



**Blatchington  
Mill School**

Involvement, Achievement & Care

# Equality Policy

<b>Title</b>	<b>Equality Policy</b>
<b>Summary</b>	This policy sets out our commitment and approach to equality, diversity, and inclusion.
<b>Purpose</b>	To ensure that all stakeholders are aware of this policy and its application in relation to equality, diversity and inclusion for all pupils, staff, governors, and families.
<b>Staff responsible for policy</b>	Kate Claydon
<b>Operational Date</b>	January 2026
<b>Frequency of Review</b>	Every 3 Years
<b>Date last Reviewed and Approved by Board of Governors</b>	January 2026

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**1. Equality, inclusion, and diversity statement**

Blatchington Mill School is committed to ensuring that our school is welcoming to all, inclusive in our practice and supports all members of our school community to feel a sense of belonging.

We seek to foster a warm, welcoming, and respectful environment, which allows us to work, learn and grow free from harassment and violence; to question and challenge discrimination and inequalities and resolve conflicts peacefully. We want all who attend our school to develop a positive sense of self, belonging and their own identity.

We recognise that there are similarities and differences between individuals and groups. We will strive to ensure that our differences do not become barriers to participation, access and learning and 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 believe we all have equal rights but may have different and diverse needs.

We believe that effective equality practice benefits all stakeholders and will contribute to raising aspirations and achievement; keep children safe from bullying and prejudice and from the dangers of radicalisation and extremism. We actively promote respect between groups of children and young people and prepare them to live and work in a diverse world.

Our school takes a whole school approach to equality, equity, community cohesion and spiritual, moral, social, and cultural development. 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 in and outside of the curriculum 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 the historical legacy of inequality towards individuals and groups with specific protected characteristics, we will explore ways of individually and collectively promoting a more equitable society.

Within our school community we seek to provide opportunities that celebrate diversity, support our students to respect and empathise with others and understand the importance of equality. These include:

- Assemblies
- Curriculum design
- Displays around school
- Our student 'Stand Up to Racism' group
- Our BARC (Blatchington Mill Anti-Racist Community) group for parents/carers and staff

We seek to reduce inequity and therefore improve equality by identifying needs and barriers to these and then providing tools to overcome those barriers so that everyone has an equal access to opportunities. This may mean that not everyone gets the same thing, but that everyone gets what they need to have the same chance of success.

### Intersectionality

Intersectionality is a concept first introduced by Kimberle Crenshaw and highlights the need to recognise and support all the various parts of a person, and to understand the impact and effects of multiple inequalities on a person. The concept recognises the complexities of our identities and how these co-exist.

Intersectionality must be acknowledged in all equalities work because of the regular discrimination Black and Racially Minoritised people face for their ethnicity combined with their gender, faith, disability, sexuality, accent, appearance – their



physical appearance and choices of dress.' [Anti-Racism Strategy 2023 to 2028 \(brighton-hove.gov.uk\)](https://brighton-hove.gov.uk)

Many of our school community will identify intersectionally and will be impacted by discrimination and prejudice depending on the unique combination of protected characteristics. It is important that we recognise this and speak to the different interlocking, personal and important parts of the children and adults within our school community.

We do this here and throughout our policy and practice at Blatchington Mill School.

## **2. Ethos/mission statement**

Our school vision can be found on our website here: [Vision statement](#).

Our Equalities information, provided by the local authority, can be found here: [Equalities information](#).

## **3. Legal duties**

As a school we welcome our duties under the equality Act 2010. 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 where everyone feels a sense of belonging. We welcome our equality duties as set out in the Equality Act 2010 and seek to involve the whole school community to ensure better outcomes for all. Adhering to The Public Sector Equality Duty (PSED), we work to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The PSED requires us to consider the needs of all individuals.

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. We recognise that it is unlawful to discriminate against a pupil, prospective pupil, or a member of staff by treating them less favourably if they have protected characteristics:



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- age (staff only)
- sex
- race
- disability (physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities)
- religion or belief (including no belief)
- sexual orientation
- gender reassignment
- pregnancy or maternity
- marriage or civil partnership (staff only).

No one characteristic holds more importance than another. We understand and respect each of these characteristics and strive to create an inclusive community.

To meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions.

**We will not publish any information that can specifically identify any child.**

- Prepare and publish equality objectives.

Our Equality Objectives, co-created with our BARC (Blatchington Mill Anti-Racist Community) group, can be found on our website here: [Equalities objectives](#).

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We comply fully with legislation which protects all our staff (including teachers, teaching assistants, supervisors, and student teachers) from discrimination based on the protected characteristics. With regards 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 (unless specific requirements are intrinsic to the role) until a job offer has been made or



require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure. (See [Safer recruitment | NSPCC Learning](#) for further guidance.)

We have a clearly defined mechanism for staff to report concerns and/or incidents of discrimination. 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.

Via the Human Resources service purchased from our HR Provider (*enter name*) we have access to advice and guidance on equality matters relating to staff through the information and advice given by HR professionals.

#### **4. Responsibilities**

We believe that promoting Equality is the whole school community's responsibility. Our headteacher is currently our Equalities lead, demonstrating our commitment to this responsibility running throughout all our work.

	Responsibilities
Governing Body	<ul style="list-style-type: none"><li>▪ Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.</li><li>▪ Designate a governor or team of governors with specific responsibility for the Equality Policy.</li><li>▪ Publish legally required equality information and objectives annually.</li><li>▪ Ensure that the objectives arising from the policy are part of the School Development Plan/ School Improvement Plan (SDP/SIP).</li><li>▪ Support the Headteacher in implementing any actions necessary.</li><li>▪ Engage with parents and partner agencies about the policy.</li><li>▪ Evaluate and review the policy annually and the objectives every 3 years.</li><li>▪ Ensure relevant training needs for staff are met.</li></ul>



	<ul style="list-style-type: none"><li>▪ Engage with marginalised groups, such as black and racially minoritised communities, both in and out of school to ensure their voices are heard and their needs are met.</li></ul>
Headteacher	<ul style="list-style-type: none"><li>▪ Ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy.</li><li>▪ Oversee the effective implementation of the Equality policy.</li><li>▪ Ensure staff have access to training which helps to implement the policy.</li><li>▪ Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available.</li><li>▪ Monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information.</li><li>▪ Ensure that the Senior Leadership team is kept up to date with any development affecting this policy or actions arising from it.</li><li>▪ Take appropriate action in cases of harassment and discrimination.</li><li>▪ In partnership with governors, deal with breaches of this policy.</li><li>▪ Ensure relevant training needs for staff are met.</li><li>▪ Engage with marginalised groups, such as black and racially minoritised communities, both in and out of school to ensure their voices are heard and their needs are met.</li></ul>
Senior Leadership Team	<ul style="list-style-type: none"><li>▪ Have responsibility for supporting other staff in implementing this policy.</li><li>▪ Provide a lead in the dissemination of information relating to this policy.</li><li>▪ Assist in implementing reviews of this policy as detailed in the SDP/SIP.</li><li>▪ Ensure fair treatment and access to services and opportunities.</li></ul>



	<ul style="list-style-type: none"><li>▪ Along with the Headteacher, ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</li><li>▪ Ensure relevant training needs for staff are met.</li><li>▪ Engage with marginalised groups, such as black and racially minoritised communities, both in and out of school to ensure their voices are heard and their needs are met.</li></ul>
Staff	<ul style="list-style-type: none"><li>▪ Be involved in the development and implementation of this policy.</li><li>▪ Be fully aware of the Equality Policy and how it relates to them.</li><li>▪ Understand that this is a whole school issue and support the Equality Policy.</li><li>▪ Model good practice by recognising and challenging prejudice and stereotyping.</li><li>▪ Promote equality and avoid discrimination against anyone for reasons of racialisation, ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation, or social class.</li><li>▪ Respond to and report any equality related bullying and incidents in line with school policy.</li><li>▪ Make known any queries or training requirements. Engage fully in all training to support the implementation of this policy.</li></ul>
Pupils/Students	<ul style="list-style-type: none"><li>▪ Be involved in the development of this policy and understand how it relates to them, appropriate to age and ability.</li><li>▪ Be expected to act in accordance with this policy.</li><li>▪ Be encouraged to actively support this policy.</li></ul>
Parents/carers	<ul style="list-style-type: none"><li>▪ Be given accessible opportunities to become involved in the development of this policy.</li><li>▪ Have access to this policy through a range of different media appropriate to their requirements.</li><li>▪ Be encouraged to actively support this policy.</li><li>▪ Be encouraged to attend any relevant meetings and activities related to this policy.</li><li>▪ Be informed of any incident related to this policy which could directly affect their child.</li></ul>



Partner agencies/visitors support students/ local community members	<ul style="list-style-type: none"><li>• Be involved in the development of this policy.</li><li>• Be encouraged to support this policy.</li><li>• Be encouraged to attend any relevant meetings and activities related to this policy.</li><li>• Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.</li></ul>
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## **5. Monitoring, reviewing and policy implementation**

This Equality Policy will be monitored by *our* Headteacher and reviewed every three years.

Statutory information to comply with the Public Sector Equality Duty (PSED) will be published on our website annually and can be found here: [Equalities information](#)

As part of this monitoring, review, and implementation the Headteacher, SLT and governing body will ensure that staff will be given the appropriate training and development needed to fulfil this policy, meet the schools PSED and Equality duty and most importantly support pupils/students. Regular training around Equalities and Anti-Racism will be provided to all staff.

We will also regularly engage with marginalised communities and groups, both within and outside the school, to ensure their voices are heard, and to help us better understand and meet their needs. This currently includes our BARC (Blatchington Mill Anti-Racist Community) group formed of parents/carers and staff.

## **6. Complaints**

The school will be held accountable for meeting its equality objectives and upholding the intent within this policy. It is important for all members of our school community to feel able to raise issues with us in the knowledge and with confidence that they will be taken seriously and dealt with transparently, fairly, inclusive and a culturally sensitive way.



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Complaints regarding the development of this policy or failure to adhere to this policy will be dealt with via the school's complaints procedure, a copy of which is available on the school website [here](#).

Any concerns from staff within our school around equality practice should be treated seriously and with sensitivity and can be addressed through the whistle blowing policy and can be found [here](#).

## 7. Policy accessibility statement

*We want as many people as possible to be able to use this document. We have*

- provided an HTML option.*
- tagged headings and other parts of the document properly, so screen readers can understand the page structure.*
- made sure we include alt text alongside non-decorative images, so people who cannot see them understand what they are there for*
- avoid using tables, except when we are presenting data.*
- written in plain English.*



## 8. Appendices

### 8.1 Types of discrimination

Discrimination can come in one of the following forms:

- **direct discrimination** - treating someone with a protected characteristic less favourably than others.
- **indirect discrimination** - putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage.
- **harassment** - unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them.
- **victimisation** - treating someone unfairly because they have complained about discrimination or harassment.

[Discrimination: your rights: How you can be discriminated against - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/discrimination-your-rights-how-you-can-be-discriminated-against)

### 8.2 Equality Impact Assessments

An EIA is about service improvement. It is a kind of risk assessment focused on:

- fairness
- access
- inclusion

It is a way of considering a policy, service, or process in terms of how it might impact differently on different groups protected in law (the Equality Act 2010). EIAs are used to identify and remove barriers within schools. It is best practice to include a member of a minoritised group representative of a protected characteristic that may be most impacted directly or indirectly by a policy or procedure. Intersectionality needs to also be considered.

[BHCC EIA form 2023](https://www.gov.uk/government/publications/equality-impact-assessments-for-local-government)

### 8.3 Glossary of terms

ARE

Anti-Racism Education Team.

BMEYPP

Black and Minority Ethnic Young People's Project.



BRM	Black and Racially Minoritised.
EDI	Equality, Diversity, and Inclusion.
LGBTQ+	Lesbian, Gay, Bisexual, Trans, and Queer.
PSED	Public Sector Equality Duty.
SEND	Special Educational Needs and Disabilities.
Diversity	Recognising, respecting, and valuing visible and non-visible differences in people.
Disability	A physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.
Equality	Providing equal opportunities to everyone and protecting people from being discriminated against.
Equity	The proposition that individuals should be provided with the resources they need to have access to the same opportunities as the general population.
Inclusion	The active creation of a learning, working and social environment that is welcoming, which recognises and celebrates difference.
Intersectionality	To recognise the complexity of the many parts and identities of each person that co-exist and impact one another, particularly when experiencing inequity and exclusion, and the more diverse lived experiences a person has.

## **8.4 Other inclusions if not covered in other policies**

### **8.4a Religious observances**

We welcome and celebrate the diverse religious beliefs, faith and practices of all staff, pupils/students, and parents/carers. Where possible we facilitate and comply with reasonable requests relating to religious observance and practice while being mindful that any such requests must not contradict our duty to all protected characteristics under the equalities act.

### **8.4b Premises hire**

Our Equality Policy includes governors, and members of the public who use and find themselves on school premises as part of the business of the school.

As a school we will ensure due diligence when hiring out our premises. We will be clear on our commitment to equality, diversity and inclusion from the outset and expect that those hiring our facilities adhere and promote to our



principles and commitment. Where we have concerns that an individual or group is not supportive of our commitment or equality law, they will not be able to use or hire our premises. If it comes to our attention that the individual or group is not upholding good equality practice after the booking is made, we will terminate the booking and any future bookings as per our premises hire policy.

[Prevent duty guidance: Local authority toolkit \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[After-school clubs, community activities, and tuition - safeguarding guidance for providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

### **8.5 Reasonable adjustments and Auxiliary Aids**

We have a duty to provide reasonable adjustments for disabled pupils and this includes a duty to provide auxiliary aids and services for disabled pupils. We will also consider potential adjustments which may be needed for disabled pupils generally as it is likely to anticipate for pupils in the future.

*More information can be found [here](#).*

### **8.6 Specific duties as set out in Public Sector Equality Duty**

Number of employees	Publish one or more equality objectives at least every 4 years	Publish information on general duty compliance with regard to people affected by your policies and practices every year	Publish information on general duty compliance with regard to your employees every year	Publish gender pay gap data by 31 March every year
149 or fewer	✓	✓		
150 to 249	✓	✓	✓	
250 or more	✓	✓	✓	✓

[Public Sector Equality Duty: guidance for public authorities - GOV.UK \(www.gov.uk\)](https://www.gov.uk)



### **8.7 How we identify our equality objectives**

In line with our statutory duties, we publish annual equality information and publish and report on equality objectives. We have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty.

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school.

Our equality objective-setting process has involved considering evidence as follows:

- From discussions/analysis of data at our BARC (Blatchington Mill Anti-Racist Community) meetings
- From internal school data, both quantitative and qualitative
- From cross-city work with the Anti-Racism team and using the Anti-Racist Strategy to underpin our planning