

# Charlton House Independent School



'Love One Another'

## SINGLE EQUALITY INFORMATION & OBJECTIVES 2020

## **1. The Ethos of the School**

We believe that all children should have a positive faith experience that is reflected in the way they live their life.

We believe that all children should have the opportunity to enjoy their learning and experience success free from harm.

We promote a broad, balanced and differentiated curriculum valuing children's interests and motivation.

We consider the building of partnerships with parents, our parish family and the wider community to be vital in promoting children's education.

We recruit staff who have the expertise we need and see the whole school as a learning community, working to raise expectation and standards of attainment.

This ethos is brought together under our Mission Statement:

**'Love One Another'**

## **2. Equality duties**

Under the Equality Act 2010, the school is required to observe the Public Sector Equality Duty. There are two parts to this duty: a general duty and specific duties.

### ***The general duty***

The three aims of the "general duty" require the school to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The school also needs to have due regard to the need to eliminate unlawful discrimination against someone because of their marriage or civil partnership status. The first aim of the duty applies to this characteristic but the other aims (advancing equality and fostering good relations) do not apply.

Age, gender reassignment, pregnancy and maternity, sexual orientation and marriage or civil partnership status will be relevant characteristics in the school's role as an employer and service provider but not in relation to pupils.

### *The specific duties*

The school is required to publish:

- information to demonstrate its compliance with the general equality duty
- one or more equality objectives.

The information will need to be published annually and the objectives at least every four years.

As the school has fewer than 150 employees, it is not required to publish information relating to staff.

We welcome the equality duties on schools. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a Christian community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Our commitment to equality and diversity is a fundamental part of our drive towards our ethos and achieving excellence.

We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors, parents and carers.

Throughout this Statement, ‘parents’ can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

The school is committed to:

- recognising the value of a diverse and inclusive school community
- enabling equality of opportunity to access the school curriculum, extracurricular activities, resources, staff vacancies and training opportunities
- advancing equality of opportunity and fostering good relations between persons who share a relevant protected characteristic and persons who do not share it
- ensuring that everybody in the school operates within the requirements of equality legislation
- dealing firmly with any incidents of discrimination, harassment, and victimisation
- ensuring support is provided to pupils and staff where a formal complaint or grievance is submitted

This Single Equality Statement sets out how our school intends to eliminate discrimination and advance equality of opportunity. We will strive for these aims in accordance with our duties under the Equality Act 2010.

The Statement also sets out how we will publish information and objectives to demonstrate our commitment to and compliance with the Public Sector Equality Duty.

### **3. Information gathering**

#### **Quantitative data**

The school collects internal data as follows:

- **admissions** – in the context of the local catchment area characteristics and demographics
- **attendance** – to enable the school to identify and respond to problem cases
- **achievement** – the school has a system in place to record the progress and attainment of all pupils, including information relating to vulnerable children

Charlton House Independent School is a small school; however, it is not practicable to publish detailed information about staff as the school must ensure the safeguarding of individuals.

#### **Qualitative information**

The following information is produced:

- school policies including admissions, collective worship, uniforms, behaviour and bullying, safeguarding, SEND policy, complaints and pupil discipline – available on the school website
- minutes of governor meetings – available upon request
- notes of staff meetings – available internally
- detail about particular initiatives undertaken in the school (e.g. initiatives aimed at vulnerable children) and where possible, the impact of this initiative (e.g. increases in attainment) – distributed to Governors by the Head in advance of each meeting of the Governing Body
- information about aspects of the curriculum which promote tolerance, friendship, and an understanding of different cultures – available internally in PSHE documentation.
- details about assemblies – kept in the school's assembly file
- acknowledgement of behaviour and learning – evidenced on our school Mission Statement display board and in classroom behaviour records.

The school's Equality Information statement is attached as Appendix 1.

### **4. Equality Objectives**

The school uses its equality information to:

- evaluate how well it complies with all its duties under the Equality Act
- assess the potential and actual impact of policies and procedures
- identify priorities, set equality objectives, and update its accessibility plan
- monitor progress towards meeting these objectives and implementing its accessibility plan

The school's Equality Objectives are attached as Appendix 2. These objectives are published on the school's website and will be updated at intervals of not more than every four years. We will try to respond positively to any request made for a copy in another format.

## **5. Involvement of staff, pupils and parents /carers**

### **Developing our Statement**

We have involved staff and Governors in the development of our Statement. The school is also seeking ways to involve parents in the learning of their children and in the life of the school. When the Statement is published, feedback will be invited from parents and any comments will be discussed by the Governing Body.

### **Ongoing involvement**

We have strategies in place to promote the participation of pupils, parents, carers staff, and others in relevant decision-making and in making a positive contribution to school life. We will ensure that outcomes from all involvement activities inform the action taken by the Headteacher and SENDCo.

## **6. Monitoring and evaluating the Single Equality Statement**

We will regularly monitor and evaluate the implementation of our Single Equality Statement and our objectives, using the information which we publish annually. This information will also allow our local community to see how the school is advancing equality of opportunity.

We want this Statement to be a 'whole school' document that drives forward equality and achieves improved outcomes. We will therefore ensure that the objectives we set and the proposed action to achieve them are incorporated in our School Improvement Plan. As such, our progress will have regular oversight by the Headteacher, SENDCo and the governing body.

We will formally review, evaluate, and revise this Single Equality Statement and our objectives every four years. This process will again invite comments from staff, learners, parents, and others who reflect the full diversity of the school community.

## **7. Roles and responsibilities**

### **The Governing Body will:**

- ensure that its Admissions Policy promotes equality within a Christian framework
- as employer, ensure that its employment policies and practices promote equality
- monitor the implementation of the Statement and the objectives to check progress and assess impact on staff, learners, parents, and others
- check that implementation of the Statement and objectives achieves improved outcomes for people who share a protected characteristic and fosters good relations between them and those who do not share that characteristic
- ensure that all governors are aware of their legal responsibilities under equality legislation
- approve the equality information to be published annually and the objectives to be published every four years

**The Headteacher will:**

- provide positive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- ensure staff, pupils, parents, and any other interested stakeholders are aware of this Statement and their roles and responsibilities in implementing it
- monitor to ensure effective implementation of the Statement and objectives
- provide regular reports for governors on progress and performance
- allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Statement

**The SENDCo will:**

- implement the Statement and action plan to achieve its objectives
- support staff to carry out their role in implementing this Statement
- provide effective leadership on equality issues
- respond in a timely and appropriate manner when dealing with any incidents of discrimination, harassment, or victimisation
- ensure that the school's children with special needs are given access to the curriculum as far as possible

**All staff will:**

- recognise that they have a role and responsibility in their day-to-day work to
  - eliminate discrimination, advance equality, and foster good relations
  - challenge inappropriate language and behaviour
  - tackle bias and stereotyping
  - respond appropriately to incidents of discrimination and harassment
  - respond appropriately to the needs of pupils, parents, carers, staff and others with protected characteristics, and encourage pupils to do the same.
- highlight to the Headteacher and SENDCo any staff training or development that they require to carry out the above role and responsibilities.

For further information, or to request this Statement in an alternative format, please contact the school office.

IX 1 Equality Information updated October 2015

Under the Equality Act 2010, the School is required to publish information relating to its equality duty by 6 April 2012, and to continue to publish such information annually.

**Admissions**

As an independent school, the school manages its own admissions. We do not have a defined catchment area. The Admissions Policy applies to all children equally, including those with special educational needs, physical disabilities, and English as an additional language. The Admissions Policy is available on the school website or by application to the school office.

**Attendance**

Attendance of pupils is constantly monitored in order to identify any issues at an early stage. Support and interventions are provided for families in difficult circumstances.

**Achievement**

The school operates a highly detailed internal tracking system to ensure that all pupils, regardless of background or family circumstances, achieve their maximum potential. Particular attention is given to monitoring the progress of children in vulnerable groups.

From 2016 the National Curriculum is no longer assessed using levels. Children are judged on having achieved Age Related Expectation (ARE).

**Access to extra-curricular activities**

All pupils have access to music lessons and school trips, including residential visits.

## APPENDIX 2

## Equality Objectives Published September 2020

Under the Equality Act 2010, the School is required to publish at least one objective relating to its equality duty by 6 April 2012, and to continue to publish such objectives at intervals of not more than 4 years.

As a new school, we are in the process of collecting data and evaluating our current provision for all groups of children identified.

### 2020 Objectives

Objective	Outcomes
<b>1. To ensure that the school is enabling all children to reach their potential, regardless of background or family circumstances</b>	Pending data collection (school opened Sept 2020)
<b>2. To ensure that the parents of children at the school are able to engage in the life of the school, regardless of their background or circumstances.</b>	Pending data collection (school opened Sept 2020)
<b>3. To ensure that the school is fully accessible to all, regardless of physical disability.</b>	Pending data collection (school opened Sept 2020)

In light of changes to the 2014 curriculum, school staffing and development of the school site, we feel that these objectives remain relevant.

### 2020 Objectives

#### Objective 1

**In light of the changes to the National Curriculum (Sept 2014) and Assessment without Levels (Jul 2016) - to ensure that the school is enabling all children to reach their potential, regardless of background or family circumstances.**

#### Objective 2

**To continue to ensure that the parents and carers of children at the school are able to engage in the life of the school, regardless of their background or circumstances.**

#### Objective 3

**To continue to ensure that the school and its grounds are fully accessible to all, regardless of physical disability.**

**Reviewed and approved by the full governing body Feb 2021**  
**To be reviewed in Feb 2024.**

<b>Date</b>				
<b>Reviewed by</b>				