Castle View School

Pursue Excellence | Be The Best

Equality Information and Objectives

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need 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 – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Natalie Osborne. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

To use performance data to monitor student achievement and respond to variations between groups of learners, subjects, courses and key stages, trends over time and comparisons with other schools and engage all stakeholders (particularly parents) so they can support all children and young people to make progress.
(Intended Outcome: 2&3)

This objective ensures that pupils irrespective of background have the same access to school, reach the same levels of progress and attainment as their peers and prepare for adult life. The school wants to ensure its actions improve pupils' life chances.

To achieve this, we focus on the objectives 1.02 1-15 / 1.03 1-11 in the School Improvement Plan

Objective 2

To raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role.

(Intended Outcome:6 & 1.02 action 10.)

This objective ensures all adults have consistent access to training and opportunities to enable them to promote equality at our school.

To achieve this, we focus on staff being able to develop curriculum and pastoral opportunities for pupils as well as receive training and support (CPD) in order to support pupils.

Objective 3
To provide an environment that welcomes, protects and respects diverse people.
people (Intended
Outcome: 4)

This objective ensures that the school provides a safe learning environment to learn about diversity, how to keep oneself safe as well as others. Leaders have taken account of locally accessible data (health, crime, etc) to ensure the areas identified are addressed within our curriculum. Pupils can therefore contribute to the wider society.

To achieve this, we develop, implement and review approaches to promote tolerance and diversity. Objectives such as 10, 13, 14, 15.

Objective 4
To ensure that all students are given the opportunity to make a positive contribution to the life of the school using our school values to guide them. Pupils irrespective of background have opportunities to participate and for disadvantaged pupils they receive mentorship to support their ability to reflect and articulate their achievements.
(Intended Outcome: 6)

This objective ensures that the day to day operation of the school is supported and driven by the school values. Opportunities for pupils to demonstrate and be celebrated upholding the values are woven into the day to day activities, culture and rewards programme.

Objective 5
To address cultural events through assemblies and the curriculum to increase student awareness and understanding of issues in different communities and to promote these opportunities and events with wider stakeholders in the community to encourage wider participation in community cohesion.
(Intended Outcome: 6)

This objective ensures that our class taught subject based curriculum is enhanced by a tutor time programme, assemblies and a personal development curriculum that continually broadens our pupils' understanding of different communities and diversity.

To achieve this use objectives 10, 13-15.

Objective 6
To use our Anti-Bullying Ambassadors, other student leadership groups and Student Voice to ensure we are meeting the needs of our students, providing additional support and learning opportunities as required.
(Intended Outcome: 6)

This objective ensures we have the mechanisms to know what our pupils' lived experience is and where we need to challenge, support and educate.

To achieve this, we use objectives 15.

Objective 7
To keep effective logs for discriminatory incidents, as well as ensuring effective follow up for all involved.
(Intended Outcome: 6)

This objective ensures we continually monitor our qualitative and quantitative data and respond to the needs of pupils as leaders.

To achieve this, we use objectives 6, 10, 13-15.

9. Monitoring arrangements

The local governing body will update the equality information we publish at least every year

This document will be reviewed by local governing body at least every 4 years.

This document will be approved by the local governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Risk Assessment