



Castleford Academy Trust

Trust Equality Objectives

Version No:	Date Ratified:	Review Date:
1.0	26.01.23	26.01.27



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1. Legislation

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.

Castleford Academy Trust 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).

OFSTED will make judgements on equalities through the Education Inspection Framework. The parts of the framework that are particularly relevant to equalities are:

Quality of education:

- Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.
- The provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs.

Behaviour and attitudes:

- Relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.

Personal development:

- The provider prepares learners for life in modern Britain by: – equipping them to be responsible, respectful, active citizens who contribute positively to society – developing their understanding of fundamental British values – developing their understanding and



appreciation of diversity – celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

Leadership and management:

- Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.
- Leaders aim to ensure that all learners complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling.
- Leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services.
- Those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the ‘Prevent’ strategy and safeguarding and promoting the welfare of learners.

In order to meet the general duties, listed above, the law requires the Trust to do some specific duties to demonstrate how these duties are met.

These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions.
- Prepare and publish equality objectives – each academy within the trust should set at least 4 equality objectives based on:
 - **Pupil Achievement**- focused on pupil outcomes and relating to an issue/characteristic disproportionately affecting a group or groups of pupils compared to the national average or in school variations.
 - **Behaviour and Safety** – focused on in-school variations resulting from the application of academy policies e.g. behaviour, attendance, suspension or exclusions.
 - **Curriculum / Personal Development** - actions with a wider scope or impact, perhaps in relation to curriculum content, increase pupils’ awareness and understanding of the protected characteristics (at an age-appropriate level), enrichment activities, developing the ‘whole child’, whole school values and behaviours, work with parents/carers and the wider community.
 - **Leadership and Management**- the actions that leaders will take to monitor and evaluate equality objectives.

Additional objectives may be set where there is evidence that other functions have a significant impact on any particular group.

2. The Policy

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

The Trust recognises that the duties in this policy 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.



3. Trust Ethos

The Trust ensure that equality and diversity permeates into all aspects of Trust work and in to each academy within the Trust. The Trust have a responsibility to ensure that everyone is treated equally and that everyone connected with the Trust feels safe, secure, valued and of equal worth. The Trust will ensure that:

- All staff act as positive role models in order to promote equality throughout the Trust;
- All aspects of the recruitment process adhere to the principles of equal opportunities;
- Sites within the Trust are accessible for pupils, staff and visitors with disabilities;
- Talent is nurtured;
- The education provided by each academy challenges and creates excellent life opportunities;
- The attainment and achievement of all pupils within the Trust is monitored effectively in order to inform the planning and provision of support to individuals and groups of pupils;
- All pupils have equal and full access to learning and that the curriculum in each academy is inclusive of pupils with special educational needs and disabilities.
- Equality and diversity is embedded in all areas of the curriculum and that pupils are given the opportunity to explore prejudice and discrimination and positively explore difference in relation to race/ethnicity, religion/belief, gender and disability.
- Encourage everyone to make safe and healthy life choices and to be part of and contribute to the community; and
- Ensure everyone has an age-appropriate understanding of the protected characteristics.

4. Addressing Prejudice Related Incidents

Castleford Academy Trust is opposed to all forms of prejudice. The Trust provides both staff and pupils with the training and awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur they are addressed immediately and, where appropriate, reported to the necessary authorities.

The relevant complaints procedures will be used to deal with any discriminatory complaint from any member of the trust community.

The Trust will consult with those affected by inequality in the decisions made to eliminate discrimination. This will happen through policy development via the Equality Impact Assessment Group and through the dedicated pupil focus groups.

5. Equality Objectives

In achieving compliancy with the Act, equality objectives will be set every 4 years. These are based on thorough self-evaluation, detailed below are the Trust’s current set of overriding objectives.

Objective Group	Objective
Pupil Achievement	<ul style="list-style-type: none"> • To ensure that each academy within the Trust closes the achievement gap by ensuring there is no significant difference in the progress made by different groups of pupils compared to national.



Behaviour	<ul style="list-style-type: none"> To ensure academies within the Trust have systems to effectively report and monitor the incidences of the use of discriminatory, homophobic, sexist and racist language.
Curriculum	<ul style="list-style-type: none"> To ensure that the curriculum provided by each academy represents a diverse culture and society and encourages tolerance and respect. To ensure that all pupils within the trust have sufficient age-appropriate awareness and understanding of the protected characteristics.
Leadership and Management	<ul style="list-style-type: none"> To ensure that staff and governors are aware of current legislation surrounding equality and diversity and understand their responsibilities. To ensure that all staff are fully trained on the principles of the Equality Act. Continue to improve accessibility across all academy sites for pupils, staff and visitors with disabilities. To eliminate all forms of prejudice-based incidents towards people who share a protected characteristic and implement an open culture of understanding, acceptance and positivity. Ensure that all new and reviewed policies are fully compliant with the Trust's public sector equality duty.
Governance	<ul style="list-style-type: none"> To ensure that governance boards reflect the diversity and richness in our academy communities. To review and address historic underrepresentation at governance board level by increasing participation from underrepresented backgrounds, with a focus on improving outcomes for all. To create a more diverse governance board, who ensure sufficient challenge on behalf of all stakeholders and who contribute more widely to the strategic leadership of the trust by providing a connectedness between each academy and the community they serve.
Recruitment and Retention	<ul style="list-style-type: none"> Further increase the range of equality information that is collated and published e.g., recruitment and retention rates, applications for flexible working, CPD opportunities in respect of protected characteristics.

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

Castleford Academy Trust accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. The Trust will consider equality implications before and at the time that they develop policy and take decisions, evidenced through the completion of an appropriate Equality Impact Assessment.



6. Individual Academy Equality Objectives.

Each academy within the Trust will set and evaluate their own equality objectives in line with the Trust overriding objectives outlined above (see individual academy policies for further details).

7. Responsibility

Castleford Academy Trust believes that promoting equality is the responsibility of everyone within the Trust.

The Trust will eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not share it by:

- The implementation of policies for pupils on equal opportunities (including race and gender equality, special needs, behaviour and anti-bullying);
- The implementation of policies for staff on equal opportunities (including recruitment and selection, pay and anti-harassment);
- Delivering PSHE, SRE, RE, SMSC and other elements within the curriculum that promote tolerance, respect and understanding about cultures and lifestyles;
- Employing specialist staff to support pupils with special needs or disabilities;
- Implementing the Trust's disability access plan;
- Monitoring of staff and pupil welfare, with intervention and support where required;
- Making steps to meet the particular needs of pupils or staff that have a particular characteristic.
- Taking steps to ensure equal access to each site for those with disabilities within the Trust.

Specific responsibility for policy and procedures are outlined below:

School Community	Responsibility
Trust Board	<ul style="list-style-type: none"> • Ensure all academies within the Trust comply with all aspects of the Equality Act. • Delegate powers and responsibilities to Local Governing Bodies (LGBs) to ensure that this policy is embedded into the culture of each academy. • Ensure members of LGBs are aware of their legal responsibilities under equalities legislation. • Nominate an equalities Trustee to ensure that appropriate action will be taken to deal with prejudice related incidents or incidents which are in breach of this policy. • Set Trust wide equality objectives every four years. • Monitor achievement of equality targets across the Trust. • Ensure each academy has an accessibility plan in place in order to provide full access to the academy buildings for all disabled people. • Ensure that academies within the trust comply with equalities legislation. • Ensure funding is in place to support this policy.
Governing Body of an Academy	<ul style="list-style-type: none"> • Comply with all aspects of the Equality Act. • Involve and engage the whole community in identifying and understanding quality barriers and in the setting of objectives to address these.



	<ul style="list-style-type: none"> • Delegate powers and responsibilities to the Headteacher to ensure that this policy is embedded into the culture of the academy. • Delegate powers and responsibilities to the Headteacher to ensure all personnel and stakeholders are aware of and comply with this policy. • Undertake training to ensure all governors are aware of their legal responsibilities under equality legislation. • Monitor the incidents of racism, bullying and other inappropriate behaviour. • Monitor achievement of individual academy equality targets.
Headteacher	<ul style="list-style-type: none"> • Provide leadership and vision in respect of equality, diversity, inclusion and community cohesion. • 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. • Ensure incidents of racism, bullying and other inappropriate behaviour are recorded and dealt with appropriately, report a summary of this to governors. • Have high expectations of all pupils across the ability range. • Provide every pupil with the opportunity to succeed by ensuring the highest standards of teaching and learning. • Ensure the curriculum is broad, balanced, personalised, relevant and engaging. • Monitor the progress of all pupils (and groups of pupils) in order of them to achieve their expected targets. • Ensure equal opportunities is covered in the academy development plan, in all subject policies and curriculum plans. • Regularly reporting to the Governing Body on the standards achieved by different groups within the school. • Highlight and share positive activities that help to tackle educational disadvantage. • Ensure effective recording, reporting and addressing all racial or discriminatory incidents by staff. • Provide guidance, support and training to all staff. • Ensuring that this policy is embedded into the culture of the academy. • Ensure all academy personnel, pupils and parents are aware of and comply with this policy. • Have effective oversight of the implementation of this policy and policies linked to this policy e.g. SEND, accessibility, curriculum, etc.
Staff	<ul style="list-style-type: none"> • Act as positive role models in order to promote equality throughout the community. • Abide by and adhere to this policy. • Implement the academy's equalities policy. • Report and deal with all incidents of discrimination and unequal treatment to the SLT. • Help to create an environment of mutual respect and tolerance. • Maintain an overall academy ethos of respect and tolerance for one another. • Promote equality, diversity, inclusion and good community relations.



	<ul style="list-style-type: none"> • Challenge inappropriate language behaviour; racial harassment and bullying. • Help pupils to understand that discriminatory behaviour and remarks are hurtful and unacceptable. • Through the curriculum, deliver an understanding of the protected characteristics (at an age appropriate level) to all pupils. • Have high expectations of all pupils. • Provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all pupils. • Use a variety of teaching methods to ensure effective learning takes place for all pupils; • Provide challenge for all pupils; • Promote equality and diversity through curriculum planning; • Ensure planning is personalised and teaching adapted in order to provide full access for all pupils. • Carefully monitor all groups of pupils to ensure that they make progress and achieve their targets. • Avoid stereotypes or derogatory images in the selection of books or other visual materials. • Provide specialised resources for pupils with disabilities. • Create a positive classroom ethos and is welcoming to both sexes. • Ensure pupils feel valued and have individual targets. • Celebrate a wide range of festivals. • Encourage pupils to share their experiences of different cultures and different religions. • Undertake appropriate training sessions. • Report any concerns they have on any aspect of the academy community.
Parents	<ul style="list-style-type: none"> • Take an active part in identifying barriers for the academy’s community and in informing the academy of actions that can be taken to eradicate these. • Take an active role in supporting and challenging the academy to achieve the commitment given to the academy’s community in tackling inequality and achieving equality of opportunity for all. • To follow the academy communication and or complaints policy to share information with the academy to report concerns that they might have.
Pupils	<ul style="list-style-type: none"> • Supporting the academy to achieve the commitment made to tackling inequality. • Treat others kindly and fairly without prejudice, discrimination or harassment. • Challenge and report inappropriate language and/or behaviour. • Follow the academy behaviour policy. • 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.



8. Recruitment

Castleford Academy Trust is an equal opportunities employer and adhere to the principles of equal opportunity in all aspects of the recruitment process. The Trust welcomes applications for vacant posts from appropriately qualified persons regardless of age, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

9. Monitoring the Effectiveness of this Policy

The practical application of this policy will be reviewed annually, or when the need arises, through analysis of equality impact data by the relevant group/body.