



Charter Academy

Equality Statement

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1) Mission Statement

Work Hard, Be Nice and No Excuses. We mean this, we follow it and we refer to it every day because we believe in it. Every student matters. Every student can achieve. Every lesson counts. We make no excuses and we expect none, from students or staff. Everyone, no matter what their role in the academy is expected to follow this and believe in it. We strongly believe in providing a first class education and we are proud of our students.

We work alongside the Church of England due to our historic links with them but we welcome all students of other faiths or of none. At Charter we aims for Students' beliefs, religious or otherwise, which inform their perspective on life and their interests, will be explored throughout their time at the Academy. The students will be able to write about and respect different people's feelings and values, and ultimately reflect on their own experiences in life.

Our vision is that all our students achieve their full potential. Our target is that 80% of our students will achieve 5 GCSEs at Grade C or above, including English and Maths. We are committed to delivering an outstanding education within an outstanding environment where each child is able to achieve the highest possible academic outcomes. We want our students to progress to university, or a career of their choice and to lead happy, purposeful lives.

Every day, students are engaged in enjoyable, worthwhile and meaningful activities at all times. We know we are doing our job if our students have a sense of pride in themselves and in their Academy.

2) Our school and Equality Act 2010

The Equality Act 2010 outlines the three aims of the general duty to have due regard for Equality, across all organisations:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Specifically, due regard is to be given within organisational life in order to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

We have a strong commitment to fairness and equality in everything that we do.

- We endeavour to ensure that everyone is treated fairly and with respect.
- We work hard to make sure that the academy is a safe and secure environment for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to have due regard to the need to eliminate discrimination; to advance equality of opportunity; and to foster good relations.

We also welcome our specific duties to publish information about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities or disadvantages.

Meeting our duties to promote community cohesion, and the spiritual, moral, social and cultural development of pupils, also supports how we meet the needs of different groups of pupils and how we foster good relations.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain ethnic and cultural backgrounds
- pupils who are supported by the pupil premium
- pupils who are disabled
- pupils who have special educational needs

3) The Public Sector Equality Duty

The information provided in this section shows how we are meeting the public sector equality duty. We are required to have due regard for the need to:

- A. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- B. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- C. Foster good relations between people who share a protected characteristic and people who do not share it.

The information below is a summary of how we have due regard to the need to eliminate discrimination, harassment and victimisation. Please contact us if you would like to see copies of any of our school policies.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Our school governors, and Ark trustees, have been briefed on their legal responsibilities under the Equality Act 2010, and have also been involved in supporting the school to meet its public sector equality duty.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school Behaviour Policy that outlines our expectations of both pupils and staff in their interactions with each other, including our approach to tackling bullying and prejudice
- We deal promptly and effectively with all incidents and complaints of bullying and harassment
- We keep a record of all such incidents and notify those affected of what action we have taken.
- We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a Special Educational Needs and Disabilities Policy that outlines the provision the school makes for pupils with special educational needs.
- Our Complaints Policy sets out the procedures through which we deal with any complaints.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We pay due regard within our recruitment practices, to safeguarding and protecting our pupils.
- We have procedures for addressing staff discipline, conduct and grievances

4) Consultation and Engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community, so we can age develop our awareness of equality issues, learn about the impact of our policies, set equality objectives and improve what we do. Our main activities for consulting and engaging are:

- School Council, student surveys, feedback from SENCO, mentoring, involvement of students in the annual review of the curriculum
- staff survey; weekly academy bulletin, feedback from staff, innovation groups to lead on improving different aspects of the academy, feedback from the staff wellbeing coordinator, feedback from union reps
- Parent council, parents' evenings; parent survey; half termly newsletter, complaints handling, feedback from the family liaison lead
- surveys; contact with community groups; local publicity

5) Relevant Policies

Student Policies	HR Policies	IT Policies
<ul style="list-style-type: none"> • Admissions Policy • Screening, searching & confiscating • SEND Policy • Policy for supporting students with medical conditions • Teaching & Learning • Safeguarding Policy • Offsite activities & education visits • Parental complaints • Guidance on use of reasonable force • Anti-bullying • Behaviour Handbook • Race Equality • Equality Opportunities for students • Inclusion Policy 	<ul style="list-style-type: none"> • Equal Opportunities & Diversity • Allegation against member of staff • Recruitment & selection • Managing personal relationships at work • Capability • Grievance procedures • Protection for harassment at work • Staff discipline • Staff induction • Staff performance management • Staff professional development • Whistle blowing policy • Working beyond normal retirement age 	<ul style="list-style-type: none"> • E Safety