





How we meet our Public Sector Equality Duty

Our Vision & Values	Curriculum	Protected Characteristics
<p>Our vision & values promote equality, diversity & cultural development shown by the following statements:</p> <ul style="list-style-type: none"> CHPA pledge – We aspire for CHPA to be an outstanding hub of the community, where highly skilled staff nurture, develop and inspire a happy inclusive learning environment, so all pupils are equipped with the academic and social skills for their current and future life long journey to be the best they can be. CHPA Values – Big Thinkers!, Big Hearted! and Big Dreamers! 	<p>Our commitment to fulfilling the PSED is reflected in our curriculum which is designed to fully embed diversity as well as address the protected characteristics. This includes:</p> <ul style="list-style-type: none"> PSHE which is age appropriate & progressive covering a variety of family groupings. RE Teaching of world religions – tolerance, respect for people of faith including Christianity, Islam, Judaism, Hinduism, Buddhism & Sikhism; visits to religious buildings & visitors from different religious communities. Comparative studies between different beliefs & styles of worship are made. Expanding learning beyond local and national boundaries, e.g. teaching world History and Geography, literature, Music & the Arts from diverse authors, composers & artists. Giving teachers the opportunity to embed a diverse range of literature in their subjects. Challenging misconceptions & stereotypes. Focussing on current affairs to encourage discussion & wider world views as part of assemblies & use of a variety of resources including Picture News & Newsround. 	<p>Teachers take care to integrate & embed PSED appropriately into the curriculum, rather than address separately or in one-off lessons wherever possible including conversations about family diversity, etc. All content is designed to embed age-appropriate knowledge and understanding of protected characteristics.</p> <p>We help pupils understand what the protected characteristics through:</p> <ul style="list-style-type: none"> Assemblies, e.g. celebrating differences, musician choices (artist of the week), all are welcome book. Focus on Inspirational People (e.g. local Black inspirational people for Black history Month e.g. Viv Anderson, Charlie Williams) purposely chosen from a wide variety of backgrounds, genders, disabilities, etc. PSHE Curriculum (Question based Model) using resources from the PSHE Association e.g. Premier League stars, Sheffield Primary Curriculum and Jigsaw. PSHE Curriculum which has age-appropriate resources focussing on a variety of family dynamics. Peer Mediators who are aware of those factors which may be an issue & focus of bullying & support peers. Diversity awareness work - aiming to introduce of the Princess Diana Award links to anti-bullying. Increased range of diverse books as part of reading for pleasure. Books also purchased to support the direct teaching of PSHE and Assemblies. Focussed events, days & weeks to celebrate various festivals, cultural & religious events e.g. Divali, Christmas, Remembrance. The wearing & adaptation of uniform, religious items & hairstyles which takes into account the religious and cultural background and or need of the wearer.

CHPA Context	RHE	Cultural Development
<p>Whilst the majority of staff are female there are a larger than average proportion of male staff (5/17). We have a mainly white British staff with the exception of 1 teacher. The age of the staff is varied with a well-balanced mixture of youthful enthusiasm and experience. The staff profile has members with identified disabilities, differing marital and parental statuses. The staff profile has at times included gender reassignment and sexual orientation through its partnership with ITT providers.</p> <p>The pupil profile at CHPA is predominately White British however, during 2022/23 there has been a significant increase in non-white British and EAL pupils attending CHPA. There are 40/406 non White British on role. We have 56/406 SEND pupils. We have 94 PP, 23 EAL, 5 in care.</p> <p>What we do to ensure that both staff & pupils are given due regard & protected:</p> <ul style="list-style-type: none"> ▪ Follow the PSED requirements & have an Equality Statement, Policy & objectives. ▪ Embedded in policies, curriculum & practice. ▪ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010 ▪ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it ▪ Foster good relations between persons who share a relevant protected characteristic and persons who do not share ▪ Demonstrate awareness of our duties under the Act by assessing the impact any decision or action will have on people with protected characteristics ▪ Consider any equality implications when developing and approving policies and reviewing them regularly with equality in mind ▪ Carry out analysis seriously, rigorously and with an open mind. 	<p>We have fulfilled the statutory duties relating to the RHE curriculum via:</p> <ul style="list-style-type: none"> ▪ up-to-date policy, following consultation, that is available to parents ready for review ▪ Consultation with parents & community to ensure that our provision reflects the requirements of our individual community. ▪ Consideration for the religious background of pupils in the CHPA community and ensuring all teaching material is age-appropriate and sensitively selected ▪ Following the Equality Act 2010 which prohibits discrimination against anyone because of their protected characteristics ▪ Ensuring relationship education/RHE is accessible to all pupils ▪ Meeting the needs of all pupils and fostering understanding of the importance of respecting others ▪ Liaising closely with parents on sensitive topics and clearly communicating that they have the right to withdraw their child from some or all parts of the RHE curriculum. <div data-bbox="1160 571 1818 836" data-label="Image"> </div>	<p>How do you enable pupils to prepare to live in our multicultural country so that they can coexist with a range of different people?</p> <ul style="list-style-type: none"> ▪ understanding / appreciation of others, their cultures, traditions, and ways of life. ▪ Assemblies, RE, PSHE, visits & visitors, cultural development within SMSC. ▪ See SMSC document ▪ Use technology to engage and support EAL pupils to access curriculum and learning.
Staff Awareness	PSHE	British Values
<p>We ensure that staff are fully aware of their responsibilities to fulfil the public sector equality duty & that they approach certain topics sensitively to provide positive learning experiences as well as not reinforce stereotypes or cause offence, etc. We do this via:</p> <ul style="list-style-type: none"> ▪ CPD, staff meetings, staff training (LEAD Equate, Teaching School Hub, Learn Sheffield et al) & up to date input from the National College and any other providers where required. ▪ Code of Conduct ▪ Updated Policies ▪ Regular reminders & updates ▪ Induction ▪ Staff surveys ▪ M&E activities – observations, discussions, work monitoring ▪ Pupil Progress Meetings ▪ Group Data Analysis ▪ SEND meetings ▪ Care Plans ▪ Class Information Files ▪ Registers ▪ Regular revisiting of our culture & ethos (Pledge and Values). 	<p>Our PSHE curriculum covers a wide range of relevant issues to help prepare pupils for life in modern Britain focussing on:</p> <ul style="list-style-type: none"> ▪ British Values & life in modern Britain ▪ Citizenship ▪ Character Education ▪ Civic Responsibility ▪ SMSC ▪ Social backgrounds & issues ▪ Healthy living & Personal Care ▪ Relationships, families & relating to others ▪ Economic wellbeing ▪ Gender equality ▪ Global Education ▪ Online Safety ▪ Challenging stereotypes ▪ Safeguarding. 	<p>We promote British Values by ensuring that pupils are fully aware of the following via our curriculum coverage:</p> <ul style="list-style-type: none"> ▪ <u>Democracy</u> – examples of voting. Respect for / participation in democratic process. Supporting & influencing through the democratic process. ▪ <u>The Rule of Law</u> - Distinguish between right & wrong & respect of the Law. CHPA rules. Fairness of consequences. ▪ <u>Individual Liberty</u> - Living under the rule of law protects citizens & is essential for wellbeing & safety. ▪ <u>Mutual Respect & Tolerance</u> - appreciation & respect for their own & other's faiths, cultures, heritage, traditions & including the protected characteristics. Showing respect for others feelings & belongings, etc. ▪ A range of ambassadorial groups from a range of backgrounds & ethnicities.

Discrimination	Community	SMSC
<p>We ensure that discrimination of any form is not tolerated within our academy by having a zero tolerance approach & regularly revisiting the following aspects of our policy & practice:</p> <ul style="list-style-type: none"> ▪ Culture & Ethos ▪ Pledge & Values ▪ Anti-bullying ▪ Policies ▪ Reporting of Concerns ▪ Confide ▪ Racial incidents monitoring ▪ Black History Month celebrated ▪ Curriculum examples ▪ EYFS – Understanding the World ▪ Diverse role models ▪ Challenging misconceptions & stereotypes ▪ Displays that include as well as showcase diversity 	<p>We create a culture of inclusion amongst our community through the following aspects:</p> <ul style="list-style-type: none"> ▪ Removing barriers for parents & pupils through workshops, newsletters, PTA events, Meet & Greet at start & end of day, open events, parent learning sessions, performances, assemblies, accessible parents' evenings, SEND reviews, SEND drop ins, MAST drop ins, Family Support Workers, multi-agency meetings, home visits, provision of resources, etc. ▪ Celebration of others is commonplace, via assemblies, newsletters, social media, in class rewards systems, local news agencies, etc. ▪ Pupils feel safe to ask questions & share their own experiences ▪ Pupils are encouraged to challenge misconceptions, prejudice & discrimination ▪ Displays include as well as showcase diversity ▪ Facilitation of dialogue with parents who don't speak English as their first language including translators. 	<p>We promote SMSC development amongst our pupils through the following aspects:</p> <ul style="list-style-type: none"> • Policy / documentation • Curriculum • Assemblies • RE • PSHE • Behaviour policies & practice • Cultural opportunities <p>See separate document: SMSC</p>

