



**Castle View Academy**  
The best in everyone™

# Equalities Policy

Responsibility: Mr Adam Potter, Principal

Review Schedule: Every 4 years

Reviewed: December 2023

Next Review: November 2027

---

### **Legal Framework**

We welcome our duties under the Equalities Act 2010 to eliminate discrimination and advance equality of opportunity and recognise the key part we can play as an employer, a school and a community organisation to reduce inequality.

### **Aim**

This statement aims to set out the principles and values that will guide our work and to briefly describe the way in which this will happen. It is designed to set a context for our Equality Objectives which are set out in Appendix 1, and the ways in which we intend to achieve these objectives.

### **Scope**

These principles will guide all of our work and will impact on all aspects of academy life.

### **Principles**

Castle View Academy believes that:

- Everyone is entitled to be treated fairly and without discrimination and all members of the community (and potential members) should expect to be treated this way.
- Education makes a significant contribution to equality in the world, and we aim to teach our young people about human rights equality and respect.
- The academy ethos is critical in challenging inequality, and we must create a culture which equally values each individual and supports the success and achievement of all.
- All members of the community should be supported to achieve their potential and that all young people should be prepared to go on and lead fulfilling adult lives.
- Everyone is different and that we will need to allocate our resources and make reasonable adjustments to help some young people overcome barriers and succeed.
- Cultural diversity is a source of great learning, and we should plan a curriculum (formal and informal) that celebrates difference and provides plenty of opportunities for students to learn about the world in which they live;
- We must protect members of the academy from unlawful discrimination on the basis of gender, race, disability, religion or belief, sexual orientation, gender identity, gender reassignment, pregnancy or maternity and provide for the well-being, safety and welfare of all.
- Given the challenges they face, poor outcomes are a risk for some students in this area. We are committed to challenging the inevitability of this and supporting students and their families to achieve highly.
- Transparency and openness are important and as a result we will publish our equality objectives and report on these annually and publish this information on our website.

### **Gender Reassignment**

We ensure that staff or students at the Castle View Academy are not discriminated against because:

- Of gender reassignment as a transsexual. Staff or students may prefer the description transgender person or trans male or female. A wide range of people are included in the terms 'trans' or 'transgender' – transgender in this context means someone proposed to change their gender or have already done so.
- Someone thinks someone is transsexual – discrimination by perception is not tolerated.



- Someone is connected to a transsexual person, or someone is wrongly thought to be transsexual – discrimination by association.

### **Responsibilities**

Governors are responsible for ensuring that this statement adequately reflects the academy's intentions and is kept current. They will also make sure that all other policies are considered for their impact upon equalities. Governors will ensure that the academy publishes its objectives and progress against these objectives.

The leadership team are responsible for ensuring that these principles apply to all our policies and practices and that the culture and ethos in the school continue to reflect these values. SLT will also monitor and evaluate data to ensure that there is progress towards objectives and that inequality is identified where it exists. The leadership team will ensure staff are trained as required to work in line with our expectations on equalities. The leadership team will suggest objectives for the Governing body and monitor outcomes against these objectives.

Staff are responsible for challenging discrimination when they discover it and implementing school policies accordingly.

Students are responsible for learning about equality and developing attitudes and beliefs that embrace the diversity of the world.

### **Monitoring and Review**

This statement will be reviewed at least every two years and sooner if Governors believe it to be necessary.



**Appendix 1 – Castle View Academy – Equalities Action Plan 2023-2025**

Objective	Actions	Timescale and responsibility	Key performance indicator	Review comments
Reduce the impact of educational and social disadvantage on achievement	<p>Strengthen staff CPD so that the quality of teaching continues to improve.</p> <p>Continue to fund appropriate inclusion, welfare and attendance staff teams so that disadvantaged students get the support they need.</p> <p>TLC and SEND Dept to work together to ensure best support for most vulnerable</p> <p>Develop new ways of engaging home learning links – The Pupil Passport, giving links from the academy to home.</p> <p>Set up Girls Network for 15 Year 10 girls to develop confidence from disadvantage.</p> <p>Careers opportunities – Amazing Apprenticeships/Career Interviews</p>	<p>KST</p> <p>SENCO</p> <p>SENCO</p> <p>SENCO</p> <p>JTI/KLU</p> <p>JTI</p>	<p>PP/NPP progress gap closes from current position.</p> <p>Ensure previous for vulnerable students and blended learning for self isolation students.</p> <p>Progress for students labelled as SEN support in line with cohort.</p> <p>Students working through the Passport in Tutor Period and recording reflections.</p> <p>Increase links with industry and Girls opportunities to seek various career interests.</p> <p>All Year 10 to have access to a series of apprenticeships live seminars.</p>	



<p>Increase the exposure of our students to cultural diversity</p>	<p>Develop an extensive inclusive enrichment programme.</p> <p>Develop an assemblies and tutorial programme. Calendared regular Character Education assemblies with student task to follow up.</p> <p>Develop a new Ethics curriculum, ensuring resources and SOL are in place and linked to Character follow up lessons.</p> <p>Strengthen the personal Development/Character curriculum.</p> <p>Seek information and views of KS3 students via Student Survey.</p>	<p>DHA</p> <p>ARY</p> <p>CHO/ARY</p> <p>ARY</p> <p>SWT/DHA</p>	<p>Annual audit of offer shows increased range of opportunities and increasing uptake.</p> <p>Student and parent surveys reflect the impact of these activities on children's personal development. Racist and homophobic bullying incidents decrease.</p> <p>Staff demographic monitoring shows greater diversity.</p> <p>Resourcing and SOL interleaved with Ethics. Student books show good progress.</p> <p>Students leadership to support successful implementation of feedback from students.</p>	
--	--	--	---	--