

Field Road Academy

Respect
Reflection
Resilience
Responsibility

Part of The Lighthouse Multi Academy Trust



Equality information and objectives

Approved by:	D Newton (Head Teacher) S Baker (Chair of Local Academy Governing Board) – awaiting full ratification on 7 th Oct with Governing Body
Date:	Equality objectives - September 2025 Equality statement – September 2026
Last reviewed on:	September 2026 – Equality statement
Next review date:	Equality objectives – September 2029 Equality statement – September 2027

Aims

Our academy aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it.

Our academy aims to promote respect for difference and diversity in accordance with our values

Legislation and guidance

This document meets the requirements under the following legislation:

- [the Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [the Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools and academies to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Roles and responsibilities

The Governing Board will:

- ensure that the equality information and objectives as set out in this statement are published and communicated throughout the academy, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head Teacher.

The Head Teacher will:

- promote knowledge and understanding of the equality objectives amongst staff and pupils,
- monitor success in achieving the objectives and report back to governors,
- identify any staff training needs, and deliver training as necessary.

4. Eliminating discrimination

The academy 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.

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 September.

The academy has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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 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 academy societies).

In fulfilling this aspect of the duty, the academy 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 academy 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, 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,
- INSET opportunities will be provided for staff, to raise awareness and provide practical examples of suitable curricular materials,
- 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, 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 academy'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.

Equality considerations in decision-making

The academy ensures it has due regard to equality considerations whenever significant decisions are made.

The academy always considers the impact of significant decisions on particular groups. For example, when a planned trip or activity is being planned, the academy considers whether the trip:

- cuts across any religious holidays,
- is accessible to pupils with disabilities,
- has equivalent facilities for boys and girls.

The academy keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment

when planning trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Equality Statement

We aim to be a community where everyone is treated fairly and with respect. We want everyone to reach their potential, and we recognise that for some pupils, extra support is needed to help them to achieve and be successful. We take our legal duties on equality seriously. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations. We are required to publish equality information as well as equality objectives, which show how we plan to reduce or remove particular inequalities or disadvantages. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our academy population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all. At Field Road Academy, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

Equality objectives

At Field Road Academy we have identified a number of specific objectives designed to promote positive attitudes towards equality and community cohesion. We have committed to:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society
- Keeping detailed records of the academic progress being made by all pupils with protected characteristics
- Making every effort to ensure that pupils of the academy community with protected characteristics are treated with respect
- Ensuring pupils of the academy community have access to all aspects of academy life including trips, visits, participation in extended academy activities and access to lunchtime and playtime.
- Throughout the curriculum, staff will use every opportunity to explore how people can challenge stereotypes, to raise awareness and improve understanding of issues amongst pupils and staff
- Staff will take part in regular training
- Resources will be targeted and utilised effectively and efficiently to ensure that any pupil of the academy community fulfils their potential
- The academy is committed to early identification of pupils with emotional and behavioural difficulties before such difficulties lead to underachievement, disaffection and exclusion
- The academy is committed to early intervention, target-setting and regular monitoring of pupils with protected characteristics
- Involve all parents in supporting their child's education.
- Parents Meetings and governing body meetings will be used to highlight ways in which the academy has enhanced the opportunities of pupils with protected characteristics.

What impact have we already had on disability equality in our academy?

- Pupils with specific disabilities have been supported, both through general and specific modifications, to experience the full range of academy opportunities.
- The Accessibility Policy and Plan has informed premises developments including, for example, modifications to premises to have improved wheelchair access and facilities
- Modifications (if needed) have enabled teachers to continue working when faced with disability.

What impact have we already had on gender equality in our academy?

- The gap between boys' and girls' progress and achievement is monitored closely.
- Strategies are put in place to target individuals and groups whose progress may be causing concern. This includes both boys and girls.
- Individual subjects are aware of the curriculum bias of schemes of work, and where appropriate ensure there is compensatory emphasis. This may be achieved on occasion through specific materials and topics.
- CPD in enhancing teaching and learning focuses on classroom strategies which will promote effective learning by all students. We believe that good practice in engaging boys also has a beneficial impact on girls' learning.
- All staff members are employed on an equal basis, and, within employment legislation and established terms and conditions of work, are entitled to maternity or paternity leave and will be considered for career breaks, job sharing or part-time work on an equal footing.
- Expectations of behavior, including uniform standards, are not differentiated by gender.

In addition to this short statement, we have the following policies:

- Disability Equality policy
- SEN Policy
- Inclusion Policy
- Accessibility Policy and Plan
- Anti-bullying Policy

Monitoring arrangements

The Office Manager will update the equality information we publish, at least every year.

This document will be reviewed by the Office Manager and approved by the Governing Body at least every 4 years.

This document will be approved by the Governing Board

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment