

Equalities Information

June 2026

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Introduction to Equalities Information

As a school Fareham Academy has a duty under the Public Sector Equality Duty (PSED) to publish an annual Equalities Information review of the progress the Academy has made in promoting equalities.

The Equality Act 2010 established a single Public Sector Equality Duty¹ (PSED) on all public bodies, including schools. The PSED has three main elements, which is to carry out their functions by having due regard to the need to:

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

For more information on the PSED and how Fareham Academy approaches equalities, please refer to the Equality and Diversity Policy, which is available on the Academy website or from the Academy reception in paper copy or further accessible formats.

The *Public Sector Equality Guidance for Schools in England* guidance produced by the *Equality and Human Rights Commission* states that:

*'Schools should publish information that demonstrates how they have met the equality duty. This may include school performance data, anti-bullying policies, a school development plan and equality milestones, curriculum materials, governing body minutes, equality training materials, and parent and pupil surveys.'*²

Fareham Academy is dedicated to providing clear and detailed Equalities Information, with the aim to demonstrate how the Academy has met the equality duty by outlining the improvements and progress made for those with protected characteristics within the Academy community. We believe that this information provides a transparent platform where the Academy can showcase work undertaken in its commitment to achieving an environment for all that pursues equality and celebrates diversity.

The Equalities Information review shall also address how the Academy is progressing in achieving its Equality Objectives. Under the PSED, Fareham Academy has a duty to publish Equality Objectives at least every four years. The Academy aims to work diligently in achieving its Equality Objectives to maintain and progress its aim to provide an education that centres

¹ Public Sector Equality Duty. Available at: <https://www.gov.uk/government/publications/public-sector-equality-duty>

² Public Sector Equality Guidance for Schools in England, published by Equality and Human Rights Commission. Available at: https://www.equalityhumanrights.com/sites/default/files/psed_guide_for_schools_in_england.pdf

around equality and diversity that unlocks the potential of every pupil and creates opportunity for all. For more information, please refer to the Equality Objectives, which is available on the Academy website or from the Academy reception in paper copy or further accessible formats.

Equality and Diversity Statement

At Fareham Academy, we believe that our pursuit of equality and celebration of diversity is our greatest strength, as it is only when we ***acknowledge, accept and appreciate*** the contributions of others, that we are at our best. Here at Fareham Academy, we firmly uphold that education is a universal right for all and must be freely provided without exception or prejudice. Inclusivity of all pupils, staff, parents and others linked to the Academy and its' wider community, is at the centre of our continued aim to ***unlocking potential*** within every pupil and to ***create opportunity*** equally for all. The ability to uphold the ethos of equality and diversity at Fareham Academy is a vital attribute of all pupils, staff, parents and others, to ensure a community where everyone is respected and celebrated.

Preface to Equality Information 2026:

During 2025–2026, Fareham Academy has continued to strengthen its commitment to equality, inclusion and the celebration of diversity across all aspects of Academy life. We remain firmly committed to ensuring that every student feels valued, supported and able to achieve their full potential within a culture that recognises and celebrates difference.

At Fareham Academy, we believe education extends beyond academic success. While outcomes remain important, we are equally focused on developing confident, respectful and socially aware young people who are well prepared for life beyond school. Our provision is designed to ensure that all students, including those who are disadvantaged or who have additional needs, are fully supported through a broad, ambitious and inclusive curriculum offer alongside a rich programme of enrichment opportunities.

We are proud of the strength of our inclusive provision, particularly within our Specialist Resource Provision for students who are deaf or hearing impaired. This provision is supported by a qualified Teacher of the Deaf, ensuring that students benefit from highly specialised teaching, tailored support and full access to both the curriculum and wider Academy experiences. This reflects our commitment to removing barriers and creating an environment in which all learners can thrive academically and socially.

Equality and diversity continue to be embedded throughout both curriculum and wider Academy life. During this academic year, we have delivered an enhanced Black History Month and LGBT+ History Month programme, ensuring that students develop a deeper understanding of identity, representation and inclusion. Our Pride group continues to grow in strength and influence within the Academy community, contributing meaningfully to student voice and inclusion. Building on previous successes, we hosted another Pride Day, providing an opportunity for celebration, education and reflection, further reinforcing our inclusive ethos. Student voice has remained central to our work in this area. Students have actively contributed to the planning and delivery of events, assemblies and awareness activities, ensuring that provision is relevant and meaningful. These experiences promote respect, empathy and understanding, equipping students with the knowledge and attitudes required to succeed in modern Britain.

Fareham Academy remains committed to ensuring that all students can access a wide range of enrichment opportunities. Disadvantaged students, including those in receipt of additional support and those with special educational needs or disabilities, have continued to participate fully in experiences such as residential trips to Belgium, France and skiing programmes, as well as the Duke of Edinburgh's Award scheme and theatre visits. The Duke of Edinburgh's Award continues to form part of the core curriculum for High Needs students, providing valuable opportunities to develop independence, resilience and confidence.

We also remain focused on ensuring equitable access to extracurricular activities and academic support. Targeted interventions, pastoral care and inclusive teaching strategies ensure that all students are able to engage meaningfully with their education and achieve success.

The Academy is equally committed to equality within its workforce. Recruitment, promotion and professional development processes continue to reflect our duties under the Equality Act, ensuring fairness and eliminating discrimination. Where there is underrepresentation, we actively seek to broaden our recruitment approaches to attract a diverse and talented workforce that reflects our inclusive values.

Overall, Fareham Academy continues to demonstrate a strong and sustained commitment to equality. Through high-quality provision, specialist support, student engagement and a culture of respect, we are proud to foster an environment in which diversity is recognised as a strength and every individual is empowered to succeed.

Information of the elimination of unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services. We are aware of the Reasonable Adjustment duty for disabled students; designed to enhance access and participation in line with non-disabled students and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

The Academy Policy on Behaviour takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for students with a disability. We closely monitor data on exclusions and absence from the Academy for evidence of over-representation of different groups, we share this data with our trustees and act promptly to address concerns if raised.

The Academy challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs.
- prejudices around race, religion or belief.
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.

We treat all bullying incidents equally seriously. We keep a record of different prejudice-related incidents and provide a report of these to the Local Authority for their records as well as sharing this with our trustees.

Information on the advancement of equality of opportunity between people who share a protected characteristic and those who do not

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all. Our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

We know the needs of our student population well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We have procedures, working in partnership with parents and carers, to identify children who have a disability through our student admission procedures. We collect data and monitor progress and outcomes of different groups of students and use this data to support their improvement. We act appropriately to close any gaps, for example, for those making slower progress in acquiring Age related expectations (ARE) appropriate literacy and numeracy skills.

The Headteacher ensures that all appointment panels give due regard to our duties under the Equality Act so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the Academy.

Information demonstrating the fostering of good relations between people who share a protected characteristic and those who do not

We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our students. We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through of Personal Development Learning lessons, focus day activities, our assembly programme and across the wider curriculum.

In addition to this we ensure:

- We use materials and resources that reflect the diversity of the Academy, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole Academy ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people
- We provide opportunities for students to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole Academy events

Linked policies

Employment Equality Policy

Accessibility Strategy

Flexible Working Policy

Recruitment & Selection Policy

Curriculum

British Values & SMSC

Equality Objectives