

Equality within the academy

We welcome our public sector duty under the Equality Act 2010 to publish equality objectives and information. The aim for this is 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 all our activities we act in accordance with the equality act and our equality policy.

As part of this we will:

- Publish information every year about our academy population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do

At the academy we work together to eliminate all forms of discrimination, harassment and victimization. Progress towards meeting our equalities objectives is reviewed regularly by the senior leadership team and governing body.

Our academy population is predominately Black-African and White-British. 75% are male and 24% female. This differs in some year groups. 63% of students are eligible for free school meals. Children come from a broad socio-economic background. Our catchment areas are Kensington and Chelsea and Westminster Boroughs. All children of school have an EHCP and ASD diagnosis, with 10% coming from outside the academy's immediate catchment area.

A further 1% of pupils were looked after. There is a range of languages represented by our non-English speaking families including: Arabic, Somali, Filipino.

Our academy improvement plan is compiled each year in discussion with all staff and governors. This makes use of comments from parents and students and aims to address inequalities that are shown through our data and raised through dialogue with all our stakeholders. Our aim is always to ensure that all students reach their full potential and make good progress.

Equality objectives 2025

Last reviewed – May

Objective	Success criteria
To reduce barriers to communication for families whose first language is not English	<p>Clear and consistent procedures in place across the academy around communications with families for whom English is not their first language</p> <p>Safeguarding data and discussions with families demonstrate an improvement in the flow and format of information from the academy so it is more easily understood and acted upon</p>

Equality information *May 2025*

Last reviewed –

Academy equality challenges

This is a summary of the issues that we are most concerned about. We are already developing strategies and activities to address some of these challenges which is detailed under the next heading 'how we have due regard'. For some of these challenges we have also set equality objectives listed above.

- The complex nature of our pupils' disabilities means many of our families deal with lots of professionals and have lots of communication to process. This can be challenging for all families but for those whose first language is not English, can present an additional barrier. Analysis of our safeguarding data and discussions with families in annual reviews, suggests that communications between professionals and EAL families could be improved.

How we have due regard to our duty

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the academy.

We are committed to working for the equality of all our students. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimization and other conduct towards individuals with protected characteristics we:

- Ensure related policies are in place – including anti-bullying, e-safety and cyber-bullying, behaviour, safeguarding, more able, gifted and talented and SEN
- Give due regard of equality issues in decisions and changes we make – engaging with and consulting students, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do
- Have in place an accessibility plan
- Have an induction process for new arrivals and ensure that the admission arrangements do not disadvantage groups of students
- Monitor / report on exclusions and all incidents of harassment / discrimination
- Providing adequate training for all staff members and governors including safeguarding and SEN issues
- Follow our published complaints procedure
- Adhere to non-discriminatory employment practices
- Have in place staff and student codes of conduct
- Have a balanced curriculum with an activity / enrichment programme that is accessible to all students
- Provide additional support and apply reasonable adjustments where necessary
- Involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues that concern or affect them
- Track and monitor identified groups and their access and performance and aim to reduce gaps between groups
- Keep a record, where appropriate of the protected characteristics of our students and employees