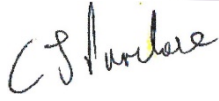




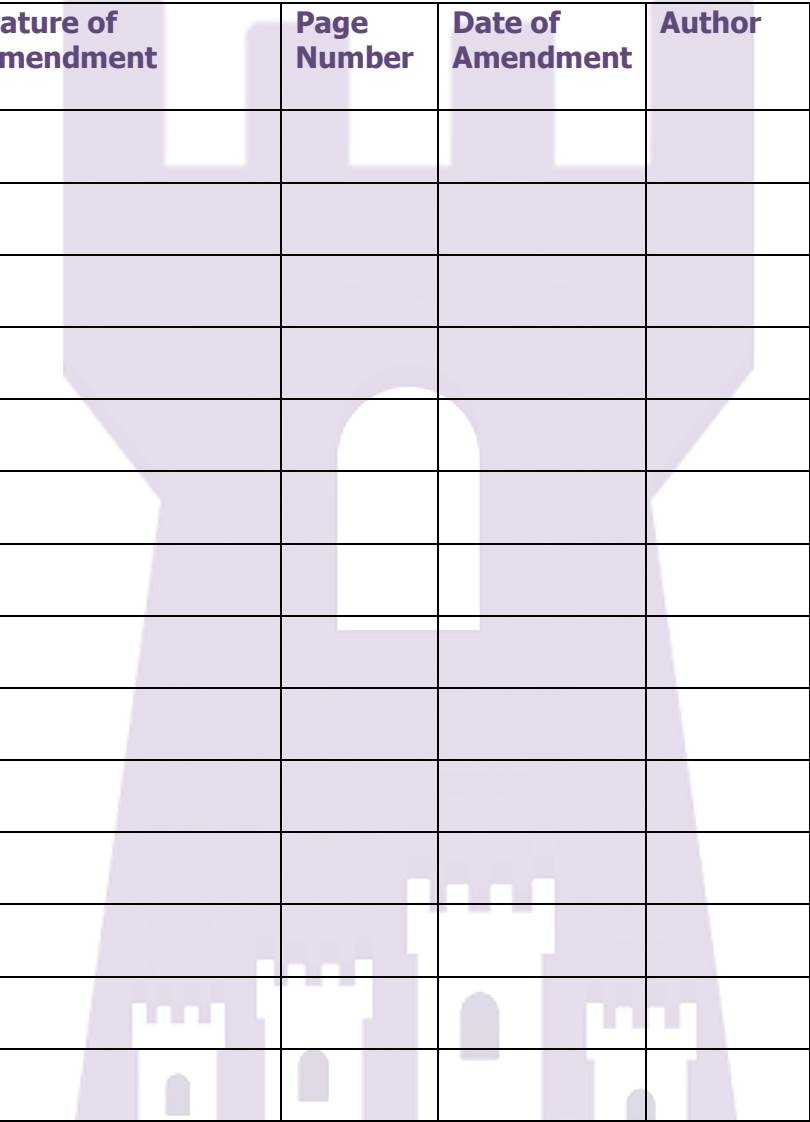
**CASTLE Trust**

## **Equality Information and Objectives**

<b>Review/Update By:</b>	Emma Taaffe, Governance and Data Manager
<b>Approved By Trust Board (signature):</b>	 Chris Purchase, Trust Board Chair
<b>Date Approved:</b>	19 <sup>th</sup> December 2019
<b>Next Review Due:</b>	T1 2023

*Learning For All, By All, With All*

**Equality Information and Objectives - Record of Amendments**



<b>Amendment No.</b>	<b>Nature of Amendment</b>	<b>Page Number</b>	<b>Date of Amendment</b>	<b>Author</b>	<b>Amendments approved &amp; re-issued</b>

**Contents:**

**1. Trust Policy Statement**

**2. Purpose**

**3. Compliance**

**3.1. Is this a Statutory Policy?**

**3.2. Legal Framework**

**3.3. Sharing and Publication Requirements**

**3.4. Review and Update**

**4. Definitions**

**5. Practices and Procedures**

**5.1. Roles and responsibilities**

**5.2. Eliminate discrimination and other conduct that is prohibited by the Equality Action 2010**

**5.3. Advance equality of opportunity for people who share a protected characteristic and people who do not share it**

**5.4. Foster good relations across all characteristics, and between people who share a protected characteristic and people who do not share it**

**6. Links to Other Policies**

## 1. Trust Policy Statement

CASTLE Trust (the Trust) takes seriously its duties under the Public Sector Equality Duty and in carrying out its functions as a multi-academy trust has 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, and between people who share a protected characteristic and people who do not share it

The Trust is committed to equality both as an employer and a service provider and expects all staff members to work in accordance with this document.

## 2. Purpose

The purpose of this Document is to share the Trust's Equality Objectives with stakeholders and to ensure that all who work with and for the Trust recognise that they have a role to play in promoting equality.

## 3. Compliance

### 3.1. Is this a Statutory Policy?

Yes. The Trust is required to draw up and publish equality objectives every four years and annually to publish information demonstrating how it is meeting the aims of the general Public Sector Equality Duty.

### 3.2. Legal Framework

This document meets the requirements under the following legislation:

The Equality Act 2010, which introduced the Public Sector Equality Duty (PSED) and protects people from discrimination. The PSED applies to all schools and replaces previous equality duties related to race, disability and gender.

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.

It also complies with our Funding Agreement.

### 3.3. Sharing and Publication Requirements

This document must be published on the Trust's website and communicated to stakeholders including staff, pupils and parents. Each academy must provide a link to it on their website.

*Learning For All, By All, With All*

Academies must also publish equality information on their websites every year.

### **3.4. Review and Update**

This document must be reviewed every four years. Any updates must be approved by the Castle Trust Board.

## **4. Definitions**

Due regard – giving relevant and proportionate consideration to the duty.

Protected characteristics:

Race  
Disability  
Sex  
Age  
Religion or belief  
Sexual orientation  
Pregnancy and maternity  
Gender reassignment

## **5. Practices and Procedures**

### **5.1. Roles and Responsibilities**

The Trust Board will:

- ensure that the equality information and objectives set out in this document are published on the Trust website and that they are communicated to stakeholders and that they are reviewed and updated at least once every four years;
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Chief Executive Officer;
- delegate responsibility for monitoring to ensure that the document is embedded and followed with in the academies to the Local Advisory Committees.

The Local Advisory Committees (LACs) will:

- adopt the document and hold the headteacher to account for ensuring links to it are published on their academy's website and shared with stakeholders including staff, pupils and parents;
- monitor to ensure that their academy publishes equality information on its website each year;
- ensure that LAC Governors are familiar with relevant legislation and this document;
- hold the headteacher to account for ensuring that the document is embedded and followed throughout their academy;

*Learning For All, By All, With All*

- ensure that at least one LAC member has attended relevant training;
- report back to the Trust Board regarding any material issues.

The Chief Executive Officer (CEO) will:

- promote knowledge and understanding of the equality objectives across the Trust;
- monitor success in achieving the objectives and report back to the Board;
- delegate responsibility for monitoring the achievement of the objectives on a daily basis within the academies to their headteachers;
- monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics and use this information to help ensure that pupils are achieving their potential, that all Trust academies are being inclusive in practice and that trends which inform the setting of equality objectives are identified in academy improvement plans;
- ensure that academy headteachers publish equality information on their academy's website each year.

The headteachers will:

- support the CEO in promoting knowledge and understanding of the equality objectives amongst staff and pupils;
- report to the CEO and their academy's LAC on the achievement of the objectives and to raise issues as appropriate;
- Identify staff training needs and ensure training is provided;
- monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics and use this information to help ensure that individual pupils are achieving their potential, that their academy is being inclusive in practice and that trends which inform the setting of equality objectives are identified in their academy improvement plans;
- publish equality information on their academy's website each year;
- share the document and academy equality information with stakeholders including staff, pupils and parents.

All Trust staff are expected to have regard to this document and to work to achieve the objectives set out below.

## **5.2. Eliminate discrimination and other conduct that is prohibited by the Equality Action 2010**

The Trust and its academies will:

- take reasonable and necessary action to ensure pupils' needs are met by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling all pupils to take as full a part as possible in all the activities of our schools;
- make reasonable adjustments to ensure environments and activities are as safe, accessible and welcoming as possible for all pupils, staff and visitors to our schools;

*Learning For All, By All, With All*

- ensure that staff with a disability have equal opportunity;
- actively encourage positive attitudes towards all pupils and staff and expect everyone to treat others fairly and with dignity and respect;
- aim to ensure that no-one experiences harassment, less favourable treatment or discrimination because of their gender, race, disability, age, religion or beliefs, sexual orientation, gender reassignment, marital or civil partnership status, pregnancy or maternity;
- maintain accessibility plans at each Trust academy, identifying reasonable steps to improve accessibility and recording when these have been achieved. Accessibility plans must be reviewed at least every three years and in accordance with the Policy and Key Document Review Plan.

### **5.3. Advance equality of opportunity for people who share a protected characteristic and people who do not share it**

The Trust and its academies will:

- monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics and use this information to help ensure that individual pupils are achieving their potential, that our schools are being inclusive in practice and that trends which inform the setting of our equality objectives are identified in our school improvement plans.
- close gaps in attainment and achievement between students and all groups of pupils; especially boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from different heritage groups.
- ensure that all pupils are able to take part in extra-curricular and residential visits and we will monitor the uptake of these to ensure no-one is disadvantaged on the grounds of a protected characteristic.
- collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure staff have equality of opportunity.
- make reasonable adjustments for disabled staff and pupils.
- recognise that people have different needs and understand that treating people equally does not necessarily involve treating them all exactly the same.

### **5.4. Foster good relations across all characteristics, and between people who share a protected characteristic and people who do not share it**

The Trust and its academies will

- consult with stakeholders, including pupils, parents/carers, staff and relevant community groups, to develop our awareness and information, learn about the impact of our policies and improve what we do;
- regularly consider the ways in which our teaching and curriculum provision will help pupils understand and value the diversity that surrounds them and challenge prejudice and stereotyping;

*Learning For All, By All, With All*

- work with our local community, including inviting leaders of local faith groups to speak at assemblies and organising trips and activities based around the local community.

## 5.5. Equality Objectives

**Objective 1:** To promote cultural development and understanding through a rich range of experience, both in and beyond our schools

To achieve this objective, we plan to engage in an ongoing programme of visits across the communities we serve and to host a regular programme of visitors to our schools to share different perspectives, faiths and cultures.

**Objective 2:** To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities

To achieve this objective, we plan to analyse registers of attendance and parent/pupil questionnaires.

**Objective 3:** To ensure our school environment are accessible as possible to all pupils, staff and visitors

To achieve this objective, we plan to update our accessibility plans and review them regularly.

**Objective 4:** To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010

To achieve this objective, we plan to create effective systems for recording incidences of discriminatory behaviours. Ensure systems allow swift identification of any issues, prompt and effective action involving parents where necessary and comprehensive recording.

**Objective 5:** Actively close gaps in attainment and achievement between pupils and all groups of pupils; especially students eligible for free-school meals, students with special educational needs and disabilities and looked after children

To achieve this objective, we plan to modify provision in order to meet all children's needs and interests. Introduce more specific interventions for Literacy and Numeracy. Improve parental engagement by coming into our schools and being part of the learning experience.

## 6. Links to Other Policies

Academy Equality Information  
Accessibility Plans  
Behaviour for Learning Policy  
Health & Safety Policy