



**Colchester County High School for Girls**

**Celebrating Commitment to Equality**

**Policy No.11 Objectives and the Equality Duty**

<b>COMMITTEE</b>	Curriculum & Student Matters
<b>SLT RESPONSIBLE</b>	Dawn Frost Associate Principal
<b>REVIEW</b>	Policy and objectives reviewed annually
<b>POLICY REVIEWED</b>	October 2025
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### Related Policies

No.	Title
A1	Admissions Policy
A2	Curriculum Statement
AT2	Safeguarding and Child Protection Policy
A3	Child Protection Procedures
A4	Behaviour, Sanctions and Rewards Policy
A5	Anti-Bullying Policy
A6	Exclusions
A7	Supervision of Students Policy
A8	Educational Trips and Visits
A9	SEND Policy
A10	Disability and Accessibility Policy and Plan
A11	Objectives and the Equality Duty
AT4	Health and Safety Policy
AT5	Bereavement Policy
AT P9	Equality and Diversity and Inclusion Policy
A16a	Relationships and Sex Education Policy
A18	Charging for Connected Activities Policy
22	CCHSG Mental Health and Wellbeing Policy
A42	Attendance Policy
A44	CCHSG E-safety Policy inc AUP Staff (44a) and Students (44b) and Social Media Policy (44C)
A45	Supporting Students with Medical Conditions Policy
46	Policy for the Most Able
A47a	Administration of the EFA Bursary Policy
53	Collective Worship Policy Statement
A58	CEIAG Provider Access Policy Statement
59	SMSC Policy

## **CCHSG Objectives and Equality Duty**

This policy should be read in conjunction with AT P9 Alpha Trust Equality and Diversity and Inclusion in Employment Policy.

### **Objective setting:**

The Equality Impact Objectives (Appendix 1) support our three main aims by:

1. Promoting equality of opportunity for members of identified groups
2. Eliminating unlawful discrimination, bias, harassment and victimisation
3. Fostering good relations within the community at CCHSG

### **How we chose our equality objectives:**

Our equality objective-setting process has involved gathering evidence as follows: from data on ethnic diversity, religion or belief, socio-economic background, gender and gender identity, disability, sexual orientation and age. We have also had dialogue with staff and students.

### **Legal Requirements**

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. Colchester County High School for Girls seeks to promote equality and we celebrate the diversity within our community. We welcome the public sector equality duty as set out in the Equality Act (2010).

### **What are the protected characteristics?**

The Equality Act 2010 was introduced to ensure protection on the grounds of specific characteristics (referred to as protected characteristics). For schools, this means that it is unlawful to discriminate against students or staff by treating them less favourably because of their sex; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

### **Mission**

The mission of this school is to prepare **resilient**, highly motivated and **responsible** leaders, who are able to contribute positively to society and compete in a global economy. We promote **high aspiration** and **personal achievement** through **outstanding teaching** and **learning** and by nurturing good mental and physical **wellbeing**. We are unashamedly **ambitious** for the future success of our students

### **The aims of our Objective and Equality Duty:**

- Provide the highest quality education for able students, to enable them to achieve excellence in public examinations
- Provide a broad, well-balanced and personalised curriculum
- Enable students to cope emotionally, physically and spiritually with the pressures and demands of life
- Challenge and eliminate discrimination, harassment, unconscious bias and victimisation and any other conduct that is prohibited by or under the Equality Act.

It is central to the philosophy of this school that our students will:

- Learn in and contribute to, an orderly, disciplined atmosphere
- Develop the capacity for creative, independent thought and problem-solving
- Be able to communicate ideas in English and at least one modern foreign language
- Develop appropriate technological skills
- Understand our economic and political environment
- Become effective citizens who have developed sound judgement, maturity and compassion
- Understand and respect social, moral and spiritual values in a multi-cultural society and take part in cultural activities
- Appreciate and understand the environment
- Become caring individuals who are valued and feel safe and secure
- Advance equality of opportunity and foster good relations between people who share a relevant protected characteristic and people who do not share it

### **Public Sector Equality Duty and Consultation**

Schools need to ensure that equality issues have been considered and consultation has taken place, with regard to equality duty objectives.

At CCHSG, stakeholders have been involved in the following way:

- Staff were invited to make a contribution to the objectives
- Students were invited to make a contribution to the objectives
- Governors' discussion- Governors were invited to make a contribution to the objectives.

We do not discriminate on the grounds of:

Age

Disability (including visible or hidden, substantial and long-term)

Gender

Gender reassignment

Marriage and civil partnership

Pregnancy and maternity

Race

Religion and belief (including Anti-Semitism and Islamophobia)

Sex

Sexual orientation

Special Educational Needs

Most Able

Looked after Children (LAC)

Previously Children Looked After (PLAC)

Travellers

New members of staff or students joining the school

### **Monitoring Equality Objectives at CCHSG**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

The school has a designated member of the Senior Leadership Team who monitors equality issues and makes senior leaders and governors aware of these as appropriate.

The following key actions enable us to achieve our aims within our school community context, although we constantly consider equality:

### Students

- Disabled access is provided, especially for those students who experience mobility issues.
- Student Passports are created for students with SEND needs. Individual Healthcare Plans (IHPs) are created for students with other needs including SEMH. If this need becomes significant, the student will then have a Student Passport created for them.
- Most Able students are identified and supported by a variety of activities.
- Under-achievers are identified and supported by a mentoring programme.
- Mentoring programme and 1:1 tuition to support students' specific needs.
- Pupil Premium students are supported and monitored; Pupil Premium statement identifies the impact of the interventions.
- SEND co-ordinator (SENCO) is in post who determines the strategic development of the SEND policy in order to raise the achievement of children with SEND.
- Equal access to all courses.
- Broad, personalised curriculum including PSHCE.
- All religions and cultures accepted and tolerated, all students study Religion and Worldviews.
- Awareness of expectation in relation to British Values, SMSC, racism, harassment, Anti-Semitism, Islamophobia and sexism
- Student tracking for Key Demographic groups
  - The attainment of different groups of learners (however small) is monitored rigorously e.g., Looked After Children (LAC) also known as Children Looked After (CLA), Gypsy, Roma and Traveller students, learners with SEND, Most Able, learners with English as an additional language (EAL), learners eligible for FSM or PPG.
- A member of the Senior Leadership Team is responsible for overseeing provision and monitoring the experiences of different groups.
- Procedures are in place to help reduce the difference between outcomes for pastoral groups and those of all learners. These procedures are having a positive impact.
- Attendance and Punctuality data as well as exclusion/suspension data is analysed by the Pastoral Team. Where relevant, procedures are in place to reduce differences in outcome.
- Learners who join the school at non-routine entry points are assessed effectively and placed in teaching groups appropriate to their age and abilities and arrangements are in place to limit the effects of student mobility on wellbeing as well as attainment.
- Intensive support is provided for learners who are achieving well below expected standards.
- Supportive arrangements are in place for learners who might face challenges with homework.

The above is not an exhaustive list but examples of our actions.


The school has amended its policies in line with legal advice to ensure we comply with Academy requirements.

We understand that because one person feels certain behaviour or language is acceptable, it does not mean that is the same for others.

The school will continually update and remind all stakeholders of unacceptable comments/actions that could upset one of the minority or identified groups.

## Appendix 1 - CCHSG Chosen Objectives 2025-2026

Equality Action Plan				
Objectives	How will the impact of the action be monitored?	Who is responsible for monitoring?	What is the timeframe?	Success measures
i) To promote supportive and non-discriminatory attitudes amongst school stakeholders in order to raise awareness and encourage understanding.	Designated member of SLT to undertake discussions and surveys with student body and wider community.	Associate Principal (Pastoral Lead) Associate to the SLT and DSL  Student Voice.  Head of RS  Year Leaders  Heads of Department  UNICEF Rights Respecting School Award Team	Sept 2025 start – Sept 2026	<p>Increase diversity discussions with Student Voice and the wider school community, including whole-school assemblies about The Equality Act 2010 and protected characteristics. Expand student leadership roles to promote anti-discrimination efforts, integrated into Thought for the Week, PSHCE, RRSA, and Assembly programmes.</p> <p>Student Voice works in conjunction with other Student Groups e.g. Afro Caribbean Society/ Student Diversity group and staff on projects that explore and celebrate Diversity in the Curriculum and Co-curriculum.</p> <p>The school embraces diversity, creating an inclusive environment for all. School-wide displays and events highlight international, cultural, and religious traditions, encouraging broad participation.</p> <p>The schools commitment to equality is evident in its strategic development, planning, operations, promotion and self-review.</p> <p>Communication accessibility for parents whose first language is not English can be supported through utilising technology.</p>

Objectives	How will the impact of the action be monitored?	Who is responsible for monitoring?	What is the timeframe?	Success measures
<p>ii) To raise awareness of issues faced by protected groups by challenging unconscious bias and negative stereotyping (including Anti-Semitism and Islamophobia) where they arise</p>	<p>Designated member of SLT to undertake discussions and surveys with student body and wider community.</p> <p>Student discussions at Student Voice and with wider community, especially as part of the RRSA.</p> <p>Feedback from Staff training on unconscious bias and Diversity.</p>	<p>Associate Principal (Pastoral Lead)</p> <p>Associate to the SLT and DSL</p> <p>Student Voice Group Year Leaders Teaching staff</p>	<p>From September 2025 and ongoing</p>	<p>Students are educated on the topic of stereotyping and its impact through assemblies and PSHCE programmes. The curriculum includes discussions of concepts such as E.T. Hall's Cultural Iceberg and instruction regarding unconscious bias.</p> <p>Diversity/ Equality Discussions are a part of PSHCE discussions.</p>  <p>The diagram is an iceberg with a blue background. The tip of the iceberg, which is above the waterline, contains the following items: Food, Language, Music, Visual Arts, Festivals, Performing Arts, Literature, Holiday Customs, Film, Games, Dress. The submerged part of the iceberg, which is below the waterline, contains the following items: Nature of Friendship, Values, Notions of Beauty, Religious Beliefs, Body Language, Norms, Etiquette, Rules, Gender Roles, Learning Styles, Expectations, Leadership Styles, Attitudes towards Social Status, Notions of 'Self', Perceptions, Attitudes towards Age, Notions of Modesty, Thought Processes, Views on Raising Children, Concept of Fairness, Importance of Space, Approaches to Problem Solving, Notions of Cleanliness, Importance of Time, Assumptions.</p> <p>Students recognise micro-aggressive comments and feel confident to address them within the school community. Assemblies and Form Time regularly reinforce this awareness. Promoting cultural, linguistic, and religious understanding through assemblies and weekly reflections.</p> <p>Ongoing staff CPD on The Equality Act 2010 and Diversity in the Curriculum provides staff with information about the topic and supports them in addressing sensitive matters. Staff continue to adapt the curriculum to ensure it is diverse and reflect the backgrounds of everyone in our school community.</p>

<b>Objectives</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for monitoring?</b>	<b>What is the timeframe?</b>	<b>Success measures</b>
<p>iii) To address misogyny, sexism, and harassment (including child-on-child abuse) in society.</p>	<p>Whisper Anonymous Reporting System,</p> <p>Discussions Student Voice and Wellbeing Ambassador Meetings</p> <p>School safety survey (HotSpot Maps)</p> <p>Anspear Survey</p>	<p>Year Leaders</p> <p>Associate Principal (Pastoral Lead)</p> <p>Associate to the SLT and DSL</p> <p>The Student Voice Team</p>	<p>September 2025 and ongoing</p>	<p>Students and staff are encouraged to speak out against harassment and sexism.</p> <p>PSHCE programme and wider school offer covers consent, Child on Child abuse, sexism and harassment in all of its forms.</p> <p>There is contact with outside agencies and other communities as issues arise.</p> <p>The 'Never Acceptable' Whisper platform is regularly promoted for appropriate anonymous reporting. HotSpot maps indicate students feel safe. The Anspear Survey indicates areas that the school needs to explore more carefully with regard to student perceptions.</p> <p>Students feel confident reporting incidents.</p> <p>Assemblies support those who wish to speak up.</p>
<p>iv) To ensure that all students have equitable access to a curriculum designed to be inclusive, diverse, and free from bias, unconscious bias, discrimination, and barriers.</p>	<p>Staff Diversity</p> <p>Teacher Learning Community</p>	<p>Teaching Staff</p> <p>Associate Principal (Pastoral)</p> <p>Associate to the SLT and DSL</p> <p>SLT (T&amp;L)</p> <p>Associate Principal (Curriculum Lead)</p>	<p>From September 2025 and ongoing.</p>	<p>CCHSG works to reduce attainment and achievement gaps among all students, particularly those who are Disadvantaged, SEND, EAL, LAC, or from diverse cultural or ethnic backgrounds, as part of its School Improvement Plan.</p> <p>Heads of Department and teachers review the curriculum to reflect the diversity of the school community.</p> <p>Learning and participation (including extra-curricular) are fully accessible for students, staff, and visitors, with barriers removed to enable full engagement in school life.</p>

Objectives	How will the impact of the action be monitored?	Who is responsible for monitoring?	What is the timeframe?	Success measures
<p>v) Enhance strategies that support wellbeing and promote positive mental health for all students and staff.</p> <p>There are systems and support strategies available for students and staff experiencing mental health difficulties. These measures are intended to ensure that such challenges do not prevent participation in school activities.</p>	<p>Staff Wellbeing group- SHU</p> <p>SESCO KKI</p> <p>Pastoral Assistants Wellbeing Governor</p> <p>Wellbeing Ambassador group feedback.</p> <p>MHST</p>	<p>All Staff/Students and Governors</p> <p>Pastoral Assistants Staff</p>	<p>From September 2025 onwards</p>	<p>Staff Wellbeing group regularly share ideas regarding wellbeing strategies which are shared with the students.</p> <p>Student Wellbeing Ambassadors regularly reach out to the community and share ideas to the student body.</p> <p>Mental health and wellbeing do not hinder success.</p> <p>Students and staff are encouraged to discuss their wellbeing and provide recommendations for initiatives or approaches that support positive mental health.</p> <p>A wellbeing programme is available for staff and students. Wellbeing support resources are available in the Weekly Bulletin, in student planners and in Pastoral offices.</p> <p>Wellbeing Ambassadors advise and support members of the community.</p>