R Henocq A Waite Pastoral Teams</p>	<p>January 2026 – July 2027</p>	
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Eliminate unlawful discrimination, harassment and victimisation. Fostering good relations.	Sexual Orientation	To ensure LGBTQ students are accepted and homophobia is challenged.	Increased staff confidence in dealing with and reporting rates of LGBTQ bullying. Rates of LGBTQ bullying and use of homophobic language decreases.	Whole school and specifically LGBTQ students.	Promote homophobic and transphobic awareness through Reflections programme and assembly themes. Ensure LGBTQ information and awareness promotion literature and posters are readily available for all staff/students/parents. Ensure referral to LGBTQ support groups where appropriate.	Pastoral Team	January 2026 – July 2027	
	Race/Religion/ Disability	To ensure students are accepted and discrimination and bullying is challenged.	Increased staff confidence in dealing with and reporting rates of LGBTQ bullying.	Whole school and specifically students with stated characteristics.	Promote discrimination awareness through Respect agenda and tutoring programme and assembly themes. Ensure referrals and support from mentoring programmes/support networks. Equalities Audit with ethnicity and diversity focus.	Pastoral Teams J Turner	January 2026 – July 2027	
Advance equality of opportunity	Sex	To ensure that girls are equally involved in physical activity.	Improved participation of girls in targeted sports activities.	Girls	Monitor attendance of girls at out-of-school hours sports clubs. Survey girls and understand barriers to participation. Run initiatives to widen participation and access to sports.	pe staff All staff	September 2026-2027	
Advance equality of opportunity	Disability	To better understand the needs of disabled parents/carers within our school community.	Improved access and communication with disabled parents/carers.	Disabled parents/carers	Gather and record information relating to disabled parents.	SEND team A Waite	January 2026 – July 2027	

Fostering and relations	All	To promote good relations between people with and without disability.	Increased positive attitudes towards disabled people.	All school	<p>Ensure integration of Special Facility students with mainstream school.</p> <p>Invite in representatives from disability equality groups to meet with children.</p> <p>Promote complete integration of Special Facility students and those with disabilities within mainstream school and all activities.</p>	Pastoral Teams SEND team including Facility lead	January 2026 – July 2027	
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