

Equality Information and Objectives 2020–21

The Governors and staff of Chelsea Academy recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

The Equality Act consolidates previous individual discrimination legislation such as the Sex Discrimination, Race Relations and Disability Discrimination Acts. We will tackle discrimination by the positive promotion of equality, challenging bullying, harassment and stereotypes and creating an environment which champions respect for all.

At Chelsea Academy, we believe that diversity is a strength, which should be respected and celebrated by all those who engage with the Academy. We are constantly looking at how we can improve our commitment to be a truly diverse and ‘scandalously inclusive’ setting, one that enables all staff and students to flourish. This sits at the heart of our Christian ethos.

Child Protection legislation and procedures continue to apply throughout this area and must be accorded appropriate priority.

Our Equality Objectives				
	Objective (corresponding aim from the public sector equality duty*)	Actions taken to date	Impact	5 year/ ADP link
1	To ensure that every student achieves their potential irrespective of their gender, ethnicity, disability, religion or social background (2).	<p>Equality of access to the curriculum.</p> <p>Unconscious Bias training commenced with small student groups Spring 2021. Staff training commencing in Sept 2021.</p> <p>Departments have focused from 2020 - current to ‘decolonise’ the curriculum where appropriate. Resources such as texts and topics fully reflect our diversity and inclusive ethos</p>	Students achieve their potential. There is no significant disparity between the achievement of students from different ethnicities	1.1, 3.1, 1.4. & 4.2
2	We will seek to ensure all staff are treated equitably regardless of age, disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (1).	<p>Training and support for HR, Leadership and for line managers to ensure staff are treated equitably. Staff are actively encouraged to raise any concerns through informal or formal processes and are supported in the process.</p> <p>Risk assessments undertaken and reviewed where appropriate, to provide additional control and or support measures</p>	Staff have feedback that there is a strong and healthy culture where protected characteristics are not a barrier to wellbeing or promotion.	2
3	We will offer a fully transparent process for recruitment and to ensure	The Academy’s Recruitment process is regularly reviewed to	The Academy’s staff will better represent	2

	that all backgrounds are treated equitably throughout each stage of the process. Chelsea Academy is dedicated to providing equal opportunities and will monitor the recruitment process rigorously to ensure fair access and opportunity for all. We are committed to ensuring our workforce is reflective of our diverse student population and is therefore committed to increasing representation of staff of Black, Asian and Minority Ethnic backgrounds across all roles and especially at middle and senior leader level (1, 2).	<p>ensure long and short listing does not discriminate or disadvantage.</p> <p>Key staff are trained in safer recruitment.</p>	<p>the community it serves and the diversity of both the local and wider London region.</p> <p>Greater numbers of staff of Black, Asian and Minority Ethnic backgrounds in leadership roles</p>	
4	We will continue to reduce the attainment and progress gap between protected groups, disadvantaged and non-disadvantaged student groups. Offering appropriate and focussed intervention to support them, throughout each stage of their schooling. We focus on every student performing to the best of their ability and provide equal opportunity to do so (2)	<p>Targeted intervention and support of underachieving groups and individual students. E.g Action Tutoring, Kick London. Chelsea Champion mentoring.</p> <p>Regular reviews of data e.g. behaviour statistics by pastoral na senior leaders and governors to ensure jey groups are not being disadvantaged.</p> <p>Training, support and resources that best support protected groups in reaching their potential.</p>	See 1	See 1
5	We will ensure Chelsea Academy is a safe environment for all students to flourish, especially given the recent focus on (specifically, but not exclusively) girls' and women's experience in society. We will seek to accurately understand the experience of female students in Chelsea Academy and to put systems in place to identify, respond and prevent gender-based violence, harassment and bullying (1, 3)	<p>Female students will be given a chance to voice their experiences through confidential surveys and student voice sessions.</p> <p>Proactive education and targeted intervention e.g parents support sessions or external training for male students.</p> <p>Next year's year 7 will be complete sessions on respect, gender violence and harassment from their start - this will hopefully lead to a cohort of students who are well versed in these conversations and changing attitudes.</p> <p>The RSE programme will be taught to Y9 and Y10 (summer 2021) to reflect missed opportunities during the first lockdown and the new RSE guidance</p>	There will be a positive change in the experiences of female students, evidenced by their reported experiences through student voice.	1.3, 4.1

**Aim 1: Eliminating discrimination and other conduct prohibited by the Equality Act.*

Aim 2: Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

Aim 3: Fostering good relations across all the characteristics - between people who share a protected characteristic and people who do not.