

Equalities and Equal Opportunities Policy

Approved by Governor committee:
FGB

Date to be reviewed:
December 2029

Responsibility of:
The Principal

Date ratified by Governing Board:
4th December 2025

1. Introductory statement

Chelsea Academy is a Christian community and as such believes that all members of its community are of equal value and invaluable worth. All members of this community deserve to flourish.

We are committed to promoting equality of opportunity for all in every aspect of Academy life. All have the right to respect and tolerance from others and equally are expected to treat others with the same respect and tolerance. We will encourage and enable employees and students to achieve their full potential in an environment which is free from all forms of unfair treatment, discrimination and harassment. The Academy's Christian values and ethos are central to this Equal Opportunities policy.

The purpose of this policy is to set out the Academy's commitment to equality and the desire to offer equal opportunity, particularly to the students who come into its care, but also to staff and all those with whom it has any dealings. We recognise that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to: social economic group; race; colour; nationality; culture; ethnic or racial origin; carer responsibilities; gender; gender recognition, pregnancy, sexual orientation; disability; age; appearance; religious or political belief and, marital status. This policy states the actions in place to eliminate prejudice, unlawful discrimination and victimisation within the Academy community.

2. The legal framework to this policy

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
 - Special Educational Needs and Disability Regulations 2014
 - Education and Inspections Act 2006
 - Equality Act 2010 (referred to as 'the Act' for the purposes of this policy)
 - Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
 - Public Sector Equality Duty (PSED)
 - General Data Protection Regulation (GDPR)
- This policy also has due regard for non-statutory guidance, including the following:
- DfE (2014) 'The Equality Act 2010 and schools'

The Act defines 8 groups that are described as having 'protected characteristics' and one further group that is covered by certain, limited, aspects of the legislation. The groups are:

- Age
- Disability
- Gender
- Gender reassignment
- Sexual Orientation
- Pregnancy & Maternity
- Race
- Religion and/or beliefs
- Marriage/civil partnership (for some limited aspects of the Act)

3. Aims of the Policy

The Academy recognises that direct and indirect discrimination may occur and therefore understands the need for a positive and effective Equality and Equal Opportunities Policy. In order to turn the commitment into a practical reality, the Academy will do the following:

- We will endeavour to eliminate all unlawful discrimination, harassment and victimization, including in the recruitment of staff and the admission of students;
- We will provide on and offline equalities training and training on how this policy applies to all staff;
- We will promote the concept of equality of opportunity throughout the organisation for both young people and adults, seeking to create a safe working environment which is accessible, stimulating, encouraging and supportive of learning and achieving;
- We will actively develop a better understanding of a range of human beliefs and values;
- We will advance equal opportunities between those who share a protected characteristic (as defined by the Equality Act 2010) and those who do not;
- We will foster good relations between members of groups having protected characteristics (as defined by the Equality Act 2010) and those who do not;
- We will help to enable students to take responsibility for their own behaviour and relationships with others;
- We will clearly set out how we will deal practically with issues relating to disability (see Appendix C – Disability Code of Practice)
- We will collect and share information that demonstrates our commitment to the advancement of equal opportunities; and
- We will regularly review this policy, at least every three years, and consider how we can best achieve equality, diversity and equal opportunity across all aspects of Academy life.

4. Roles and Responsibilities

These are:

- The Governing Board will monitor and review the working of the policy and be responsible for its amendment as necessary;
- The Principal will ensure the policy applies in the Academy and is known to and understood by staff, students and parents;
- The Principal will ensure that the appropriate data is collected, monitored and published;
- The Leadership team and EDI Lead are responsible for ensuring equality of opportunity in the curriculum;
- The Leadership team and EDI Lead are responsible for the on-going review of all policies as they impact on and/or should be impacted by this policy;
- All staff are responsible for following the policy and for following up and/or reporting all incidents of unequal treatment as appropriate.
- All staff are responsible for appropriately incorporating the principles of equality and diversity in all aspects of their work.

5. Staff

a) Recruitment:

- Decisions regarding how and where advertising of vacancies are placed should take into account the Academy's commitment to enabling access.
- Candidates for vacant posts will be assessed similarly against relevant criteria only (eg skills, qualifications and experience). Information relating to protected characteristics will be excluded from consideration in the recruitment process.
- The Academy will collect and record information about the age, disability, gender, gender recognition, ethnicity, religion and other beliefs and sexuality of candidates for appointments and those appointed.

b) Staff Development:

- All employees have a right to be developed in their role to the best of their ability. All must have equal access to training, career development and promotion.
- The Academy will consider annually the focus of Equality, Diversity and Inclusion (EDI) training and development to reflect both training needs as well as any other national issues
- All colleagues joining the Academy will be provided with induction training that includes reference to our Equal Opportunities Policy.
- Records of staff training undertaken will be maintained and presented to governors annually.
- Colleagues becoming disabled whilst in employment will be given positive assistance to help them carry out their duties effectively (see Appendix A).
- The Academy will monitor information such as training participation, promotion applications/ success rates, and grievance/ disciplinary outcomes by protected characteristics to ensure fairness in employment practices

6. Students

- Students have equal access to the curriculum and non-compulsory courses according to aptitude and ability.
- The Academy is committed to educational inclusion.
- The Academy will collect and record information about the age, disability, gender, ethnicity and religion and other beliefs. It will also offer the opportunity for parents/carers/students to provide information about gender recognition and sexuality. This reflects the fact that questions regarding gender reassignment and sexuality may be a sensitive subject for some parents/carers/students, particularly when transferring from primary school at age 11.
- The Academy Development Plan and curriculum plans will have equality of opportunity at their heart.
- The Academy Code of Conduct actively promotes equality of opportunity.
- Positive attitudes and awareness of equal opportunity issues are actively promoted through the tutorial programme and citizenship activities.
- Every student should develop the knowledge, understanding and skills that they need in order to participate in our society, and in the wider context of an interdependent world (see Appendix B). This includes promoting an understanding of fundamental British Values (democracy, rule of law, individual liberty, mutual respect, and tolerance) in relation to equality.
- The Academy will monitor attainment, progress, attendance and exclusion rates disaggregated by all protected characteristics (race, SEND/disability; gender etc) to identify trends and potential indirect discrimination

7. Racist, Homophobic or other forms of Bullying

- The Academy is committed to eliminating all forms of prejudice driven behaviour. The following definitions and procedures apply to all members of the Academy:
 - Hate Incident: Any incident where the victim, or any other person, perceives the act to be motivated by prejudice, hostility or hate towards a person's protected characteristic
 - Hate Crime: A hate incident that constitutes a criminal offence
- Where staff encounter incidents involving bullying or harassment related to the protected characteristic of a person or group, they must report these to a senior member of staff in accordance with the Anti-bullying policy. The Governing Board will regularly review the statistics for reported incidents to ensure that any trends are identified. These will inform the Academy's Equality Objectives and ensure appropriate, proportionate and effective action is taken.

8. Organisation

- Academy systems will recognise the needs of all members of the Chelsea Academy community.
- Meeting venues will take account of the needs of all participants.
- The Academy will make every reasonable effort to enable access for everyone, including those with physical disabilities.

9. Academy Documents

- The Academy will try to use plain English wherever possible.
- Documents will be made available in large print as required.
- The Academy will make use, as necessary, of translation services available within the Royal Borough of Kensington and Chelsea and or Google Translate.

10. Breaches of this policy

- The Staff Code of Conduct outlines what is and is not acceptable behaviour in the workplace.
- Any concerns or breaches of this policy will be dealt with following the procedures outlined in the grievance, collective grievance or disciplinary policies, as appropriate.

11. Monitoring and Review

- This policy will be monitored and reviewed via a range of regular reports to governors (eg: Student & Curriculum report and Principal's report) or at the request of governors.
- This policy should be read in conjunction with the following Academy policies:
 - Accessibility Policy
 - Anti-Bullying Policy
 - Anti Racist Policy
 - Collective Grievance Policy
 - Disciplinary Policy
 - Grievance Policy
 - Inclusion Statement
 - SEND Policy
 - Staff Code of Conduct
 - Anti Harrassment Policy
 - Equal Opportunities Objectives

Appendix A

Chelsea Academy Equal Opportunities (Staff) Policy

Aims

The Governing Board of Chelsea Academy aims to support the creation of an environment that will:

- eliminate unlawful, direct and indirect discrimination and promote equality of opportunity;
- ensure that no employee or job applicant receives less favourable treatment on grounds of age, ethnic origin, colour, disability, creed, marital status, nationality, race, religion, culture, gender, gender recognition or sexual orientation;
- have regard to equal terms for men and women in employment in accordance with the EC Equal Terms Directive, 2002/73/EC;
- have regard to the requirements of the Equality Act (2010) as it relates to employment and vocational training, with the aim of eradicating all forms of harassment and discrimination; and
- value, celebrate and learn from the cultural diversity of its staff.

The Workforce

- Chelsea Academy will ensure that no employee receives less favourable treatment and that appropriate support is provided so that all employees attain their full potential to the benefit of the Academy and themselves.
- Chelsea Academy will aim to achieve an ability-based workforce which is in line with the working population mix in the relevant labour market.
- The cooperation of all employees is essential for the success of this policy. However, the Governing Board has lead responsibility for achieving the aims of this policy and for ensuring compliance with the relevant Acts of Parliament and Codes of Practice. Behaviour or action against the spirit or the letter of the aims on which this policy is based will be considered a serious disciplinary matter and may lead to dismissal.

Positive Action

- Under represented groups should be encouraged to apply for training and employment opportunities within the Academy. Recruitment to all jobs should be strictly on merit.
- Wherever necessary, use should be made of lawful exemptions to recruit suitably qualified people to cater for the special needs of particular groups.
- Efforts should be made to identify and remove unnecessary and unjustifiable barriers and to provide appropriate facilities and conditions of service to meet the needs of under represented groups.

Vacancy Advertising

- The Governing Board shall put in place arrangements to determine which vacancies must be advertised both internally and externally simultaneously. Permanent senior posts will always be advertised externally.
- Steps should be taken to ensure that knowledge of vacancies reaches under-represented groups internally and, where appropriate, externally.
- Vacancies will be advertised internally on the CALC and externally on the TES and online sites. Local newspapers will also be used for certain roles.

Selection & Recruitment

- Selection criteria, including job descriptions and postholder specifications, are kept under review to ensure that they are justifiable on non-discriminatory grounds as being essential for the effective performance of the job.

- More than one person is always involved in the short listing and the selection interview. All staff involved in the recruitment process will receive relevant training.
- Reasons for selection and rejection of applicants for vacancies must be recorded.

Personnel Records

- The Academy will gather and maintain data relating to the groups with protected characteristics as defined in the Equalities Act (2010). Data on unsuccessful applicants will be kept in relation to the post applied for but will not be identifiable to any individual applicant. Data on existing staff will be kept as part of their confidential personnel record and will not be released to anyone without their consent.
- Employees are able to check and correct their own records of personal details. Otherwise, access to personal records is restricted in accordance with the provisions of the Data Protection Act.

Appendix B

Chelsea Academy Equal Opportunities (Students) Policy

Aims

- The Governing Board of Chelsea Academy aims to provide an appropriate learning experience for all students, whatever their colour, origin, culture, gender status, sexuality, religion or ability. The Academy has high expectations of all students.
- Chelsea Academy aims to provide students with the opportunity to learn in an environment free of prejudice. It is the responsibility of all staff to educate against any form of prejudice or negative stereotyping and to ensure that their conduct with students and colleagues reflects this responsibility at all times.
- The Academy aims to reflect the diversity of the local, national and global community in the curriculum to avoid perpetuating stereotypes and to affirm students' identities

Teaching

Teachers are responsible for ensuring that:

- teaching styles, methods, language, questioning and classroom management includes and engages all students;
- suitable resources are chosen which motivate and are sensitive to different groups, cultures and backgrounds;
- stereotypes and what are thought to be stereotypical activities are effectively challenged;
- teaching strategies are reviewed in relation to variations in learning and attainment and in the light of known good practice; and
- endeavor to be mindful of possible cultural assumptions and bias within their own attitudes.

Leadership and Management

The Leadership Team and the Leads for Disadvantaged students and EDI are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged students. Measures would include:

- identifying and investigating any patterns with regard to exclusions and poor attendance in respect of particular groups;
- monitoring differences in student attitudes to work and towards each other, with a view to identifying any significant patterns;
- addressing issues such as sexual, homophobic or racial harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents;
- ensuring that the performance of different groups of students is monitored and evaluated so that the particular needs of different students are met; and
- the impact of additional support on standards achieved is evaluated.

It is essential that there is an appropriate response to identified patterns of attainment, progress, behaviour, attitudes and attendance. It is the responsibility of managers to ensure that:

- strategies are implemented to raise performance, aspirations and self-esteem;
- staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement in all students; and
- an environment is created which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

Equality of opportunities

In this policy, the term "parents" means all those having parental responsibility for a child.

Disability

Where students have physical and/or learning disabilities, the Academy will ensure that:

- whatever arrangements are reasonable and practical, within financial constraints, are made to ensure that disabled students can gain access to the curriculum; and
- the Academy works effectively with local services and agencies, providing coherent support.

See Appendix C which provides more detail.

Gender and Sexuality

The Academy will ensure that:

- guidance is given on subject choices and careers encouraging students to consider non-stereotypical opportunities;
- gender issues are considered when preparing for, and following up, work experience; and
- account is taken of positive role models when inviting speakers and representatives into the Academy and in the promotion of specific initiatives.

Ethnic Groups, including Refugees, and Religion and other beliefs

The Academy will ensure that:

- Home - Academy links are made to involve parents directly in the work of the Academy;
- linguistic diversity is positively recognised
- cultural and religious customs and practices are recognised and accounted for wherever possible;
- interpretation and translation services are made available as quickly as possible;
- links are established with the local community;
- staff work effectively with other local services;
- learning support for ethnic minority students is efficient and effective;
- provision is made for the spiritual, moral, and social and cultural education, supported by appropriate resources and information; and
- students' names should be accurately recorded and correctly pronounced. Students should be encouraged to accept and respect names from cultures other than their own.

Travellers

The Academy will ensure that:

- traveller children are successfully integrated into the Academy;
- where necessary, distance learning packs are provided to support continuous learning;
- traveller children with special educational needs receive appropriate support; and travellers' cultures are affirmed to share and broaden experiences for all students.

Response to discrimination

All forms of discrimination by any person within the Academy will be treated seriously. A careful note of such incidents will be made, whether they take place in the school grounds, corridors or teaching areas. It will always be made clear to offending individuals that such behaviour is unacceptable.

Racist symbols, political symbols or other biased and/or offensive insignia are forbidden in the Academy. The display of such materials is regarded as discriminatory behaviour.

Continued discriminatory behaviour will lead to the involvement of parents and serious consequences enforced in line with the Academy's behaviour policy.

Appendix C

Chelsea Academy Disability Code of Practice

Environment

Any future building projects will be considered at the planning stage for accessibility and usability by people with disabilities. Evacuation procedures and escape routes for students and staff with disabilities are carefully planned and published.

Students

Applications will be considered in line with the published admission arrangements for all students. An applicant's disability will not prevent him/her from being offered a place and integrated into the Academy unless:

- the content, structure and delivery of the curriculum are such that the student would be prevented from fulfilling a major part of it; or
- the Academy would be unable to provide suitably trained staff; or
- facilities to allow the requirements of the curriculum to be met.

The Academy will aim to provide students with a disability with the appropriate support to enable them to be fully integrated. The Academy will not treat a student with a disability less favourably than any other student and will make reasonable adjustments to ensure the full participation and integration of disabled students.

As far as resources allow, the needs of disabled students will be taken into account in the design, structure and flexibility of teaching methods and delivery. Where a curriculum area is organised in such a way that a disabled student cannot fully participate, alternative provision will be made.

Students with a disability or who become disabled whilst studying at the Academy will be given appropriate support from staff to enable them to have equal access to the curriculum. Individual needs will be considered and addressed by all curriculum areas in collaboration with the SENCO and an Individual Education Plan drawn up on an annual basis.

The Academy recognises that special arrangements may be required to enable students with disabilities, including specific learning difficulties, to exhibit their capabilities and knowledge. Special arrangements will be made to enable such students to perform to the best of their ability by meeting their individual needs. The Academy will liaise with the relevant Examination Boards in such instances. Students and parents will be made fully aware of the process for making special arrangements for assessment and examinations by the SENCO in liaison with specific Curriculum Leaders and the Academy's Examinations Manager.

Staff

Wherever practicable, the Academy will:

- Consider and seek to employ disabled people in jobs suited to their aptitudes, abilities and qualifications in line with legislation.
- ensure that employees with disabilities are considered for promotion according to their aptitudes, abilities and qualifications.
- ensure that disabled employees are not disadvantaged when the renewal of fixed-term contracts is being considered.

Members of staff who become disabled, so far as is practicable, should continue to remain employed by the Academy at the discretion of the Principal and Governing Board, dependent on

their ability to carry out the duties of their post. Help from related professional organisations should be sought when considering not only the possible effects of the disability, but also other consequential disadvantages, such as loss of status or financial loss.

The Academy will endeavour to make any reasonable adjustments to enable the employee to continue in post. However, options might include:

- continuing in the same post
- a gradual return to work
- a reduction in hours
- redeployment
- premature retirement on grounds of incapacity
- termination of employment.

In cases where a disability is a degenerative, progressive condition that develops over time, careful consideration will be given to the selection of the most appropriate option(s).

The Academy will make reasonable changes to work practices and, where possible, the workplace to enable disabled people to work successfully, including those members of staff who become disabled whilst employed.

The Academy will ensure that a programme of training is offered to staff to increase their awareness of students with disabilities and inform them of appropriate action to be taken when delivering the curriculum. Teaching assistants will support teaching staff as required to help ensure that disabled students have equal access to the curriculum.

Appendix D

Inclusion Statement

Introductory statement

Chelsea Academy is a Christian community and as such believes that all members of its community are of equal value and invaluable worth. The aim of this statement is to outline how the Academy will ensure that every student, whatever their background or their circumstances, has the support they need in all aspects of their lives.

The Academy is committed to ensuring that all staff and students feel welcome and valued and that all students have equal opportunities to flourish and be successful. There is a strong commitment to staff development ensuring that the more vulnerable student groups experience appropriate learning opportunities. The individual teacher is the key to raising achievement for all students. The Academy has a number of policies which support our vision for inclusion and these should be read in conjunction with this statement.

Vision for Inclusion

Chelsea Academy's vision is underpinned by a genuine commitment to inclusion and social justice. As we seek to educate and support students to flourish and prepare for the challenges and opportunities of life beyond the Academy, we recognise the importance of embracing each child's unique needs, identity and characteristics, including in matters of sexuality, sexual orientation and sexual identity.

This means that LGBTQ+ students are not merely given appropriate pastoral support or recognised in inclusion terms as having 'protected characteristics'. Students that identify as LGBTQ+ are able to flourish and be recognised and welcomed as valued members of our Academy community. All staff working at the Academy will continue to be vigilant and highly supportive in the pastoral care we provide. We are committed to nurturing and supporting any student who is struggling with their sexuality and may feel challenged as they embrace their sexual identity. However, our renewed commitment to Equality, Diversity and Inclusion means we stand alongside students as allies who advocate and affirm both students' intrinsic rights in society but also their worth and dignity as children of God. We desire that Chelsea Academy is a socially just environment where LGBTQ+ students know that they can confidently affirm their sexual orientation and identity without any concern for unfair treatment. We are committed to pursuing this as we live out our vision through our mission of *Work Hard, Be Kind* and *No Excuses*.

It also means that our Academy is committed to ensuring that individuals and groups are not disadvantaged because of their race, culture, ethnicity, national or religious background. As an Academy we welcome the diversity of cultures, backgrounds, faiths and beliefs and celebrate the backgrounds of all students, staff and others associated with the Academy. Students of diverse backgrounds and cultures are able to flourish, be recognised and welcomed as valued members of our Academy community. Alongside our pastoral commitment to students identifying as LGBTQ+, we will work with our community in rejecting all forms of racist behaviour. We are committed to the elimination of racial discrimination (including direct and indirect racism, racial vilification, antisemitism and harassment) in our organisation. No student, employee, parent/carer or community member should experience racism within the Academy. We recognise and acknowledge that eradicating racism and discrimination at our Academy, and challenging the attitudes that allow them to emerge, is the shared responsibility of all members of the Academy. Once again we are committed to pursuing this as we live out our vision through our mission of *Work Hard, Be Kind* and *No Excuses*.

Chelsea Academy's policies are designed to achieve the aims outlined below, and the following policies taken together, inform and complement our Inclusion Statement:

- Special Educational Needs and Disabilities Policy
- Attendance Policy
- Equalities and Equal Opportunities Policy
- Behaviour Policy
- Anti-Bullying Policy
- Anti-Racism Policy
- Safeguarding and Child Protection Policy

Aims of the statement

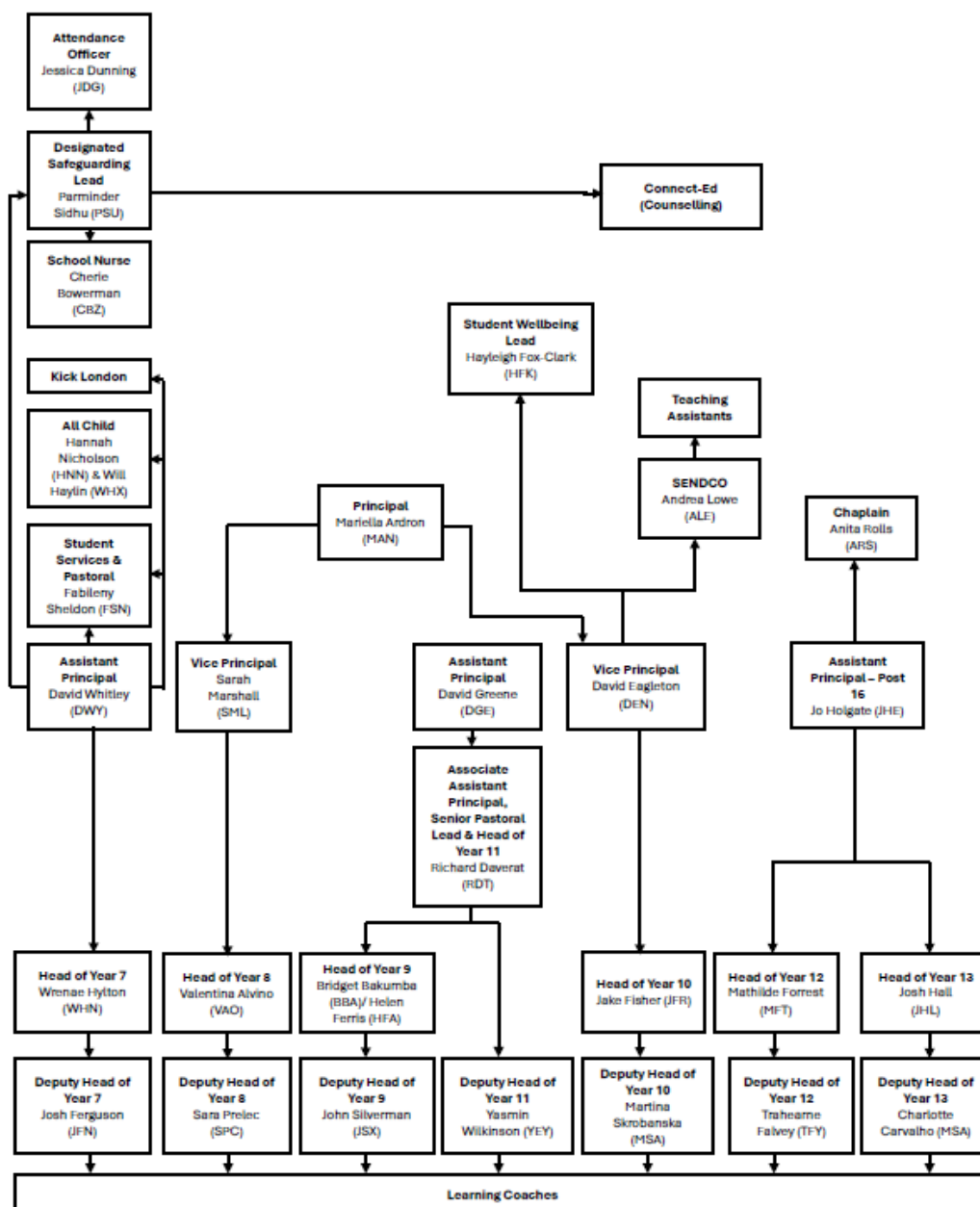
In all aspects of its work, members of the Academy will seek to ensure:

- the appropriate inclusion of all students at relevant levels of activity
- all students, regardless of their differences have the same entitlement to achieve, succeed, enjoy and engage with their learning
- barriers to learning are identified and early intervention is actioned, ensuring everyone has the opportunity to achieve their full potential and enjoy their curriculum

- opportunities for continuity and progression of all students, including those identified as having an educational need or disability and those identified as higher prior attainers
- the achievement of the highest possible standards for all students
- the recognition of achievements for all students – including personal qualities such as self-discipline, empathy, trust, self belief and self-motivation
- the provision of easily accessible advice and guidance relevant to all students
- all students have the skills and opportunities to develop into happy and employable young people

Inclusion Team Structure

Chelsea Academy has a strong inclusion structure, with support from many areas. This ensures that parents and carers can talk to the most appropriate member of staff, with minimal delay. In most cases this will be the student's Learning Coach, Deputy Head of Year or Head of Year. The following chart outlines the different teams which make up the Inclusion structure.



The Chelsea Academy Commitment

- To ensure the voices of all members of the Academy are heard in order to develop a collective understanding of the lived experiences of our community
- To continue to interrogate and modify the curriculum we offer, ensuring that we are representing in positive ways, the diverse contributions of all members of our community
- To ensure that we teach challenging and culturally diverse content with honesty, confidence and integrity, and that through our curriculum we question existing ideas of canons and cultural capital
- To ensure education, dialogue and reflection - as opposed to judgement - are at the heart of how we approach change
- To look at the systems and structures which underpin the work of the Academy to ensure that no one in our community is held back from developing, as and when opportunities arise
- To be clear in our message to the wider community the values which are at the heart of our academy in relation to diversity
- To ensure all students are supported to develop themselves through not only the formal academic curriculum but our rich and diverse 'extended curriculum'
- To provide ongoing CPD to staff to ensure we continue to develop our racial literacy
- To recognise the bias in our society and in ourselves, and seek to challenge and erase it wherever possible
- To look at the power of language and how we use it positively, sensitively and consistently when discussing issues of race and inequality and also when addressing students and each other
- To normalise a culture in which dialogue about sexuality, race and diversity is possible, good intention is assumed, feedback is welcomed, and fear of making mistakes does not hinder progress
- To equip our students with the tools needed to identify and tackle all forms of discrimination, in the academy and the wider community
- To ensure student leadership gives a voice to students in the running of the Academy and is encouraged to be active in the positive promotion of our rich and diverse community.