

Public Sector Equality Duty June 2023

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
 - Highly effective SEND and Pupil Premium departments within an overarching Inclusion Hub on both sites
 - Employ a discreet teacher of SEND
 - 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
 - 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
 - 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
 - SEND vision offering a student-centred approach to meet individual needs
 - Anti-Bullying Ambassadors
 - LGBTQ specific offer (Topaz) from our dedicated Youth service
 - TOPAZ LGBT Group @ Sweatbox
 - 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 22-23

School Roll Data

Category	Number	%
Students on Roll	1692	
Girls	812	48%
Boys	880	52%
Eligible for FSM	212	13%
First language not English	74	4%
With SEN support	290	17%
With EHCP	31	2%

One pupil has been permanently excluded during this period. The pupil had a protected characteristic as follows-

Disadvantaged	
SEND	
EAL	
Ethnic minority background	1

There were 108 recorded bullying incidents during this period. 82 of the victims had a protected characteristic as follows:

Disadvantaged	30
SEND	44
EAL	2
Ethnic minority background	6

Our workforce is 57 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:
 - Improving differentiation in lessons for SEN C&YP, so engaging SEN C&YP more in their learning.
 - 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.
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

