EQUALITY INFORMATION AND OBJECTIVES

Atlantic Academy

Version control	
2025 09 01	Appendices updated
2024-09-01	Updates made in sections 2 and 5 to reflect the amended structure arising from the introduction of the Director of Education posts from September 2024. Added emphasis in section 3 to show that the information provided in subsections 3.1a to 3.1c is the information as required by The Equality Act 2010 (Specific Duties) Regulation 2011 to demonstrate compliance with the Public Sector Equality Duty and that objective(s) are to be set out in appendix 1 and reported on annually in appendix 2, also as required by the Regulations.
2023-01-01	On review, changes were made only to section 5 of the outline template, indicating approval and monitoring of the policy can be undertaken through authority delegated by the Regional Board
2022-01-12	New template benchmarked against example document on The Key and examples from other schools.

Date of next review:	September 2027	Owner:	Chief Education Officer
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1. Introduction and aims

This document has been prepared and published in accordance with requirements of the The Equality Act 2010 and The Equality Act 2010 (Specific Duties) Regulations 2011 to demonstrate how Atlantic Academy complies with the public sector duty set out in paragraph 149 of the Act to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

In preparing this document, consideration has also been given to guidance issued by the Department for Education (DfE) ('The Equality Act 2010 and schools') and by Equality and Human Rights Commission ('Public sector equality duty guidance for schools in England'). These documents can be accessed by the following links:

DfE The Equality Act 2010 and schools.

EHRC public_sector_equality_duty_guidance_for_schools_in_england

This document also complies with the Academy's funding agreement and the articles of association of the Aspirations Academies Trust.

2. Roles and responsibilities

The Chair of the Regional Board and Regional Board will maintain local governance arrangements to be satisfied that:

- the equality information and objectives referred to in this statement are published and communicated throughout the school, including to staff, pupils and parents
- the published equality information (particularly as set out in 3a to 3c of this document) is updated at least every year, that the equality objectives (appendix 1) are updated at least every 4 years and that annually a report is published on progress made towards the equality objectives (appendix 2)
- the Principal is appropriately monitoring performance towards the objectives

In fulfilling these responsibilities, the Chair of the Regional Board and/or, as appropriate, any member of the Regional Board given delegated responsibilities for Equality will:

- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Periodically meet with the Principal and other relevant staff members to discuss any relevant issues and how these are being addressed
- Report back to the full regional board regarding any significant issues

The Principal and staff to whom the Principal designates relevant responsibilities will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Identify any staff training needs, and deliver training as necessary
- Meet with the Chair of the Regional Board (or relevant Regional Board member) periodically to raise and discuss any relevant issues
- Monitor success in achieving the objectives and report back to the Chair of the Regional Board and Regional Board

All the Academy's staff are expected to have regard to this document and to work to achieve the objectives as set out in appendix 1.

3. Fulfilling our responsibilities under the Equality Act

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 helps us in tackling issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

- All learners are of equal value
- We recognise and respect difference

- We foster positive attitudes and relationships and a shared sense of cohesion and belonging
- We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that already exist
- We have the highest expectations of all our children

3.1 Information to demonstrate compliance with the Public Sector Equality Duty

With reference to the requirement to publish information set out in The Equality Act (Specific Duties) Regulations 2011, the information set out in subsections 3.1(a) to 3.1(c) shows the key measures taken by the Academy to fulfil the three strands of the public sector equality duty (paragraph 149 of The Equality Act 2010).

In addition to the measures listed in 3.1(a) to 3.1(c), the following measures are considered instrumental to the achievement of all three strands of the public sector equality duty:

- 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 every year.

3.1 (a). Information re. **Eliminating discrimination**

In complying with the provisions of the Equality Act 2010 relating to the elimination of discrimination, the following are key measures taken by the Academy:

- Where relevant, the Academy's policies include reference to the importance of avoiding discrimination and other prohibited conduct. For example, the Behaviour Policy sets out that discriminatory behaviours such as prejudicial bullying are not acceptable and identifies how such behaviours will be addressed.
- Relevant incidents, e.g. racist incidents, are recorded, responded to and monitored. Summary information is reported at Regional Board meetings and used to measure the effectiveness of the Academy's policies and practice inform further development of these.
- Curriculum content is regularly reviewed to ensure it is appropriate in the context of the responsibility to eliminate discrimination, e.g. by avoiding negative stereotyping.

3.1 (b). Information re. **Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the Academy 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 pupils who identify as gay 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, the Academy will:

- Provide teaching of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Regularly monitor the curriculum to ensure that it meets the needs of all pupils
- Use information gathered about pupils' progress to identify underachieving groups or individuals and plan targeted interventions
- Ensure that all pupils have the opportunity to access extra-curricular provision
- 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
- Listen to and monitor views and experiences of pupils and adults to evaluate the effectiveness of the Academy's policies and procedures.

3.1(c). Information re. **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 the 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 external speakers will be invited 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 Academy. For example, the 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

3.2 Equality objectives

At intervals of no greater than every four years, in compliance with The Equality Act (Specific Duties) Regulations 2011, at least one specific and measurable objective will be established for the Academy for what should be achieved in relation to one or more of the Public Sector Equality Duties. The current objective(s) will be set out in appendix 1 to this document. Annually a report will be set out in appendix 2 to this document explaining progress made towards achievement of the objective(s).

4. Equality considerations in decision making

The Academy always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, consideration is given to whether the trip would:

- Coincide with any religious holidays
- Be accessible to pupils with disabilities
- Have equivalent facilities for boys and girls

Equality impact assessments will be made when undertaking activities, and developing policies and procedures that may have an effect on a group with protected characteristics.

5. Monitoring arrangements

This document will be approved under authority delegated by the Regional Board.

The Chair of the Regional Board will ensure that the Academy's published equality information, particularly as set out in section 3(a) to 3(c) of this document, is reviewed at least every year and that in conjunction with the review, further information is provided in appendix 2 for the purpose of reporting on progress towards the objectives set out in appendix 1.

A full review will be undertaken of the objectives set out in appendix 1 no later than 4 years following the date of them being established and new objectives will be established at that time. The undertaking of the review and establishment of new objectives will be subject to approval through authority delegated by the Regional Board with reference to Trust policy.

Appendix 1

Specific and measurable equality objectives for period from January 2023 to January 2027

Objective 1: To ensure enrichment and out of school activities are made accessible to all pupils, including those with disabilities and special educational needs, to eliminate discrimination and ensure the best possible educational outcomes, by:

- Ensuring consideration is given to equality when arranging school visits and school-based activities;
- Addressing any barriers to pupils' engagement in school visits and school-based activities through the planning and risk assessment processes.

Why have we chosen this objective?

The school has a high % of pupils with Special Educational Needs and Disabilities compared to other schools.

How will this be measured and evaluated?

Registers for visits and school events show that pupils with disabilities, and special educational needs are fully involved in the wide range of activities the school offers. Educational Visit Leader and Senior Leaders will monitor relevant paperwork to ensure that equality considerations are made on all risk assessments for school visits and school-based activities.

Objective 2:

To improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, by:

- Promoting equality with regard to race, gender, disability, religion and ethnicity in our school curriculum.
- Promoting equality with regard to race, gender, disability, religion and ethnicity in our assemblies, making links to our core values of fellowship, courage and creativity.
- Monitoring and evaluating pupils' attitudes and knowledge around diversity and equality.

Why have we chosen this objective? Currently, there is an under-representation of ethnic groups within the school, when compared to other schools nationally, however there is a representation of pupils from different groups including both genders, pupils with a disability and pupils from different faiths.

How will this be measured and evaluated? Leaders will monitor coverage of equalities through curriculum monitoring and assembly monitoring. Pupil voice and book monitoring will be used to evaluate pupils' knowledge, skills and attitudes to diversity issues. Reporting on equalities information through reports to full governing bodies and teaching and learning curriculum. Behaviour records will be monitored and where there are concerns, these will be addressed with follow up support to individual pupils.

Objective 3

Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective: to act on and support the wellbeing of staff,

To achieve this objective we plan to: When required, action and support the needs of all staff will be addressed.

Progress we are making towards this objective: to address the needs of staff when required and to monitor the support.

Objective 4

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. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: To ensure a fair and transparent recruitment process is in place.

To achieve this objective we plan to: Ensure safer recruitment training is in place and followed.

Progress we are making towards this objective: To ensure a wide range of staff have safer recruitment training,

Appendix 2

Report of 1st January 2023 on progress towards the Academy's equality objectives

Objective 1: To ensure enrichment and out of school activities are made accessible to all students, including those with disabilities, special educational needs and those from disadvantaged backgrounds, to eliminate discrimination and ensure the best possible educational outcomes, by:

● Ensuring consideration is given to equality when arranging enrichment school visits and school-based activities.
● Addressing any barriers to students' engagement in school enrichment visits and school based enrichment activities through the planning and risk assessment processes.

Why have we chosen this objective?
At Atlantic Academy, our data shows us that we are above average compared to National figures, with regards to students with an Education, Health and Care plan (EHCP) 6.2% as well as those listed on our special educational needs and disabilities (SEND) register 47% We recognise that a lot of our students with SEND, but particularly those with barriers such as specific learning difficulties, autism, social, emotional and mental health needs, need wider experiences by participating in extracurricular clubs to enable them to have a balanced life style and also to help them positively engage with education, teachers and peers and feel a sense of achievement, with classroom barriers removed. All of our extracurricular clubs are therefore accessible to all of our students.

How will this be measured and evaluated?
Teachers are required to have the same expectations regarding the discreet identification of SEND and disadvantaged students on their extracurricular registers as with classroom registers. This enables teachers and support staff to easily identify students with SEND and make reasonable adjustments accordingly. Registers are shared with the SENDCO who is then able to give feedback with regards to the take up of clubs from this target group. In addition to this, the Educational Visit Leader and Senior Leaders will monitor relevant paperwork and activities, to ensure that equality considerations are made on all risk assessments for school visits and school-based activities.Staff are trained on Risk Assessing for all students to be able to attend trips where appropriate.

Objective 2: To improve cultural capital skills and attitudes to enable students and staff to appreciate difference,
diversity and cultural values, by:
● Promoting equality with regard to race, gender, disability, religion and ethnicity in our school curriculum and community.
● Promoting equality with regard to race, gender, disability, religion and ethnicity in our assemblies, making links to our core values of fellowship, courage and creativity.
● Monitoring and evaluating students' attitudes and knowledge around diversity and equality.
● Promote school trips, visits and enrichment activities to enhance cultural capital.

Why have we chosen this objective?
Currently, there is an under-representation of ethnic and disadvantaged groups within the school participating in enrichment and cultural activities.

How will these be measured and evaluated?

These will be measured through our internal processes, including but not limited to:
● Assembly programme which promotes and cultural activities, diversity and British values
● Enrichment activities promoted and funded for Pupil Premium students where necessary
● To run, track and promote a large programme of extra-curricular activities to ensure equality across the school
● To promote equality though the work of the Academy Council and to make changes suggested by pupil voice

Evaluation will take place from staff and student feedback and SLT will monitor the outcomes for the whole school community.

Appendix 3

Report of 01 September 2025 on progress towards the Academy's equality objectives

Objective 1: To ensure enrichment and out of school activities are made accessible to all students, including those with disabilities, special educational needs and those from disadvantaged backgrounds, to eliminate discrimination and ensure the best possible educational outcomes, by:
● Ensuring consideration is given to equality when arranging enrichment school visits and school-based activities.
● Addressing any barriers to students' engagement in school enrichment visits and school based enrichment activities through the planning and risk assessment processes.

2024-2025:
Progress monitoring has evidenced:
Students in receipt of the Pupil Premium: 82% attended visits, 2% attended trips abroad, 26% attended clubs in the academic year 2024-2025.
Students with SEND: 77% attended visits, 1.5% attended trips abroad and 23.4% attended clubs in the academic year 2024-2025.

Objective 2: To improve cultural capital skills and attitudes to enable students and staff to appreciate difference, diversity and cultural values, by:

● Promoting equality with regard to race, gender, disability, religion and ethnicity in our school curriculum and community.
● Promoting equality with regard to race, gender, disability, religion and ethnicity in our assemblies, making links to our core values of fellowship, courage and creativity.
● Monitoring and evaluating students' attitudes and knowledge around diversity and equality.
● Promote school trips, visits and enrichment activities to enhance cultural capital.

Why have we chosen this objective?
Currently, there is an under-representation of ethnic and disadvantaged groups within the school participating in enrichment and cultural activities.

The Academy has promoted cultural capital and has promoted positive attitudes towards diversity by including such activities in lessons, assemblies and tutor activities on rights and responsibilities and a range of topics in PSHE lessons in the last year. The Academy also runs a student-led LGBTQ+ group.