

Public Sector Equality Duty June 2025

Equality Statement

This statement provides information about how our school ensures it meets its Specific Equalities Duties. The Public Sector Equality Duty requires our school to publish information about Equalities. The Equality Act 2010 clearly states that the following groups must be taken into account as they have protected characteristics.

- Age
- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender
- Marriage and Civil Partnership

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve.

This policy applies to both pupils and adults and its principles and values apply equally and everyone.

General Duties

The three aims of the Public Sector Equality Duty are to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

Specific Duties

The two specific duties of the Public Sector Equality Duty are intended to help schools meet the general duty. They are to:



1. Publish information to demonstrate how the school is complying with the PSED. This information must include, in particular, information relating to people who share a protected characteristic. By way of example, at King Alfred's Academy we promote
 - SEND and Pupil Premium departments
 - A curriculum promise predicated on 'opportunity for all', which promotes inclusion in all we do
 - Effective SEN and Pupil Premium departments within an overarching Inclusion Hub on both sites
 - Employ a discreet teacher of SEN and KS3 nurture groups
 - The Pupil Premium Promise to ensure at least equal opportunity for all Pupil Premium students across all areas of school life, including extra-curricular opportunities such as
 - Breakfast and books
 - Museum visits
 - Guaranteed travel/ DoE participation
 - Summer school
 - Support to improve attendance where necessary
 - Support with uniform cost
 - Discreet team of Learning Mentors
 - Support with cost of educational resources
 - Equality assemblies to all students and staff
 - KA's Girls Can in Sport
 - Gender Equality and Promoting Mental Health
 - Young Carers programme led by Well Being Coordinator and Sweatbox Youth Service
 - Named staff for supporting teenage pregnancy
 - Prayer Space
 - SRE programme given dedicated curriculum time
 - Counselling Service linked to Pastoral Hub and School Nurse Team. Alternative Provision for students in need
 - SEN vision offering a student-centred approach to meet individual needs
 - Anti-Bullying Ambassadors
 - Beatbox SEND Group @ Sweatbox
 - Student Manager Pastoral support (non-teaching) for each year group
 - Gender Equality and Promoting Mental Health in PSHCE

2. Prepare and publish equality objectives.
 - See Appendix 2

Principles and values

We will collect and use equality information to help us to:

1. Identify key issues
2. Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby, plan them more effectively
3. Assess whether we are discriminating unlawfully when carrying out any of our functions
4. Identify what the key equality issues are for our organisation
5. Publish information to demonstrate how our school is complying with the PSED
6. Prepare and publish objectives to meet our PSED.

Supporting Information

- Appendix 1 provides information about our school
- Appendix 2 outlines the equality objectives for our school

APPENDIX 1

Characteristics 24-25

School Roll Data

Category	Number	%
Students on Roll	1737	
Girls	849	49%
Boys	888	51%
Eligible for FSM	263	15%
First language not English	94	5%
With SEN support	307	18%
With EHCP	60	3%

Disadvantaged	0
SEND	0
EAL	0
Ethnic minority background	0

There were 82 recorded bullying incidents up to 1st July 2025. 25 (30%) of the victims had a protected characteristic (some multiple i.e. both SEND and PP) as follows:

Disadvantaged (PP)	5
SEND	13
EAL	0
Ethnic minority background	7

Our workforce is 68 males and 175 females

APPENDIX 2

Single Equality Policy Objectives:

1. Foster good relations among all stakeholders of the Trust and its academies to improve C&YP experiences:
 - Raise awareness of, and promote positive attitudes towards, a diverse community
 - Promote greater understanding of people with protected characteristics.
2. To reduce the number of C&YP with SEN from being excluded and improve the attendance and C&YP with SEN:
 - Improving adaptive practice in lessons for SEN C&YP, so engaging SEN C&YP more in their learning.
 - Define clearly what inclusive practice constitutes and communicate this to all stakeholders
 - To develop and embed effective inclusion support and alternative provision for vulnerable students
 - Review the behaviour policy to determine other methods of managing behaviour that some C&YP can present which may result in exclusion.
 - Consult with parents of SEN C&YP.
 - Targeted attendance support for C&YP with SEN in order to remove barriers to attendance
3. To promote greater diversity amongst senior and middle leadership roles within the Academy
 - To work towards a gender and ethnic minority balance across Leadership Team and Curriculum leadership roles within the Academy
 - To promote CPD that encourages and facilitates female colleagues and colleagues from an ethnic minority background to move into promoted posts

Progress towards achieving these objectives is under constant review and is reported to governors