



## Equality Policy

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| Signed:      |  |
| Position:    | Head of School                                                                       |
| Date Agreed: | September 2025                                                                       |
| Next Review: | September 2026                                                                       |

### Equality Statement

Centre Academy London is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment for all our school community.

*Centre Academy London is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.*

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# 1. Equality objectives statement

## 1.1 Rationale

At Centre Academy London (CAL), equality of opportunity is central to our school ethos and values. We expect all students and staff to challenge and act upon racism, sexism, homophobia and all other forms of prejudice and discrimination, including bullying and harassment. We are proactive in promoting equality, diversity and inclusion, through policy, assemblies and the curriculum and through developing our students' character and values.

## 1.2 Vision statement and school values

Centre Academy London is an independent, co-educational school where every student and colleague is nurtured to be the very best they can be. Being part of CAL is based on a shared understanding of equality, diversity and inclusion. We are a very diverse community and our diversity is our strength. Every member of our community is included, heard and valued. We see issues of race, age, gender, sexuality, and disability as being equally important, and inter-related.

Equal opportunities means monitoring and evaluating structures within organisations so that all students and staff have equal access and that all employees receive equal consideration. The provision of equal opportunities means that an awareness of these differences is needed by the school in order to ensure that all opportunities are made available and attractive to all staff and students.

Community education is very important to us. We believe that our school is here to serve and support the local community, and that the children of our community deserve the very best. We are committed to being a forward-thinking employer with established best practice in ethical recruitment, flexible working and gender equality. Our curriculum celebrates diversity in all its forms and embodies British values. We are a reflective organisation and we are always reviewing our policies and process to ensure they reflect our school ethos and strong equalities focus.

## 1.3 Aims and objectives

The Governing Body and school, through this Equal Opportunities Policy, aims to do the following.

- Carry out its legal duty in complying with the Equality Act 2010 and public sector duty.
- Ensure that equality remains high on the school's strategic agenda.
- Create a culture where staff and students actively challenge behaviours that do not promote equality in all its forms.
- Recognise that some historic inequalities exist which we aim to rebalance through our systems.
- Establish good people management practices and create a school where equalities are embedded in the school's day-to-day practice.
- Achieve a staffing composition that reflects the wider community.

## 1.4 Legal Requirements

We ensure that our school policies and practices reflect The Equality Act 2010. The Act aims to promote a fair and more equal society and to protect our students and colleagues from unfair treatment. The Equality Act defines nine protected characteristics applicable to our students and colleagues.

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Equality Act states that discrimination of the above protected characteristics can manifest in the following forms:

- Direct discrimination
- Indirect discrimination
- Failure to make reasonable adjustments
- Discrimination arising from a protected characteristic
- Harassment
- Victimisation

**Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have (see perception discrimination below), or because they associate with someone who has a protected characteristic (see discrimination by association below).

**Discrimination by association** is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

**Perception discrimination** is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

**Indirect discrimination** this can occur where there is a condition, rule, policy or even a practice that applies to everyone but particularly disadvantages people who share a protected characteristic.

**Victimisation:** this occurs when a person is treated less favourably than other persons would be treated because that person has done a 'protected act' under the Equal Pay Act, Sex Discrimination Act, Race Relations Act or Employment Equality Regulations, for example, by bringing forward proceedings or giving evidence or information.

**Harassment:** harassment can take many forms, from the most obvious abusive remarks to extremely subtle use of power. As with unfair or unlawful discrimination, harassment can be intentional or unintentional.

However, the key issue is not simply the intention of the offender but the impact of the behaviour on the person receiving it.

Harassment may involve any of the following:

- Physical contact or violence;
- Offensive humiliating and intimidating remarks or actions;
- Exclusion from participation in job-related or classroom-related discussions, training or social or other events;
- Unfair work allocation;
- Unjust or excessive or humiliating criticism of performance;
- Offensive signs or notices;
- Repeated demands or requests for sexual favours.

These are examples and not an exhaustive list. Whatever the form, the school will provide support for any member of the school community, pupil or staff member who is the victim of any form of discrimination or harassment.

### **1.5 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 challenges and disadvantages connected to specific protected characteristics
- Taking steps to meet the particular needs of staff and students who have a particular characteristic

### **1.6 Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it through the following.

- Promoting acceptance, inclusion and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RS, citizenship and PSHE, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures.
- Assemblies dealing with relevant social, moral and cultural issues.
- Our school council has representatives from different year groups and is formed of students from a range of backgrounds.

### **1.7 Equalities objectives**

As part of the school's public sector duty and aims to foster good relations between people with protected characteristics, at least every two years we will publish equality objectives.

## 1.8 CAL's equality objectives 2024-25

- Be proactive in eliminating all forms of discrimination and discriminatory language e.g. sexist, racist, homophobic, transphobic and disability language. This will be achieved through the curriculum, adherence to the school's values which inextricably link to fundamental British values, and policies.
- Our student cohort is largely male. On publication of this policy review, there are 30 boys and 6 girls. We will ensure that students of one sex are not singled out for different or less favourable treatment from that given to students of other sexes, regularly reviewing our school practices to ensure that they are fair.
- There may be occasions where we deem it necessary to teach some subjects in single-sex classes, such as sex and relationship education (SRE), but we will ensure that such classes do not give children an unfair disadvantage when compared to children of the other sex in other classes.
- Where a subject is taught in a single-sex class, students undergoing gender reassignment will be allowed to attend the single-sex class that corresponds with the gender role in which they identify.
- All sexes will have equal opportunities to participate in comparable sporting activities.
- All sexes will have equal opportunities to careers development and work experience.
- All sexes will be represented in our School Council.
- There are many types of different types of sexuality or sexual orientation, and young people may use different terms to describe how they see themselves. However, our school recognises that gender identity is different from sexuality and that for some people, the concept of gender is not relevant to their identity. Our school will ensure that students who express themselves as trans or transgender, non-binary, gender diverse, pansexual, genderqueer and cisgender will be treated equally and with the same dignity, understanding and respect as afforded to those who identify themselves as binary.

## 1.9 Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made and new policies are introduced.

The school always considers 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 students with disabilities  
Has equivalent facilities for boys and girls

# 2. Roles and responsibilities

## 2.1 Specific Responsibilities

All members of the school community are responsible for promoting the school's Equal Opportunities.

Policy and are obliged to respect and act in accordance with the policy. We aim to empower our students to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community. Equality of opportunity cannot be realised without the involvement and commitment of all members of the school community and a common understanding of the pivotal role of equal opportunities in the context of the school's ethos and values, in particular, the recognition that the role of all staff is crucial in the delivery of the objectives of this policy.

#### Responsibilities of all stakeholders (including students)

- Embody the school's ethos in values in their professional and personal conduct.
- Develop and demonstrate respect for the culture, language and religious beliefs of all other people in the school.
- Develop and demonstrate respect and understanding for people of all gender identities and sexual orientations.
- Develop and demonstrate respect for people of all abilities and disabilities.
- Challenge and report discrimination and prejudice.
- Only use positive language, ensuring that racist, sexist, homophobic, biphobic, transphobic language or any other discriminatory language is never used.
- Celebrate and promote diversity, equality and inclusion in all its forms.
- Participate in activities that promote equality and diversity.

#### 2.2 The senior leadership team will

- Oversee the effective implementation of the policy. The SLT will have specific
- responsibility for the school's equal opportunities work.
- Ensure that all reports of discrimination are taken seriously, recorded and fully investigated.
- Role model equalities best practice at all times.
- Ensure that all incidents, reports or allegations in relations to equalities matters are followed up in accordance with the school's grievances/complaints procedure/behaviour policy/staff code of conduct and Dignity at Work policy.
- Ensure that equal opportunities factored into the school improvement plan, with key performance indicators to measure outcomes.
- Monitor progress data to ensure that all groups of students are making progress.
- Be aware of gaps in progress data that could indicate an equal opportunity and act accordingly to close these gaps.
- Be aware of where equalities gaps exist in wider school practice and systems. Through the school improvement plan, actively work to address these gaps.
- Monitor and evaluate the effectiveness of the school's curriculum in developing and maintain in equal opportunities.
- Ensure that subjects and activities, which specifically promote community cohesion, interfaith dialogue and human rights, remain important aspects of the school's curriculum (e.g. Citizenship, PSHE).
- Ensure that all subjects/departments understand the role their subject plays in promoting equal opportunities and that each subject factor this into their department improvement plan.
- Ensure that class groupings promote equal opportunities and do not disadvantage any specific group of students.

- Ensure staff have access to training which helps to implement this equal opportunities policy.
- Keep up to date with any development affecting the policy or actions arising from it.
- Keep up to date with best practice in equal opportunities within educational settings.

### **2.3 The governing body will:**

- Ensure that the objectives arising from the policy are part of the School Improvement Plan.
- Support the Head of School and the senior leadership team in implementing the policy.
- Evaluate and review the policy every two years and the equality objectives every two years.

### **2.4 Students will:**

- Be involved in the further development of the policy and objectives, through the student council.
- Be taught how to report discrimination to a member of staff.
- Receive equalities training through assemblies, citizenship & PSHE lessons.
- Be encouraged to actively support the ethos policy and will be expected to act in accordance with it.

### **2.5 Parents and carers will:**

- Be encouraged to actively support this policy.
- Reinforce the school's aims in fostering mutual understanding and respect between people with protected characteristics.
- Support the school's aims and ethos in all aspects.
- Show respect for all staff.

### **2.6 All school staff will:**

- Be made fully aware of the policy.
- Reinforce the school's aims in fostering mutual understanding and respect between people with protected characteristics.
- Be trained on matters of equal opportunities.
- Be involved in the further development of the policy and objectives.
- Be required to actively support the policy and expected to act in accordance with it.
- Be encouraged to make known any queries or training requirements.

### **2.7 Teachers will:**

- Ensure that their teaching practice does not disadvantage any students.

- Be aware of how the protected characteristics might impact on students' access to the lesson, lesson materials and resources.
- Ensure that classroom and corridor displays promote equality and diversity in all its forms.
- Reinforce the school's equal opportunities policy in the classroom.
- Monitor the progress of groups of specific groups of students and intervene/act to close these gaps.

### 3. The Curriculum

Centre Academy London is committed to ensuring that diversity is an integral part of our curriculum. The Education Reform Act 1988 states that 'the school curriculum should reflect the culturally diverse society to which students belong and of which they will become adult members. Students should have access to a broad and balanced curriculum, which does the following.

- Challenges and avoids stereotypes and provides good role models for all students. Equality of opportunity informs the whole of the curriculum and is reviewed regularly.
- Incorporates equal opportunities into lesson planning.
- Reflects true picture of the world and its history, in particular, an understanding of the political social and economic reasons for racism and inequality, and the ways in which racism and sexism is transmitted.
- Represents fairly and accurately, the contributions of all civilisations and sections of society.
- Encourages students to question and evaluate information, recognise bias and seek alternative sources.
- Is relevant to all students, meets their needs and motivates them to be aspirational.
- Acts as a force for developing and reinforcing a school ethos, which maintains respect for all members of the community.
- Images, displays and teaching materials should reflect a positive and diverse representation of the protected characteristics.
- Option choices, work experience and careers guidance are monitored to ensure fairness in these processes. Where concerning patterns in terms of ethnic background, gender or disability emerge, we endeavour to ensure these concerns are eliminated.

### 4. Monitoring and review

#### 4.1 Monitoring, review and training

Governors have a duty to ensure that policies are regularly monitored and reviewed. Senior leaders will monitor the following aspects of the school in relation to equal opportunities.

## Staff

- Composition of the school staff.
- Recruitment trends.
- Patterns of promotion.
- Take-up of family-friendly policies, e.g. flexible working arrangements.

## Students

- Composition of the student intake.
- Sanctions and achievements.
- Option choices.
- Further and higher educational choices.
- The effectiveness of this policy will also be evaluated through the following:
- Staff feedback through focus groups and stakeholder surveys.
- Our School Improvement Plan.

## 4.2 Development & training

At CAL we aim to develop a shared understanding and mutual respect for all protected characteristics through a training programme that enables staff to learn and raise questions in a safe and non-judgemental space. This will be done through presentations, guidance documents, policy training and small group workshops. This approach can be summarised in the following stages.

- Share our school's equalities objectives which are underpinned by the Equality Act and our public sector equality duty.
- Raise awareness about various protected characteristics and different combinations of protected characteristics.
- Through dialogue, develop a shared knowledge base of issues related to the protected characteristics.
- Collaboratively develop a whole school strategy which aims to ensure all members of our staff community feel valued and secure regardless of race or gender
- The success of the Equal Opportunities Policy is closely linked to the provision of relevant training.

The school will endeavour to do the following:

- Enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status.
- Provide equal access to training and development opportunities for all staff, including part time, on the basis of their training needs.
- Promote a greater awareness of equal opportunities.

## 5. Links to related policies

- Student Behaviour Policy and Statements of Behaviour Principles
- Student Conduct Discipline and Exclusions policy
- SEND policy
- SEN Information Report
- Anti-bullying policy
- Staff code of conduct outlined in the Staff Handbook & Dignity at Work policy
- Accessibility Policy

## Appendix 1

The 2010 Act sets out nine different protected characteristics:

**Age:** age discrimination is where a person is treated unfairly because of their age, or because they're part of a particular age group or age range.

**Disability:** disability discrimination is where a person is treated unfairly for a reason connected with any physical or mental impairment that's having a substantial and long-term adverse effect on their ability to do normal day-to-day activities.

**Gender reassignment:** discrimination by reason of gender reassignment is where a person is treated unfairly because they're transgender, including those who want to reassign their sex from their birth sex to their preferred sex, or actually do this by changing physical or other characteristics. Gender reassignment is a personal not a medical process, where an individual doesn't have to be under medical supervision or undergo medical treatment to be afforded protection as a transgender person.

**Marriage or civil partnership:** discrimination by reason of marriage or civil partnership is where someone is treated unfairly because they're married, provided this is a union recognised as a marriage under UK law, even if they didn't marry in the UK, or in a registered civil partnership, including same sex partnerships registered outside the UK.

**Pregnancy or maternity:** discrimination by reason of pregnancy or maternity is where someone is treated unfairly because either they're pregnant, have a pregnancy-related illness, or they've recently given birth and are on maternity leave.

**Race:** race discrimination is where someone is treated unfairly because of their colour, nationality, or ethnic or national origins. People who share these characteristics are part of the same racial group, although someone can be part of several racial groups.

**Religion or belief:** discrimination by reason of religion or belief is where someone is treated unfairly because they follow a particular faith or hold a certain belief, where belief encompasses both religious or philosophical beliefs, and includes a lack of belief.

**Sex:** sex discrimination is where someone is treated unfairly because they're either male or female, regardless of any other protected characteristic that they may possess.

**Sexual orientation:** discrimination by reason of sexual orientation is where someone is treated unfairly because they're either gay, lesbian, bisexual, asexual, heterosexual or questioning.