



Langney  
Primary  
Academy

# Equality Information & Objectives



**Date July 2023**  
**Reviewed after Year 1 - Date July 2024**  
**Reviewed after Year 2 - Date May 2025**

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## 1. Aims

Our school aims to meet its obligations under the public sector Equality.

This means everyone having the same chances to do what they can. Some people may need extra help to get the same chances. Equality is right for many reasons.

- People enjoy life more if they are treated fairly.
- The country is richer because each and every person can do what they are best at.
- It is easier for people to live side by side and get on with each other if everyone is treated fairly

## 2. Legislation and Guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act, making equality real](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

## 3. Roles and Responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The equality champion will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the headteacher in identifying any staff training needs, and engage in training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 4. 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. This will be part of our training programme and during staff meetings and TA meetings.

The school has a designated member of staff for monitoring equality issues. The headteacher regularly liaises regarding any issues and makes senior leaders and governors aware of these as appropriate.

## 5. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic (as listed above) to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school events)

In fulfilling this aspect of the duty, Langney Primary Academy will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 6. 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, citizenship and personal, social, health and economic (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 to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## 7. Equality Considerations In Decision-Making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for all genders

## 8. School Equality Objectives (2022)

### **Objective 1: To eliminate discrimination.**

Why we have chosen this objective:

- *At Langney Primary Academy we have a strong reputation for our caring and inclusive environment. Our vision is for all students to develop an understanding and empathy towards equality and the inclusion of all learners.*
- *We believe in the need for an unbiased approach to how we treat others in our daily lives.*
- *We believe that embedding mutual respect and equality it can support in altering perceptions and shape the future generations.*
- *We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups*

To achieve this objective we plan to:

- Report, respond to and monitor all behaviour including racist, homophobic, hate incidents.
- Regular monitoring of the curriculum to ensure it meets the needs of all pupils and that it supports and promotes respect for diversity, mutual respect and challenges negative stereotyping.
- Ensure teaching is of the highest quality to allow pupils to reach their full potential. Making sure that all pupils are given equal opportunities to succeed.
- Ensure that all pupils have the opportunity to access extra curriculum provision.
- Listen to and monitor pupil and staff views and opinions and evaluate the effectiveness of our policies and procedures.

Progress we are making towards this objective:

- Staff have a good understanding of the behaviour and bullying school policies.
- Policies ensure that all children feel safe at school.
- Our curriculum is reviewed annually.
- Our subject leads continue to develop their curriculum.

### **Objective 2: To continue to monitor and analyse pupil achievement by race, gender and disability**

Why we have chosen this objective:

- At all key stages, disadvantaged pupils continue to under-perform in comparison to national non-disadvantaged pupils
- Gender gaps need to be reduced.
- SEND provision needs to ensure pupils make at least good progress from their starting points.



To achieve this objective we plan to:

- Continue to maintain the robust SEND provision provided including bespoke access sessions for planning between the inclusion manager, teachers and support staff.
- Enhance the profile of BAME children when tracking pupil progress.

Progress we are making towards this objective:

- The school has a robust data and assessment cycle including regular pupil progress meetings which focus on the profile of the class.
- SEND provision is strong e.g.EHC provision targets the precise needs of pupils.

### ***Objective 3: To raise the aspirations and cultural capital for all pupils.***

Why we have chosen this objective:

- At Langney Primary Academy raising aspirations and life chances is a whole school intent.
- We believe in supporting pupils with knowledge and skills to deal with a wealth of experiences later in life.
- It is of the upmost importance to provide opportunities for all pupils, particularly disadvantaged pupils to be exposed to cultural experiences and accumulation of knowledge in order to nourish social mobility.
- To broaden horizons and raise aspirations through exposure to experiences beyond the locality.
- To support lifelong learners and provide career-related opportunities.

To achieve this objective we plan to:

- Provide pupils with career opportunities and understanding in assemblies and through teaching.
- Support staff with training on career opportunities.
- Focus on careers through school scholars programmes.
- Outdoor Learning opportunities for all pupils.

Progress we are making towards this objective:

- Assigned champions in Equality, careers and aspirations and outdoor learning.
- Celebrating BAME
- Subject lead focus on careers and scholars.

### ***Objective 4: To train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year.***

Why we have chosen this objective:

- It is important for all staff and governors to be inclusive and provide equal opportunities for all.
- To ensure an inclusive school and tackle unconscious bias.

To achieve this objective we plan to:

- Train staff in recruitment and selection.
- Staff training on BAME and equal opportunities.

Progress we are making towards this objective:

- Black Lives Matter whole school event.
- Staff inset training.

### ***Objective 5: To continue to monitor and support attendance for all groups of pupils including BAME***

Why we have chosen this objective:

- Pre-Academisation attendance was 95.2% and this has slightly improved to 95.87% (However 2018/19 pre covid is a true reflection of 96.15%
- 2019/20 pupil attendance has improved but is still less than the national average. (95.87%)

- 2019/20 persistent absence has reduced (11.16%) but it is still higher than national average. Continue to employ the attendance officer, Family support worker as well as providing PSP sessions for identified parents/carers.

Progress we are making towards this objective:

- Attendance has already improved.
- Robust monitoring is in place and positive relationships have been created between families.
- The school operates on a reward system for good and improved attendance and families and pupils are aware of this.

## **9. Monitoring arrangements**

The Headteacher will update the equality information we publish at least every year.

This document will be reviewed by the head of school at least every 4 years.

This document will be approved by the Governors.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Behaviour policy
- Equality Trust Statement

These documents are available on our website or on request from the front office.

## 11. Reviewing our Objectives

July 2024

### Objective 1 To eliminate discrimination

- We have ensured and maintained that we are an inclusive school. We report and monitor any behaviour, including racist and homophobic and ensure this is addressed.
- We provide high quality teaching, setting excellent examples and make sure that we educate our students and help them understand the need for an unbiased approach.
- We celebrate diversity and black lives matter everyday as a whole school and immerse ourselves into understanding and appreciating everyone.
- We have provided opportunities for students to understand and learn about LGBTQ+ and ensure a broad curriculum to help appreciate and ensure an inclusive learning environment.
- In our PSHE Curriculum it ensures that we teach about discrimination and understanding of it from EYFS throughout the school.
- We provide opportunities for pupils and staff to express any feelings, opinions in a range of ways to support wellbeing.

### Objective 2 To continue to monitor and analyse pupil achievement by race, gender and disability

- The SEND team liaise and work collaboratively with the class Teacher and SLT to monitor progress of all.
- Regular observations, supportive learning walks and strategies to support pupils have been carried out and taken place.
- All members of the school, teachers, SEND teachers, Senior leadership and outside agencies continue to work together well and liaise effectively to meet the needs of all learners.
- Excellent communication with parents and regular structured conversations allow us to support pupils further.

### Objective 3 To sustain the high aspirations and cultural capital for all pupils

- One of our School values at Langney is 'Aspiration' We provide opportunities for all pupils to be exposed to cultural experiences. We offer a vast and broad range of experiences and opportunities for all.
- We provide high quality teaching and learning, allowing children to achieve their best and making sure they know the possibilities are endless and there is nothing they cannot achieve. We raise aspirations in all we do. The enrichment trips, visits and events offered from the EYFS throughout the school to year 6 are vast and diverse.

### Objective 4 To further train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination

- Regular training and updated online training is carried out. The Prevent Duty training was recently completed.
- Staff have all had training on Ethnic Minority Backgrounds and how to approach Black Lives Matter and LGBTQ+ and how to pitch these.
- All staff teach through an unbiased approach
- All staff support equality through their core texts, pictures and communication.

### Objective 5 To continue to monitor and support attendance for all groups of pupils including those from an Ethnic Minority background

- Every Wednesday SLT and the Attendance team meet to discuss and liaise together to support the attendance of all pupils, including minority groups.
- Strategies have proved effective to support the increase in attendance of pupils.
- Communication with our families has been paramount for this to be achieved and successful.



## 12. Reviewing our Objectives

**May 2025**

### **Objective 1 To eliminate discrimination**

- We have maintained that we are an inclusive school. Parents/Carers select Langney due to our diversity. Any incidents this year discriminatory behaviour have been addressed and not repeated.
- We are proactive by providing high quality teaching, setting excellent examples and making sure that we educate our students and help them understand the need for an unbiased approach.
- We celebrate diversity all year round as a whole school and immerse ourselves into understanding and appreciating everyone.
- We have provided opportunities for students to understand and learn about LGBTQ+ and ensure a broad curriculum to help appreciate and ensure an inclusive learning environment.
- In our PSHE Curriculum it ensures that we teach about discrimination and understanding of it from EYFS throughout the school.
- We provide opportunities for pupils and staff to express any feelings, opinions in a range of ways to support wellbeing. eg Eastbourne Pride Carnival 2024 and 2025.

### **Objective 2 To continue to monitor and analyse pupil achievement by race, gender and disability**

- Our SEND leadership team liaise and work collaboratively with the class Teacher and SLT to monitor progress of all children.
- All staff support equality through their core texts, pictures and communication.
- Regular observations, supportive learning walks and strategies to support pupils have been carried out and taken place.
- All members of the school, teachers, SEND teachers, Senior leadership and outside agencies continue to work together well and liaise effectively to meet the needs of all learners.
- Continued excellent communication with parents and regular structured conversations allow us to support pupils further.

### **Objective 3 To sustain the high aspirations and cultural capital for all pupils**

- Our new social media demonstrates our vast and broad range of experiences and opportunities for all. One of our School values at Langney is 'Aspiration' We provide opportunities for all pupils to be exposed to cultural experiences.
- We continue to provide high quality teaching and learning, allowing children to achieve their best and making sure they know the possibilities are endless and there is nothing they cannot achieve. We raise aspirations in all we do. The enrichment trips, visits and events offered from the EYFS throughout the school to year 6 are vast and diverse.

### **Objective 4 To further train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination**

- Regular training and updated online training is carried out. The Prevent Duty training was recently completed by all staff in Term 4 2025.
- Our Chair of Governors has undertaken iHasco 'Unconscious Bias Training for Managers'
- Staff have all had training on Ethnic Minority Backgrounds and how to approach Black Lives Matter and LGBTQ+ and how to pitch these. In June 2025, whole staff refresher training on Unconscious Bias was delivered in person by experts.
- All staff teach careers and expectations through an unbiased approach.

### **Objective 5 To continue to monitor and support attendance for all groups of pupils including those from an Ethnic Minority background**

- Weekly on every Wednesday, SLT and the Attendance team meet to discuss and liaise together to support the attendance of all pupils, including minority groups.
- Reports are analysed and ethnic minority background children supported. As a result, the 84 children from an Ethnic Minority have an average attendance of 94.9% that is currently higher than children from a non Ethnic Minority background. Therefore, Strategies have proved effective to support the increase in attendance of pupils.
- Continued strong communication with our families has been paramount for this to be achieved and successful.