



Equality Information and Objectives Policy

Our vision statement

We believe that young people and adults learn and live well together in a community which is founded on life, light and love. Growing together in love and learning is the way to achieving our God-given potential and thus experiencing life in all its fullness (John 10.10).

Our school motto is Let love and kindness be the motivation behind all that we do which succinctly states our belief that the best way to experience fullness of life is in community. The Christian emphasis on loving one another (John 15.12) is best understood, experienced, and practised in community.

Our shared goals and ethos is outlined in our three vision statements and drive all we do. This vision is brought to life through our School Values.



- Aspire to be the best person God created us to be
I can do all things through Christ who strengthens me. (Philippians 4:13)



- Act with love and kindness and compassion
Do everything in love. (1 Corinthians 16:14)



- Celebrate one another's strength and grow in faith together
Be strong and courageous. Do not be frightened, and do not be dismayed, for the Lord your God is with you wherever you go. (Joshua 1:9)
Therefore encourage one another and build each other up, just as in fact you are doing. (1 Thessalonians 5:11)

Key Details:

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1. Aims

Our school vision is to be:

- Aspire to be the best person God created us to be
- Act with love and kindness and compassion
- Celebrate one another's strength and grow in faith together

In our school community, the values of aspiring to be the best person God created us to be, acting with love, kindness, and compassion, and celebrating one another's strengths while growing in faith together, play a vital role in promoting equality and diversity.

When students and staff aspire to be the best versions of themselves, they are encouraged to develop their character, talents, and potential while also supporting others to do the same. This mindset nurtures a respectful environment where every individual—regardless of their background, ability, or identity—is given the opportunity to succeed and feel valued.

Acting with love, kindness, and compassion creates a caring and inclusive atmosphere. It helps to break down barriers and challenge prejudice, fostering empathy and understanding among pupils and staff from all walks of life. These values ensure that everyone feels seen, heard, and safe.

By celebrating one another's strengths and growing in faith together, we recognize the unique contributions each person brings to the school. This celebration of diversity helps to build unity and a sense of belonging, where differences are not only accepted but appreciated as part of a vibrant, supportive community.

Together, these values guide our actions and attitudes, helping to build a school where equality and diversity thrive, and every child is empowered to grow in confidence, character, and compassion.

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Local Academy Board (LAB) will:

- › Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governors
- › Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The Assistant Headteachers for Christian Distinctiveness and Personal Development will:

Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils

- › Meet with the Deputy Headteacher for Curriculum and the Pastoral Teams to raise and discuss any issues
- › Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

The school has two Assistant Headteachers (for Christian Distinctiveness and Personal Development). They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- › Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have.

- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a school, we will keep information to show:

- The profile of staff at different stages of employment including recruitment, training, promotion and leavers.
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys and/or trade unions
- Records weighing the equality outcomes of important decisions including evidence used to make decisions

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Making pupils aware of our behaviour and anti-bullying policies

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years – we've chosen July 2029 to be our deadline for this

Objective 1

Increase the attainment of students with SEND.

This will include improvements in all measures, including: Attendance, punctuality, reading data and attainment at KS3 and KS4.

Why we have chosen this objective: SEND is a whole school priority identified on our school improvement plan.

With the improvement of interventions for SEND and greater tracking of the impact of interventions, we hope to see a marked improvement in attainment.

In addition, as the school introduces a new assessment system in September 2025, we hope to see an increase in accurate tracking in KS3, leading to increased outcomes.

To achieve this objective, we plan to:

- Introduce a new KS3 assessment system
- Increase evidence-based interventions
- Increase reading interventions
- Increase staff knowledge of KS4 courses
- Increase KS4 interventions

Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities by July 2029, to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective: We have chosen this objective to prove our Christian distinctiveness in action, where we ensure all individuals are treated with love and kindness. This will allow all staff and students to feel valued as part of our school community and ensure their needs are met with compassion. It will also help teacher recruitment and retention, as we become a truly inclusive school for all.

To achieve this objective, we plan to:

- Identify staff and students' needs in a sensitive and professional manner, with an organised and systematic approach
- Continue to communicate with colleagues to ensure reasonable adjustments are timely and impactful
- Make reasonable adjustments to teachers' and students' working environment, to allow for maximum success.

Objective 3

Increase student representation, across all defined groups, in extra-curricular and leadership activities.

Why we have chosen this objective: As we increase our extra-curricular offer, we need to assess student participation. With a particular focus on students with SEND, or Pupil Premium, this focus will allow us to ensure we are having the most impact on students who would otherwise not have access to such lived experiences.

To achieve this objective, we plan to:

- Increase the extra-curricular opportunities at CCSA
- Increase student leadership, in all year groups
- Track student participation in all activities outside the classroom

Objective 4

To foster a culture of kindness and collaboration by reducing the use of discriminatory language among students and promoting positive peer interactions across all year groups by July 2029.

Why we have chosen this objective: Behaviour data in 2024/5 identified a common theme of students acting unkindly towards their peers. As we embed the new behaviour system that was brought in from May 2025, we will need to have a more proactive approach to negative attitudes displayed in the classroom and during social times. This involves being able to educate our students on fostering positive relationships with others, and living our Christian values through their interactions with each other.

To achieve this objective, we plan to:

- Plan the explicit teaching of learning behaviours that encourage students to show love and kindness towards each other
- Map the teaching of inclusion during assemblies and form times across the year
- Track all instances of child on child abuse and ensure appropriate interventions are in place for both the victim and perpetrator

9. Monitoring arrangements

The LAB and headteacher will update the equality information we publish, (sections 4 to 7 above) at least every year.

School-specific equality objectives will be reviewed by the LAB and headteacher at least every 4 years.

This document will be reviewed by the LAB and headteacher annually, to ensure continued compliance with the PSED.

This document will be approved by the LAB and headteacher.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND information report
- SEND policy
- School Improvement Plan
- PSHE and RSE policy
- Collective worship policy