

Equality Information and Objectives 2023–24

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), Race & Nationality, Religion or Beliefs, Sex, Gender Identity, Sexual Orientation, Gender Reassignment, Disabilities, Physical Health, Mental Health, Relationship Status (applicable only to staff), Pregnancy, Languages Spoken, Class & Physical Appearance (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. Since the summer of 2021 the Academy has focused on a stronger and more proactive drive on Equality, Diversity and Inclusion (EDI). In July 2023 the Academy achieved the Pride in EDI award (Educate & Celebrate) in recognition of the work done by staff and students. In January 2023 the Academy’s Anti-Racism Policy, drawn up by a staff working group, was approved by ELT.

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 or to be completed	Impact	5 Year Plan link
1	To ensure that every student achieves their potential irrespective of their sex, sexual orientation, gender reassignment, race, disability, religion or belief and social background (2).	<p>Equality of access to the curriculum</p> <p>Unconscious Bias training commenced with small student groups in Spring 2021. Staff EDI CPD ran throughout 2021- 22 and continued in 2022-23 working with Educate and Celebrate.</p> <p>Since 2020, departments have focused on work to ‘decolonise’ the curriculum where appropriate. Resources such as texts, topics, visuals and displays fully reflect our diversity and inclusive ethos</p> <p>Inaugural Academy Cultural Day in July 2022 - now an annual fixture in the Academy calendar</p> <p>Noting and celebrating a wider range of key cultural days through e.g. assemblies and Coaching Time</p> <p>Greater awareness and action by</p>	<p>Students achieve their potential. There is no significant disparity between the achievement of students from different ethnicities</p> <p>Students have role models or sources of inspiration to ensure there is not just equality but equity.</p>	1.1, 1.3, 3.1, 1.4. & 4.2

		<p>staff to ensure that students see better visual representation e.g in presentations, photographs around the Academy, the website etc</p> <p>Working group completed the Anti Racist policy in 2022 including acceptable language. Training for all governors in the autumn of 2022 - to complement EDI training for staff delivered in 2021-22</p> <p>Uniform policy reviewed and amended - with effect from January 2022</p> <p>LGBTQ+ CPD delivered in 2022-23 with launch session in Sept INSET</p>		
2	<p>We will seek to ensure all staff are treated equitably regardless of:</p> <p>Age Race & Nationality Religion or Beliefs Sex Gender Identity Sexual Orientation Gender Reassignment Disabilities Physical Health Mental Health Relationship Status Pregnancy Languages Spoken Class Physical Appearance (1)</p>	<p>Training and support for HR, Leadership and 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>Surveys and Risk assessments undertaken and reviewed where appropriate, to provide additional control and or support measures</p>	<p>Staff have feedback that there is a strong and healthy culture where protected characteristics are not a barrier to wellbeing or promotion.</p>	2 & 4.2
3	<p>We will offer a fully transparent process for recruitment and to ensure 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>	<p>The Academy's Recruitment process is regularly reviewed to ensure long and short listing does not discriminate or disadvantage.</p> <p>Key staff are trained in safer recruitment.</p> <p>Provision of annual secondments on the Leadership Team from Sept 2022 to ensure there is better visibility of under represented groups</p> <p>Offer of mentoring and coaching (with e.g. RRA and LDBS) to staff of Black, Asian and Minority Ethnic backgrounds</p>	<p>The Academy's staff will better represent 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>	2

4	<p>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>	<p>Targeted intervention and support of underachieving groups and individual students. E.g Action Tutoring, WLZ, Kick London and Chelsea Champion mentoring.</p> <p>Regular reviews of data e.g. behaviour statistics by pastoral and senior leaders and governors to ensure key 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	<p>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>	<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 and external training for male students.</p> <p>Regular student sessions on respect, gender violence and harassment delivered to a student from the start of their time at the Academy - this will hopefully lead to a cohort of students who are well versed in these conversations and changing attitudes.</p> <p>The RSE programme taught to Y9 and Y10 (summer 2021) to reflect missed opportunities during the first lockdown. The latest RSE guidance has been incorporated into PSHE teaching to ensure better education for <u>all</u> students</p> <p>Establishment of Student Diversity group, meeting weekly</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.