



"Inspiring a love of lifelong learning"

Equalities Policy and Objectives

(Previously known as The Single Equality Scheme)

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Learning at Charville is underpinned by our Core Values

Respect
Independence
Self-belief
Honesty
Caring
Determination

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1. Scope

The “Public Sector Equality Duty” (2011) requires schools to adopt a proactive approach to equality. In practice, this requires all schools to:

- Take positive and proactive steps to identify areas of potential inequality before they have the chance to make an impact
- Make changes to ensure that any areas of potential inequality are eliminated.

Under the Equality Act 2010, it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably on the basis of a ‘protected characteristic’.

The protected characteristics are:

- Race
- Disability
- Sex/Gender
- Gender reassignment
- Sexual orientation
- Religion or belief
- Pregnancy or maternity
- Marriage or civil partnership
- Age

A person’s age is a protected characteristic in relation to employment, and in regard to the provision for goods and services. It does not however apply to pupils, and so the school is free to arrange pupils in classes based on their age group with materials appropriate to them.

2. Aim

This 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
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Our school aims to promote respect for difference and diversity in line with our school values.

3. Legislation and guidance

This document meets the requirements set out under the following legislation:

- [The Equality Act 2010](#), which introduced the [Public Sector Equality Duty 2011](#) 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

It is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#) and complies with our funding agreement and articles of association.

4. Roles and responsibilities

4.1 The Governing Board

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 headteacher
- Seek to ensure that people are not discriminated against when applying for jobs at the school
- Take reasonable steps to ensure the school environment gives access to people with disabilities
- Ensure no child, parent/carer or staff member is discriminated against based on a protected characteristic.

4.2 The Headteacher

The Headteacher will:

- Implement the schools Equality policy and plan in conjunction with the Inclusion Manager
- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Ensure that all recruitment panels give due regard to this policy and objectives
- Promote the principle of equal opportunity in all aspects of school life.

4.3 The Inclusion Manager

The Inclusion Manager will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the headteacher in identifying any staff training needs, and deliver training as necessary.

4.4 Curriculum Leaders

Curriculum Leaders will:

- Promote the principles of equal opportunities when developing the curriculum, promoting respect for other people and equal opportunities in all aspects of school life
- Ensure the curriculum is representative of a wide range of people, including the school community
- Strive to provide materials that promote positive images based on race, gender and disability, and challenge stereotypical images.

4.5 All staff

All staff will:

- Ensure pupils are treated fairly, equally and with respect
- All school staff are expected to have due regard to this document and work to achieve the objectives set out within it
- Strive to provide materials that promote positive images based on race, gender and disability, and challenge stereotypical images
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, bringing them to the attention of the Senior Leadership Team (SLT).

5. Mainstreaming equality into policy and practice

As well as the specific actions set out in our equality objectives, the academy operates equality of opportunity in its day to day practice in the following ways.

5.1 Values-based ethos

Values are principles that guide behaviour, our values-based ethos promotes equality through

- Promoting the school and British values
- Assemblies focusing on diversity and inclusion which promote children's spiritual, moral, social and cultural development enabling them to develop a moral and ethical compass to guide behaviours
- Staff providing a values-based role model to the children
- Promoting positive relationships between members of the school community as well as the wider community.

5.2 Learning and teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by ethnicity, gender and disability and address any gaps
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets

- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Ensure quality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the academy, population and local community in terms of race, gender and disability, without stereotyping
- Promote the academy values, British values and a cohesive community
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Provide opportunities in the curriculum to explore concepts and issues relating to identity, equality, diversity, religion, human rights and inclusion
- Seek to involve all parents/carers in supporting their child's education
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

5.3 Admissions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

5.4 Suspensions and exclusions

Suspensions and exclusions will always be based on the school's Behaviour for Learning Policy and DFE guidance - [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.](#)

We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

6. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, policies include reference to equal opportunities and/or the Equalities Policy to avoid discrimination and other prohibited conduct.

Staff and governors are reminded of their responsibilities under the Equality Act – for example during briefings, and meetings. Where this is discussed in a meeting it is minuted.

New staff receive the Equalities Policy as part of the induction process, and are provided with the opportunity to ask any questions regarding this.

7. Advancing equality of opportunity

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

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils/staff 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 club and student leadership opportunities)

8. 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 (PSHCE) and economic 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 we will also invite external speakers to contribute. For example, inviting a Paralympian into school to hold an assembly
- Working with our local community. This includes inviting parents/carers or leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community and holding whole school events
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. 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 school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

9. 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 ensures:

- The trip is not held on a religious holiday
- Reasonable steps are taken to ensure it is accessible to all pupils.

10. Equality objectives

10.1 Objective 1

Objective: To ensure that all students are given the opportunity to make a positive contribution to the life of the school, particularly focusing on developing leadership opportunities for all students.

We chose this objective because:

- Behaviour, Personal Development and Student Leadership are a focus linked to the school development plan and associated action plans
- Student leadership is not at the same level it was prior to the COVID-19 pandemic.

We will measure progress by:

- Reviewing opportunities available for student leadership
- Clearly defined student leadership roles
- Review of the Behaviour, Personal Development and Student Leadership action plan
- Through work around student voice.

10.2 Objective 2

Objective: To ensure that our curriculum enables all children to make good or better progress and teaching celebrates mutual respect and the diversity of our community whilst challenging prejudice.

We chose this objective because:

- Curriculum review is an ongoing process
- We have achieved the Educating for Equality allegiance award (Summer 2023) and want to continue to embed practice in this area

We will measure progress by:

- Reviewing curriculum provision
- Reviewing curriculum planning
- Considering curriculum diversity
- Ensuring the curriculum reflects the school community.

10.3 Objective 3

Objective: To empower students to understand and own their individual learning needs and advocate for themselves in life.

We chose this objective because:

- We have an increasing number of children with special educational needs and disabilities, this has further increased with the opening of The Hub (Specialist Resource Provision, SRP)
- Children and their families are not always aware of their needs and therefore are not able to advocate for themselves
- Children with additional educational needs and/or disabilities are not always confident in accepting/accessing support available to them and this can impact on academic progress and social, emotional and mental health.

We will measure progress by:

- Reviewing pupil paperwork e.g. PEP's and Annual Reviews
- Through work around student voice
- Through observations of staff, parents/carers and the range of professionals who support our pupils.

10.4 Objective 4**Objective: Ensure the physical environment is reviewed to improve accessibility for all.**

- Carry out a full review of the physical environment (as part of wider monitoring of the physical environment e.g. Health and Safety reviews)
- Improve evacuation processes for pupils/staff with a disability through an evacuation chair and appropriate training – By December 2024
- Identify least accessible areas/buildings and address the impact of this on the school community with the leadership team and Trustees
- Accessibility to be included in the capital plans, where appropriate.

We chose this objective because:

- Our accessibility plan clearly identified restrictions in terms of pupil accessibility due to the constraints of the school building
- Opening of the SRP, and the development of the site, has begun work on ensuring the site is adapted to the needs of these pupils.

We will measure progress by:

- Reviewing the estates strategy and vision statement
- Reviewing capital expenditure to improve site accessibility
- Through observations of staff, parents/carers and the range of professionals who support our pupils.

11. Monitoring arrangements

The Governing Board will update the equality information we publish, at least every year and review the equalities objectives at least every 4 years.

12. Related policies

- Special Educational Needs and Disabilities
- Behaviour for Learning Policy
- Anti-bullying policy
- Accessibility Policy and Plan
- Suspension and Exclusions Policy

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