

Equality Policy



Alcester
Academy

TO BE THE BEST THAT WE CAN BE

Author	Leadership Team
Approved by:	Date: December 2025
Reviewed by	Qu of Ed/HR Sub-Committee
Last reviewed on:	
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Contents:

Aims; Responsibilities; Monitoring and Evaluation

Aim of policy:

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. This Equality Policy for Alcester Academy brings together policies for Race, Gender and Disability equality, meeting the current statutory duties in these areas.

However, it goes far beyond these strands to include sexual orientation, religion or belief, gender reassignment and every aspect which has the potential to discriminate against or to devalue any individuals within our community such as against those with special educational needs or potential language barriers.

We are committed to the elimination of all forms of unfair discrimination, victimisation or harassment and aim to promote equality for all stakeholders and others who use Academy facilities.

Aims:

- To respond positively to the additional needs of all pupils and staff and recognise all learners are of equal value.
- To promote the development of every individual and consult them at regular stages of their learning
- To ensure that all pupils and staff are encouraged, and able to achieve their full potential
- To prevent any form of unfair treatment for any member of the Academy community; to include admissions, provision of education, access to any benefit, support service or facility and exclusions.
- To eliminate discrimination, harassment and any barriers to these.
- To establish an Academy community within which everyone is regarded as of equal value and experiences mutual respect.
- To promote equality of access within our Academy and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities, individual needs and ethnic origins, sexual orientation; the Academy recognises, welcomes and respects diversity.
- To promote it is against the law to discriminate against someone because of a protected characteristic and highlight that all stakeholders are protected under the [Equality Act 2010](#) from these types of discrimination: Age, Disability, Gender Reassignment, Marriage & Civil Partnership, Pregnancy & Maternity, Race, Religion or Belief, Sex and Sexual Orientation.
- To prepare pupils for full citizenship of the global community based on the values of tolerance and mutual respect.
- To provide as wide a range of educational experiences as possible.

This policy is written in the context of:

- The Equality Act 2010 (to include Public Sector Equality Duty)
- Equality Act 2006 (which introduced the gender equality duty)
- Education and Inspections Act 2006
- Education and Inspection Act 2006 (which introduced the Community Cohesion duty)
- The SEND Code of Practice 2014

- This document is also based on the Department for Education guidance: The Equality Act 2010 & Schools.

Responsibilities

The Governing Body

The Governing Body is responsible for:

- the Academy's compliance with Equality and Diversity legislation
- the Academy's implementation of an admissions policy which is fair and equitable in its treatment of all groups to ensure students are admitted without regard to ability, disability, gender or ethnic group
- being involved, as appropriate, in dealing with serious breaches of the policy.
- The role of a link Governor for EDI (Equality, Diversity & Inclusion)

The Headteacher and Senior Leadership Team

It is the Headteacher's responsibility, in conjunction with the Senior Leadership Team, to:

- implement the policy and its strategies, procedures and promote key messages to staff, parents and students about equality.
- ensure that all staff receive appropriate and relevant Continuous Professional Development (CPD)
- actively challenge and take appropriate action in any cases of discriminatory practice
- deal with any reported incidents of harassment or bullying in line with guidance
- ensure fair treatment and access to services
- implement and embed an inclusive curriculum for all that promotes EDI (Equality, Diversity & Inclusion) and The British Values
- ensure EDI information is up to date at all times and available to view by all stakeholders via the school website
- line manage and promote school EDI co-ordinator

The Headteacher will report annually to the Governing Body on the Academy's compliance with the Equality Policy.

All staff

It is the responsibility of all staff to:

- be vigilant in all areas of the Academy for any type of harassment and bullying
- deal effectively with all incidents of victimisation caused by perceived differences
- promote an inclusive curriculum and whole school ethos which reflects our diverse society and challenges bias and stereotyping
- promote equality and good relations and not discriminate on grounds of age, gender, transgender, race, colour, religion, disability or sexual orientation
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Parents/Carers

- Take an active part in identifying barriers for the community within the Academy.
- Support the Academy in the aims of this policy.

Pupils

- Support the Academy to achieve the commitment made to tackling inequality.

Monitoring and Evaluation

Data will be used to monitor the attainment and progress of students by gender, additional needs, free school meals (FSM) and ethnic groups, to include Pupil Premium, LAC (looked after children), adopted and Forces children. The results of review and evaluation procedures will inform planning, target setting and Academy improvement objectives.

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 (e.g. pupils with disabilities, or gay pupils 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)
- Regular review of diversity interdisciplinary links throughout the whole school curriculum

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 above data 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

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 and personal, social, health and economic (PSHE) education through tutor time, personal development lessons and SLDs, 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 (The Prism)
- Working with our local community to plan and organise trips and visits that focus on celebrating different cultures and traditions, diversity and inclusion.

- 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.
- Involving parents/ carers and working with them to promote knowledge and understanding of different cultures and traditions.
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Relevant Academy Policies / Statements

Policy statements for Equality, Accessibility, Most Able and SEND

Statements for Disability Equality, Racial Equality & Cultural Diversity, and EAL

Refer to the 'Supporting Students; with Medical Conditions Policy' for further detail around health needs.

Signed: _____ Headteacher

Signed: _____ Chair of Governors

Date:

(Ratified by the Full Governing Body on 9th December 2025)