



Equality Information and Objectives Statement

Castle Hall Academy

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Name of Policy Writer	Castle Hall Academy
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In this policy the following roles and responsibilities are held by the people named below:

Role/Responsibility	Name	In post since
Headteacher	Paul Brook	January 2019
Assistant Headteacher/Staff member to promote Equality	Sinead Jefferson	September 2018
Equality Link Governor	TBC	-

Introduction

Our vision, key drivers and mission are at the heart of everything that we do at Castle Hall Academy.



Aims

The purpose of this Equality Information and Objectives statement is to ensure that Castle Hall Academy complies with the requirements of the Equality Act 2010. As a school, we welcome the principles of the act and understand our duty 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

The principles of this Statement apply to all members of the school community, students, staff, governors, parents/carers and community, and guarantees that no person is discriminated against because of:

- Age
- Gender
- Race
- Disability
- Religion and belief (including lack of belief)
- Sexual orientation (including gender reassignment)
- Pregnancy (including maternity)

Legislation and Guidance

This document meets the requires under the following legislation and guidance:

- The Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011

- Department of Education Guidance

Roles and Responsibilities

The Local Governing Board will ensure:

- Equality information and objectives are published and communicated through the website to all members of the school community
- That these are reviewed and updated at least once every four years
- That the Headteacher is responsible for monitoring the achievement of the objectives
- That a link governor is identified who will attend appropriate equality and diversity training, ensure that the school is compliant with this policy and report back to the Local Governing Board regarding any issues.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students
- Monitor and report back to the Local Governing Board on achieving the objectives
- Identify a named member of staff to promote equality throughout the school
- Identify and deliver, alongside the named person, training as required

Eliminating Discrimination

The school is committed to eliminating discrimination in all its forms and is proactive in its approach. New staff will receive training as part of their induction and all staff will receive regular training.

The school will not tolerate harassment, discrimination or bullying of any sort.

Promoting Equality

At Castle Hall Academy, we are committed to ensuring equality of opportunity for all students, staff and those accessing the school. We will work tirelessly to ensure that all students and staff are encouraged to achieve their full potential by creating a culture of respect for others, and by recognising and celebrating differences. We also recognise the importance of ensuring that policies and procedures are effective in promoting equality, cohesion and tackling discrimination.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We aim to develop a culture of inclusion and diversity where people feel able to participate fully in school life and contribute to the community. We will strive to create a community where students, and others, are well prepared for life in our diverse society.

We aim to create a school community that:

- Recognises and respects diversity
- Fosters positive attitudes and relationships
- Includes a shared sense of belonging
- Promotes social inclusion, community cohesion and equality by reducing and removing any existing barriers & inequalities
- Challenges and acts upon discrimination and inequality

Staff will ensure that:

- Students are taught in an inclusive environment where all students can access and participate in school activities safely, and where they feel valued
- Resources and displays reflect the experience and backgrounds of the range of people living in the UK

- Our curriculum reflects the society we want to encourage, one that respects diversity, reinforces positive community values and promotes human rights and equality through our curriculum work, ensuring that we provide a broad and balanced curriculum, that upholds “British Values”.
- Discrimination and harassment are challenged and eradicated

We also recognise our duties as an employer and will ensure that we comply with the Equality Act 2010, both in regard to our recruitment and selection of staff but in our conduct towards each other.

In order to meet our duties under the Equality Act 2010 we will:

- Collect relevant data to analyse the impact of our policies and practice, and review our equality objectives in light of findings from the data
- Develop systems to ensure that the voice of students, staff, parents and the wider community is heard
- Develop and report our equality work as part of our business planning, school improvement, and school self-evaluation processes
- Publish equality objectives, actions and impact
- Have clear policies, procedures and monitoring in place for dealing with any issues/concerns
- Ensuring that all policy and best practice guidance is followed in the recruitment, training, promotion and pay of staff
- Ensure that the Local Governing Board of the school reflects the community we serve and carries out its duties in a clear, transparent and fair manner
- Ensure that due regard is given to equality considerations when decisions are being made
- Ensure that any lettings or use by the community is in keeping with the general aims and ethos of the school
- Keep an Equality Impact Checklist

Links to other Policies/Documents

- Accessibility plan
- Equality impact Checklist
- Children with Health Needs who Cannot Attend School Policy
- First Aid and Supporting Students with Medical Conditions Policy & Procedure

EQUALITY OBJECTIVES: 2021 - 2025

Castle Hall Academy

Using the views of students, parents, staff, governors and community and equally analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims and the general equality duty. These will be reviewed every 4 years.

Equality Objective:	Reason for the objective:	Action:	RAG:
<p>To increase the representation of all staff from minority ethnic communities over a four-year period (Sep 2020 – September 2024), so that this group increases from 11% to, at least, 35% of the workforce.</p>	<p>We believe that the ethnicity of our workforce should be more reflective of the population served:</p> <p>a. Minority staff serve as role models for minority students.</p> <p>b. Minority staff may have a greater opportunity to improve the academic success and positive school experiences of minority students.</p>	<ul style="list-style-type: none"> • All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we will be concerned to ensure, wherever possible, that the staffing of the academy reflects the diversity of our community. • We will ensure that our recruitment evenings and promotional videos include significant contributions from our teachers from minority ethnic communities. • We will use multiple platforms that will reach a more diverse audience when advertising for teaching vacancies for example BAME Ed Network. • We will explore options to advertise locally in order to encourage applications from the local community. • The Headteacher will ensure that all appointment panels give due regard to the equality information and objectives, so that no-one is discriminated against when it comes to employment or training opportunities. • We will train all members of staff and governors involved in recruitment on equal opportunities and non-discrimination. <p>Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.</p>	
<p>To close the achievement gap by ensuring there is no significant difference in the progress made by different groups of learners.</p>	<p>Castle Hall Academy is a smaller than average secondary school and we have more boys than girls on roll. Approximately 35% of our students are from low-income families and so qualify for the pupil premium and a substantial proportion of our students are from ethnic minority communities. 14% of our students are on the SEND register and 3% of students have an EHCP. There are 2 looked after students. There is inequality in prior attainment of students from different backgrounds</p>	<p>Achieving our mission will not be easy, but our research has shown that it can be achieved if we:</p> <ul style="list-style-type: none"> • have high expectations and operate consistent routines and protocols • deliver a powerful, knowledge-rich curriculum for all • a whole school focus on literacy and numeracy development • have an unwavering focus on outcomes • offer the very best teaching and support <p>Using the Pupil Premium effectively is a key part of our strategy for closing the gaps (see academy website for details of our Pupil Premium allocation, spend and impact).</p>	

	<p>The key areas of improvement for the academy are to raise the achievement of Boys, PP and SEND students across the curriculum.</p>		
<p>To ensure 100% of Year 7 – 9 students participate in, at least, one extra-curricular activity.</p>	<p>Approximately 35% of our students are from low-income families and so qualify for the pupil premium. Children from disadvantaged backgrounds are less likely to be encouraged to participate in extra-curricular activities. We want to ensure that every child at Castle Hall Academy regularly participates in at least one extra-curricular activity.</p> <p>Research indicates that participating in after school programmes improves performance on measures of academic achievement. There is also evidence that there are wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers (Education Endowment Foundation).</p>	<ul style="list-style-type: none"> • All students in Year 7, 8 and 9 will be expected to attend one extra-curricular activity each week. Students can choose from a range of subjects, such as: art, drama, dance, debate, chess, music, gardening and a wide variety of sports. • Students will be encouraged to attend extra-curricular clubs which run daily and include team sport, homework club, history club, games club, music and community action. 	