NICHOLAS CHAMBERLAINE SCHOOL

Equality Objectives

Date: September 2024
Review Due: September 2027

Introduction

The Public sector equality duty came in to force in April 2011 (s.149 of the Equality Act 2010) and public authorities are now required, in carrying out their functions, to have due regard to the need to achieve the objectives set out under s149 of the Equality Act 2010

Nicholas Chamberlaine School is committed to equality and inclusion. We recognise the value of diverse environments and strive to promote a culture in which all pupils, staff and members of the school community are welcomed and supported to fulfil their potential, irrespective of their background or personal characteristics.
We are committed to an ethos and culture of inclusion in our School for all pupils, irrespective of race, religion/belief, political views, disability, SEN status, gender, gender identity (e.g. transgender) and/or sexual orientation (LGBTQ+).
Nicholas Chamberlaine School is an inclusive school where we focus on the well-being and progress of all our children and young people and where all members of our school community are of equal worth.
We recognise, respect and value difference and understand that diversity is a strength that enriches our lives. We take account of differences and strive to remove any barriers to learning and development.

Nicholas Chamberlaine's Ofsted report in April 2024 states:

'*Pupils' well-being is at the forefront of leaders' vision, including promoting pupils' positive mental health. The personal, social, health and economic curriculum is well planned and sequenced. Pupils learn about important topics, including healthy relationships, fundamental British values and online safety. All pupils and sixth-form students receive unbiased information on potential next steps and high-quality careers guidance. This prepares them well for the next stages of their lives.'*

'The school quickly identifies any special educational needs that pupils may have. Teachers use 'student support sheets' effectively in order to adapt their teaching. Leaders ensure that all pupils access the same ambitious curriculum and that teachers adapt the curriculum, if necessary, to meet pupils' needs. The school has effectively developed strategies to support pupils who are not confident readers.'

Mission and Values

Education influences and reflects the values of society, and the kind of society we want to be. It is important, therefore, to recognise a broad set of common values and purposes that underpin the work of Nicholas Chamberlaine School. Foremost is a belief in education, at home and at school, as a route to the spiritual, moral, social, cultural, physical and mental

development, and thus the well-being, of the individual. Education is also a route to equality of opportunity for all, a healthy and just democracy, a productive economy, and sustainable development.

The school should promote spiritual, moral, social and cultural development and prepare all for the opportunities, responsibilities and experiences of life. It should:

- Promote spiritual, moral, social and cultural development and, in particular, develop principles for distinguishing between right and wrong. It should develop knowledge, understanding and appreciation of own and different beliefs and cultures, and how these influence individuals and societies.
- Pass on enduring values, develop integrity and autonomy and help to develop responsible and caring citizens capable of contributing to the development of a just society. It should promote equal opportunities and enable all to challenge discrimination and stereotyping.
- Develop awareness and understanding of, and respect for, the environments in which people live, and secure commitment to sustainable development at a personal, local, national and global level. It should also equip consumers to make informed judgements and independent decisions and to understand their responsibilities and rights.
- Promote self-esteem and emotional wellbeing and help to form and maintain worthwhile and satisfying relationships, based on respect, at home, school, work and in the community.
- Develop the ability to relate to others and work for the common good.

The school should provide opportunities to learn and to achieve. It should:

- Develop enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and the highest attainment.
- Build on strengths, interests and experiences and develop confidence in the capacity to learn and work independently and collaboratively.
- Equip all with the essential learning skills of literacy, numeracy, and information and communication technology, and promote an enquiring mind and capacity to think rationally.

The interdependence of the two sets of values

These two sets of values reinforce each other. The personal development of all, spiritually, morally, socially and culturally, plays a significant part in the ability to learn and to achieve. Development in both areas is essential to raising achievement. Together, they contribute to establishing the culture and climate in the school that allows for effective teaching and learning to take place, supported and enhanced by strong and effective leadership and management following clear equality objectives.

Equality Objectives

Nicholas Chamberlaine's equality objectives are to:

- Narrow the attainment gap, in English and Maths for socially deprived students, identified as those in receipt of the Pupil Premium

- Ensure that all students are given the opportunity to make a positive contribution to the life of the school, particularly focusing on developing leadership opportunities for all students

- Eradicate the use of homophobic, sexist, racist and other discriminative language by students in the school.

- Improve attendance and persistent absence rates for all significant groups by students identified as having significant barriers to learning including disadvantage students as a result any gap is in line with the national average.