



The Chalfonts Community College

Success is an Attitude!

Equality & Objectives Policy

2026 - 2027

Last Reviewed on:	September 2026
New Review due:	September 2027

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our school aims to promote respect for difference and diversity in accordance with our values of Community, Courtesy, Commitment and Conscientiousness.

The equality duty supports good education and improves student outcomes. It helps a school to identify priorities such as under performance, poor progression, and bullying. It does this by requiring it to collate evidence, to take a look at the issues and consider taking actions, to improve the experience of different groups of students. It then helps it to focus on what can be done, to tackle these issues and to improve outcomes by developing measurable equality objectives.

At The Chalfonts Community College, we actively promote positive, inclusive values and challenge those not reflecting in the British Values. These include democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those of different faiths and beliefs. We believe British values are those values expected of anyone living in Britain, regardless of their nationality, culture or religious belief and their sexuality.

Our ethos reflects these values. We place great emphasis on building positive relationships in school, amongst the students themselves and between staff, parents and students. We strongly believe students should not merely be taught such values but that they participate as engaged citizens, becoming well-rounded individuals, capable of making confident decisions about their future.

We strive to support our students to develop into, positive, respectful and aspirational young adults who have empathy towards and an understanding of others.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal

The Principal will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

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.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

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 disadvantages suffered by people that are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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 by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and Personal, Social, Health and Economic (PSHE) education, but also activities in other curriculum areas.
- Holding assemblies dealing with relevant issues.
- Working with our local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school.
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

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

The school always considers the impact of significant decisions on particular groups. For example, when a school activity is being planned, the school considers whether the activity:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1 To develop the Personal Development curriculum in order to further promote positive, inclusive values and challenge those not reflecting in the British Values

Why we have chosen this objective:

To further promote positive, inclusive values and challenge those not reflecting in the British Values. We believe British Values are those values expected of anyone living in Britain, regardless of their nationality,

culture or religious belief and their sexuality. These values include democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those of different faiths and beliefs.

To achieve this objective we plan to:

- Develop clear PSHCE curriculum mapping with (i) taught sessions in tutor time (ii) assemblies (iii) departmental work (iv) whole school recognition of important national days, weeks and months (e.g. Safeguarding week, BHM, Pride, GRT history month, (v) extra-curricular projects for groups of students e.g. Model UN (vi) External agencies to support delivery of specialist topics
- Develop the leadership of Personal development through the Head of Personal Development and training for Year Leaders and Tutors in the implementation and quality assurance of this curriculum.
- Staff training on prejudicial incident handling
- Enforce a high level of sanction in the behaviour for learning policy for students using prejudicial and discriminatory language

Objective 2 To increase the number of disadvantaged children making progress in line or above national standards

Why we have chosen this objective:

We believe that all children regardless of their background can achieve success in line with others and that it is our responsibility to help children overcome barriers to achievement to enable them to be successful

To achieve this objective, we plan to:

- Embed the strategy of “Every Lesson Every Day” with a focus on Assessment for Learning and feedback
- Strengthen Adaptive Teaching including both pedagogy and planning, making better use of data and knowledge of disadvantaged students
- Embed new KS3 assessment strategy
- Embed the use of literacy software and reading strategies to support learning and intervention

Objective 3 To develop an inclusive enrichment and cultural capital programme that improves the participation of children from disadvantaged backgrounds

Why we have chosen this objective:

We want all our students to develop into positive and aspirational young adults who are able to participate as engaged citizens, become well-rounded individuals, capable of making confident decisions about their future.

To achieve this objective, we plan to:

- Develop a cohesive and inclusive extra-curricular and cultural capital programme
- Improve the range of activities on offer
- Track student participation
- Target activities to disadvantaged students
- Departments will run subject specific activities that build cultural capital in a KS3 Chalfonts Enrichment Week

Develop careers programmes that support young people to access a wide range of career options and overcome barriers to social mobility.

9. The School Context

Students

We will update our equality information annually

Age	We have students aged from 11 to 18																										
Disability	We ensure reasonable adjustments are made where appropriate.																										
Gender reassignment	We are committed to supporting any student towards gender reassignment in line with Keeping Children Safe in Education																										
Ethnicity	Our Student Profile comprises: <table> <tr> <td>White - British</td><td>67.4%</td></tr> <tr> <td>Indian</td><td>6.3%</td></tr> <tr> <td>Any Other White Background</td><td>4.9%</td></tr> <tr> <td>Pakistani</td><td>2.0%</td></tr> <tr> <td>White and Asian</td><td>2.0%</td></tr> <tr> <td>Any Other Mixed Background</td><td>1.7%</td></tr> <tr> <td>Any Other Asian Background</td><td>1.6%</td></tr> <tr> <td>Black - African</td><td>1.5%</td></tr> <tr> <td>White and Black Caribbean</td><td>1.5%</td></tr> <tr> <td>White - Irish Traveller</td><td>1.4%</td></tr> <tr> <td>Any Other Ethnic Group</td><td>1.1%</td></tr> <tr> <td>Gypsy / Roma</td><td>0.9%</td></tr> <tr> <td>Asian - British</td><td>0.8%</td></tr> </table>	White - British	67.4%	Indian	6.3%	Any Other White Background	4.9%	Pakistani	2.0%	White and Asian	2.0%	Any Other Mixed Background	1.7%	Any Other Asian Background	1.6%	Black - African	1.5%	White and Black Caribbean	1.5%	White - Irish Traveller	1.4%	Any Other Ethnic Group	1.1%	Gypsy / Roma	0.9%	Asian - British	0.8%
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	White European	0.5%
	Arab	0.4%
	Refused	0.6%
	White Eastern European	0.4%
	White Other	0.4%
	Bangladeshi	0.3%
	Black Caribbean	0.3%
	Chinese	0.3%
	White and Black African	0.3%
	Any Other Black Background	0.2%
	Latin/ South/ Central American	0.2%
	Other Mixed Background	0.2%
	Portuguese	0.2%
	Sri Lankan Sinhalese	0.2%
	White - Irish	0.2%
	White and Any Other Asian Background	0.2%
	Albanian	0.1%
	Arab Other	0.1%
	Black - British	0.1%
	Chinese and Any Other Ethnic Group	0.1%
	Croatian	0.1%
	Filipino	0.1%
	Gypsy	0.1%
	Kashmiri Pakistani	0.1%
	Other Asian	0.1%
	Other Gypsy/Roma	0.1%
	Other Pakistani	0.1%
	Roma	0.1%

	Turkish 0.1% Vietnamese 0.1% White and Chinese 0.1% White and Indian 0.1% White and Pakistani 0.1%
English as an Additional Language (EAL)	11.31% The languages spoken within our student profile are: Albanian Arabic Bengali Chinese Farsi/Persian Gujarati Hindi Italian Kurdish Lithuanian Malayalam Panjabi Pashto Polish Portuguese Romanian Russian Shona Shinhala Spanish Tagalog/Filipino Tamil Turkish Ukranian Urdu Vietnamese
Religion / no religion	Our Student Profile consists of: Christian 32.2% Roman Catholic 7.9% Muslim 6.2%

	Sikh 3.9% Hindu 2.8% Refused Information 1.5% Romanian Orthodox 1.1% Anglican/Church Of England 0.9% Buddhist 0.4% Other Religion/Faith 0.4% Baptist 0.2% Serbian Orthodox 0.2% Ukrainian Orthodox 0.2% Christian (Ecumenical) 0.1% Jehovah's Witness 0.1% Russian Orthodox 0.1% United Reform Church 0.1% No Religion 39.1%
SEND	SEND K/E 20.75% SEND K 15.68% SEND E 4.78%
Gender	Male 51.62% Female 48.38%
Sexual orientation	We support all students regardless of sexual orientation
Pupil Premium Eligible	20.4%

10. Monitoring arrangements

This document will be reviewed and approved by the governing board every 4 years.

11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

History

Date	Issue	Status	Comments
September 2024	1	New	
September 2025	2	Update	Date Change / New Format
September 2026	3	Update	Student Profile data included to comply with the Public Sector Equality Duty