Chellaston Academy Equality objectives – 2026/27

Our Public Sector Equality Duty

Chellaston Academy recognises that the Public Sector Equality Duty under the Equality Act 2010 has three aims. We have a duty to:

- **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.**
- **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 Academy will annually review how effectively it meets these aims in relation to the protected characteristics set out in the Equality Act 2010: **age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and marriage and civil partnership** (where applicable).

Responsibility for leading the review of the Equality Objectives will sit with the **Headteacher**, working with relevant colleagues, students and governors.

We aim to provide the highest possible quality of education for all our learners. The ethos of our school reflects our commitment to fully including and respecting all members of our school community.

Chellaston Academy Equality Objectives

Chellaston Academy is committed to promoting equality and diversity and providing an inclusive, caring and supportive environment in which genuine equality of opportunity is promoted.

We recognise the equal worth and importance of every member of our school community, irrespective of their protected characteristics, faith, culture, class, background or identity.

Chellaston Academy Equality objectives – 2026/27

We have set ourselves the following objectives for 2026-2027:

1. Ensuring staff and governors more fully understand the Equality Duty and the Schools responsibilities
2. Ensuring the School fulfils its responsibility to protect appropriate single-sex spaces while respecting the rights and dignity of all members of the School community
3. Increased understanding of the need for positive affirmation and support of LGBT staff and students
4. Diversity is actively celebrated across the School community
5. Staff and students use appropriate language in a way that supports dignity, wellbeing and inclusion
6. Sexist and LGBTQ+-phobic language and behaviour are reduced, with students encouraged to be upstanding
7. Diverse cultures are valued and understood
8. Academic gaps for SEND, Pupil Premium, Looked After Children and other vulnerable groups are reduced
9. Understanding of mental health and wellbeing across the School community
10. The curriculum celebrates diversity and supports an understanding of equality issues
11. Staff awareness is increased regarding barriers experienced by colleagues from ethnically diverse, LGBT, disabled and working-class backgrounds, while recognising the strengths and contributions of a diverse workforce
12. Staff with protected characteristics are supported to identify and overcome barriers to progression
13. Continue to improve accessibility across the school site for students, staff and visitors with disabilities.

Celebration and Awareness

As part of these objectives, the Academy will promote opportunities for staff and students to celebrate and learn about diversity throughout the academic year. These may include:

- World Mental Health Day
- Black History Month, including student-led activity
- PSCHE
- Personal Development
- Coaching

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- Philosophy
- Drama
- LGBT History Month
- International Women's Day
- Autism Awareness Month
- Pride Month
- Other relevant cultural, religious and equality events

Purpose

The Equality Objectives set out the key actions the school will take to promote equality, eliminate discrimination and foster good relations across the school community.

Chellaston Academy is committed to creating a school community in which everyone feels valued, respected, included and able to achieve their potential.

We recognise that equality is not simply about treating everyone identically. We will seek to identify and remove barriers, provide appropriate support and ensure that all members of our community are treated fairly, with dignity and respect.

The objectives will be monitored throughout the academic year, with progress reported to governors at the dates identified below. The objectives and associated policies will also be reviewed considering developments in equality legislation, statutory guidance and the Equality and Human Rights Commission (EHRC) Codes of Practice.

The updated **EHRC Code of Practice for Services, Public Functions and Associations came into force on 5 August 2026**, replacing the 2011 Code. The September 2026 review will therefore consider the implications of the updated Code for the School 's practice and policies.

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Equality Objective	Key Actions	Monitoring/Updates
1. Staff and governors more fully understand the Equality Duty and the School 's responsibilities	Equality Duty included within governor meetings and staff training.	. **February 2027:** progress report. **June 2027:** annual review.
2. The School fulfils its responsibility to protect appropriate single-sex spaces while respecting the rights and dignity of all members of the School community	Following consultation with the relevant team, review arrangements for toilets, changing facilities and other appropriate single-sex provision. Ensure staff understand the School 's responsibilities under the Equality Act 2010 and the updated EHRC Code of Practice. Ensure arrangements are communicated clearly and applied consistently.	**September 2026:** review against the 2026 EHRC Code. **October 2026:** update following consultation. **February 2027:** implementation review. **June 2027:** annual review.
3. Increased understanding of the need for positive affirmation and support of LGBT staff and students	Staff training. Governor awareness. Appropriate opportunities for staff and student voice and participation in LGBT History Month and other relevant activities.	**February 2027:** progress update following LGBT History Month. **June 2027:** annual review.
4. Diversity is actively celebrated across the School community	Celebration and learning activities linked to World Mental Health Day, Black History Month (including student-led activity), LGBT History Month, International Women's Day,	**December 2026:** termly update. **April 2027:** spring-

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	Autism Awareness Month, Pride Month and other relevant cultural and religious events. Philosophy curriculum also supports this objective.	term update. **July 2027:** annual review.
5. Staff and students use appropriate language and pronouns in a way that supports dignity, wellbeing and inclusion	Staff training day. Staff bulletin information, including information provided by students. Trust Diversity Newsletter. LGBTQ+ History Month session. PSHE, gatherings and tutor time.	**November 2026:** initial update. **February 2027:** review following LGBTQ+ History Month. **June 2027:** annual review.
6. Sexist and LGBT-phobic language and behaviour are reduced, with students encouraged to be upstanding	PSHCE, gatherings, PD and coaching time and posters. Consistent use of the Behaviour Policy to educate, challenge and sanction inappropriate language and behaviour. Monitor incidents and identify trends.	**December 2026:** behaviour data review. **April 2027:** progress update. **July 2027:** annual review and comparison with baseline data.
7. Diverse cultures are valued and understood	Curriculum and enrichment opportunities promote understanding of different cultures and backgrounds.	**December 2026:** curriculum/enrichment update. **March 2027:** Culture Day update. **July 2027:** annual review.

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8. Academic gaps for SEND, Pupil Premium, Looked After Children and other vulnerable groups are reduced	Department Quality Assurance processes. Effective use of the IGR. Regular analysis of attainment, progress and attendance. Targeted intervention where gaps are identified.	**December 2026:** first data review. **March 2027:** progress update. **June 2027:** outcomes review.
9. Understanding of mental health and wellbeing is increased across the School community	PSHCE, gatherings, PD and coaching, wellbeing weeks and briefings. Promote awareness of available support.	**December 2026:** initial update. **March 2027:** wellbeing review. **June 2027:** annual review.
10. The curriculum celebrates diversity and supports an understanding of equality issues	Trust and School work to review curriculum content and identify opportunities to strengthen representation, diversity and understanding of equality issues.	**December 2026:** curriculum review update. **March 2027:** implementation update. **July 2027:** annual review.
11. Staff with protected characteristics are supported to identify and overcome barriers to progression	Line-management conversations. TES Pulse information and staff voice used to identify barriers and themes. Appropriate professional development and progression opportunities promoted.	**January 2027:** Diversity Research Group update. **April 2027:** staff voice and progression update. **July 2027:** annual review.
12.Continue to improve accessibility across the school site for students, staff and visitors with disabilities identifying	Review physical accessibility and identify barriers. Consider reasonable adjustments and improvements to the physical environment. Ensure accessibility remains part of estates	December 2026: Accessibility audit

and addressing physical barriers and making reasonable adjustments to ensure that all members of the school community can acces the school environment safely, independently and with dignity.	and site planning. Use feedback from students/staff/parents/carers and visitors with disabilities to identify barriers. Maintain and review accessibility improvement plan with a focus on classrooms, communal areas, toilets, changing facilities, entrances, circulation routes and emergency arrangements.	March 2027: Progress against accessibility improvement plan. June 2027: Annual review.