



Equality information and objectives

Contents

| | |
|-----------------------------------------------------|---|
| 1. Aims..... | 1 |
| 2. Legislation and guidance | 1 |
| 3. Roles and responsibilities | 1 |
| 4. Eliminating discrimination..... | 2 |
| 5. Advancing equality of opportunity | 2 |
| 6. Fostering good relations..... | 3 |
| 7. Equality considerations in decision-making | 3 |
| 8. Equality objectives | 3 |
| 9. Monitoring arrangements | 4 |
| 10. Links with other policies | 4 |

1. Aims

Spa Camberwell aims to meet its obligations under the public sector equality duty 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, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Head of School will:

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

The SMT will:

- Support the Head of School in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the Head of School 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.

New staff receive training on the Equality Act as part of their induction.

Commitment to advancing equality of opportunity is established as part of our recruitment process.

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 which 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 to be involved in the full range of school societies)

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

- analyse attainment data each academic year showing how pupils 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 will 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
- Holding assemblies dealing with relevant issues
- Working with our local community organising 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 will have representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils will be encouraged to participate in the school's activities. We will work with parents to promote knowledge and understanding of different cultures
- We will develop 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 will ensure it has due regard to equality considerations whenever significant decisions are made.

The school will always consider 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
- Is accessible to all of our pupils, including those with more complex needs
- Has equivalent facilities for boys and girls

The school will keep an Equality Impact Assessment evidencing how we consider our equality duties in relevant aspects of school life.

8. Equality objectives

The following objectives were set in September 2024 and will be reviewed in September 2027.

Objective 1

To ensure the staff team at all levels reflects the diversity of Southwark and school community.

Why we have chosen this objective

To ensure that our whole staff team reflects our local community across all levels.

Objective 2

To ensure our curriculum reflects the diversity of our pupils and our local community

Why we have chosen this objective

We have completed skills frameworks in foundation subjects during the year 2023 – 2024 and all staff have had training and involvement in this. Long Term Plans have been adapted to incorporate the skills frameworks. Subject leads to work with AHTs and DHT to ensure that Schemes of Work include meaningful learning experiences for all pupils at a range of levels and that resources used and material taught reflects the diversity of the school community.

Objective 3

To ensure all staff have training in positive language and attitudes

Why we have chosen this objective

To ensure all staff have the appropriate and most up to date training around autism to ensure that all pupils reach their potential not only across core subjects but also towards their PLP targets and EHCP outcomes.

9. Monitoring arrangements

The trustees will update the equality information we publish, at least every year.

This document will be reviewed by Trustees through the Local Governing Body at least every 4 years.

This document will be approved by the Local Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN Policy and Information report