

3PART ONE – EQUALITY ANALYSIS

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	<u>What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?</u>	<u>What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?</u>	What action do we need to take –these will form your objectives (see overleaf)
Race	All:	Equality Guidelines, translation function in website, Safeguarding policy, Behaviour policy ,Equal Opportunities Statement.	Inclusion Policy, celebrate diversity.	School activities to promote positive attitude to support protected groups, celebrate diversity, provision of translator, celebrate diversity.	Extend the translation offer to key documents / conversations about individuals
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, record of cases, recruitment monitoring, 121 meetings with line managers, advice sought from HR.	Those with protected characteristics included in Equality Steering Group and policy development, Fair recruitment processes.	Include staff with protected characteristics in activities, EAP scheme, culture of academy, teamwork.	Raise awareness of the Equal Opportunities Statements with all staff
	Pupils:	Admissions Policy, record of racial incidents, Local Governing Board minutes, comparable attainment data, Arbor records, analysis of ‘micro population groups’ as defined by Ofsted.	Wider Curriculum, assemblies, extra-curricular activities, anti-bullying policy, use data to identify groups and implement planned interventions to meet needs, EAL support, review exam results to determine actions and interventions, Student mentoring. School Counselling Service, Student Council/Voice.	Monitor types of bullying, content of graffiti, taking seriously reasons for school refusal, celebration assemblies, support national events. School Counselling Service, Student Council/Voice.	Conduct more detailed analysis of data for different ethnic groups (where statistically relevant) e.g. attendance, attainment, involvement in wider curriculum

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	All:	Equality Guidelines, Safeguarding Policy, Behaviour Policy, Accessibility Policy.	Inclusion Policy, Equalities statement, DDA Compliance. DDA compliance – reasonable adjustments made.	Communication record with parents of children with EHC plan.	
Disability	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, recruitment and promotion data, support plans and info on phased returns, data on staff registered disabled.	CPD access, staff survey, fair recruitment procedures.	Fair and transparent HR processes, Occupational Health screening, reasonable adjustments made, EAP scheme, staff briefings.	
	Pupils:	SEN Policy, SEN achievement data, data on disabilities and adjustments made, evidence of exam access, interviews with parents, DDA compliance, student support from Academy, Disability & Access Policy, SEN/School Action Plus, Admissions Policy, analysis of ‘micro population groups’ as defined by Ofsted.	Assemblies, Wider curriculum, School Counselling Service, Staff briefings and CPD records, Student Council/Voice.	Supporting students with disabilities, staff advised via Arbor, strategy sheets in place, School Counselling Service, Staff CPD Student Council/Voice.	

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Sex	All:	Equality Guidelines, Behaviour Policy.	Equality Guidelines, Inclusion Policy.	HR policies and procedures.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, tribunals, 121 meetings. Equal pay claims, cases of whistleblowing, recruitment and promotion data.	CPD access, EAP scheme, Staff survey.	Fair and transparent processes, training availability and attendance, staff briefings, Occupational Health screening, EAP scheme.	
	Pupils:	Admissions Policy, Pupil results, evidence of improvement, pupil data, incident forms, Governors minutes, Arbor, analysis of 'micro population groups' as defined by Ofsted.	Curriculum, assemblies, Behaviour policy, School Counselling Service, Student Council/Voice.	Curriculum, syllabus data, training availability and attendance, assemblies, School Counselling Service, Student Council/Voice.	

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Gender Reassignment	All:	Examples of supporting transition, Equality Guidelines, monitoring forms and surveys, Behaviour Policy.	Inclusions Policy. Easy access to informed, relevant advice.	Awareness of nationally recognised support groups who provide info e.g. GIRES and MERMAIDS. Non-gendered facilities, EAP scheme, School Counselling Service.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, non-gendered facilities, policy/guidance for staff transition.	Staff training, clear recruitment processes, EAP scheme.	EAP scheme.	
	Pupils:	Achievement data on gender dysphoric pupils, recording all equalities incidents, policy/guidance on pupil transition, incident reports, Governors minutes, Admissions Policy.	Anti-bullying to include specifically transgender (see Home Office booklet). Wider curriculum on transgender, School Counselling Service, Student Council/Voice.	Monitor type of bullying, taking seriously the reasons for school refusal and being bullied if gender related, assemblies to promote ethos & diversity, School Counselling Service, Student Council/Voice.	Develop log for content of graffiti, even if perpetrator cannot be identified

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Pregnancy & Maternity	All:	Equality Guidelines, Harassment & Bullying Policy.	Compliance with Guidelines and Policies, Inclusion Policy.	Ongoing communication and support.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Recruitment and promotion data, rate of return post maternity leave, HR policies and procedures, Adoption Policy, Grievance Procedure, tribunals.	Compliance with legislation, maternity entitlements, Flexible Working Requests / adjustments made.	Celebration of pregnancies and births, KIT days, invitations to academy events, paternity leave granted, Staff Briefings.	
	Pupils:	Exclusions Policy, SEN Policy, data available, SSP minutes, student pen pictures, tutor time/PHSE, Admissions Policy, achievement data, adjustment to timetable.	Adjustments to support learning, liaison with other agencies, flexibility over curriculum and exams, curriculum, results analysis, specialist centres, School Counselling Service Student Council/Voice.	Support network from pastoral team, student encouraged to maintain links with school during absence and kept informed of student activities, ongoing communication and support, curriculum, liaison with parents, assemblies, School Counselling Service, Student Council/Voice.	

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Age	All:	Equality Guidelines, Harassment & Bullying Policy, Community Cohesions Policy.	Compliance with Guidelines.	Inclusive culture.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, age profile of staff, HR policies/procedures and guidance, CPD availability and attendance.	Compliance with legislation.	All events inclusive, CPD inclusive of all age ranges, guest speakers.	
	Pupils:	Wider curriculum.	School Counselling Service, Student Council/Voice.	All events inclusive, challenge, school work experience, community volunteers, curriculum progression, guest speakers, assemblies, School Counselling Service, Student Council/Voice.	

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Religion and Belief	All:	Equality Guidelines, Behaviour Policy.	Inclusion Policy, Faith space available, time off for religious observation.	Inclusive culture.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, 121 meetings with line managers.	Fair recruitment processes, documents translated, adapted facilities for washing, Faith Room available, fair recruitment processes.	Assemblies, Faith space available, time off for religious observation, staff briefings, school's calendar adapted to meet the needs of majority religious group.	
	Pupils:	Group Equal Opportunities Student Statement, Admissions Policy, Tutor time.	Wider and RE curriculum, extra-curricular school activities, School Counselling Service, Student Council/Voice.	Students provided with time and space to observe, assemblies, Faith space, time off for religious observation, School Counselling Service, Student Council/Voice, School calendar adapted to meet the needs of majority religious group.	Allow more years to study RE short course GCSE

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Sexual Orientation	All:	Equality Guidelines, Community Cohesion Policy, Harassment & Bullying Policy.	Inclusion Policy.	Inclusive culture.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, 121 meetings, recruitment data, grievance outcomes.	Fair recruitment processes, engage staff in policy development, EAP scheme.	Staff briefings, EAP scheme, 121's, assemblies.	
	Pupils:	Admissions Policy, Tutor time, incident forms, Governors minutes, comparable attainment data, SIMS, pupil exclusion for discriminatory behaviour.	Wider curriculum, data to identify and implement interventions, School Counselling Service, Student Council/Voice.	Team work, any needs identified and strategies put in place to support students, assemblies/ guest speakers, Rainbow club, School Counselling Service, Student Council/Voice.	

PART TWO – EQUALITY OBJECTIVES

Equality Objective 1: Audit the curriculum delivered to students fosters good relations with people who share protected characteristics and adapt where possible.

We will complete this by September 2023 (Y9-11) September 2024 (Y12-13)

Why we have chosen this objective:

While most of the curriculum content is prescribed by examination boards, there are some areas where there is flexibility to adapt our existing curriculum to take more account of people with protected characteristics e.g. in Biology being explicit about the difference between sex and gender.

To achieve this objective we plan to:

- Draw up schedule to audit curriculum content as it is delivered to students
- Highlight areas where the curriculum could be linked with protected characteristics
- Adapt lesson resources to be as inclusive as possible

Progress we are making towards achieving this objective:

Subjects have been looking at their curriculum and where possible have made changes to be more inclusive. This has been most evident in English where they have reviewed their non-examined text and in our tutor reading program. This is an ongoing process.

Equality Objective 2: Conduct more detailed analysis of data for different ethnic groups (where statistically relevant) e.g. attendance, attainment, involvement in wider and extra curriculum.

We will complete this by (Date): July 2024

Why we have chosen this objective:

While we currently analyse data by a number of different groups e.g. SEND, Sex, Disadvantage, we do not analyse by race. It is important that we investigate if there are discrepancies between races and look to develop an action plan if needed.

To achieve this objective we plan to:

- Identify the different races at CAST using Arbor
- Identify any races that are statistically relevant in terms of number
- Add those races to our subgroup monitoring
- Identify any discrepancies in outcomes between statistically relevant races
- If appropriate, develop action plan to address concerns

Progress we are making towards achieving this objective:

In order to progress this objective, it has been necessary to review our enrolment form to include the full range of 'race' categories available on our management information system that students may identify with. We have also reviewed the data available for our existing students and updated using student input.

Equality Objective 3: Adopt an electronic safeguarding package to allow incidents involving protected characteristics to be more easily logged and monitored.

We will complete this by: September 2024

Why we have chosen this objective:

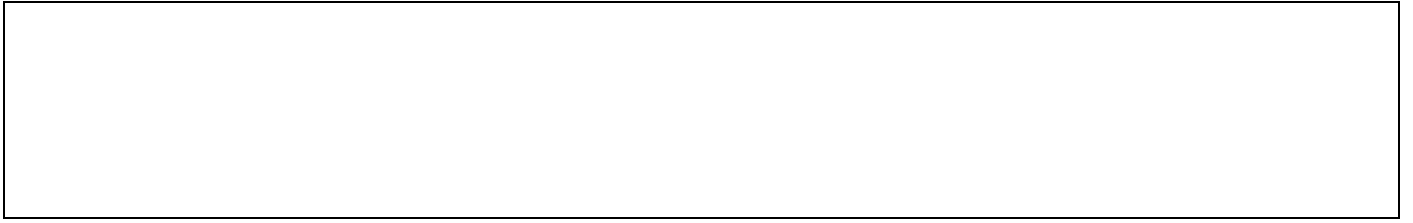
While incidents that are reported or have an identifiable perpetrator are logged under current systems, there an electronic system would enhance current procedures and help monitor all forms of abuse against people with protected characteristics which in turn would impact on the content of the wider curriculum and assemblies.

To achieve this objective we plan to:

- Adopt CPOMS safeguarding system
- Receive training to record incidents against protected characteristics
- Implement new process with staff
- Monitor incidents logged

Progress we are making towards achieving this objective:

CPOMS system was rolled out to staff for logging concerns in September 2022. Training is ongoing including from external existing CPOMS users to ensure best practice is shared.



Appendix 3 - Equality Template Policy Matrix

X = Not applicable * Applicable

Policy	RACE	DISABILITY	SEX	GENDER REASSIGNMENT	PREGNANCY AND MATERNITY	AGE	RELIGION AND BELIEF	SEXUAL ORIENTATION
Admissions Policy	*	*	*	*	*	X	*	*
Accessibility Policy	X	*	X	X	X	X	X	X
Exclusions Policy	X	X	X	X	*	X	X	X
Equality Guidelines	*	*	*	*	*	*	*	*
Equal Opportunities Statement	*	*	*	*	*	*	*	*
Grievance Procedure	*	*	*	*	*	*	*	*
Harassment & Bullying Policy	*	*	*	*	*	*	*	*
Inclusions Policy	*	*	*	*	*	X	*	*
Recruitment & Selection Policy	*	*	*	*	*	*	*	*
SEN Policy	X	*	X	X	*	X	X	X

