Equality Statement & Equality Objectives

Approved by:	**Castlefort Governing Body**	**Date: September 2026**
Signed by:	**Chair of the Governing Body**	
Last reviewed on:	**September 2025**	
Next review due by:	**September 2027**	

Equality Statement

Aims

Our academy aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

Our academy aims to promote respect for difference and diversity in accordance with our core values: share, care, achieve and believe.

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 academys 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 academys

Equality statement

We aim to be a community where everyone is treated fairly and with respect. We want everyone to reach their potential, and we recognise that for some pupils, extra support is needed to help them to achieve and be successful. We take our legal duties on equality seriously. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations. We are required to publish equality information as well as equality objectives, which show how we plan to reduce or remove particular inequalities or disadvantages.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our academy population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At Castlefort Academy, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

Equality objectives

At Castlefort Academy, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

Objective 1: To monitor and analyse pupil achievement by gender, SEN, pupil premium and in-year transfers and act on any trends or patterns in the data that require additional support for pupils.

Objective 2: To raise levels of attainment in core subjects for vulnerable learners.

Objective 3: To review levels of parental and pupil engagement in learning and academy life, across all activities to ensure equity and fairness in access and engagement.

Equality Information

Number of pupils on roll at the academy: 222
Age of pupils: 3 to 11 years

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, the academy collects information on protected characteristics.

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free Academy Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Children in Care
- Other vulnerable groups

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is sensitive personal information.

Demographics	Enrolment	% of Total
Female	120	54%
Male	102	46%
Pupils who are EAL (English as an additional Language)	6	2.7%
Pupils with SEN	40	18%
Pupils receiving EYPP (Early Years Pupil Premium)	14	6%
Pupils eligible for FSM (Free School Meals)	97	44%
Pupil Premium Eligible	73	33%

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

Eliminating discrimination and other conduct that is prohibited by the Act

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Castlefort Academy. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act. We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010. We eliminate discrimination by:

- Our behaviour policy ensures that all children feel safe at academy 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 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
- Ensure that all pupils have the opportunity to attend trips and off-site visits, competitions and events
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures
- Regular CPD is provided to staff and Local Academy Committee members

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in academy development
- Listening to parents/carers
- Listening to pupils at all times

Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it

We foster good relations by

- Ensuring that Castlefort Academy is seen as a community academy within our local community
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship

What impact have we already had on disability equality in our academy?

- Pupils with specific disabilities have been supported, both through general and specificmodifications, to experience the full range of academy opportunities
- The Accessibility Policy and Plan has informed premises developments including, for example,modifications to premises to have improved wheelchair access and facilities
- Modifications (if needed) have enabled teachers to continue working when faced with disability

What impact have we already had on gender equality in our academy?

- The gap between boys' and girls' progress and achievement is monitored closely.
- Strategies are put in place to target individuals and groups whose progress may be causing concern, this includes both boys and girls.
- Individual subject coordinators and member of the Senior Leadership Team (SLT) are aware of the curriculum bias of schemes of work, and where appropriate ensure there is compensatory emphasis. This may be achieved on occasion through specific materials andtopics, for example, boy friendly books in English.
- CPD in enhancing teaching and learning focuses on classroom strategies which will promote effective learning by all pupils. We believe that good practice in engaging boys also has a beneficial impact on girls' learning.
- All staff members are employed on an equal basis, and, within employment legislation and established terms and conditions of work, are entitled to maternity or paternity leave and will be considered forcareer breaks, job sharing or part-time work on an equal footing.
- Expectations of behaviour, including uniform standards, are not differentiated by gender.

In addition to this short statement, we have the following policies:

- Disability Equality policy
- SEN Policy
- Inclusion Policy
- Accessibility Policy and Plan
- Anti-Bullying Policy