

Equality Information and Objectives

Policy/Procedure/Guideline:	Equality Info and Objectives
Senior Manager Responsible:	M Sherwin
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Aims

Castercliff Primary Academy aims to meet its obligations under the public sector equality duty 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

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](#).

Roles and responsibilities

The Local Governing Committee 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, 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 principal.

The principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to the local governing committee.

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

Eliminating discrimination

Castercliff Primary Academy 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 the Local Governing Committee are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

We eliminate discrimination by:

- Adoption of the single Equality Scheme
- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

Advancing equality of opportunity

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

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (such as, pupils with disabilities or pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities (such as, encouraging all pupils to be involved in the full range of school societies)
- Take steps to ensure that the opinions of all children and parents are listened to.

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

- Analyse 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
- Identify improvements for specific groups (e.g. declines in incidents of homophobic bullying)
- Analyse further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering good relations

Castercliff Primary Academy 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.

Equality considerations in decision-making

Castercliff Primary Academy ensures it has due regard to equality considerations whenever significant decisions are made.

We always consider 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

Equality objectives

Objective 1:

To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

Why we have chosen this objective:

We want to develop even stronger bonds with families and ensure maximum participation, especially for the pupil premium cohort.

To achieve this objective we plan to:

Ensure fair representation of vulnerable groups across school life including clubs and Ambassador roles

Hold regular events inviting the school community

Further embed the Leading Parent Partnership Award (LPPA)

Analyse extra-curricular club data for wider activities and target the disadvantaged to ensure equity of access and engagement

Progress we are making towards this objective:

Club data analysed.



Leading Parent Partnership award completed
PTA re-established and grown
Pupil Parliament and ambassador roles widened

Objective 2:

Increase the representation of teachers from local minority ethnic communities over a 4-year period (from this July to July 2029 in 4 years' time), so that this group increases from 14% (2/14) to 29% (14/4) of the teaching workforce.

Why we have chosen this objective:

We want to develop even stronger bonds with children and families and ensure school represents our community as strongly as possible.

To achieve this objective we plan to:

Ensure recruitment processes make clear the diversity of the school.

Progress we are making towards this objective:

New ECT recruited for September 2025.

Monitoring arrangements

The principal will update the equality information we publish, at least every year.

This document will be reviewed by the Local Academy Council at least every 4 years. This document will be approved by the Local Academy Council.

