



Equalities Information

April 2021

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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 2021: Coronavirus Pandemic (COVID-19)

In March 2020 the United Kingdom entered its first nation lockdown in an unprecedented move to slow the spread of the international pandemic COVID-19. Fareham Academy, along with all other schools in the UK, were forced to close to children of non-essential pandemic workers, requiring the entire education system to move to an online format, with almost no notice or preparation, whilst keeping school campuses running safely for children of essential workers. Academy pupils were faced with an unprecedented change in their format of learning, as well as possible serious illness and infections of themselves and their families. During the course of the year following the first national lockdown, all schools have endured two additional lockdowns, with students returning to home learning and returning to the classroom in restrictive bubbles twice.

Because of the COVID-19 pandemic, Fareham Academy has had regular significant challenges related to the changes to pupil learning, unprecedented changes to pupil examinations and assessments, the introduction of significant in-school testing and new health guidelines, as well as many other complexities linked to Academy administration during an international crisis of this scale.

In the process of managing the vast, broad and significant impacts of COVID-19 at Fareham Academy, it is understandable and regrettable that achievements and progressions of matters of equality have not been given their usual or ideal level of attention, commitment or time. We firmly believe that prioritising the safety and wellbeing of the Academy must always be our first priority as a school. To date in the UK there have been over 4.4 million registered cases, with over 127 thousand deaths as a result of COVID-19, and globally there have been over 147 million registered cases, with over 3.1 million deaths attributed to COVID-19. The thoughts and best wishes of all of the Academy are with those who have suffered with ill health or loss during the pandemic.

At Fareham Academy we hope that as the symptoms and complexities of this pandemic lifts, we can return to our incredibly important work to maintain and improve our educational environment which promotes equalities and opportunities for all.

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 today 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