



Castle View
Enterprise
Academy

Equality policy and objectives

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SIGNATURES:

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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](#).

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 Principal
- Meet with the designated member of staff for equality annually, 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
- Report back to the full governing board regarding any issues.

The Principal 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 Principal in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor annually to raise and discuss any issues
- Support the Principal 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.

Staff have received training on equality and eliminating discrimination and will continue to do so through our school's partnership with Diversity Role Models.

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 the senior leadership team 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:

- Review attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data 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 and Life Skills lessons, 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.
- Working with our local community. This includes working with leaders of local faith groups and organising school trips and activities based around the local community
- Working in partnership with organisations such as Just Like Us, Diversity Role Models and Bright Futures to ensure staff and students are supported.
- 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, girls and transgender pupils.

8. Equality objectives

We work with a range of external agencies to support our Equality, Diversity and Inclusion programme and our action plan designed by Diversity Role Models, has helped shape our objectives this cycle.

Equality Objective 1: Curriculum - work with Directors of Subjects and SLT to usulise diversity in the curriculum of different subjects, with a particular focus on intersectional identities e.g. LGBT+ people of colour.

Associated Protected Characteristic(s): disability, gender reassignment, age, race, religion, sexual orientation

Why we have chosen this objective: **Inclusivity** is one of our Core values at CVEA and is integral to the personal development of our students. Curriculum inclusivity was also identified as an area to develop during our audit by Diversity Role Models.

To achieve this objective, we plan to:

- Liaise with Directors of Subject to audit what is already in place and where there are opportunities to further develop intersectionality in our curriculum.
- We will look at opportunities for inter-disciplinary work between departments to usulise representation of protected characteristics in our curriculum.
- We will work alongside Diversity Role Models and Just Like Us, organisations whom we work with/subscribe to, to access resources, learning and staff development opportunities.

Progress we are making towards this objective will be reviewed annually.

Equality Objective 2: Collaboration - increase collaboration and engagement with the wider school community to help ensure an inclusive school environment.

Associated Protected Characteristic(s): disability, gender reassignment, age, race, religion, sexual orientation

Why we have chosen this objective: Not only is **Inclusivity** a core value of the school but so is **Leadership** and **Dignity** therefore this is an area we are keen to see represented in our equality objectives and is an area which is important for our student's personal development. Moreover, collaboration was identified as an area to develop during our audit by Diversity Role Models

To achieve this objective, we plan to:

- Survey parents regarding accessibility
- Collect student voice via our Allies Inc. Pride group
- Review the data collected as a Senior Leadership Team and implement appropriate strategies where possible

Progress we are making towards this objective will be reviewed annually.

Equality Objective 3: Visibility - continue to raise the visibility and share our values of equality, diversity and inclusion across the school community.

Associated Protected Characteristic: disability, gender reassignment, age, race, religion, sexual orientation

Why we have chosen this objective: Another core value of CVEA, **Positivity**, was integral to this choice and visibility was also identified as an area to develop during our audit by Diversity Role Models.

To achieve this objective, we plan to:

- Create a calendar of key dates linked to the EDI programme and plan activities to celebrate them
- Ensure displays and posters highlight positive role models from a diverse range of backgrounds, challenging stereotypes and encouraging students to respect differences.
- We will work alongside Diversity Role Models and Just Like Us, organisations whom we work with/subscribe to, to access resources, learning and staff development opportunities.

Progress we are making towards this objective will be reviewed annually.

The objectives listed above will be reviewed on an annual basis as part of the school improvement cycle before a full refresh in 2027

9. Monitoring arrangements

The Equality, Diversity and Inclusion link will update the equality information we publish at least every year. This document will be reviewed by the Senior Leadership Team at least every 4 years.

This document will be approved by the Full Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Health and Safety Policy.