



CASTLE HALL
ACADEMY

EQUALITY POLICY

Approved by:	Leadership & Management Committee
Approval date:	April 2015
Review date:	April 2019

Introduction

Castle Hall Academy welcomes its duties under the Equality Act (2010).

The Equality Act establishes 9 protected characteristics which apply to schools. Only the first 7 characteristics apply to students:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

Public Sector Equality Duty (2011)

This policy sets out how Castle Hall Academy has paid due regard to the need:

- **to eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act
- **to advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **to foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

Specific Duties under the Public Sector Equality Duty

- To publish information which demonstrates our compliance with the need to have due regard for the three aims of the General Duty
- To prepare and publish specific and measurable objectives which we will pursue over the coming years to achieve the three aims

This scheme sets out the steps the Governing Body will take that will result in improved outcomes for all members of the academy community in all aspects of academy life, taking positive action to promote equality.

Definition of 'due regard' and how we aim to comply with the principles of the general duty

1. While making a decision that might affect an equality group, the decision-maker must have regard to the three aims of the Act at the time. This cannot be done in retrospect, nor can it be delegated
2. The duty will be exercised with rigour and with attention to relevant evidence, including that derived from consultation with staff and the wider community
3. The duty is continuing, so we will revisit it and bear it in mind constantly
4. We will keep records to show that the equality duties have been considered on each occasion

Academy Ethos, Vision and Values

At Castle Hall Academy we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers, with a particular focus on those who share a protected characteristic. We recognise that treating people equally does not necessarily involve treating them all the same. We aim to include a culture of inclusion and diversity in which all those connected to the Academy feel proud of their identity and able to participate fully in academy life.

Evidence Links:

- Academy Mission Statement and Aims
- Behaviour Policy
- Principal's "I Value" Statement
- Academy Prospectus
- New Governing body "Values Statement" – September 2012

What we already do

In order to comply with the public duty we have the following procedures in place to ensure that we consider the needs of all of our students in everything we do:

- i) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.

Evidence Links:

- o Carry out Equality Impact Assessments of all relevant Academy policies as they are due for review (Behaviour, Anti-bullying, Recruitment and Pay policies);
- o Brief and train staff and governors on the new policy;
- o Record and analyse all incidents contrary to the policy, reported by students and staff;
- o Transition meetings share information from students' previous schools.

- ii) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.

Evidence Links:

- o Monitor and analyse data on staff and students based on the protected characteristic;
- o Data to be collected:
 - Composition of staff and student cohorts by Protected Characteristic (PC) group;
 - Attendance, Exclusion and Behaviour data for students by PC group;
 - Performance data on students by PC group;
 - Recruitment data for staff by PC group;
- o Report the above monitoring to governors and staff as appropriate on a regular basis;
- o Produce an annual Action Plan in the light of evaluation of the above which highlights key steps to be taken to:
 - Remove or minimise disadvantages suffered by people who are connected to a particular characteristic they have (e.g. disabled students, or students who have been subjected to homophobic bullying);
 - Meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students and staff to pray at prescribed times);
 - Encourage people who have a particular characteristic to participate fully in any activities (e.g. encouraging both boys and girls from different ethnic

backgrounds to be involved in the full range of extra-curricular activities and visits).

- Publish an annual evaluation of the impact of the Equality Action Plan steps taken.
- iii) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Evidence Links:

- Assembly themes;
- Tutor time activity plans;
- Alternative Curriculum Day (ACD) planning;
- Twinning arrangements with other schools – e.g. Ravenshall Special School;
- Examples of initiatives designed to deal with tensions between different groups of students.

Equality Impact Assessment

In order to ensure that our current provision and procedures comply with the requirements of the Equality Act we have carried out a review of all aspects of Academy life with regard to the protected characteristics by means of an Equality Impact Assessment.

All academy leaders/managers have carried out an equality impact assessment of their area of responsibility for activities both within and beyond the school day (see Appendix A).

Any gaps in provision and practice that are identified form part of an action plan (see action plan – Appendix B).

Our future intention is to use an Equality Impact Assessment when we intend the following actions:

- to introduce new provision or practice
- to change or reduce provision or practice
- to remove provision or practice.

1. Consultation

Castle Hall Academy recognises the importance of taking account of people's differing experiences, needs and histories, and of the differing challenges and barriers which they may face. Bearing in mind the protected characteristics, consultation with those we have identified as likely to be affected forms part of every Equality Impact Assessment. Primarily we consult with students. However we also consult with parents/carers, staff, governors and other school users when appropriate. We consult in the following ways:

Evidence:

- We ensure that our Student Council is representative of all equality groups;
- The Student Council is composed as follows:
 - Each Tutor Group elects 2 Form Reps;
 - There are 12 Form Reps who form a Year Council;
- We have a team of Senior Prefects (Year 11) who are also on the Student Council;
- Each Year Council elects two reps to join the Student Council;
- We meet students individually to discuss their needs and progress through Head of Year and Learning Mentor schemes;

2. How we measure the impact of any changes

We monitor the ongoing impact of these changes on those who may be affected in the following ways:

Evidence:

- Tracking of student achievement across the academy with an additional focus on equality groups:
 - o Effort grades are collected on all students approximately every half term;
 - o Current achievement grades are collected every half-term for KS4 students, and every term for students in KS3;
- Student surveys that demonstrate emotional health and well-being, engagement and involvement.

3. Publication and Review

The specific duties under this Act require us to be open and transparent about all our decision-making processes, intentions and results.

We record the results of our equality impact assessment and action taken. We review and publish this information and its impact on our students through:

Evidence:

- An annual report to the Governing Body;
- A report on the Academy website;
- A report in the Academy Newsletter.

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APPENDIX A Equality Impact Assessment

Date	
Lead member of staff	
Other staff/role involved	

Proposed Plan

Background/ how this proposal has come about

Reason for proposal – to introduce new practice/provision
to change or reduce practice/provision
to remove practice/provision

Main stakeholders

Any legislation or guidance that informs the proposals

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Is the proposal likely to have an adverse impact on compliance with the Equality Duty?

Eliminating unlawful discrimination, harassment and victimisation **Y/N**

Promoting equality of opportunity **Y/N**

Fostering good relations **Y/N**

Please explain

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Consultation Process

With whom do you plan to consult?

How?

Where is the evidence of the consultation?

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Potential Issues

Characteristic	Impact of proposal (specify if impact is to student, parent/carer, staff, governor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Disability			
Race			
Sex			
Gender reassignment			
Pregnancy, maternity			
Religion/belief			
Sexual orientation			
Marriage, civil partnership			
Age			

Explain in more detail

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APPENDIX B – Action Plan

Objective	Actions	Timescale	Person(s) Responsible	Resources	Measurable Outcome
Carry out an audit of all Spiritual, Moral, Social and Cultural (SMSC) activities across all teams within the Academy	<ul style="list-style-type: none"> - Issue audit; - Collate findings 	April 2015	K Bryan	Time	Academy leaders have a clear overview of opportunities for SMSC
Increase the participation in extra-curricular activities of students from different ethnic minority groups	<ul style="list-style-type: none"> - Audit participation levels; - Students and parent consultation on setting targets for participation; - Develop strategies through the House system; - Continue to monitor impact; 	July 2015 September 2015 October 2015 Ongoing	K Bryan	Time	Regular report data shows improved participation by all groups in extra-curricular activities against agreed targets.
Continue to close the gap between the performance of different student groups	<ul style="list-style-type: none"> - Provide regular reports to governors on the performance of student groups; - Evaluate the impact of strategies to close the gap in group performance. 	Ongoing	S Coe	Time	Governors are fully informed of progress;