

A young boy with dark hair, wearing a blue baseball cap and a high-visibility orange and white safety vest over a light blue shirt, is smiling and hugging a weathered wooden post. The background is a soft-focus green, suggesting an outdoor setting.

Langney
Primary
Academy

Equality Information & Objectives.



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1. Aims

Our school aims to meet its obligations under the public sector equality duty 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

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](#).

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

3. Roles and responsibilities

The governing 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, 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 head of school.

The equality link governor will:

- Meet with the designated member of staff for equality annually and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The head of school 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 head of school in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the head of school 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 Educare training programme and during staff meetings and TA meetings.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make 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 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, 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 boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

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 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.
- 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 head of school 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 head of school.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment