Equality Information & Objectives

Budmouth Academy, Weymouth

Version control	
2026	Objective 2 updated to the protected characteristics relevant to pupils include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Objective 2 updated 'Why have we chosen this objective?' & 'How will this be measured and evaluated?' Appendix 2 progress report structured into a progress table against the objectives.
2025	2024/2025 update to progress towards 2026 target.
2024	Updates made in sections 2 and 5 to reflect the amended structure arising from the introduction of the Director of Education posts from September 2024. Added emphasis in section 3 to show that the information provided in subsections 3.1a to 3.1c is the information as required by The Equality Act 2010 (Specific Duties) Regulation 2011 to demonstrate compliance with the Public Sector Equality Duty and that objective(s) are to be set out in appendix 1 and reported on annually in appendix 2, also as required by the Regulations.
2023	On review, changes were made only to section 5 of the outline template, indicating approval and monitoring of the policy can be undertaken through authority delegated by the Regional Board
2022	New template benchmarked against example document on The Key and examples from other schools.

Date of next review:	Sep 2027	Owner:	Assistant Principal - Inclusion
Type of policy:	Outline Template	Approval level:	EOB

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1. Introduction and aims

This document has been prepared and published in accordance with requirements of the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 201 to demonstrate how Budmouth Academy complies with the public sector duty set out in paragraph 149 of the Act 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 preparing this document, consideration has also been given to guidance issued by the Department for Education (DfE) ('The Equality Act 2010 and schools') and by Equality and Human Rights Commission ('Public sector equality duty guidance for schools in England'). These documents can be accessed by the following links:

- DfE The Equality Act 2010 and schools.
- EHRC public_sector_equality_duty_guidance_for_schools_in_england

This document also complies with the Academy's funding agreement and the articles of association of the Aspirations Academies Trust.

2. Roles and responsibilities

The Chair of the Regional Board and Regional Board will maintain local governance arrangements to be satisfied that:

- the equality information and objectives referred to in this statement are published and communicated throughout the school, including to staff, pupils and parents
- the published equality information (particularly as set out in 3a to 3c of this document) is updated at least every year, that the equality objectives (appendix 1) are updated at least every 4 years and that annually a report is published on progress made towards the equality objectives (appendix 2)
- the Principal is appropriately monitoring performance towards the objectives

In fulfilling these responsibilities, the Chair of the Regional Board and/or, as appropriate, any member of the Regional Board given delegated responsibilities for Equality will:

- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Periodically meet with the Principal and other relevant staff members to discuss any relevant issues and how these are being addressed
- Report back to the full regional board regarding any significant issues

The Principal and staff to whom the Principal designates relevant responsibilities will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Identify any staff training needs, and deliver training as necessary
- Meet with the Chair of the Regional Board (or relevant Regional Board member) periodically to raise and discuss any relevant issues
- Monitor success in achieving the objectives and report back to the Chair of the Regional Board and Regional Board

All the Academy's staff are expected to have regard to this document and to work to achieve the objectives as set out in appendix 1.

3. Fulfilling our responsibilities under the Equality Act

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It helps us in tackling issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

- All learners are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging
- We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that already exist
- We have the highest expectations of all our children

3.1 Information to demonstrate compliance with the Public Sector Equality Duty

With reference to the requirement to publish information set out in The Equality Act (Specific Duties) Regulations 2011, the information set out in subsections 3.1(a) to 3.1(c) shows the key measures taken by the Academy to fulfil the three strands of the public sector equality duty (paragraph 149 of The Equality Act 2010).

In addition to the measures listed in 3.1(a) to 3.1(c), the following measures are considered instrumental to the achievement of all three strands of the public sector equality duty:

- 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. Equality and diversity awareness is delivered via Smartlog Training and is allocated to all staff; it lasts for a 3-year period after which the course is repeated.

(a). Eliminating discrimination

In complying with the provisions of the Equality Act 2010 relating to the elimination of discrimination, the following are key measures taken by the Academy:

- Where relevant, the Academy's policies include reference to the importance of avoiding discrimination and other prohibited conduct. For example, the Behaviour Policy sets out that discriminatory behaviours such as prejudicial bullying are not acceptable and identifies how such behaviours will be addressed.
- Relevant incidents, e.g. racist incidents, are recorded, responded to and monitored. Summary information is reported at Regional Board meetings and used to measure the effectiveness of the Academy's policies and practice inform further development of these.
- Curriculum content is regularly reviewed to ensure it is appropriate in the context of the responsibility to eliminate discrimination, e.g. by avoiding negative stereotyping.

(b). 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 pupils who identify as gay 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)

In fulfilling this aspect of the duty, the Academy will:

- Provide teaching of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Regularly monitor the curriculum to ensure that it meets the needs of all pupils
- Use information gathered about pupils' progress to identify underachieving groups or individuals and plan targeted interventions
- Ensure that all pupils have the opportunity to access extra-curricular provision
- 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 performance against key equality indicators
- Listen to and monitor views and experiences of pupils and adults to evaluate the effectiveness of the Academy's policies and procedures.

(c). Information re. 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 the 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. Pupils will be encouraged to take a lead in such assemblies and external speakers will be invited to contribute
- Working with our local community. This includes 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, the 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. 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

3.2 Equality objectives

At intervals of no greater than every four years, in compliance with The Equality Act (Specific Duties) Regulations 2011, at least one specific and measurable objective will be established for the Academy for what should be achieved in relation to one or more of the Public Sector Equality Duties. The current objective(s) will be set out in Appendix 1 to this document. Annually a report will be set out in appendix 2 to this document explaining progress made towards achievement of the objective(s).

4. Equality considerations in decision making

The Academy always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, consideration is given to whether the trip would:

- Coincide with any religious holidays
- Be accessible to pupils with disabilities
- Have equivalent facilities for boys and girls

Equality impact assessments will be made when undertaking activities, and developing policies and procedures that may have an effect on a group with protected characteristics.

5. Monitoring arrangements

This document will be approved under authority delegated by the Regional Board.

The Chair of the Regional Board will ensure that the Academy's published equality information, particularly as set out in section 3(a) to 3(c) of this document, is reviewed at least every year and that in conjunction with the review, further information is provided in appendix 2 for the purpose of reporting on progress towards the objectives set out in appendix 1.

A full review will be undertaken of the objectives set out in appendix 1 no later than 4 years following the date of them being established and new objectives will be established at that time. The undertaking of the review and establishment of new objectives will be subject to approval through authority delegated by the Regional Board with reference to Trust policy.

Appendix 1: Specific and measurable equality objectives

Objective 1: To ensure enrichment and out of school activities are made accessible to all pupils, including those with disabilities and special educational needs, to eliminate discrimination and ensure the best possible educational outcomes, by:

- Ensuring consideration is given to equality when arranging school visits and school-based activities.
- Addressing any barriers to pupils' engagement in school visits and school-based activities through the planning and risk assessment processes.

Why have we chosen this objective? At Budmouth Academy, our data shows us that we are above average compared to National figures, with regards to students with an Education, Health and Care plan (EHCP) 3.09% as well as those listed on our special educational needs and disabilities (SEND) register 13.65% We recognise that a lot of our students with SEND, but particularly those with barriers such as specific learning difficulties, autism, social, emotional and mental health needs, need wider experiences by participating in extracurricular clubs to enable them to have a balanced life style and also to help them positively engage with education, teachers and peers and feel a sense of achievement, with classroom barriers removed. All of our extracurricular clubs are therefore accessible to all of our students.

How will this be measured and evaluated? Teachers are required to have the same expectations regarding the discrete identification of SEND and disadvantaged students on their extracurricular registers as with classroom registers. This enables teachers and support staff to easily identify students with SEND and make reasonable adjustments accordingly. Registers are shared with the SENDCO who is then able to give feedback with regards to the take up of clubs from this target group. The current participation of students with SEND attending extracurricular clubs is 36%. In addition to this, the Educational Visit Leader and Senior Leaders will monitor relevant paperwork and activities, to ensure that equality considerations are made on all risk assessments for school visits and school-based activities.

Objective 2: To improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, by:

- Promoting equality, understanding and respect in relation to the protected characteristics set out in the Equality Act 2010, including through the school curriculum.
- Promoting equality, understanding and respect through assemblies and the wider Personal Development programme, making links to our core values of Respect, Excellence and Determination.

Why have we chosen this objective? We recognise the importance of ensuring that all pupils develop secure knowledge and understanding of equality, diversity and the protected characteristics, and are prepared for life in modern Britain. This objective supports our commitment to fostering positive relationships, challenging prejudice and discrimination, and ensuring that difference is understood, respected and valued.

How will this be measured and evaluated? Leaders will monitor the coverage of equality and diversity through curriculum and assembly monitoring. Pupil voice, curriculum monitoring and Personal Development evaluation will assess pupils' knowledge, understanding and attitudes towards equality and diversity. Behaviour data, including discriminatory and prejudicial incidents, will be monitored for patterns and trends, with appropriate actions taken in response. Findings will be reported through academy governance arrangements and used to inform curriculum and Personal Development priorities.

Appendix 2: Report on progress towards the Academy's equality objectives

Objective	2022-2026
1: To ensure enrichment and out of school activities are made accessible to all pupils, including those with disabilities and special educational needs, to eliminate discrimination and ensure the best possible educational outcomes,	The academy continues to provide a broad enrichment offer, with an average of approximately 105 different clubs and activities taking place each year, alongside an extensive programme of trips, visits and residential experiences. Participation is monitored by pupil group to identify and address barriers for SEND and disadvantaged (PP) pupils. Current 2025–26 data shows that 54.59% of SEND pupils have participated in trips and visits, compared with 62.12% of non-SEND pupils. The gap remains relatively small and SEND participation has remained broadly consistent with 56.09% in 2024–25. In contrast, participation for disadvantaged pupils is 42.05%, compared with 66.04% for non-PP pupils, identifying disadvantaged participation as a continuing priority. Access to extra-curricular clubs is particularly strong for pupils with SEND. In 2025–26, 74% of SEND pupils have participated compared with 53% of non-SEND pupils. Disadvantaged participation is lower at 46%, compared with 61% for non-PP pupils, and therefore remains an area for further targeted work. Participation in residential opportunities has increased substantially over time. SEND participation has risen from 5.65% in 2023–24 to 12.66% in 2025–26, compared with 13.90% for non-SEND pupils, demonstrating increasingly equitable access. Disadvantaged participation has also increased from 2.85% to 7.95%, although a gap remains compared with 15.18% for non-PP pupils. Overall, the academy is making good progress in ensuring accessibility for pupils with SEND, with participation broadly comparable to, and for extra-curricular clubs exceeding, that of non-SEND pupils. The evidence identifies disadvantaged participation as the key area for further improvement, particularly for trips, residential experiences and extra-curricular clubs. Participation data continues to be monitored so that barriers can be identified and appropriate support and reasonable adjustments put in place.
2: To improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity	The academy continues to strengthen pupils' knowledge and understanding of equality, diversity and difference through a planned Personal Development and Religious Studies curriculum. Personal Development provides explicit learning through Respectful Relationships, British Values, RSE, Healthy Relationships, mental health and wellbeing, PREVENT and current world issues, supporting pupils to understand respectful relationships and their responsibilities within modern Britain. Religious Studies develops understanding of a broad range of religious and non-religious worldviews, including Christianity, Islam, Buddhism, Sikhi, Sanatana Dharma and Humanism. Pupils also consider human rights and social justice, gender and society, peace and conflict and religious pluralism, enabling them to explore different beliefs, perspectives and experiences. This curriculum provision is reinforced through the wider Personal Development and assembly programme and the academy values of Respect, Excellence and Determination, with Respect particularly supporting expectations around valuing difference and positive relationships. Behaviour and bullying data are monitored to identify patterns relating to prejudice and discrimination. Current 2025–26 data records 3 incidents of racial discrimination, 2 homophobic/biphobic/transphobic incidents, 1 disability-related incident and no recorded incidents of sexism. This compares with 5 racial discrimination incidents and 4 homophobic/biphobic/transphobic incidents in 2024–25. Sexual harassment has also reduced from 4 incidents in 2023–24, to 2 in 2024–25 and 1 year-to-date in 2025–26, with no recorded sexual violence incidents in the current year. Overall, the academy is making progress towards this objective, with increasingly coherent curriculum provision alongside systematic monitoring of discriminatory and prejudicial behaviour. Curriculum monitoring, pupil voice and behaviour analysis continue to inform Personal Development priorities and actions to further strengthen pupils' understanding, attitudes and respect for difference.