



Equality Information and Objectives
2024/25

Equality information and objectives

Contents

1. Aims.....	3
2. Legislation and guidance	3
3. Roles and responsibilities	4
4. Eliminating discrimination.....	4
5. Advancing equality of opportunity.....	5
6. Fostering good relations	5
7. Equality considerations in decision-making.....	6
8. Equality objectives	7
9. Monitoring arrangements.....	9
10. Links with other strategies and policies	9



Being Better Every Day

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- **Eliminate discrimination** and other conduct that is prohibited by the Equality Act 2010
- **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

We believe that every pupil should achieve their full potential and all staff are committed to ensuring this happens. Alongside a commitment to academic excellence, our Academy is underpinned by our four core values of '**Knowledge, Equality, Determination and Achievement**'. We consider these to be integral to our pupils' success and well-being. These values help us to instill a love of learning and a commitment from all pupils, staff and visitors towards our ethos of '**Being Better Every Day**'.

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 2010 \(Specific Duties\) Regulations 2011](#), 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](#).

3. School Context

School Context [As of September 2024]								
Year Group	All	M	F	PP	NPP	SEND	EAL	CLA
R	42	17 [40.5%]	25 [59.5%]	3 [7.1%]	39 [92.9%]	3 [7.1%]	8 [18%]	0 [00%]
1	30	14 [46.5%]	16 [53.3%]	9 [30%]	21 [70%]	5 [16.7%]	3 [10%]	0 [00%]
2	30	15 [50%]	15 [50%]	13 [43.3%]	17 [56.7%]	4 [13.3%]	7 [23%]	0 [00%]
3	29	13 [44.8%]	16 [55.2%]	15 [51.7%]	14 [48.3%]	5 [17.2%]	7 [23%]	1 [3.4%]
4	31	14 [45.2%]	17 [54.8%]	14 [45.2%]	17 [54.8%]	5 [16.1%]	5 [16%]	0 [00%]
5	50	30 [60%]	20 [40%]	23 [46%]	27 [54%]	10 [200%]	12 [23%]	0 [00%]
6	44	24 [54.5%]	20 [45.5%]	28 [63.6%]	16 [36.4%]	11 [25%]	5 [11%]	0 [00%]
All	256	127 [49.6%]	129 [50.3%]	105 [41%]	151 [58.9%]	47 [18.3%]	47 [18.3%]	1 [0.39%]

4. Roles and responsibilities

School leaders and the Local Academy Board 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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

Our Headteacher and LAB chair will:

- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the Local Academy Board (or AAT Trustees) regarding any issues
- Factor 'equalities' into any school visit reports they submit to the Chair

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Promote knowledge and understanding of the equality objectives among staff and pupils
- Identify any staff training needs, and deliver 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.

5. 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 LAB Members 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 school policies and protocols, all underpinned by the Equality Act, as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues.

Prejudice-based behaviour (in line with bullying behaviour) of any kind is totally unacceptable and will not be tolerated. All incidents of sexist, racist, homophobic, transphobic and religious discrimination behaviour are recorded on CPOMS and reviewed by Senior Leaders who seek to ensure a resolution is reached to support all affected parties. The appropriate child on child 'tag' must be used when recorded on CPOMS.

6. 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 that are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above 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

7. 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:

- Celebrating difference. We strive for a 'culture of kindness' rich in 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. Our approach to this is well documented in our curriculum.
- Holding weekly school assemblies, followed up with 2 class assemblies per week, dealing with relevant issues. Pupils will be encouraged to participate 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 educate children, and designing Eastbourne-specific curricula and organising school trips and activities based around the local community

- Encouraging and implementing initiatives to address emergent tensions between different groups of pupils within the school. All pupils are encouraged to participate in the school's activities, such as sports clubs.

8. 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 boys and girls

9. Equality objectives

9a. Objective 1: Eliminate discrimination and other conduct.

We will ensure that the school is a safe and inclusive environment for children and families of all protected characteristics and we make a proactive, outward facing commitment to celebrating difference and promoting diversity.

Why we have chosen this objective:	To achieve this objective, we plan to:	Milestones:
<ul style="list-style-type: none"> The school community is predominantly [67%] White British and we therefore have a determination to advocate for minority groups when promoting our value of equality Some children have been subject to harmful prejudice-based behaviours linked to race Some families have spoken freely about holding racist views Some children have been subject to the misuse of harmful prejudice-based behaviours linked to sexuality 	<ul style="list-style-type: none"> Empower all children by teaching them explicitly about their rights Implement a rigorous, ambitious preventative curriculum and periodically report upon our evaluation of its effectiveness, renewing milestones effectively using our Aurora SIP and SEF model. Hold weekly, celebratory assemblies at which we study the relationship between our behaviours and our school values with certificates being issued for Equality for one role model from each class every four weeks. Proactively implement our Behaviour Policy and our Anti Bullying Policy Train all staff in the meticulous categorisation of behaviour incidents including those pertaining to 'child on child' categories Continue to build on our strong culture of reading ensuring access to texts from authors of a range of demographics, broadening children's vistas Continue to refine our Personal Development offer, embedding special events linked to national celebrations such as Black History Month Publish actions/outcomes pertaining to the above in our weekly newsletter to families. 	<ul style="list-style-type: none"> Monitoring and evaluation, internal and external, will demonstrate that OPA Qualities and culture of behaviour are well understood by children from all pupil groups Termly behaviour reports will demonstrate our proactive and restorative approaches to responding to incidents linked to child on child categories, bullying allegations and prejudice-based incidents Parent surveys will demonstrate that families feel that their children are safe at school Parent surveys will demonstrate that families feel that behaviour incidents, including bullying, are addressed effectively. CPOMS records and behaviour reports demonstrate swift action following incidents of prejudice.

9b. Objective 2: Advance equality of education between people who share a protected characteristic and people who do not share it.

We will ensure that children living with Special Educational Needs and Disabilities experience our best endeavours, have their needs identified and have tailored provision to ensure that they make rapid progress from their baselines.

Why we have chosen this objective:	To achieve this objective, we plan to:	Milestones:
<ul style="list-style-type: none"> • Around a fifth of school students live with special educational needs and or disability, several of whom will need high levels of tailored support to ensure that they are ready for life beyond school • Language Link baseline demonstrates that a common barrier to success at the point of joining the Early Years is either speech production or language acquisition, application and or understanding • It is our ambition that all children make rapid progress as communicators in order to increase their ability to keep themselves safe and access • 57% of the school's SEND cohort have a primary need linked to Communication and Interaction • We have a wealth of expertise in our staff team that can create equality of opportunity for children for example our Senior Mental Health Lead [SENDCo and DSL] leads a network of skilled and impassioned colleagues. 	<ul style="list-style-type: none"> • Swiftly undertake and analyse forensic baseline assessments at the student's point of entry • Ensure that all children on the SEND register have well composed, SMART Individual Support Plans that are understood by staff and families • Ensure that all EHCPs are well enacted and that SEND learners are in receipt of our best endeavours • Adults are trained and deployed to meet the needs of 'high needs' pupils with a view to enabling all children to function independently in the classroom • Refine the implementation of our Wellbeing curriculum to ensure that the greatest possible number of children are taught to act with empathy • Devise and implement KS1 and KS2 vocabulary teaching strategy • Sustain all effective SEMH-based pastoral interventions including The Hive and forest school. • Allocate trained staff to administer speech and language intervention for children most in need [EHCP/SALT Plan/ 'Severe Need' language link] • Allocate funding and training to Read, Write, Inc. and implement associated Fast Track Tutoring • Work closely with external agencies to ensure provision is appropriate and highly effective • Senior Mental Health Lead to develop the practice of her team • Bespoke Makaton training for colleagues in spring 2024/25 [including wellbeing 'speak and sign' strategies to support children in keeping themselves safe] • Broker and facilitate autism-specific RSE training in order that children can establish safe and healthy relationships 	<ul style="list-style-type: none"> • School evaluation demonstrates an atmosphere of inclusivity and behaviour records demonstrate our 'zero tolerance' of prejudice-based incidents. This will be ratified by any external evaluation. • Our Being Better Every Day motto informs all Curriculum adaptations • Termly end points will demonstrate all children in receipt of personalized speech and language intervention demonstrate progress against personal goals • Exercise books demonstrate skillful scaffolding • Exercise books and curriculum documentation demonstrate personalized progress over time, that SEND children know, can do and remember more • Case studies demonstrate that children in receipt of The Hive intervention have made good progress against their personal targets • We achieve closer-to-national % GLD (with contributing attainment indicators of over 80% for word reading and speaking and listening) • KS1 attainment indicators inform ambitious KS2 attainment targets for SEND learners. • Parent surveys will demonstrate that families of children living with SEND are satisfied with their children's provision

10. Monitoring arrangements

The Headteacher, in conjunction with the Local Academy Board Equalities Governor, will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by the Headteacher and Local Academy Board at least every 4 years.

This document will be approved by the Local Academy Board.

11. Links with other strategies and policies

This document links to the following policies:

- Pupil Premium Strategy
- Accessibility plan
- Behaviour Policy
- Anti-Bullying Behaviour
- Personal Development Strategy