

## Equality information and objectives



### Heron Park Primary Academy

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## Our Context

Heron Park Primary Academy is located to the Eastern end of a coastal, urban strip. The index of multiple deprivation for the wards served by the school ranges from the first to the 3<sup>rd</sup> most deprived decile. The percentage of children eligible for pupil premium (FSM and Ever 6) is significantly above the national average at 43%. Of this our current FSM percentage is 42% (May 2023). 17% of our pupils are currently children with SEND. Of this number, 1% have EHCPs. In line with the code of practice, we apply criteria rigorously in our assessment of pupils with SEND. 18% of our pupils have English as an Additional Language (EAL).

### 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

### 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. Roles and responsibilities**

#### **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 to the headteacher.

#### **The Local Academy Board (LAB) nominates one member to be the link representative for equality. They will:**

- Meet with the designated member of staff for equality regularly 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 headteacher will:**

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school.
- challenge inappropriate language and behaviour.
- tackle bias and stereotyping.
- take appropriate action where discrimination or victimisation occurs.
- Monitor success in achieving the objectives and report back to governors.

#### **Staff School staff will:**

- ensure that they are up to date and aware of the contents of this plan and the school's policy towards all types of discrimination.
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlined in the school's behaviour and anti-bullying policy.
- show a commitment to undertake development and training within this area.

- engage with the school in eliminating any discrimination and act as a good example to pupils.
- Promote a positive working environment.
- report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed, and action taken where necessary.

#### **Pupils at the school will:**

- engage with the school in eliminating any discrimination.
- promote a positive work environment and a positive attitude towards equality when both in school and off the school site.
- report to school staff any incidents of inappropriate language or behaviour, discrimination, or victimisation that they know to have occurred.
- work to promote the anti-bullying strategies outlined in the school's behaviour and anti-bullying policy.
- set a good example regarding behaviour and social awareness to younger pupils and their peers.

#### **Parents, carers, and visitors to the school are expected to:**

- familiarise themselves with the school's single equality plan and support the scheme by promoting a positive attitude towards equality at home.
- attend any relevant meetings/awareness-raising sessions that they are invited to relating to the school's equality plan.
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in.
- respect and follow our equality plan when visiting the school.

## **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 annually (ideally September).

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 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.

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

- Analyse attainment data each academic year showing how pupils with different characteristics are performing.
- In the analysis of pupil performance, determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups.
- Publish further data about any issues associated with 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.

### 8. Equality objectives 2023-2027 (last reviewed May 2025)

Link to public sector Equality Duty	Protected Characteristic	Aim	Objective	Target group	Action	Who is responsible?	Milestone/Progress
All	All	To increase pupil, staff and governors' awareness of legal duties around equality and what this looks like within the work context.	For all stakeholders to understand how the school promotes equality across all aspects of school life.	All pupils, Governors, Staff.	<p>Modify and update then publish/promote this plan on school website and on newsletters (where appropriate).</p> <p>Include feedback from stakeholders on periodic</p>	Headteacher, SLT and Governors	All stakeholders have a clear understanding of how the school actively promotes equality across all aspects of school life. The school demonstrates its commitment to equality through an inclusive curriculum and targeted initiatives. A significant focus has been placed on anti-bullying, with the introduction of Ambassadors to support a safe and respectful environment. Leadership groups within the school—such as Prefects, Anti-Bullying Representatives, School Council, and Reading Leaders—reflect a wide and diverse representation of pupils from across the school community. <i>(May 2024)</i>

					questionnaires.		<p>The school has made strong progress in promoting equality by actively engaging stakeholders in meaningful dialogue, such as through the development of the Racism Statement and inclusive curriculum events. Continued efforts, including staff training regarding SEN provision in the classroom and further community involvement, will help to embed a shared understanding of how equality is championed across all aspects of school life.</p> <p>A whole-school Global Citizenship event took place within our school community. (May 2025)</p> <p>As a school, we remain committed to promoting equality, inclusion and respect for all. Since its launch in September 2025, our Behaviour Curriculum has become embedded across the school and, alongside our wellbeing curriculum, actively teaches and reinforces values of equality, respect and positive relationships. In addition, the launch of our OPAL (Outdoor Play and Learning) programme throughout the 2025–2026 academic year has helped foster more positive and inclusive interactions between pupils, further supporting our commitment to creating a welcoming environment for all children. (May 2026)</p>
All	All	To increase pupil, staff and	For all stakeholders to understand what is meant by a	All Pupils/Governors and staff	Teach equality/the protected	Headteacher, SLT and SENCo	AAT wellbeing curriculum adequately covers the protected characteristics. (May 2024)

		governors' awareness of legal duties around equality and what this looks like within the work context.	protected characteristic		<p>characteristics to pupils progressively through the AAT curriculum.</p> <p>Assemblies carefully planned to promote the equality act when discussing diversity.</p>	<p>The updated assembly calendar has strengthened the school's commitment to equality by embedding themes such as diversity, anti-bullying, gender equality, disability inclusion, anti-racism, and global citizenship. A highlight was Global Citizenship Week, where pupils shared and celebrated their own cultural experiences, fostering inclusion and pride in diversity. (May 2025)</p> <p>The school's assembly programme continues to be carefully planned and consistently delivered to celebrate diversity and promote equality across the school community. In March 2026, Book Week further supported this work by showcasing authors and texts from a range of cultural backgrounds, providing opportunities for pupils to explore and appreciate different perspectives and experiences.</p> <p>In addition, the wellbeing curriculum has been reviewed and enhanced ahead of its launch in the 2026–2027 academic year, with an increased focus on diversity, inclusion and belonging. The impact of these developments will be monitored and evaluated as part of the school's ongoing review of this action plan. (May 2026)</p>
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Advancing equality of opportunity	Other	To increase the attendance and attainment of pupils eligible for FSM, Pupil Premium and SEND	<p>Improve the attendance of pupils in disadvantaged groups (FSM, Pupil Premium, SEND) ensuring that attendance is in line with the national average.</p> <p>Attainment improves in all areas, so that outcomes are in line with the national average.</p>	FSM. Pupil Premium SEND	<p>Robust monitoring of attendance of these groups in place daily and weekly.</p> <p>Any attendance concerns swiftly addressed with parents. Where appropriate attendance targets and plans put in place.</p> <p>Attendance</p>	SLT, Class teachers, Parents.	<p>Overall attendance at the end of May 2024 was 92.3%, compared to the national average of 94.2%. Year 6 attendance was a particular focus, sitting at 90% against a national average of 94%; this cohort accounted for most of the school's persistent absence.</p> <p>The school has clear attendance procedures, and pupils identified as 'at risk' are closely monitored, with actions implemented in partnership with families to support improvement. Positive impact is evident in younger year groups, where attendance for Reception to Year 5 was 94%, aligning with national averages for those year groups. (May/July 2024)</p>
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					<p>incentives in place to help promote its importance across the entire school community.</p> <p>Regular bulletins and communication from school regarding attendance expectations.</p>	<p>Pupils eligible for free school meals: Attendance is 90.7%, below many similar schools. Raising this to 93.1% could increase overall attendance by 1.2 percentage points and reduce persistent absence by 4.7 points.</p> <p>Pupils with SEN support: Attendance is 88.6%, also below similar schools. Improving this to 92.7% could raise overall attendance by 0.8 points and cut persistent absence by 3 points. We continue to target attendance support towards FSM and SEN pupil groups to ensure that attendance improves (May/July 2025).</p> <p>A new Attendance Officer was appointed in September 2025 to strengthen the school's approach to attendance monitoring, family support, attendance interventions and whole-school initiatives aimed at promoting strong attendance. In addition, the Trust launched its Attendance Business Intelligence (BI) system, providing enhanced data analysis and tracking to support the monitoring of attendance patterns and the evaluation of intervention strategies.</p> <p>As of May 2026, overall attendance is above the school's planned improvement target, demonstrating the positive impact of these measures. (May 2026)</p>
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Advancing equality of opportunity	Gender Race Other	To narrow the gap in outcomes in reading, writing and maths for those pupils who are EAL.	For outcomes in reading, writing and maths to be in line and above the National Average with minimal gaps between	EAL pupils	Quality First Teaching takes into adaptations for those pupils where English is an additional language (e.g. use of pre-teaching vocabulary, word mats, same-day interventions).  Where appropriate, English as an Additional	Class teacher, SENCo, Assessment lead	The school drew on support from the English as an Additional Language service throughout the 2023-2024 academic year improving overall classroom support for our children. 33% of EAL pupils achieved RWM in Y6 in 2024 in comparison to a cohort outcome of 42%. RWM combined outcomes continue to be a priority for the school. (July 2024)
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				<p>Language Service is contacted to provide timely, additional support to identified pupils.</p> <p>Pupil data analysed termly, and outcomes assessed.</p> <p>Where appropriate, pupils placed into enhanced intervention groups to help support accelerated progress.</p>	<p>38% of EAL pupils achieved RWM in the 2025 academic year. This is compared to the overall year group outcome of 41%.</p> <p>The school has introduced a new EAL screening tool to support children across the school and across the curriculum. (July 2025)</p> <p>The school continues to utilise the EAL screening tool where appropriate to ensure that pupils who speak English as an additional language are accurately identified and supported. At this stage, the impact of this provision will be evaluated following the publication of the 2026 statutory assessment outcomes. A review of the data will be undertaken to determine the effectiveness of current support strategies and to inform any future developments (May 2026).</p>
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<p>Eliminate unlawful discrimination, harassment, and victimisation</p>	<p>All</p>	<p>To continue to prevent and respond effectively to all hate incidents and prejudiced based bullying.</p>	<p>To ensure all staff are trained and confident in the Therapeutic Thinking approach to behaviour.</p> <p>Increase pupils' understanding of how to regulate emotions using zones of regulation, where appropriate.</p> <p>Continue to ensure pupils feel safe in school. They will be aware of the characteristics of bullying, their role in preventing it and continue to feel that it has been dealt with.</p>	<p>Whole School</p>	<p>Whole staff training on Therapeutic thinking and the Zones of regulation.</p> <p>Review and update existing policies and practice relating to bullying in line with the Therapeutic approach.</p> <p>Promotion of the fact that we are an Anti-bullying School is conducted systematically and through events such as antibullying</p>	<p>SLT, Staff and Pupils.</p>	<p>Staff training has been completed. A new Behaviour Policy has been introduced following evaluations of the therapeutic approach, and a revised Anti-Bullying Policy has also been launched to strengthen our commitment to a positive and safe school environment. We would like to still see a decline in behaviour incidents, so will be reviewing the behaviour policy ahead of the next academic year. (May 2024)</p>
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					<p>week and through school council meetings.</p> <p>The school council will be instrumental in reviewing the school's approach to anti-bullying. The council will conduct surveys to gain feedback about how incidents are dealt with in school. Outcomes are fed back to SLT for action (where appropriate).</p>		<p>The behaviour policy underwent two reviews during the last academic year. Following the second review, implementation was refined to align with whole-school initiatives aimed at fostering a stronger sense of belonging. These changes led to a notable reduction in behaviour incidents across the setting. Further development is planned for the next academic year to build on the positive outcomes achieved during the summer term (May 2025).</p> <p>An updated Behaviour Policy was launched in September 2026. Behaviour incidents in school reduced by approximately 75% this academic year. External Visitors report:</p> <p><i>'We were particularly impressed with the behaviours of the pupils we worked with and of those around the school in general. There was a wonderful atmosphere of calm engagement and learning. Children would wait their turn before answering and would listen to each other before building on or disagreeing with their classmate's ideas or opinions. It was so respectful and highlighted a high degree of learning and a depth of engagement we haven't seen before.'</i> Nick Couzens SUDS for Schools. (May 2026)</p>
Advance equality of opportunity	All	To increase social and emotional skills for pupils with	Improve pupils' ability to recognise personal emotions and have the skills to manage and	Pupils/students with social, emotional, and mental health	Using the principles of Therapeutic Thinking, train staff to deliver	SLT and SENCo	Place2Be was introduced as a counselling service for pupils during the 2023–2024 academic year, complementing our existing provision of Spurgeons Counselling and Level 2 Key Work support. These interventions have had a positive

		social, emotional, and mental health needs.	regulate situations/emotions which become barriers to learning.	needs.	small group work sessions to support targeted pupils/students in developing social and emotional skills. Continue to engage with Counselling services to provide the next level of intervention for pupils who require social and emotional support.	<p>impact on pupils and their families. (May 2024)</p> <p>To further strengthen mental health support for pupils and families, the school has joined the East Sussex Mental Health Support Team initiative. This partnership provides an additional specialist who delivered counselling services, complementing our existing provision. This expanded offer ensures a more comprehensive and accessible support network for our school community. In the Summer of 2025, the Trust launched the Behaviour Curriculum which also reinforces strategies children can use to recognise and regulate emotions. We are embedding this throughout the next academic year (May 2025).</p> <p>The school continues to work closely with the East Sussex Mental Health Support Team to provide targeted support for pupils' social, emotional and mental health needs. Following the conclusion of our Place2Be provision, the school has successfully established its own programme of counselling and emotional wellbeing interventions, including Boris Can Beat It!, Me and My Zones, and Buddy Club. These interventions are delivered across the school and are designed to support pupils with emotional regulation, resilience, wellbeing and positive mental health.</p>
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								In addition, the school has established the Meadow Classroom, which operates daily and provides a blended approach of academic and social, emotional and mental health (SEMH) support for identified pupils. This provision enables tailored intervention and nurture, helping pupils to access learning successfully whilst supporting their individual wellbeing needs (May 2026).
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**9. Monitoring arrangements**

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

This document will be reviewed by the Local Academy Board periodically (minimum requirement for a more formal review is at least once every four years).

This document will be approved by the Local Academy Board.

**10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- SEND Policy