



# Charlton School Public Sector Equality Duty Report 2021/22



## Sponsors

Principal and Assistant Vice Principal – Personal Development, Culture and Ethos

## Approved

November 2022

## Next Review

November 2023

## Introduction

The Public Sector Equality Duty requires schools to publish information to demonstrate how they have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

This report sets out how we meet the Duty. We will update this report on annual basis and make it publicly available via the Charlton School website.

Charlton school actively upholds the equality objectives set out by the Learning Community Trust, these are reviewed at least every 4 years. When carrying out our functions as a Learning Community Trust school, we have due regard to the three equality aims:

- To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited. In relation to pupils, our academies may seek to meet this aim by monitoring admissions, exclusions, attendance and prejudice related incidents. In respect of staff, our Trust may seek to meet this by ensuring that there are appropriate employment policies in place.
- To advance equality of opportunity between groups/people who share a relevant protected characteristic and groups/people who do not share it, by considering the need to remove or minimise disadvantage, by taking steps to meet different needs, and by encouraging participation when it is disproportionately low.
- To foster good relations between groups/people who share a relevant protected characteristic and groups/people who do not share it.

## **Equality information**

In addition to information on the protected characteristics, we gather information on the following groups of students:

- Students eligible for Pupil Premium
- Students eligible for Free School Meals
- Students with Special Educational Needs & Disability (SEND)
- Students with EHCPs
- Students with a Child in Need plan
- Students who are a Child in Care
- Students with BeeU (CAMHS) referral
- Students with a Child Protection plan
- Students identified as needing Early Help
- Students referred to CATE
- Students with English as an additional language
- Other vulnerable groups

The progress of individuals and groups is rigorously monitored. Through providing equal opportunity to access the curriculum, activities and opportunities, we aim to ensure all students learn, develop and achieve their potential.

## **How we meet the Public Sector Equality Duty**

### **Through Teaching & Learning and the Curriculum**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure quality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Promote attitudes and values that will challenge discriminatory behaviour.
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Provide opportunities for pupils to reflect on the commonality between humans, irrespective of culture, religions, lifestyles and world views.
- Provide opportunities for pupils to learn about the importance of human rights/children's rights and how these rights are enshrined in international and UK law to protect us from discrimination and inequality.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.
- Seek to involve all parents in supporting their child's education.
- Provide educational visits and extra-curricular activities that involve all pupil groupings.
- Take account of the performance of all pupils when planning for future learning and setting challenging targets.
- Make best use of all available resources to support the learning of all groups of pupils.
- Identify resources that support staff development.
- Promotion of British Values across the curriculum linked with school values and virtues.
- Seek to identify opportunities to teach SMSC explicitly (Social, Moral, Spiritual and Cultural) within the taught curriculum and wider co-curricular offer.

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality.
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs are taken into account and their learning styles are considered.
- All pupils have access to qualifications which recognise attainment and achievement and promote progression.

### **Through Extra-Curricular Provision**

It is the policy of the school to provide equal access to all activities for example:

- All extracurricular sports opportunities are all accessible to both boys and girls.
- We maximise opportunities to remove barriers to participation for those who have a protected characteristic for example long sleeved uniform options in PE. Participation in extracurricular provision is tracked for groups who share a protected characteristic.
- Removing barriers, including financial, to ensure equality of access to field trips and visits.
- We ensure that all such non staff members who have contract with children adhere to these guidelines and are DBS checked.

### **Through Our Learning Environment**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light. To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good result from all pupils.
- Adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school should place a very high priority on the provision for special /additional educational needs and disability. We aim to meet all pupils' learning needs including the higher ability by carefully assessed and administered programmes of work (see SEND Policy).
- The school must provide an environment in which all pupils have equal access to all facilities and resources.
- All pupils are to be encouraged to be actively involved in their own learning.
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.

### **Through our Ethos, Vision and Values**

**Vision: Building Knowledge. Developing Character. Inspiring Futures.**

**Intent:** Our vision is to nurture happy, healthy young people who have the knowledge, academic achievement, and strength of character to lead safe and successful lives in modern Britain; preparing them for their next steps in education or employment with a thirst for lifelong learning.

**Implementation:** Our vision is built around three core values: Respect, Responsibility and Resilience. We expect all members of the Charlton community to always exhibit these values. Underpinning our vision and values are our shared character virtues:

**Gratitude:** feeling and expressing thanks.

**Compassion:** exhibiting care and concern for others.

**Humility:** estimating oneself within reasonable limits.

**Justice:** acting with fairness towards others by honouring rights and responsibilities.

**Courage:** acting with bravery in fearful situations.

**Integrity:** having strong moral principles and standing up for what you believe in.

**Honesty:** being truthful and sincere.

Charlton actively promotes the **fundamental British values** of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

At Charlton School we respect and value all children and are committed to providing a caring, friendly, and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm.

This is the responsibility of every adult employed by or invited to deliver services at Charlton School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

We are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community. There should be an 'openness' of atmosphere which welcomes everyone to the school. The children are encouraged to greet visitors to the school with friendliness and respect.

The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored. Provision is made to cater for the spiritual needs of all the children through planning of both assemblies, classroom based and externally based activities.

### **Through the Resources, Materials and Language We Use**

The provision of good quality resources and materials within school is a high priority. These resources:

- Reflect the reality of an ethnically, culturally and sexual diverse society.
- Reflect a variety of viewpoints and life choices.
- Show positive images of males and females in society including people with disabilities.
- Reflect non-stereotypical images of all groups in a global context.
- Encourage all children to feel part of a wider British identity.
- Include materials to raise awareness of equal opportunity issues.
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.
- Language used does not transmit or confirm stereotypes and does not offend.
- Language uses correct terminology in referring to particular groups or individuals e.g. From an Asian Background rather than Asian, pupils from the Chinese ethnic group, not Chinese pupils, People from a Black Caribbean background rather than black and people with a Mixed Ethnic background rather than Mixed race people.
- Use first language effectively for learning.
- Accurately describes pupils' heritage (e.g. if a child is a British Citizen they should not be described as 'coming from India' but rather should be described as having Indian heritage.)