



# Castle Hill School

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## Equality Duty

<b>Policy Created</b>	<b>2017</b>
<b>Committee</b>	<b>Governors</b>
<b>Last review</b>	<b>2017</b>
<b>Frequency</b>	<b>Annual</b>
<b>Date to be reviewed</b>	<b>2018</b>

## Introduction

We recognise that the public sector equality duty (known as the PSED or the equality duty) has two parts: a general duty, and specific duties.

The general duty has three aims and they are to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

The specific duties for schools are to:

1. To publish information to demonstrate how they are complying with the equality duty.
2. To prepare and publish one or more specific and measurable equality objective.

## Aims and objectives

Castle Hill School will annually review how well we achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment).

We aim to provide the highest possible education for all of our students. The ethos of our academy clearly reflects our commitment to fully including and respecting all members of our academy community.

We have set ourselves the following objectives for 2017/18:

### **Outcomes added 10/01/18.**

- To ensure that staff and governors are aware of current legislation surrounding equality and diversity and understand the Trust's responsibility- **Ratification of the Equality Duty- Autumn 2017 LGB meeting**
- To promote cultural understanding and awareness and tolerance of different religious beliefs between different ethnic groups within our academy communities.-**Collective worship requirements added to curriculum guides and Curriculum overview (Autumn/Spring 17-18).**

- To promote mental health awareness and develop appropriate interventions where necessary.- **Lesson Study focus How do we as teachers and staff recognise mental distress in our students, how do we label it (e.g. simply 'behaviour'), how do we distinguish between mental anguish and sensory processing needs, and how do we respond to it? Do we get it right? (Autumn/Spring 17-18).**
- Actively close gaps in attainment and achievement between students for all groups of students.  
**Introduction of termly assessment reports from Autumn 2017-18.**
- Monitor and address any incidence of the use of homophobic, sexist and racist language in our academy.-  
**Behaviour training in December 2017 and January 2018.**
- To continuously review and revise the curriculum so that it represents a diverse culture and society and encourages tolerance and respect. **Collective worship requirements added to curriculum guides and Curriculum overview (Autumn/Spring 17-18).**

General Policy Statement

At Castle Hill School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where pupils develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Gifted and Talented, Equal Opportunities and Health and Safety.

Protected Characteristic	Group	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take – these will form your objectives

<p><b>Race*</b> <b>Disability**</b> <b>Age</b> <b>Religion and Belief</b></p>	<p><b>Students</b></p>		<p>Equal Opportunities Policy Curriculum Positive behaviour Policy Comparative attainment data</p> <p>**Therapy and medical support</p>	<p>Diversity celebration through the curriculum Formative and Summative assessment</p> <p>*Bilingual support **Therapy and medical support</p>	<p>School activities to promote positive attitude to support protected groups including through the application of the curriculum</p> <p>Assemblies</p> <p>Academy Vision Statement Assessment records/ AFL, parents evening records, parent questionnaire</p>	<p>Curriculum development Update of positive behaviour principles through the application of the curriculum Celebration of national events Working towards Unicef Rights Respecting School Award Development of student voice for all groups</p>
<p><b>Race*</b> <b>Disability**</b> <b>Age</b> <b>Religion and Belief</b></p>	<p><b>All</b></p>	<p><b>Staff</b></p>	<p>Equal Opportunities Policy</p> <p>Recruitment &amp; Selection Policy &amp; Paperwork</p> <p>HR data, applicant monitoring HR data Support plans and info on phased returns **Data on staff registered disabled</p>	<p>Fair recruitment processes</p> <p>Positive behaviour Policy</p> <p>HR data, applicant monitoring HR data Support plans and info on phased returns</p> <p>**Data on staff registered disabled</p>	<p>Staff Briefings</p> <p>Monitoring of workforce</p> <p>Fair and transparent HR processes, Reasonable adjustments made</p> <p>Parents' forums and workshops</p>	<p>Continue to monitor employment to move towards a greater reflection of school community</p> <p>Provision of Positive Behaviour training</p> <p>Ongoing update of policies and good practice</p>

				Parents' forums and workshops *Bilingual support		
<b>Sex/Sexual Orientation/Gender reassignment</b>	<b>Students</b>		PSHCE curriculum Positive Behaviour Policy Pupil assessment data Pupil behaviour data	Inclusion Curriculum Assemblies Behaviour policy Student Council/Voice	Curriculum & syllabus data Attendance data Assemblies Student Council/Voice	Curriculum development Update of positive behaviour principles through the application of the curriculum Celebration of national events Working towards Unicef Rights Respecting School Award Development of student voice for all groups
<b>Sex/Sexual Orientation/Gender reassignment</b>	<b>All</b>	<b>Staff</b>	Equal Opportunities Policy HR Data Positive Behaviour Policy	Equal Opportunities Policy HR Data Positive Behaviour Policy	HR policies and procedures Fair and transparent processes Staff Briefings	Update of localised policies
<b>Pregnancy and Maternity</b>	<b>All</b>	<b>Staff</b>	Equal Opportunities Policy	Compliance with legislation, Maternity entitlements	Celebration of pregnancies and births	Update of localised policies

			Recruitment & Selection Procedures  HR data on rate of return post maternity leave  Risk assessments completed	Flexible Working Requests / Adjustments made  Risk assessments completed	Paternity leave granted  Staff Briefings  Risk assessments	
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