

Equality Policy, Information and Objectives

Alcester Grammar School

Approved by:	Rachel Thorpe (Principal)	Date: September 2025
Last reviewed on:	September 2024	
Next review due by:	September 2025	

Contents

1. Aims	2
2. Legislation and guidance	2
3. Roles and responsibilities	3
4. Eliminating discrimination	4
5. Advancing equality of opportunity	4
6. Fostering good relations	5
7. Equality considerations in decision-making	5
8. Equality objectives	5
9. Monitoring arrangements	6
10. Links with other policies	6
11. School Equality Data	6

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

2. 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 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](#).

This document also complies with our funding agreement and articles of association.

The Equality Act defines the following nine protected characteristics, which are applicable to the AGS community (students, staff, governors, and parents)

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

3. 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 school, 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 Principal

The Principal will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school 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 regular refresher training.

The leadership team regularly monitors equality issues.

Staff involved in recruitment and selection are appropriately trained and are aware of the need to avoid discrimination and promote equality of opportunity.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that 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 school societies)
- Preparing students for life in a diverse society through the whole-school curriculum journey provision. AGS Learners will explore concepts and issues related to identity and equality in both the core and hidden curriculum.

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

- Monitor 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

6. 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 our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working alongside our parent, student, and staff community to promote knowledge and understanding of different cultures. We also embrace parents' views on policies such as RSE to help inform practice.
- 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

7. Equality considerations in decision-making

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

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

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for all gender identities

8. Equality objectives

Objective 1

For the newly appointed Assistant Principal to oversee the strategic development and prioritisation of inclusivity, diversity and equality in the school.

Objective 2

Further develop and implement strategies to best support students and staff from the LGBTQ+ community as a school. Set up a student diversity panel to explore ways the school environment could be used to further promote diversity and inclusivity.

Objective 3

Further develop and implement strategies to best support students from an increasingly diverse range of ethnicities, cultures and backgrounds Languages teacher to explore opportunities to best support Advanced Bilingual Learners.

Objective 4

Draw up a strategic plan to encourage the number of PP students applying to the school.

9. Monitoring arrangements

This document will be reviewed and approved by the Principal annually, using feedback from the whole-school community to inform any changes to the policy.

10. Links with other policies

This document links to the following policies:

- [Accessibility plan](#)
- Admissions Policy
- Antibullying Policy
- Attendance Policy
- Behaviour Policy
- RSE Policy
- Staff Handbook

11. School Equality Data August 2022

1. Admissions

Admissions: (from Principal's report to Govs)	Students Y7-9	Students Y10-11	Students Y12-13	Total
On Roll	465	308	588	1361
Males	333	174	299	806
Females	132	134	289	555
EAL students	34	11	28	73
Pupil Premium students / Bursary support	14	12	21	47
SEND students	0	5	2	7
SEND additional needs students	36	47	98	181
EHCP	2	1	1	4

Basic Characteristics of AGS & Ethnicity (from Inspection Data Summary Report Feb 2022 & Summer Census 2022)

School level Guidance

		2019	2020	2021	Low Q5	Quintile Q4	High Q3	Q2	Q1
Number on roll	Sch	1222	1304	1342	■	■	■	■	■
	Nat	978	1000	1024					
% FSM6 pupils	Sch	4	4	3	■	■	■	■	■
	Nat	28	27	27					
% SEND support	Sch	9.7	10.4	9.5	■	■	■	■	■
	Nat	10.8	11.1	11.5					
% SEND EHC plan	Sch	0.3	0.2	0.4	■	■	■	■	■
	Nat	1.7	1.8	2.0					
% of EAL	Sch	4	5	5	■	■	■	■	■
	Nat	17	17	17					
% Stability	Sch	96	96	97	■	■	■	■	■
	Nat	92	91	92					

Ethnicity	Count
Any other Asian background	14
Any other Black background	2
Any other ethnic group	3
Any other mixed background	30
Any other White background	62
Black - African	9
Black Caribbean	1
Chinese	11
Indian	86
Pakistani	11
Refused	3
White - British	1076
White - Irish	9
White and Asian	31
White and Black African	6
White and Black Caribbean	7
Grand Total	1361

2 Achievement by gender at Year 11 (from internal results analysis 2022):

	student number	4+ (old A*-C) %	7+ (old A*-A) %	English Bac entry (achieved 5+%) EBacc APS	Attainment 8	Progress 8	Attainment 8 Male	Attainment 8 Female
2021/22	153	99.8	73.4	91% (88%) 7.37	75.7	not yet released	74.4	77.8
2020/21	154	99.9	67.2	79% (68%)	72.5	covid	70.8	74.8
2019/20	149	99.7	67.4	75% (69%)	75.0	covid	73.5	77.4
2018/19	120	98.9	63.1	74% (63%)	73.1	+0.27	70.4	77.0
2017/18	122	97.6	60.9	82% (66%)	72.4	+0.34	67.9	76.8
2016/17	91	98.4	67.6	71% (58%)	72.7	+0.31	72.0	74.2
2015/16	92	98.1	68.0	79.6	70.8	+0.20	70.2	71.6
2014/15	89	97.2	68.0	68.5	70.9	+0.26	69.6	73.2

Achievement by gender at Year 13 (from internal results analysis 2022)

2022 data in bold	Number of students	Percentage pass	Percentage A* - C	Percentage A* - B	Percentage A* - A	Percentage A*
ALL STUDENTS	285	99.6	91.3	75.9	44.6	15.7
TAG 2021	268	100	86	68	43	15
CAG 2020	250	100	91	70	41	17
2019	232	99	88	61	29	6
2018	259	100	90	70	36	11
2017	231	100	89	68	38	12
MALE	147	99.5	88.3	70.5	41.0	14.6
TAG 2021	123	100	85	69	46	18
CAG 2020	105	100	85	62	37	13
2019	105	99	85	60	28	6
2018	120	100	88	68	37	12
2017	125	99	88	66	39	13
FEMALE	138	99.8	94.2	80.5	46.4	16.1
TAG 2021	145	100	87	66	40	13
CAG 2020	145	100	94	74	43	19
2019	127	100	90	62	29	6
2018	139	100	91	72	34	11
2017	106	100	90	71	38	11

Ethnicity analysis						
White British	242	99.6	91.3	75.6	44.1	16.0
Not White British	43	100	90.7	74.4	41.1	11.6
Indian/Pakistani	11	100	78.1	68.8	43.8	15.6
African/Caribbean	8	100	96.0	80.0	28.0	4.0

3 Attendance (from School Information Management System)

Attendance Sep 2019 to start of pandemic			
Group	Present %	Unauthorised absence	Persistent absentees count (<90%)
7	97.4	0.1	4
8	95.9	0.5	10
9	96.6	0.1	6
10	95.2	0.2	13
11	95.0	0.1	12
12	95.4	0.8	
13	91.9	1.3	
Totals	95.1	0.5	
LAC2019 (1)	98.6	0.0	0
SEND 19 (12)	73	6.5	5
EHCP19 (2)	85.2	0.0	1
PP2019 (36)	92.9*	2.2	5

Attendance Sep 2021 - Mar 2022		High due to Covid absence - 402 cases in the Sep-Dec period	
Group	Present %	Unauthorised absence	Persistent absentees count (<90%)
7	93.9	0.1	22
8	92.8	0.2	36
9	91.4	0.4	46
10	89.9	0.9	47
11	91.5	0.5	44
12	93.7	0.7	53
13	90.3	1.8	96
Totals	91.9	0.8	
Group	Present %	Unauthorised absence	Persistent absentees count (<90%)
LAC2021 (2)	97.5	1.3	0
EHCP21 (4)	63.7	30.5	2
EHCP21noCW(3)	94.2	0.3	1
PP2021 (26)	85.8	4.1	13
SEND (8)	84.8	3.4	2
SEND Additional Needs (143)	88.8	1.0	71

4. Employment

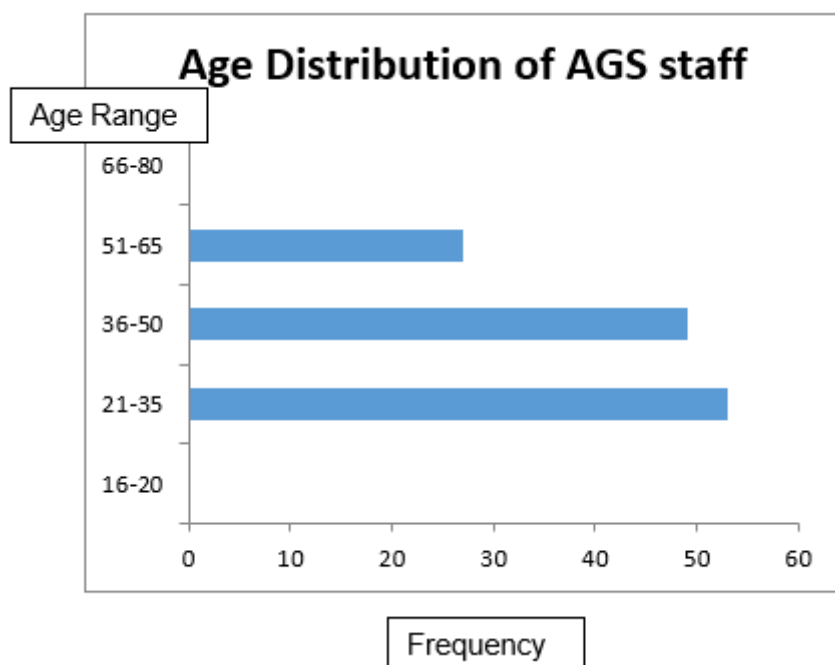
School Workforce Analysis:

(from School Workforce Census Nov 2021)

Gender of staff in regular service as at census reference date

Gender	Number of staff
Female	87
Male	42

Age Distribution of staff in regular service



Ethnicity of staff in regular service as at census reference date

Ethnic Code	number
AIND	3
AOTH	1
OOTH	1
WBRI	118
WIRI	2
WOTH	4
Total	129