



Chatsworth Multi Academy Trust
Achieving Excellence Together

Equality information and objectives

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Vision

Creating the right life opportunities for every pupil, student and learner through the best quality specialist education and care.

Mission

1. Celebrate each pupil, student and learner as a unique individual.
2. Identify each individual's aspirations and ensure that they are able to achieve these.
3. Create high quality learning environments that are nurturing, vibrant, innovative, caring and happy.
4. Provide the best evidence-based approach to teaching and curriculum development.
5. Develop expert staff through bespoke continuous professional development.
6. Engage with the wider community to enable each pupil, student and learner to be fully included.

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1. Aims

Our school and independent specialist college (ISC) aim to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination 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 it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

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](#).

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

3. Roles and responsibilities

The Trustees will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school and ISC, including to staff, pupils and parents
- 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 and principal

The headteacher and principal will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to trustees and governors

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 and ISC are aware of their obligations under the Equality Act 2010 and comply with non-discrimination provisions.

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

Staff, governors and trustees 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.

5. Advancing equality of opportunity

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

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils and learners to be involved in the full range of activities)

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

- Publish attainment data each academic year showing how pupils and learners with different characteristics are performing
- Analyse the above data 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

6. Fostering good relations

The school and ISC aim 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 and learners will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils and learners 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 and learners 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 and ISC ensure they have due regard to equality considerations whenever significant decisions are made.

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

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

8. Equality objectives

Objective 1

Analyse staff demographic and recruitment data and trends with regard to race, gender and disability by October 2024, and report on this to the LGBs

Why we have chosen this objective: We have a rapidly growing staff team and want to ensure that it reflects local demographics and our pupil and learner population

To achieve this objective we plan to: Identify key leaders to conduct this analysis

Progress we are making towards this objective: We have identified key leaders

Objective 2

Actively promote the strengths of our pupils and learners in the local workforce

Why we have chosen this objective: People with disabilities are under-represented in the workforce

To achieve this objective we plan to: Engage with local employers and advocate vociferously for our young people

Progress we are making towards this objective: We have 50% of learners at the ISC actively engaged in work placements. Older pupils in the school undertake internal work placements and external work experience opportunities

Objective 3

Support parents and carers who have English as an additional language to access entitlement

Why we have chosen this objective: We have a group of isolated parents/carers who need active support

To achieve this objective we plan to: Host information classes and workshops

Progress we are making towards this objective: This is an established and identified group

9. Monitoring arrangements

The headteacher and principal will update the equality information we publish at least every year.

This document will be reviewed by trustees and governors at least every 4 years.

This document will be approved by Trustees and endorsed by LGBs.

10. Links with other policies

This document links to the following policies:

- > Accessibility plan
- > Risk assessment