

CARSHALTON BOYS SPORTS COLLEGE

Curriculum Equality Statement

Public Sector Equality Duty (PSED)

Status: Statutory | Published: September 2025 | Review: September 2026 | Authors: S. Barber & J. Gaylor, Co-Principals

1. LEGAL FRAMEWORK & EQUALITY COMMITMENT

Statutory Status

Compliant

CBSC is a non-selective secondary school (Years 7–13) serving the St Helier ward of the London Borough of Sutton, a nationally high-deprivation catchment (IDACI Decile 1–3). The school operates a zero-tolerance policy towards less favourable treatment on the grounds of any protected characteristic under the Equality Act 2010.

Area / Requirement	Evidence & Implementation
Protected Characteristics	<ul style="list-style-type: none"> – Disability – Gender reassignment – Pregnancy and maternity – Race and ethnic origin (including colour, nationality, and ethnic or national origins) – Religion or belief – Sex – Sexual orientation – Age — applies primarily to staff and the school workforce – Marriage and civil partnership — applies primarily to staff and the school workforce
Statutory Note	<ul style="list-style-type: none"> – The Equality Act 2010 provides specific exemptions in respect of Age and Marriage & Civil Partnership as they apply directly to the delivery of education to pupils. – All remaining protected characteristics apply fully to pupils, staff, and third parties operating on school premises.

2. CURRICULUM INTENT & EQUALITY AIMS

Self-Assessment

Strong

CBSC's curriculum intent is directly aligned with the school's ethos and "We Believe" principles, spanning both academic and personal development provision. The curriculum is our primary instrument for tackling inequality, dismantling stereotypes, preventing bullying, and raising the attainment of disadvantaged groups.

Area / Requirement	Evidence & Implementation
Equality & Anti-Discrimination	<ul style="list-style-type: none"> – Eliminate unlawful discrimination on the grounds of any protected characteristic. – Eliminate bullying and discrimination on the basis of learning difficulty, special educational need (SEND), or English as an additional language (EAL). – Actively challenge discrimination; ensure the whole community learns from these experiences. – Operate a zero-tolerance policy towards abusive, discriminatory, or exclusionary behaviour.
Equality of Opportunity	<ul style="list-style-type: none"> – Promote equality of opportunity for all members of the CBSC community. – Comply fully with statutory equality obligations under the Equality Act 2010. – Provide a broad, balanced, and accessible curriculum giving genuine equality of opportunity to all pupils, irrespective of background or circumstance. – Provide positive representation of the diversity of modern UK society across all aspects of curriculum design.
Safety, Belonging & Inclusion	<ul style="list-style-type: none"> – Provide a secure curriculum in which all pupils can thrive, achieve, and feel safe, in line with Keeping Children Safe in Education. – Ensure every individual feels genuinely valued and has a strong sense of belonging.

	<ul style="list-style-type: none"> – Celebrate and embed diversity within the curriculum, across the school, and within wider society. – Value the contribution of all families and the wider community to our shared understanding of equality and inclusion.
Curriculum Design & Structural Embedding	<ul style="list-style-type: none"> – Prepare pupils for life in a diverse and inclusive society — locally, nationally, and globally. – Embed equality and inclusion structurally within staff development, curriculum design, and co-curricular provision. – Remain vigilant against a "hidden curriculum"; actively evaluate all subjects to eliminate unconscious bias and gender stereotyping. – Act as a community leader in promoting equality, fostering social cohesion, challenging discrimination, and celebrating diversity.

3. STATUTORY PSED EQUALITY OBJECTIVES

Review

Annual — Board of Trustees

In accordance with the Public Sector Equality Duty (PSED), CBSC publishes the following specific, measurable equality objectives. Progress is formally reviewed annually by the Board of Trustees.

Objective	Focus & Target	Measure of Success (reviewed annually by Board)
Objective 1	Disadvantage Gap — narrow the attainment and progress gap in core curriculum subjects between Pupil Premium-eligible pupils and their peers across all Key Stages.	Annual reduction in PP/non-PP attainment gap at KS3, KS4, and KS5; formally reviewed by the Board of Trustees each academic year.
Objective 2	Curriculum Representation — systematically review and enhance schemes of work so that diverse cultural contributions, universal human rights, and gender equality are robustly embedded across all subject disciplines.	Annual curriculum audit report to the Board; evidence of diverse representation in at least 80% of subject schemes of work.
Objective 3	Equity of Access — identify and remove barriers to learning by monitoring curriculum engagement data to ensure pupils with SEND and those with EAL are fully supported to access a broad and ambitious curriculum.	Termly analysis of engagement and progress data for SEND and EAL cohorts; gaps addressed through targeted provision, reviewed by SENCo and SLT.

4. STRATEGIC IMPLEMENTATION

Self-Assessment

Strong

Area / Requirement	Evidence & Implementation
Community Engagement & Transparency	<ul style="list-style-type: none"> – Involve all members of the school community — where reasonably practicable — in the development, review, evaluation, and impact assessment of the curriculum. – Publish and share school equality policies and objectives clearly with the whole community.
Data & Monitoring	<ul style="list-style-type: none"> – Collect and analyse data (including admissions, recruitment, examination outcomes, curriculum engagement, and pastoral records) to identify and mitigate potential disadvantage across the pupil and staff body. – Ensure all processes remain bias-free; findings reported to the Board of Trustees annually.
Overcoming Barriers to Learning	<ul style="list-style-type: none"> – Proactively support pupils' diverse needs, learning styles, disabilities, and pastoral requirements. – Identify and remove barriers to learning; SEND and EAL pupils fully supported to access a broad and ambitious curriculum. – Deliver a broad, balanced, and accessible curriculum providing genuine equality of opportunity for all pupils.
Curriculum Vigilance	<ul style="list-style-type: none"> – Remain vigilant against a "hidden curriculum"; actively evaluate all subject areas to eliminate unconscious bias and gender stereotyping. – Ensure all curriculum resources and teaching materials reflect the diversity of modern UK society.

- Operate a clear zero-tolerance policy towards abusive, discriminatory, or exclusionary behaviour of any kind.

5. CURRICULUM DELIVERY: THE "WE BELIEVE" PRINCIPLES

Embedded

School-Wide

"We Believe" principles are foundational to all that takes place at CBSC. They express the school's collective commitment to anti-racism, LGBTQ+ inclusivity, gender equality, universal human rights, environmental sustainability, personal growth, and kindness.

Area / Requirement	Evidence & Implementation
Core Values	<ul style="list-style-type: none"> – KNOWLEDGE IS POWER – BE GENTLE WITH THE EARTH – BLACK LIVES MATTER – LOVE IS LOVE – FEMINISM IS FOR EVERYONE – NO HUMAN BEING IS ILLEGAL – BE THE BEST VERSION OF YOURSELF – BE REALLY KIND
Application & Enforcement	<ul style="list-style-type: none"> – Any action, word, or attitude showing a lack of respect for others is taken very seriously. – Instances of discrimination and bullying are addressed firmly, constructively, and sensitively. – Pupils are educated to understand their responsibilities to one another; every voice is heard. – Any individual who persistently compromises the safety or inclusion of others will have their membership of the CBSC community reviewed by the Principal.

6. WHOLE-SCHOOL CURRICULUM VISION & STRUCTURE

Self-Assessment

Strong

CBSC's curriculum equips pupils to navigate modern society with confidence, develop broad intellectual understanding, and build deep working knowledge of academic disciplines. Every pupil leaves with the qualifications, cultural capital, and character required to pursue ambitious futures.

Area / Requirement	Evidence & Implementation
Key Stage 3 (Years 7–9)	<ul style="list-style-type: none"> – Broad disciplinary balance across arts and sciences in line with the National Curriculum. – Stretches the most able whilst proactively addressing learning gaps arising from student circumstance or prior provision. – Provides a strong foundation for KS4 and confidence to make informed choices about subject specialisation.
Key Stage 4 (Years 10–11)	<ul style="list-style-type: none"> – Deepens core knowledge and develops intellectual confidence and independent thinking. – Maintains modern foreign language accessibility for the majority; EBacc available to all. – Broadens cultural and political literacy as part of CBSC's personal development framework. – Provides a smooth transition to advanced study at KS5.
Key Stage 5 (Sixth Form)	<ul style="list-style-type: none"> – Sharp focus on progression; every student targeted towards an appropriate, ambitious, and sustained destination. – A-Level and vocational pathways span sciences, humanities, creative arts, and social sciences. – Holistic personal education instils a strong sense of global responsibility alongside academic specialisms. – Full timetabled resit support for pupils who have not secured grade 4 in GCSE English or Mathematics. – CBSC–Chelsea Football Club partnership: fully integrated football academy pathway for qualifying students.

7. STATUTORY & POLICY FRAMEWORK

Status

Compliant

Statutory & External Framework	Internal CBSC Policies
The Equality Act 2010	Safeguarding and Child Protection Policy
Keeping Children Safe in Education (current statutory guidance)	Staff Code of Conduct
Working Together to Safeguard Children	Behaviour Policy
DfE Statutory Guidance on Political Impartiality in Schools	Anti-Bullying Policy
Disqualification under the Childcare Act 2006	IT Acceptable Use Policy
Teachers' Standards	Safer Recruitment Policy
Data Protection Act 2018 / UK GDPR	Whistleblowing Policy