



Castleford Academy



Equality & Diversity Statement

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2.0	14.12.2018	14.12.2022



1. Legislation

1.1 The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:

- Eliminate discrimination;
- Advance equality of opportunity; and
- Foster good relations.

1.2 The academy fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership (for employees).

1.3 In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions - We will not publish any information that can specifically identify any child.
- Prepare and publish equality objectives - to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as an academy. This will include the following functions:
 - Admissions;
 - Attendance;
 - Attainment;
 - Exclusions; and
 - Prejudice related incidents.

1.4 Our objectives will detail how we will ensure equality is applied to the services listed above however; where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.



2. The Policy

2.1 The academy’s Equality Information and Objectives Policy draws together all previous equality legislation and details how the academy is fulfilling the requirements of the Act.

3. Our Ethos

This is a place where:

- No learner is left behind;
- Talent is nurtured;
- Pupils are encouraged to strive for excellence;
- Education challenges and creates excellent life opportunities;
- Pupils will be given the skills they need to thrive and grow into responsible citizens;
- We will educate our children about equality and diversity and where we pledge to meet the needs of all our individuals;
- Everyone is encouraged to be part of and contribute to the community; and
- Encourage everyone to make safe and healthy life choices.

4. Addressing Prejudice Related Incidents

4.1 The academy is opposed to all forms of prejudice. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and where appropriate report them to the Local Authority using their guidance material.

5. Equality Objectives

5.1 In achieving compliancy with the Act, objectives are set annually. Based on thorough self-evaluation, detailed below are the academy’s current set of overriding objectives.

Objective Group	Objective
Pupil Achievement	<ul style="list-style-type: none"> • To narrow the gap between boys and girls achievement in English. • To continue to narrow the gap between disadvantaged and non-disadvantaged pupils. • Ensure that all pupils are able to participate in a full range of extra-curricular opportunities.
Behaviour and Safety	<ul style="list-style-type: none"> • Further diminish the in school gap in attendance for key groups, in particular EHCP and SEN support • Work with educational Psychologist and SEN team to further reduce exclusions.
Teaching	<ul style="list-style-type: none"> • Continue to promote an understanding of the wider world and British values through promotion/tracking & monitoring of SMSC in lessons.
Leadership and Management	<ul style="list-style-type: none"> • To ensure that systems are in place to adequately monitor and evaluate the impact of interventions by sub group.

5.2 The academy will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan.



5.3 The academy’s leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

6. Responsibility

6.1 We believe that promoting equality is the whole academy’s responsibility.

6.2 How does the academy eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it, and foster good relations between people who share a protected characteristic and people who do not share it?

The academy does this by measures that include:

- (a) For pupils - implementation of policies on equal opportunities (including race and gender equality, special needs, behaviour and ant-bullying);
- (b) For staff - implementation of policies on equal opportunities, recruitment and selection, pay and anti-harassment policy;
- (c) PSHCE, SRE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
- (d) Employing specialist staff to support pupils with special needs or disabilities, and implementing the academy's disability access plan;
- (e) Monitoring of welfare, with intervention and support where required;
- (f) Taking steps to meet the particular needs of pupils or staff that have a particular characteristic.

School Community	Responsibility
Governing Body of the Academy	Involving and engaging the whole academy community in identifying and understanding equality barriers and in the setting of objectives to address these.
Headteacher	<ul style="list-style-type: none"> • As above including: • Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the academy in carrying out its day to day duties. • Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.



Senior Leadership Team	<ul style="list-style-type: none"> • To support the Headteacher as above. • Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	<ul style="list-style-type: none"> • Help in delivering the right outcomes for pupils. • Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. • Design and deliver an inclusive curriculum • Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Support Staff	<ul style="list-style-type: none"> • Support the academy and the governing body in delivering a fair and equitable service to all stakeholders. • Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated. • Support colleagues within the academy's community. • Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents	<ul style="list-style-type: none"> • Take an active part in identifying barriers for the academy's community and in informing the governing body of actions that can be taken to eradicate these. • Take an active role in supporting and challenging the school to achieve the commitment given to the academy's community in tackling inequality and achieving equality of opportunity for all.
Pupils	<ul style="list-style-type: none"> • Supporting the academy to achieve the commitment made to tackling inequality. • Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider community can be expected to be treated.
Local Community Members	<ul style="list-style-type: none"> • Take an active part in identifying barriers for the academy's community and in informing the governing body of actions that can be taken to eradicate these • Take an active role in supporting and challenging the academy to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.