

The Weald Federation

Of Five Ashes, Frant, Mark Cross and Mayfield Church of England Primary Schools



With God's love we grow and learn together

With God's love we grow and learn together to inspire every child and adult to flourish within our community. Through our Christian ethos, excellent teaching and shared learning, we aim to encourage everyone to discover who they are in relation to God, the world and others. This is in order to prepare for, and positively contribute to, our ever changing and diverse world.

Equality Information and Objectives Statement

Led by:	Joanna Challis and Jo Warren (EHTs)
Date implemented:	October 2025
Date for next review:	October 2026
Approved by:	FGB
ESCC policy / school	School

Equality Strand	Objective and Actions:	Progress
Advance equality of opportunity All	To increase social and emotional skills for pupils/students with BESD (behavioural, emotional and social difficulties) • Improve ability for all children to handle difficult situations and regulate their own emotions. • To embed the PHSE curriculum to provide regular timetabled opportunities for children to develop personal and social skills. • Provide CPD opportunities for staff, as identified, to develop a qualification in an area associated with BESD (e.g. nurture, social skills, ELSA (Emotional Literacy Support Assistant)). • To develop and continue the role of Playground Leaders to provide peer to peer support during unstructured times.	• A new PSHE curriculum has been introduced the 4 schools from September 2025 • TAs across the Federation are being trained (Nurture UK) to support children on a 1 to 1 and group basis • Secondary school PE Teachers are available to support with playground games as required • Healthy Schools Award and East Sussex Inclusion Mark. • My Health My School survey completed – indicating areas for greater focus in PSHE. • Behaviour Policies reviewed with guidance from the LA Inclusion Advisor.
Advance equality of opportunity	To maximise the attainment and achievement of vulnerable learners (pupils eligible for the Pupil Premium Grant, SEND and EAL). • Improved attainment and achievement for all members in this group across the whole curriculum. • Pupils eligible for PPG fully access extra-curricular opportunities, clubs, and take up posts of responsibility. • Pupil Premium strategy statement written and published on school website for 2025-2026. • Collate and analyse data relating to attainment by target group. • Pupil voice indicates that children are enjoying school and feel that they are making progress. • Work collaboratively with partner schools on the Alliance SEND Project to strengthen inclusive practice and provide CPD for all staff.	• Children from various groups (including PPG children) have been supported through interventions such as; specialist SEND TA support, Reading teacher and through focussed planning with the school's curriculum. • Children attending sports clubs after school may be financially supported. • Pupil Premium spending for 2024-2025 evaluated and published on school website. • Wadhurst Alliance SEND grant successfully awarded for Year 2
All	Raise Awareness of Equality & Diversity • Raise awareness of the aims and objectives of the policy by sharing with staff and the wider community • Provide further staff training in all aspects of equality & diversity to support staff understanding and awareness • Introduce all aspects of statutory RSE into the PSHE curriculum and continue to build a shared understanding of this work with parents/carers so they can support this at home • Consider opportunities to promote diversity through all aspects of the curriculum, e.g. resourcing, study of historical figures etc.	• A new PSHE curriculum has been introduced in the 4 schools from September 2025 • One of the EHTs has attended a 'Being Luminary Course' to support understanding in this area • Opportunities within the curriculum planned for eg additional education for specific incidents like racist comments. • Anti-bullying Policy and Pupil Agreement in place.
All	Ensure that the school promotes role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of race, gender and disability.	• Within the school curriculum – Black History month

Equality Strand	Objective and Actions:	Progress
	• Ensure any selection panels are aware of, and take account, of the school's aims regarding equality and diversity • Consider opportunities to promote diversity through all aspects of the curriculum, e.g. resourcing, study of historical figures etc • Promote engagement of visiting speakers to school to broaden children's perceptions of equality and diversity • Ensure the school calendar and displays reflect opportunities to remember the importance of diversity, e.g. Black History Month, authors and characters within books, Paralympians	
All	Ensure tolerance and respect towards individuals who identify with any of the protected characteristics • Utilise Collective Worship (assembly) opportunities to promote equality and diversity and to tackle issues of discrimination or oppression for any protected groups • Respond to world news/current affairs issues (related to any individuals/protected characteristics) through assemblies or PSHE sessions • Continue to promote the school's position regarding equality through communication channels with parents/carers so that there is a shared appreciation of diversity and/or British Values. • Provide CPD to all staff members linked to British Values and Diversity.	• Full Collective Worship programme. • Regular news via weekly Picture News or Newsround. Shared with parents as appropriate. • Anti-bullying Policy and Pupil Agreement in place. • One of the EHTs has attended a 'Being Luminary Course' to support understanding in this area
All	Promote 'Love of Learning for Life' for all by ensuring that nobody is disadvantaged by any of the protected characteristics • Monitor attainment data at key intervals (taking into account gender, socio-economic background (FSM) and ethnicity) and take any necessary action to minimise any gaps which might exist • Monitor engagement of uptake at any extra-curricular activities or enrichment provision to ensure these opportunities are accessible to all children.	• Inclusion Leads monitor engagement of after school and extra-curricular activities • Opportunities adapted to meet the needs of different children

Why we have developed this Equality Policy and objectives?

This Equality Policy, for The Weald Federation, 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.

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.

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, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.

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.

Our vision statement about Equality

The Weald Federation 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.

The roles and responsibilities within our school community

Our Executive Headteachers and our Heads of School will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy and objectives
- oversee the effective implementation of the policy and objectives
- ensure staff have access to training which helps to achieve the objectives
- 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
- 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 our Inclusion governor with specific responsibility for the Equality Policy and objectives
- ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP)
- support the Leadership teams 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 and objectives
- provide a lead in the dissemination of information relating to the Policy and objectives
- with the Executive Headteachers and the Heads of School, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SDP

Our Pupils Will:

- be encouraged to actively support the Policy and objectives

Our Parents/Carers will:

- have access to the Policy and objectives 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 and objectives
- 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 and objectives
- be fully aware of the Equality Policy and objectives and how it relates to them

- understand that this is a whole school issue and support the Equality Policy and objectives
- make known any queries or training requirements

Relevant Voluntary or Community Groups and Partner Agencies will:

- Be encouraged to support the Policy and objectives

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 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 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.

Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year as part of their annual safeguarding training. Bespoke training is also commissioned where a need arises, either individually or collectively, within the school.

Fostering Good Relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, and Personal, Social and Health Education (PSHE) education but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents/carers to promote knowledge and understanding of different cultures, e.g. by tweeting about celebrations in major world faith groups.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

Implementation, Monitoring and Reviewing

This policy was agreed by governors in 2024. It will be actively promoted and disseminated. 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 our equality data 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 Act 2010

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:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality Act Advice Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)