



Cheslyn Hay Academy and Sixth Form

Equality Statement

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| Responsible Committee: | CHA Local Advisory Board |
| Policy Co-ordinating Officer: | Deputy Headteacher – Student Services |
| Date revised by CHA Local Advisory Board: | October 2023 |
| Next review date: | October 2024 |

WAT Equality Policy
can be located on the
Cheslyn Hay Academy and Sixth
Form website under Policies

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| Responsible Committee: | Windsor Academy Trust, Board of Directors |
| Date revised by Board of Directors: | November 2022 |
| Next review date: | September 2026 |

We follow the Equality policy of the Windsor Academy Trust (WAT). In addition, the following is specific to Cheslyn Hay Academy and Sixth Form.

A Cohesive Community

The School seeks to:

- promote understanding and engagement between communities
- encourage all children and families to feel part of the wider community
- understand and respond to the needs and hopes of all our communities • tackle discrimination
- increase life opportunities for all
- ensure that learning, teaching and the curriculum explore and address issues of diversity

Currently the school serves a variety of communities e.g.

- an extended community (Cheslyn Hay Academy Trust, a community of schools working as a MAT)
 - geographical communities (e.g. Cheslyn Hay, Cannock, Essington and Featherstone)
- the community of Britain
- the global community, (e.g. through the wide range of links made with communities abroad including e.g. Holland, Belgium, Germany, Poland, France, Spain Andorra)
- communities of interest (e.g. environmental groups, faith groups, ethnic or language groups)
- communities of friends (e.g. local churches, business partners, arts, sports, voluntary and support groups)

Roles and Responsibilities

Cheslyn Hay Academy Local Advisory Board are responsible for:

- making sure the school complies with current equality legislation
- making sure this policy is properly implemented
- making sure related procedures are followed
- assigning a named CHA Local Advisory Board member

The Headteacher is responsible for:

- making sure the policy is readily available and that the CHA Local Advisory Board, staff, students and their parents/carers know about it
- making sure its procedures are followed
- producing regular information for staff and CHA Local Advisory Board about the policy and how it is working
- providing training for them on the policy
- making sure all staff know their responsibilities and receive training and support
- taking appropriate action in cases of harassment and discrimination

All school staff are responsible for:

- promoting an inclusive and collaborative ethos in the classroom
- modelling good practice, dealing with discriminatory incidents and being able to: • recognise and tackle bias and stereotyping
- promote equality and avoid discrimination against anyone
- keep up to date with the law on discrimination and take training and learning opportunities

Students are responsible for:

- supporting the schools equality ethos
- sharing concerns or issues with a member of staff
- keeping equality and diversity issues on the School Senate agenda, which will recognise good practice and enable review and development.

This may include:

- the anti-bullying policy and specifically racist and homophobic bullying
- developing school/class rules which challenge discriminatory behaviour

Parents/Carers are responsible for:

- supporting the schools equality ethos
- sharing concerns or issues with senior staff

Visitors and contractors are responsible for:

- following our expectations regarding equality

Responsibility for overseeing equality practices in the school lies with a named member of staff (Deputy Headteacher for Student Services) and CHA Local Advisory Board member with responsibility.

Responsibilities include:

- co-ordinating and monitoring work on equality issues
- dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- monitoring the progress and attainment of potentially vulnerable groups of students (e.g. children and young people in care, children from minority ethnic/language or traveler communities, disabled students etc.)
- monitoring exclusions

Concerns or complaints

In the first instance a senior member of staff should be contacted. If issues or concerns remain unresolved these should be raised in accordance with the schools Complaints Policy.

Objectives

As a result of regular reviews of school performance and various data indicators our school is currently working on the following objectives.

- Improve outcomes and opportunities for disadvantaged students
- Improve achievement of boys