

# **City Academy Whitehawk**



## **Equality Information and Objectives**

**2025-2026**

**For review in Autumn 2026**

# Equality information and objectives

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## 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

Our mission is to provide an outstanding education for our children enabling each child to be the very best they can be. We strive to develop children's aspirations, self-belief and self-esteem in a safe, secure and stimulating learning environment through consistently high-quality learning opportunities. We work tirelessly to promote equality of opportunity, ensure equity and we hold aspirations that all children will achieve personal excellence.

We are committed to children's 'Next Phase Readiness' and therefore our Quality of Education and Personal Development offer are designed to prepare children for life beyond City Academy Whitehawk. These policies are underpinned by our view that every CAW colleague has the motivation and tools to ensure all children have equality of opportunity and we are committed to the principle of reasonable adjustments. We are determined that, in and out of school, all children adopt and then embody our CAW Qualities and their associated behaviours. By embodying the qualities, we aim to eliminate inequality and prejudice in the school. We meet weekly as a school community to shine a light on our Qualities and what they look like in action, for example 'being respectful looks like celebrating difference'.



## 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

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 have appointed an Equalities LAB Member, Katy Hampshire. They will:

- › Meet with the designated member of staff for equality in terms 1, 3 and 5 each year, 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 Local Academy Board (or AAT Trustees) regarding any issues

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

The Deputy Headteacher, responsible for Personal Development, and our Rights Respecting Schools leaders will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Support the headteacher in identifying 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.

## 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 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. Where an emergent issue demonstrates a need for specific Equalities training, our [Professional Development Strategy](#) will be adjusted accordingly and appropriate training will be delivered by a CAW Employee or external training will be brokered.

The school has a designated member of staff for monitoring equality issues, and an equality link lab member. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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 reported to the Local Academy Board and Trust who monitor such incidents. The appropriate child on child 'tag' must be used when recorded on CPOMs.

## 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 (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

## 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:

- Celebrating difference. We promote 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 pages](#) of the website.
- 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 Brighton-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. For example, our Ambassadors and Rights Respecting School Steering Group 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 – with the exception of one, all clubs are paid for by the school and free to attend for children. We also work with parents to promote knowledge and understanding of different cultures, this is publicised in our fortnightly newsletters through our 'Significant Figure' of the week, this is meticulously mapped in our [Personal Development policy](#).
- 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

### 8a. Objective 1: Eliminate discrimination and other conduct.

We will ensure that the school is an oasis and that 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"> <li>• 75.7% of the school population is White British</li> <li>• 64% of the school population qualifies for Free School Meals</li> <li>• 15.2% of the school population speaks English as an Additional Language (EAL)</li> <li>• IDACI 2024 demonstrates that 81% of children live in the top 10% most deprived in the country with 66% attracting the Pupil Premium Grant</li> <li>• The English Indices of Deprivation 2025 Index of Multiple Deprivation study places the school's post code BN2 5FL in the top 1.9% of deprived neighbourhoods in England</li> <li>• We have previously implemented Suspensions for prejudice-based incidents pertaining to racism</li> <li>• We have previously experienced prejudice-based incidents pertaining to homophobia</li> <li>• Children and families in the locality have been subject to persistent and targeted prejudice based harm</li> </ul>	<ul style="list-style-type: none"> <li>• Empower all children by teaching them explicitly about their rights, including statutory work around <a href="#">British Values</a> [Timescale: embedded and ongoing]</li> <li>• 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 [Timescale: embedded and ongoing]</li> <li>• Hold weekly, celebratory assemblies at which we study the relationship between our CAW Qualities, Growth Mindset behaviours [Timescale: embedded and ongoing]</li> <li>• The CAW Qualities will be linked to weekly Significant Figures from the past and present who are celebrated in whole school and class assemblies. These figures will represent all demographics. These demographics will be analysed each year so that broader coverage can be achieved [Timescale: embedded and ongoing. Significant Figures are renewed each year to prevent repetition and further broaden experiences]</li> <li>• Proactively implement our Behaviour Policy [Timescale: embedded and ongoing]</li> <li>• Train all staff in the meticulous categorisation of behaviour incidents including those pertaining to 'child on child' categories [Timescale: embedded and ongoing]</li> <li>• Continue to build on our strong culture of reading ensuring access to texts from authors of a range of demographics, broadening children's vistas [Timescale: embedded and ongoing]</li> <li>• Continue to refine our <a href="#">Personal Development strategy</a>, including Personal Development Calendar that meticulously maps our celebration of major</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring and evaluation, internal and external, will demonstrate that CAW Qualities and culture of behaviour are well understood by children from all pupil groups [Timescale: embedded and ongoing. Half termly analysis to be completed in Behaviour Report]</li> <li>• Termly behaviour reports will demonstrate our zero tolerance and restorative approaches to responding to incidents of a prejudice-based nature [Timescale: embedded and ongoing. Half termly analysis to be completed in Behaviour Report]</li> <li>• All staff will be able to speak confidently about our 'anti-racism' stance following enhanced staff training and ringfenced curriculum delivery [Timescale: embedded and ongoing]</li> <li>• Parent surveys will demonstrate that families feel that their children are safe at school [Timescale: annual Family Surveys. Biennial Brighton and Hove Safe and Well at School Surveys, most recently December 2025]</li> <li>• Parent surveys will demonstrate that families feel that behaviour incidents, including bullying, are addressed effectively [Timescale: annual Family Surveys]</li> <li>• Student surveys will demonstrate that children feel a 'sense of belonging' at CAW [96% SAWASS 2023-24] [Timescale: annual Family Surveys. Biennial Brighton and Hove Safe and Well at School Surveys, most recently December 2025]</li> <li>• CPOMS records and behaviour reports demonstrate swift action following incidents of prejudice, targeted approaches to pre-empt and support, and a reduction in these incidents [Timescale:</li> </ul>

	<p>events such as our RE Days, Black History Month [Timescale: embedded and ongoing]</p> <ul style="list-style-type: none"> <li>• In conjunction with the Anti-Racism Team, we will deliver a term's Anti-Racism Learning to all classes, planned by class teachers [Timescale: embedded and ongoing. Annual Summer Term curriculum time allotted to all classes]</li> <li>• Anti-Racism training will be provided for all staff [Timescale: embedded and ongoing]</li> <li>• We will work with the Anti-Racism team to appropriately promote this equality agenda with our community [Timescale: embedded and ongoing]</li> <li>• Include Reasonable Adjustments as an action on staff appraisals under 'promote good progress' targets [Timescale: embedded and ongoing]</li> <li>• Publish actions/outcomes pertaining to the above in our half termly Newsletters [Timescale: embedded and ongoing]</li> </ul>	<p>embedded and ongoing. Half termly analysis to be completed in Behaviour Report]</p>
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**8b. 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"> <li>The 2024 Language Link baseline demonstrates that 27% of school starters live with 'moderate difficulty' and a further 30% demonstrate 'severe difficulty' in need of urgent intervention</li> <li>Over 18% of the CAW student population live with a diagnosis of autism</li> <li>27.1% of the CAW student population are on the SEND register, many of whom will need high levels of tailored support to ensure that they are ready for life beyond school</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that all children on the SEND register have well composed, SMART Individual Support Plans that are understood by staff and families, shared by My Provision Map [Timescale: embedded and ongoing]</li> <li>Ensure that our First, Next, Last strategy continues to permeate all aspects of our education offer for all learners [Timescale: embedded and ongoing]</li> <li>Ensure our 'scaffolds and constraints' approach to curriculum access is achieved using Communicate in Print [Timescale: embedded and ongoing]</li> <li>Ensure that all EHCPs are well enacted and that high need learners are in receipt of our best endeavours [Timescale: embedded and ongoing]</li> <li>Include Reasonable Adjustments as an action on staff appraisals under 'promote good progress' targets [Timescale: embedded and ongoing]</li> <li>Adults are allocated to meet the needs of 'high needs' pupils through the effective enactment of our renewed 'Team Around the Child' approach [Timescale: embedded and ongoing]</li> <li>Refine the implementation of our personalized 'Keeping Myself Safe' curriculum [Timescale: embedded and ongoing. Keeping Myself Safe is covered annually]</li> <li>Continue to deliver our ambitious Early Years Curriculum and monitor its effectiveness [Timescale: embedded and ongoing]</li> <li>Devise and implement KS1 and KS2 vocabulary teaching strategy [Timescale: embedded and ongoing]</li> <li>Allocate funding to speech and language intervention [led by SLT Members and delivered by 0.5 Teaching Assistant]. Develop staff to further expand this provision [Timescale: Spring Term]</li> </ul>	<ul style="list-style-type: none"> <li>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 [Timescale: Annual Safeguarding in Education external Review in Summer 2 Term]</li> <li>Our Highest Expectations for All motto informs all Curriculum adaptations [Timescale: embedded and ongoing]</li> <li>Termly end points will demonstrate all children in receipt of personalized speech and language intervention demonstrate rapid progress and KS1 readiness [Timescale: embedded and ongoing. Half termly reviews]</li> <li>Termly end points will demonstrate all children in receipt of KS1 nurture provision demonstrate progress against their SEMH targets</li> <li>Termly progress reviews demonstrate that our KS2 interventions lead to pupil achievement</li> <li>Case studies demonstrate that children in receipt of KS2 'social skills' intervention have made good progress against their personal targets [Timescale: embedded and ongoing with termly reviews]</li> <li>We achieve close-to-national % GLD (with contributing attainment indicators of over 80% for word reading and speaking and listening [Timescale: embedded and ongoing with annual reviews]</li> <li>KS1 attainment indicators inform ambitious KS2 attainment targets for SEND learners [Timescale: embedded and ongoing with half termly reviews]</li> <li>PARMS minutes (x6) demonstrate effective multi agency working to ensure curriculum access [Timescale: embedded and ongoing with half termly meetings]</li> </ul>

	<ul style="list-style-type: none"><li>• Allocate funding and training to Read, Write, Inc. and implement associated Fast Track Tutoring. This is a priority in our School Improvement Plan [Timescale: embedded and ongoing]</li><li>• Work closely with external agencies to ensure provision is appropriate and highly effective [Timescale: embedded and ongoing]</li></ul>	<ul style="list-style-type: none"><li>• Parent surveys will demonstrate that families of children living with SEND are satisfied with their children's provision [Timescale: embedded and ongoing with annual Family Surveys]</li></ul>
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## **9. 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.

## **10. 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