Christ Church School, Hampstead
A village school in London inspiring *life in all its fullness*

Equalities information
Annual information about how we comply with the public sector equality duty
Updated November 2026

Please also refer to our full Equalities Policy and Equalities Action Plan

Introduction

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also protected characteristics and, although they are not part of the school provisions related to pupils directly, they are indirectly addressed in other policies and areas of provision and in policies related to adults.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties:

The **Public Sector Equality Duty** or "general duty"

This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two "specific duties"

This requires all public organisations, including schools to

1. Publish information annually to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years which are specific and measurable

This document sets out annually how well we currently achieve the three public sector equality duty above with regard to the nine protected equality groups relevant to our pupils and to staff.

In compiling this information, we have:

- identified evidence already in our school of equality within our policies and practice
- examined how our school engages with the protected groups

In doing so, we have identified any gaps or areas where practice can be improved which then contribute to the ongoing review and development of our equalities action plan.

Please see our **Equalities Policy** and **Equalities Action Plan** for more details

How are we currently complying with the public sector equality duty

Protected characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people (pupils and staff) who share a protected characteristic and those who do not?	How do we foster good relationships between people (pupils and staff) who share a protected characteristic and those who do not?
In relation to all the protected characteristics: - sex (gender) - race - disability - religion or belief - gender identification or reassignment - sexual orientation - pregnancy or maternity - age (adults) - marriage or civil partnership	- Cohesive and inclusive school community (pupil, parent and staff survey data, external reports) - Admissions processes - Assessment data and data analysis of groups - Recruitment processes – e.g. personal information removed for shortlisting - HR and employment processes and policies - Discriminatory incidents at a very low number – data collected and reported to termly Governors committee - Staff profile	- Recruitment, employment and appraisal processes for staff - Decisions about curriculum design, resources and enrichment opportunities (at class teacher, curriculum leader and SLT level) - Teaching and learning in PSHEC and across the curriculum - Value, share and celebrate differences – with explicit planned teaching opportunities and spontaneous unplanned opportunities taken across the curriculum - Discussion of progress and attainment of groups (e.g. boys/girls, SEND/non-SEND, EAL/non-EAL) at pupil progress meetings and at whole school level, across the curriculum. Targeted support for those who need it. - Inclusive practices across our school - Equalities policy and objectives, plus all other school policies - Appropriate training and professional development opportunities for staff	- School vision and ethos, and regular pupil and staff reminders about what our vision looks like in practice - Assemblies - PSHEC (and wider) teaching and learning - Curriculum design - Opportunities for pupils (and staff) to share and celebrate their differences - Varied groupings for school activities, with opportunities for collaboration and cooperation with others - Good links and communication with parents - Displays, resources and visitors portray wide range of role models and differences
	In relation to specific protected characteristics (in addition to the above):		
Disability	Inclusive and adaptive teaching and learning, with appropriate additional resources where appropriate, for pupils with SEND Medical conditions inclusive policies and practices, including allergy safety policy and practice Adjustments made for pupils and staff with short term illness or injury		
Religion or belief	RE curriculum, including visits to places of worship of all major world faiths and inclusion of families within our school community to support RE teaching and learning Leave of absence granted for celebration of major religious festivals (pupils and staff)		
Pregnancy or maternity	Policies and practices to support staff members who are expectant parents, with reasonable adjustments and risk assessment Flexible working requests considered Maternity and paternity leave policies and practices		