

# THE CHERWELL SCHOOL - SINGLE EQUALITY POLICY

## EQUALITY STATEMENT 2017-18

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### Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment

- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other aspects of the school have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

## **The Cherwell School Aims**

### **Opportunity**

Individuals have the opportunity to develop their abilities and talents, and to be successful. We want everyone within our community to be nurtured, challenged and encouraged to make the most of opportunities.

### **Responsibility**

As a community of individuals, we recognise that we have a range of responsibilities. Team work and collective responsibility support the success of individuals, the school and the wider community.

### **Excellence**

There is a commitment to excellence in all that we do. We have a culture of high expectations. ; We expect to do well both as individuals and collectively.

### **Addressing Prejudice Related Incidents**

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the

education system. We provide both our students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

## **Responsibility**

We believe that promoting Equality is the whole school's responsibility:

<b>School Community</b>	<b>Responsibility</b>
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Headteacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Head as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Support Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents/Carers	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these



	Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Students	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

**We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on The Cherwell School website.**

### **Breaches**

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

### **Monitor and Review**

Every year, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved by the Governing Body: **December 2018**

Date to be reviewed by the Governing Body: **December 2019**

### School Equalities Information and SMART Objectives

Anywhere school have used the following process to assist them in identifying some of the barriers to their pupils in accessing education provision.

- How many children are currently on roll at the school? **2003 in total**
- What information is collected by protected characteristics?

Using the SIMs data the following information was available:

Ethnic Categories (2018/19)					
White British	<b>1086</b>	White and Black Caribbean	<b>39</b>	Indian	<b>47</b>
Any other Black background	<b>12</b>	Any Other Ethnic Group	<b>47</b>	Black Caribbean	<b>10</b>
White Irish	<b>6</b>	White and Asian	<b>71</b>	Pakistani	<b>98</b>
White English	<b>1</b>	Chinese	<b>31</b>	Black African	<b>76</b>
Any other white background	<b>235</b>	White and Black African	<b>30</b>	Bangladeshi	<b>33</b>
Any other Asian Background	<b>59</b>	Any other Mixed Background	<b>88</b>	Information Refused	<b>28</b>
Information not obtained	<b>3</b>				

Medical Needs – 2018/19					
Allergies	73	Diabetes	8	Hearing Impaired	19
Arthritis	2	Eczema	18	Heart condition	12
Asthma	147	Epilepsy	7	Other musculoskeletal	10
Autism Spectrum	60	Epipen user	19	Migraine/headaches	12
Cerebral Palsy	1	Misc. gastrointestinal	2	Urinary tract infections	1
Crohns	3	Eye conditions	31	Other	47

Special Educational Needs (SEN) (2018/19)	Percentage (%)	Actual No.
No specified Special Educational Need	86	1655
SEN Support (K)	9	181
Education, Health and Care Plan (EHCP)	4	75
Total specified Special Educational Needs	13	256

Gender - 2018/2019	
Girls	961
Boys	1042

No detailed Information was available on the following protected characteristics:

**Gender Reassignment:** The school does not have recorded information on whether any of the students on roll had reassigned their gender

**Sexual Identity** – The school did not have information on whether any staff or students on roll identified as Lesbian, Gay or Bi-sexual but we know students that identify as Transgender and that some students and staff are Lesbian, Gay or Bi-sexual. There is a thriving gender alliance group and we are a ‘Stonewall School’.

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance

- Exclusions
- Prejudice related incidents

Admissions: Having viewed information about the local community it appears that the school is more diverse than its local community.

## Religion

<b>Religion and Belief (2018/19)</b>			
Church of England	854	Other Religion	46
Hindu	26	Sikh	6
Jewish	20	Refused	51
Muslim	246	Unknown	35
No Religion	686	Buddhist	7
No recorded	26		



## **2017-18 GCSE PR and results data**

Headline Figures

268 Students (158 Male; 110 Female)

% Students	PR1 TA	PR2 TA	PR3 TA	PR4 TA	2018 RESULTS
5+ 9-7	33.8	33.2	35.2	37.1	39.2
5+ 9-5	67.7	68.6	68.9	70.0	70.5
5+ 9-5 Inc. En & Ma	58.5	59.4	59.6	61.1	67.9
5+ 9-1	97.5	97.1	97.1	97.4	98.1
5+ 9-1 Inc. En & Ma	97.5	97.1	97.1	97.4	98.1

Interest Group	Progress 8 score PR1 TA	Progress 8 score PR2 TA	Progress 8 score PR3 TA	Progress 8 score PR4 TA	Progress 8 score Results 2016
All (268)	0.48	0.5	0.52	0.59	0.89
Male (158)	0.38	0.41	0.48	0.54	0.88
Female (110)	0.65	0.64	0.58	0.67	0.91
Pupil Premium (42)	0.33	0.34	0.31	0.37	0.37
Non Pupil Premium (226)	0.51	0.53	0.55	0.63	0.99
Free School Meal (16)	0.33	0.13	0.07	0.02	0.21
Non Free School Meal (252)	0.51	0.52	0.55	0.62	0.94
Prior Attainment High (126)	0.43	0.42	0.46	0.55	0.96
Prior Attainment Med (88)	0.52	0.54	0.54	0.57	0.81
Prior Attainment Low (26)	0.62	0.69	0.69	0.80	0.87
SEN E (3)	-0.25	-0.67	-0.03	-0.02	0.52
SEN K (33)	0.15	0.15	0.22	0.28	0.37
Non SEN (232)	0.55	0.56	0.57	0.65	0.99
EAL (60)	0.80	0.81	0.83	0.96	1.24
Non EAL (208)	0.41	0.43	0.45	0.50	0.82





### % Strong pass English

Interest Group	% strong pass PR1 TA	% strong pass PR2 TA	% strong pass PR3 TA	% strong pass PR4 TA	% strong pass Results 2018
All (268)	66.2	67.9	70.0	68.5	88.4
Male (158)	56.9	58.8	61.6	59.7	86.1
Female (110)	79.5	81.1	81.9	81.1	91.8
Pupil Premium (42)	40.5	42.9	45.2	47.6	66.7
Non Pupil Premium (226)	70.9	72.5	71.7	72.4	92.5
Free School Meal (16)	37.5	37.5	43.8	43.7	75.0
Non Free School Meal (252)	67.9	69.8	71.6	70.0	89.3
Prior Attainment High (126)	88.9	88.9	89.7	88.9	98.4
Prior Attainment Med (88)	52.8	54.4	57.8	57.8	86.4
Prior Attainment Low (26)	7.4	11.1	11.5	11.5	53.9
SEN E (3)	0	0	0	0	100.0
SEN K (33)	17.7	18.2	24.2	24.2	60.6
Non SEN (232)	74.1	75.7	77.3	75.6	92.2
EAL (60)	53.2	58.1	59.0	59.1	83.3
Non EAL (208)	70.0	70.8	73.2	71.3	89.9

### % Strong pass Maths

Interest Group	% strong pass PR1 TA	% strong pass PR2 TA	% strong pass PR3 TA	% strong pass PR4 TA	% strong pass Results 2018
All (268)	71.3	71.2	71.9	73.3	74.6
Male (158)	69.4	69.4	70.4	71.2	72.2
Female (110)	74.1	73.9	73.9	76.6	78.2
Pupil Premium (42)	42.9	42.9	47.6	47.6	52.4
Non Pupil Premium (226)	76.5	76.4	76.3	78.1	78.8

Free School Meal (16)	43.8	37.5	43.8	43.8	62.5
Non Free School Meal (252)	73.1	73.3	73.6	75.2	75.4
Prior Attainment High (126)	97.6	97.6	97.6	97.6	97.6
Prior Attainment Med (88)	51.7	51.1	50.0	53.3	55.7
Prior Attainment Low (26)	7.4	7.4	11.5	11.6	15.4
SEN E (3)	3.3	3.3	3.3	3.3	3.3
SEN K (33)	32.3	27.3	33.3	33.3	36.4
Non SEN (232)	77.4	77.9	77.8	79.5	80.6
EAL (60)	66.1	62.9	65.6	42.1	71.7
Non EAL (208)	72.9	73.7	73.7	73.7	75.5

**Equality Objective: To narrow the attainment gap between our disadvantaged students and their peers**

**Why:** Our data identified that although they do very well and make good progress, there is still an attainment gap especially between those students gaining the highest grades

**How:** This is an issue for the whole and Our AHT Inclusion and AHT Learning and Teaching will lead on suggesting strategies and delivering training to make sure that these students achieve. Learning Mentors will support key students and make sure they have resources including revision guides and textbooks at home. There will be a focus on identifying these students in Key Stage 3.

High ability under achieving students will be identified by Year Leaders using Progress Review and KS2 data. This information will be shared with teaching staff in order that they can support students and ensure they achieve the highest grades. Parents and Carers will be engaged and will attend Parents' Consultation Evenings. The Senior Leadership Team will meet with individual students to encourage and advise. Progress will be monitored at PR points each term.

**Outcome:** Disadvantaged students will achieve in line with their peers



## Attendance

ETHNICITY (MALE) 2018/19	7	8	9	10	11	PUPILS	ATT	AUTH	UN AUTH
Any other Asian	6	2	7	7	3	25	95.41	4.01	0.58
Any other black	0	1	2	0	2	5	95.00	4.59	0.29
Any other Ethnicity	2	3	6	1	4	16	96.14	2.96	0.94
Any Other mix Background	12	5	4	9	4	34	93.88	4.24	2.04
Any other white	20	17	12	18	15	82	94.04	4.97	0.99
Bangladeshi	2	5	2	4	1	14	94.60	4.94	0.46
Black African	4	8	4	6	5	27	94.52	4.42	1.06
Black Caribbean	0	0	0	1	0	1	91.49	7.45	1.06
Chinese	0	2	1	2	4	9	96.46	3.49	0.06
Indian	2	4	4	4	5	19	95.77	3.52	0.51
Info Not Yet Obtained	0	0	0	0	1	1	91.18	8.82	0.00
Pakastani	4	7	9	10	6	36	94.13	4.53	1.23
Refused	3	1	4	2	2	12	92.65	5.55	1.80
White and Asian	5	2	7	7	5	26	91.30	6.40	2.30
White and Black African	0	2	0	1	4	7	91.81	6.32	1.20
White and black Caribbean	4	1	0	4	2	11	89.01	7.91	3.11
White- British	93	75	86	135	97	486	92.94	5.57	1.50
White Irish	1	0	1	0	0	2	98.94	1.20	7.98
<b>TOTAL</b>	<b>158</b>	<b>135</b>	<b>149</b>	<b>211</b>	<b>160</b>	<b>813</b>	<b>93.85</b>	<b>5.05</b>	<b>1.51</b>

ETHNICITY (FEMALE)	7	8	9	10	11	PUPILS	ATT	AUTH	UN AUTH
Any other Asian	6	3	2	1	2	14	96.50	2.98	0.53
Any other black	1	1	1	1	1	5	95.70	4.07	0.22
Any other Ethnicity	3	1	5	2	4	15	94.80	3.80	1.40
Any Other mix Background	9	19	4	4	2	38	94.73	4.66	0.60
Any other white	12	4	14	8	11	49	93.38	4.71	1.90
Bangladeshi	1	4	0	3	0	8	92.70	6.02	1.28
Black African	5	5	6	6	2	24	95.52	3.64	0.84
Black Caribbean	2	1	1	1	2	7	94.37	4.86	0.77
Chinese		2	1		5	8	96.82	3.09	0.09
Indian	4	4	2	3	2	15	94.87	4.44	0.70
Info Not Yet Obtained	0	0	0	0	0	0	#	#	#
Pakastani	7	8	4	8	4	31	94.85	4.19	1.64
Refused	0	3	1	2	0	6	98.12	1.81	0.07



White and Asian	8	5	3	7	3	26	95.41	4.03	0.60
White and Black African	2	3	4	1	4	14	95.18	3.74	1.08
White and black Caribbean	3	2	4	4	1	14	92.14	6.64	1.22
White- British	63	67	67	65	67	329	93.21	5.41	1.41
White Irish	1	1	0	0	1	3	90.15	9.13	0.71
<b>TOTAL</b>	<b>127</b>	<b>133</b>	<b>119</b>	<b>116</b>	<b>111</b>	<b>606</b>	<b>94.61</b>	<b>4.54</b>	<b>0.89</b>

Our data did not identify any equality concerns regarding attendance of ethnic groups, however disadvantaged students attend less well than their non-disadvantaged peers

**Equality Objective: To improve the attendance of disadvantaged students**

**Why:** We recognise that it is crucial that students attend school every day in order to progress and succeed. We have identified that out PP and SEND students attend less well than their peers.

**How:** We will have a whole school focus on improving attendance and resilience. Students and their parents and carers will understand the impact of missing school. Students will be rewarded for meeting their attendance targets. Our Attendance and Inclusion officer as well as Deputy Year Leaders will work closely with families of children who need extra support to attend.

**Outcome:** Disadvantaged students will improve their attendance

**Exclusions**

Cumulative 2017- 2018			
	Fixed Term		
Year	FT SEND	FT PP	FT All
7	13	6	13
8	2	1	5
9	2	2	17
10	0	1	6
11	0	0	1
12	0	1	2
13	0	0	0
<b>TOTAL</b>	<b>17</b>	<b>11</b>	<b>44</b>

**Equality Objective: To reduce the number of exclusions for vulnerable students**



**Why:** We have identified that of the (52) 44 fixed term exclusions last year (42) 28 were given to PP/SEND students. This is low in comparison to local and national data but an increase on previous years' figures and the imbalance between non PP/SEND student is a concern.

**How:** We will investigate the reasons why PP/SEND students are being excluded more that their non PP/SEND peers and implement interventions to prevent these. This will include increased involvement from our AHT Inclusion to develop strategies for individuals as well as consulting outside agencies to help with this. We will introduce alternatives to exclusion in order to address behaviour issues in school.

**Outcome:** Fewer students, including those with PP/SEND, will be excluded from school

### **Prejudice Related Incidents**

**There were 7 recorded incidents in 2017/18**

<b>Racism/Culture</b>	<b>3</b>
<b>Disability</b>	<b>0</b>
<b>Appearance</b>	<b>0</b>
<b>Transgender/LGBT</b>	<b>2</b>
<b>SEN</b>	<b>2</b>

## Staff

### Employment 2018-19

AGE	MALE	FEMALE
18-25	12	17
26-40	35	70
41-59	33	103
60 +	2	13
<b>TOTAL</b>	<b>82</b>	<b>203</b>

### DISABILITY

This is not information we have recorded but we do have staff who are registered disabled

### RACE 2018/19

ETHNICITY	MALE	FEMALE
Asian or Asian British, Indian	2	2
Asian or Asian British, Pakistani	1	2
Asian or Asian British, Bangladeshi	1	0
Asian or Asian British, Any other Asian background	0	4
Black or Black British, Any other Black Background	1	0
Black or Black British, Caribbean	0	1
Do not wish to be recorded	1	2
Mixed White and Black African	1	1
Mixed White and Asian	1	0
Mixed white and Black African	1	1
Mixed White and Black Caribbean	1	1
Mixed, any other mixed background	1	1
White, any other white background	3	14
White Irish	0	2
White British	65	135
Not Obtained	2	5
<b>Total</b>	<b>81</b>	<b>171</b>





### Support Staff Salary Scales and Ethnicity

SUPPORT STAFF	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10	G 11	G 12	G 13	G 14	G 15
Asian or Asian British, Indian						1	7								
Asian or Asian British, Pakistani				2											
Asian or Asian British, Bangladeshi	1														
Asian or Asian British, Any other Asian background				1			1	1							
Black or Black British, Any other Black Background															
Black or Black British, African															
Black or Black British, Caribbean															
Chinese															
Do not wish to be recorded				1	1	2	1								
Mixed White and Black African							1								
Mixed White and Asian															
Mixed white and Black Caribbean															
Mixed, any other mixed background				1											
White, any other white background				1	1	2	1		4						
Any other ethnic background															
White Irish															
White British	1			16	17	11	10	16	3	2	4		1		

### Gender

Male	26
Female	85





## **RELIGION OR BELIEF**

*We do not collect this information from staff*

## **SEXUAL ORIENTATION**

*This information has not been collected but we know that there are members of staff who identify as LGBT in all areas of the school community*

## **GENDER REASSIGNMENT**

*This information has not been collected*

## **PREGNANCY/MATERNITY/PATERNITY**

<b>Gender</b>	<b>ETHNICITY</b>
	<b>White British</b>
<b>MALE</b>	2
<b>FEMALE</b>	5

We recognise our duties under the Equality Act in respect of the staff we employ. We have set the following objectives:

## **Objectives at a glance**

### **Equality Objective: To narrow the attainment gap between our disadvantaged students and their peers**

**Why:** Our data identified that although our disadvantaged students do very well and make good progress, there is still an attainment gap especially between those students gaining the highest grades

**How:** This is an issue for the whole school and our AHT Inclusion and AHT Learning and Teaching will lead on suggesting strategies and delivering training to make sure that these students achieve. Learning Mentors will support key students and make sure they have resources including revision guides and textbooks at home. There will be a focus on identifying these students in Key Stage 3.

High ability under achieving students will be identified by Year Leaders using Progress Review and KS2 data. This information will be shared with teaching staff in order that they can support students and ensure they achieve the highest grades. Parents and Carers will be engaged and will attend Parents' Consultation Evenings. The Senior Leadership Team will meet with individual students to encourage and advise. Progress will be monitored at PR points each term.

**Outcome:** Disadvantaged students will increasingly achieve in line with their peers

### **Equality Objective: To improve the attendance of disadvantaged students**

**Why:** We recognise that it is crucial that students attend school every day in order to progress and succeed. We have identified that our PP and SEND students attend less well than their peers.

**How:** We will have a whole school focus on improving attendance and resilience. Students and their parents and carers will understand the impact of missing school. Students will be rewarded for meeting their attendance targets. Our Attendance and Inclusion officer as well as Deputy Year Leaders will work closely with families of children who need extra support to attend.

**Outcome:** Disadvantaged students will improve their attendance



**Equality Objective: To reduce the number of exclusions for vulnerable students**

**Why:** We have identified that of the (52) 44 fixed term exclusions last year (42) 28 were given to PP/SEND students. This is low in comparison to local and national data but an increase on previous years' figures and the imbalance between non PP/SEND student is a concern.

**How:** We will investigate the reasons why PP/SEND students are being excluded more than their non PP/SEND peers and implement interventions to prevent these. This will include increased involvement from our AHT Inclusion to develop strategies for individuals as well as consulting outside agencies to help with this. We will introduce alternatives to exclusion in order to address behaviour issues in school.

**Outcome:** Fewer students, including those with PP/SEND, will be excluded from school