



Campion School

Equality Act 2010

Equality Objectives

September 2021

Contents

		Page
1.	Introduction	3
2.	The legal context	3
3.	Our objectives	4
4.	Monitoring & governance	4
5.	Action plan	4

Introduction

1. Champion School has a statutory duty to publish one or more equality objectives at least every four years. This document sets out our five equality objectives for 2021 to 2025.
2. The objectives seek to put key building blocks in place, to promote equality and accessibility across our school community. We have identified these objectives based on a range of evidence about the key issues for our school. Every four years, we review this evidence, and update our objectives accordingly.
3. A theme running through our objectives is to maintain dialogue with pupils, families, staff and governors, to ensure we remain aware of any emerging issues and can address these effectively.
4. As well as setting out our objectives, this document summarises the legal context for equality and the issues informing our objectives.
5. This document should be read in conjunction with the Accessibility Plan.

The legal context

6. Schools have a statutory duty under the Equality Act 2010 to pay 'due regard' to the following when exercising public functions:
 - Eliminate discrimination, harassment and victimisation and other prohibited conduct;
 - Advance equality of opportunity for people with protected characteristicsⁱ;
 - Foster good relations between people who share a relevant protected characteristic and people who do not share it.
7. The Act also requires schools to:
 - Publish equality objectives that are proportionate, specific and measurable
 - Report annually on progress
 - Publish a school accessibility plan.

The characteristics protected under the Act are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex and
- sexual orientation

Our equality objectives for 2021-2025

8. Our three objectives are:
 1. Robust systems for monitoring student progress in place and monitored regularly.
 2. To develop curriculum models that enhance outcomes for all groups.
 3. To actively aim to eliminate all forms of discriminatory language e.g. – sexist, racist, homophobic, transphobic and disability language, through the taught and non-taught curriculum and setting high expectations through promotion of British values in respect of tolerance and respect for all.
9. Our action plan on the next page sets out more information.

Monitoring & governance arrangements

10. Our Governing Body is responsible for monitoring delivery of our objectives on an annual basis.
11. The date of the next formal review of these objectives is January 2022

Our Equality Objectives for 2021-2025

Objective	Success Criteria	Actions	Persons responsible	Completion dates
Robust systems for monitoring student progress in place and monitored regularly.	Data analysis shows equality of attainment/progress for all. Identify groups and individuals at risk of underachievement and plan intervention.	Continue to monitor student progress through systems such as SIMs, SISRA, and SMID, published outcomes and other analysis tools. Ethnicity, gender, SEND, disadvantage and EAL to be consistently monitored.	Deputy Headteacher overseeing student performance data. FGB.	Reviewed annually.
To develop curriculum models that enhance outcomes for all groups.	The curriculum enables all groups of pupils to achieve successful outcomes and quality progression routes to the next stage of their education and/or training.	The Deputy Headteacher for curriculum will provide advice and guidance on curriculum models based on an understanding of successful curriculum.	Deputy Headteacher FGB	Reviewed annually.
To actively aim to eliminate all forms of discriminatory language e.g. – sexist, racist, homophobic, transphobic and disability language, through the taught and non-taught curriculum and setting high expectations through promotion of British values in respect of tolerance and respect for all.	Pupils exposed to different cultures, faiths, religions through first-hand experiences and through the use of a variety of resources.	Continued use of the school's SMSC programme, assemblies and Student Council to promote and develop the principals of tolerance and respect.	Subject Leader for SMSC Deputy Headteacher FGB	Reviewed annually.
