



Gender Pay Gap Statement

At Castle School we are committed to fairness, transparency, and equality in pay.

Although we are not legally required to publish statutory gender pay gap data (as we have fewer than 250 employees), we regularly monitor our workforce profile and ensure our pay policy is applied consistently and equitably.

At Castle School, the majority of our senior leadership and most specialist teaching and support roles are held by women. This means that women are represented in the highest pay bands across the school. As a result, our internal analysis shows no adverse gender pay gap – in fact, women are proportionally more likely to hold the most senior and highly paid posts.

We will continue to:

- Apply our pay policy in line with the **School Teachers' Pay and Conditions Document (STPCD)** and the **NJC Green Book** for support staff.
- Monitor recruitment, retention and promotion data to ensure equal opportunities for all genders.
- Publish our equality information and objectives annually in line with the **Public Sector Equality Duty**.

Equality Statement – Castle School

Castle School is committed to promoting equality of opportunity, celebrating diversity, and fostering an inclusive environment where all pupils, staff, parents and visitors feel safe, valued and respected.

We fully comply with the **Equality Act 2010** and the **Public Sector Equality Duty**, having due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation;

- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between different groups.

Our policies, curriculum, employment practices and day-to-day decision-making reflect these commitments. We publish equality information annually and update our objectives at least every four years, in line with statutory requirements.

Equality Objectives (2025–2029)

1. **Inclusive curriculum** – Ensure that all subject areas include positive representation of diverse backgrounds, cultures, abilities, genders and family structures, with at least one curriculum audit and update cycle completed each academic year.
2. **Staff diversity and development** – Increase applications from under-represented groups (particularly ethnic minorities and men in support/teaching roles) by 10% over the next four years through inclusive recruitment advertising and anonymised shortlisting. Provide annual EDI training for 100% of staff and governors.
3. **Accessibility** – Improve physical and digital accessibility by completing an annual accessibility audit and ensuring that all new school communications are available in accessible formats (e.g. large print, Easy Read, symbol support).
4. **Pupil voice and participation** – Increase participation in school council and leadership opportunities from pupils with protected characteristics (especially SEND and EAL learners), aiming for representation that reflects the school’s cohort by 2027.