

**Equality Information and Objectives 2025 – 2026**

The Governors and staff of Chelsea Academy recognise that we have statutory duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the nine protected characteristics: Age (applicable only to staff), Disability, Gender Reassignment, Marriage/ Civil Partnership, Pregnancy/ Maternity, Race, Religion/ Belief, Sex, Sexual Orientation. In alignment with our Christian Ethos, we also include Social Class, Physical Appearance, and Languages Spoken as priority areas to ensure no member of our community faces barriers to flourishing. 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. We also recognise that individuals may experience multiple overlaps of discrimination or disadvantage and so we apply an intersectional lens to our data and pastoral care to ensure no staff or student falls through the gaps of traditional categories.

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 and develop 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 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 addition, the Academy’s Anti-Racism Policy, drawn up by a staff working group, was approved by ELT. In July 2024 we appointed our first EDI Champion/ Lead in recognition of the importance and priority of this commitment.

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>EDI lead appointed in July 2024 to oversee strategic delivery</p> <p>Anti-racist policy completed in 2022. EDI lead contributed to the LDBS Anti-racism charter in 2025 which informed our strategic objectives and goals.</p> <p>EDI training delivered to governors - most recently governors joined the staff EDI CPD in July 2025.</p> <p>Comprehensive EDI training delivered annually for staff. Additional training for specific delivery throughout the year e.g. LGBTQ+ training for LCs ahead of LGBT History month</p> <p>Ongoing departmental work since 2020 to ensure the decolonisation of texts, topics and visuals to reflect our diverse</p>	<p>Students achieve their potential. There is no significant disparity between the achievement of students with different protected characteristics, including those at the intersection of multiple protected characteristics.</p> <p>Students have role models or sources of inspiration to ensure there is not just equality but equity.</p>	Priority 1 &3

		<p>and inclusive ethos</p> <p>Student assemblies and sessions delivered in CT linked to inclusion and Christian values e.g. unconscious bias, inclusion, anti-harassment/ misogyny</p> <p>Culture &amp; Identity Day is now an embedded annual fixture and well received by staff and students</p> <p>Regular celebration of BHM, LGBT History month and a widened range of cultural days through CT, assemblies and Collective Worship</p>		
2	<p>We will seek to ensure all staff are treated equitably regardless of:</p> <p>Age Race &amp; 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 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. This includes gathering information on harassment in the workplace in staff surveys</p> <p>New Anti Harassment policy approved in 2025 and training on the importance of this approach delivered in September 2025</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>	Priority 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 Global Majority Heritage 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>Review secondment to Leadership Team programme</p> <p>Offer of mentoring and coaching (with e.g. RRA and LDBS) to staff of Global Majority Heritage backgrounds or those navigating multiple systemic barriers</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 Global Majority Heritage backgrounds in leadership roles (including middle leadership)</p>	Priority 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 focused intervention to support them, throughout each</p>	<p>Targeted intervention and support of underachieving groups and individual students. E.g Action Tutoring, AllChild Impact, Kick London, Action Tutoring</p> <p>Regular reviews of data e.g. behaviour statistics by pastoral and senior leaders and governors to ensure key groups are</p>	See 1	Priority 1 & 3

	<p>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>not being disadvantaged. This includes intersectional reporting (for example the progress of disadvantaged boys from a specific ethnic group) so that groups are not just looked at in isolation</p> <p>Training, support and resources that best support protected groups in reaching their potential, for example with attendance, health issues.</p>		
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 parent support materials &amp; 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>Single sex assemblies conducted to address gender sensitive issues including misogyny and harassment.</p> <p>The RSE programme taught to Y9 ensures that all students are well informed and educated about the issues surrounding gender-based violence, harassment and bullying. The latest RSE guidance has been incorporated into PSHE teaching to ensure better education for <u>all</u> students</p> <p>Embedded recording and monitoring of all Equalities incidents on CPOMs to facilitate timely and proactive intervention where needed</p>	<p>There will be a positive change in the experiences of female students, evidenced by their reported experiences through student voice.</p>	<p>Priority 1 &amp; 3</p>

*\*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.*