Alfriston School

Equality Policy

Equality, Diversity, Equity & Inclusion

Approved by Governing Board: **May 2026**

Next review of progress made towards Equality Objectives: **Nov 2027**

Next review of Equality Policy: **May 2027**

Alfriston School

Equality, Diversity, Equity and Inclusion (EDEI)

This policy has been reviewed in line with our Behaviour Policy, our Anti-bullying Policy, our Accessibility Plan, our SEND Local offer, and our Personal, Social, Health & Economic Education (PSHEe) Policy, which includes our Relationships & Sex Education (RSE) Policy. This policy is supplemented by a range of other policies that as a school we feel are important to have for our whole school community.

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This policy reflects the Governing Board decision in March 2024 to expand the position that had been adopted of 'Equality' to one that encompasses the broader and more aspirational principles embodied in Diversity, Equity and Inclusion (DEI).

In brief, Equality is about giving everyone the same resources and opportunities regardless of individual factors in order to achieve a common outcome. Equality tends to focus on the 9 protected characteristics covered by equality legislation. In contrast, Equity is a broader definition of equality and recognises that each individual has different circumstances and needs and gives each person the support, resources and opportunities needed for them to reach equality of opportunity and have an outcome on a par with others. Diversity, Equity and Inclusion (DEI) means we will make sure that every person is celebrated. This also better reflects the schools positive work to date, and our ongoing commitment in DEI matters and our aspirations for the future.

We believe that equality, diversity, equity, and inclusion are central to all of our policies and is evident in everyday school life. It will help to ensure all our pupils and their families feel valued and supported.

All future supporting actions will seek to meet the tests of Equality, Diversity, Equity and Inclusion and our aim is to continue to strengthen our position in these important matters.

Why we have developed this Policy

This Equality, Diversity, Equity, & Inclusion Policy for Alfriston Primary School is a single policy for all protected characteristics covered under the Equality Act 2010. The policy also covers any other factors which have the potential to discriminate against or devalue individuals within our community. We are committed to developing 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.

Our Policy is inclusive of our whole school community – pupils, 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 and equity by ensuring that access, resources, and opportunities are provided for all to succeed and grow;

- make **Inclusion** a fundamental part of our DNA and create a culture that is welcoming to all people;
- ensure **Diversity** is fully embraced and differences enrich our community;
- foster good relations between groups.

It explains how we will 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, race and ethnicity, disability, religion and belief, sexual orientation, gender reassignment and social deprivation.

Alfriston School educates children aged 4-11 with a school population of up to 105 pupils (15 per year group). The majority of children are from white British backgrounds and speak English as a first language. There is a minority group of children from the Gypsy/ Romany/ Traveller community.

The percentage of children on the Special Educational Needs register is generally in line with or above the national average and the percentage of children who are eligible for pupil premium is below the national average.

There is an equal gender balance across the school, however some year groups have more boys and girls, and vice versa.

Overall aims of our Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality and equity 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 promote and adopt a multi-layered inclusive and individual approach for all within our school with specific needs and not exclusively for those with protected characteristics. To take actions and provide support that meet needs, so that all are included, celebrated and given equal and equitable opportunities to reach the desired outcome on a par with others.

To ensure that equality, diversity, equity and inclusive practices are embedded across all aspects of school life; this Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes[1].

The themes are reflected in our Equality Diversity, Equity, and Inclusion Objectives.

[1] http://www.unicef.org/crc/

Our approach

We seek to embed equality and equity of access, opportunity and outcomes for all members of our school community, within all aspects of school life.

Our vision statement about Equality, Diversity, Equity and Inclusion

Alfriston School aims to foster warm, welcoming and respectful environments, which allows 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. However, we will strive to ensure that our differences do not become barriers to participation, access and learning. In addition, we will create equitable and inclusive processes and practices, where the varying needs of all individuals and groups are identified and met.

We therefore cannot achieve equity for all by treating everyone the same.

In respect of diversity and inclusion, we will build on our similarities and seek enrichment from our differences and promote understanding and learning between and towards others to create cohesive communities.

Alfriston School - Equality Statement

Alfriston School recognises that everyone is different and special owing to varying needs and cultures. We will treat all differences positively, recognising that diversity creates a collaborative, creative and understanding school, where everyone is included to do lots of different things and have lots of different experiences.

Written by the children of Alfriston School

This is reflected in our Equality Information and Objectives and in our vision to be 'Fair, Friendly, Fulfilling and Fun'.

Our duties

We recognise and accept our duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process of developing this policy in order to ensure better outcomes for all[2]. 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 equity and good relations between and within different groups of pupils/students and the wider school community.

[2] See *Appendix A* for further information about legislation

We are also guided by the United Nations Convention on the Rights of the Child[3] as well as recognising and accepting our duty to have due regard to the need to prevent people from being drawn into terrorism (The Prevent Duty 2015) and promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

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

- preparation for entry to the school
- 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
- school sports
- employees' and staff welfare
- the involvement of a broad and diverse range of children, young people, their parents and partner agencies
- school policies

The roles and responsibilities within our school community

Our Headteacher will:

- ensure that staff, parents/carers, pupils and visitors and contractors are engaged in the development of and review of the Equality, Diversity, Equity and Inclusion Policy
- oversee the effective implementation of the policy including communicating with staff parents/carers, pupils and visitors and contractors about 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 Board at least annually on the effectiveness of the policy and publish this information

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

- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our Governing Board will**:**
- designate a Governor with specific responsibility for the Equality, Diversity, Equity and Inclusion Policy
- ensure that the objectives arising from the policy are signposted to this document in the school development plan
- 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 school development plan

Our school staff will:
- be involved in the development and review of the Policy
- be fully aware of the Equality, Diversity, Equity and Inclusion Policy and how it relates to them
- understand that this is a whole school issue and support this Policy
- make known any queries or training requirements

Our pupils will:
- be involved in the development and review of the Policy and will understand how it relates to them, appropriate to age and ability
- 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
- be expected to show an example and promote the principles of the Equality, Diversity, Equality and Inclusion Policy

Relevant voluntary or community groups and partner agencies will:
- Be involved in the development and review of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy

How we develop and review our Policy - Participation and Involvement

The development and subsequent reviews of this policy has involved 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 the protected characteristics listed under the Equality Act 2010.

- Our pupils

We have a student council who contribute to all events and systems in school. Suggestions are taken from the children through to senior leadership meetings to review and amendments made as appropriate.

- Our staff

All staff are encouraged to share their views during regular staff meetings and during 1:1 meetings with the Headteacher. Suggestions are acted on either at a 1:1 level or within the senior leadership team, amending policy where required. The policy is shared at staff meetings and at the INSET training at the beginning of each school year, and part of the induction of any new member of staff.

- Our school governors

This policy has been ratified by the full Governing Board and reflects the decision of the Governing Board to strategically move the school towards a position of Equality, Diversity, Equity & Inclusion rather than the narrower aspiration of Equality. This better reflects the school's current position and the aspirations of the Board and School in these important matters.

- Parents/carers

Parent questionnaires are completed annually and made available at parent consultation evenings in order to target the harder to reach parents. This policy is sent out via eschools and is available on the school website.

- Minority, marginalised and potentially vulnerable groups

The policy is available on the website for all and is shared with all parents via eschools. Paper copies of the policy are available in the school office.

- Ongoing:

The policy is widely available and we welcome comments and feedback from all stakeholders.

How we developed our Policy - Using information

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. This information is used to inform our equalities objectives where needed.

We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, transphobia, biphobia, faith, disability and gender.

OFSTED inspectors visit us regularly and report on how we are actively promoting equality and diversity, tackling bullying and discrimination and narrowing any gaps in achievement between different groups of children and learners, as well as how we are promoting British Values and preventing radicalisation and extremism, preparing pupils/students to respect others and contribute to wider society and life in Britain.

Safeguarding reviews, Ofsted inspections and regular school advisor visits from the local authority have all reported that the behaviour and safety of pupils at Alfriston is high priority and pupils feel safe and are well cared for.
Where our community is lacking in diversity, children have been exposed to education around other cultures through curriculum enrichment (e.g. days based around specific countries/cultures/religions, high quality texts used during classroom learning and in whole school assemblies), PSHEe sessions, religious education sessions, through the specific communications and visits we arrange for our children to meet with children from other schools and carefully selecting visitors and educational visits to broaden our children's sense of the world.

We have established excellent links with our local and our wider community. We always 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.

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 made[4] 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.

[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.

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.

All staff receive annual training on safeguarding and the prevent duty.
The DSL and Deputy DSL receive update training every 2 years. The DSL/Deputy DSL attend regular safeguarding network meetings to ensure the school is fully informed and fully compliant.

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, sexism, homophobia, transphobia, biphobia, negative views of disabled people or people who practise a religion or follow a faith. We 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 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 any 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.

A Behaviour policy and Anti-Bullying policy are in place and reviewed regularly. Child-friendly versions are shared with the children regularly and is part of our PSHEe curriculum. We take an active part in National Anti-Bullying Week and we invite guest speakers, specialists and presenters into school throughout the academic year to engage the children and parents in this.
All monitoring of behaviour (including bullying, racist and homophobic incidences) are reported termly to the Full Governing Board. In these incidences, parents/carers are informed and the policy is fully followed through.

Implementation, monitoring and reviewing

This policy is actively promoted and disseminated.

It is shared via the school website, school newsletter and eschools.

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 the 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.

Equality, Diversity, Equity and Inclusion Objectives

Using the views of pupils/students, 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 every 4 years and published. See Section 3.

Section 2
EQUALITY, DIVERSITY, EQUITY AND INCLUSION OBJECTIVES AND REPORT OF PROGRESS:

2026-2030

These objectives link to our School Development Plan

Link to Public Sector Equality Duty	Aim	Objective	Target group(s): e.g. whole school, pupils, SEN, staff etc.	Action	Who's responsible?	Dates from and to	Progress made towards Equality Objectives November 2026
To promote equality of access and opportunity within our school and within our wider community.	For these children to have the opportunity to achieve the best possible progress.	To monitor the attendance rates of pupils with a protected characteristic so that they are not at a disadvantage.	All children with a protected characteristic and those others who we have identified who do not fall into the 9 protected characteristics.	Monitor the attendance rates of pupils on a termly basis.	All staff	Sept 2026 – July 2030	Review all those with protected characteristics, and others who we have identified, to ensure continued reasonable adjustments are implemented when required and all children are accounted for. Attendance Policy reviewed annually; reminders of the importance of attendance regularly given to parents/carers via newsletters and 'Rocket Rabbit' and 'Power Pig' toys have been reintroduced to children to award the class with the best attendance that week and the least amount of lates that week. Letters sent out to individual families whose child/ren have been regularly late and who have poor attendance.
To promote positive attitudes to difference and foster good relationships between people with different characteristic and	We live in an area which is predominantly 'white British' and we have very little diversity within our school community thus our pupils are not naturally exposed to	Further improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity. To promote cultural	All pupils.	Invite visitors from other faiths to meet with the pupils to hold assemblies; seek out educational visits to a range of places of worship and more urban environments to experience multi-cultural life; ensure our curriculum	All school leaders and class teachers	Sept 2026 – July 2030	Visits sought which give a diverse experience for the children; inviting people with varied characteristic to our school; purposely planning and teaching a curriculum which celebrates diversity. Ensuring that our curriculum includes children learning about other cultures and beliefs, e.g. Divali, Judaism, Islam, Hinduism, Soul/Gospel music, Reggae music. Regular assemblies with the Pastoral Minister

backgrounds	people who are of different races, nationalities, cultures or religious beliefs.	development and understanding through a rich range of experiences both in and beyond the school.		gives opportunities for all our pupils to learn about and appreciate and value difference and diversity.			from Cuckmere Churches and from Seaford Baptist Church. Link with Berwick Church for curriculum enrichment. A carefully planned out schedule to ensure 'cultural capital' opportunities for all our children (info shown on our website). All staff trained to understand the importance of 'cultural capital', and how this links to our curriculum vision and school life values. Staff sharing ideas and giving suggestions so that children receive a diverse range of experiences. PSHE curriculum reviewed and a more up-to-date and coherent curriculum implemented which better complements our school vision and values. Teaching of equity, diversity, equality and inclusion is a key feature of our PSHE curriculum for all year groups, but particularly focused in the 'Relationships' and 'Wider World' units of work. Assemblies throughout the year, focuses on equality, diversity, equity and inclusion (eg. review of our Equality Statement; religion/beliefs; dual nationality; protected characteristics).
To promote equality of access and opportunity within our school and within our wider community.	We believe that all children achieve and progress better when there is support and understanding from both school and home, and when they are working together. The more the parent/ carer knows what to do to	To support those parents/carers, with a protected characteristic, so that they have sufficient skills to support their children's learning.	All pupils with a protected characteristic and those others who we have identified who do not fall into the 9 protected characteristics.	Continue to provide workshops, forums and meetings with staff throughout the year. Publish information on the school website and provide hard copies for all to access.	All school leaders and class teachers	Sept 2026 – July 2030	Specific families invited into school to help access the curriculum and assist their child. eg. home learning. Workshops and presentations for parents and carers – with a crèche available to be as inclusive as possible for all families. Information provided via our website, hard copies or emailed. Making contact with specific parents/carers (in the most helpful way) for teachers to discuss and support them with their child's progress and learning.

	help their child, the more likely it is that the child will achieve.						
To promote equality of access and opportunity within our school and within our wider community.	To give equal opportunities for all the children in the school and to increase participation for all	To ensure all children have opportunity for competition.	All pupils with a protected characteristic and those others who we have identified who do not fall into the 9 protected characteristics.	Seek out matches, tournaments and competitions in which all can participate.	PE Lead	Sept 2026 – July 2030	The school accesses a range of inter-school and inter-county competitions, chosen to cater for all pupils over their primary years. Sports festivals and 'try outs' opportunities are given to selected pupils to increase their participation and which focus more on enjoyment and activity rather than ability and competition. Matches, competitions and tournaments take place with local schools and across County. The school achieved the School Games 'Gold Award, consecutively for 4 years, thus being able to apply for the Platinum Award which was achieved in July 2025. We still hold this Award. It recognises our continued commitment to the development of competition across the school and in the community.
All aims of duty	To increase pupil awareness of legal and human rights and the responsibilities that underpin society	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils	Evidence the teaching of the Rights of the child across the school (age appropriately). Include teaching of Rights of the Child https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2017/01/Summary-of-the-UNCRC.pdf	Senior Leadership Team and teachers	Sept 2026 – Sept 2030	Part of our curriculum and Behaviour Policy. All children contribute to their Class Charter in Term 1 and teachers regularly review with/remind the children of the expectations throughout the year, as necessary. All our Year 6 children are 'Leaders' and there are a range of roles and responsibilities which the children take on which is part of the Alfriston day. Anti-bullying Week in November and School Council work on safeguarding, health & safety and inclusion. Via the use of age-appropriate stories, the children learn about real life children's

							experiences across the world where they have used their rights to make a difference.

Appendix A Key legislation

https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools#full-publication-update-history

Equality Act 2010

Harmonises and streamlines existing equality legislation into one Single Act.

The Act protects pupils from discrimination and harassment based on 'protected characteristics'.
It says: It is unlawful for a school to discriminate against a pupil or prospective pupil by
treating them less favourably because of their:

- Sex
- Race*
- Disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

This relates to:

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

* The definition of race includes colour, nationality and ethnic or national origins.

A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but age as a protected characteristic does not apply to pupils in schools. Schools therefore remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of pupils over the age of 18.