

# The Cherwell School



## **SINGLE EQUALITY POLICY**

Person responsible for policy: Deputy Headteacher: Student Experience & Wellbeing

Revised: October 2017

Review Date: December 2019

Governor Committee: SIC

# THE CHERWELL SCHOOL - SINGLE EQUALITY POLICY

## EQUALITY STATEMENT 2016-17

### 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 schools responsibility:

| School Community       | Responsibility  |
|------------------------|---|
| 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:<br>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<br>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.<br>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.<br>Design and deliver an inclusive curriculum<br>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<br>Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated   |

|                         |   |
|-------------------------|---|
|                         | <p>Support colleagues within the school community</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents</p>  |
| Parents/Carers          | <p>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</p> <p>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.</p> |
| Students                | <p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>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.</p>   |
| Local Community Members | <p>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</p> <p>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.</p>  |

**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: **9<sup>th</sup> December 2017**

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? **1856 in total**
- What information is collected by protected characteristics?

Using the SIMs data the following information was available:

| Ethnic Categories (2017)    |             |                              |           |                            |           |
|-----------------------------|-------------|------------------------------|-----------|----------------------------|-----------|
| White British               | <b>1027</b> | White and Black Caribbean    | <b>35</b> | Indian                     | <b>43</b> |
| Any other Black background  | <b>11</b>   | Gypsy/Roma                   | <b>0</b>  | Black Caribbean            | <b>13</b> |
| White Irish                 | <b>6</b>    | White and Asian              | <b>66</b> | Pakistani                  | <b>82</b> |
| Refugee                     | <b>0</b>    | Chinese                      | <b>33</b> | Black African              | <b>69</b> |
| Any other white background  | <b>229</b>  | White and Black African      | <b>34</b> | Bangladeshi                | <b>26</b> |
| Asylum Seeker               | <b>0</b>    | Any other Chinese background | <b>0</b>  | Information Refused        | <b>23</b> |
| Traveller of Irish Heritage | <b>0</b>    | Any other Mixed Background   | <b>56</b> | Any other Asian Background | <b>61</b> |
| Any other Ethnic Group      | <b>40</b>   | Information Not Obtained     | <b>2</b>  |                            |           |

| <b>Medical Needs - 2017</b> |            |                        |           |                          |           |
|-----------------------------|------------|------------------------|-----------|--------------------------|-----------|
| Allergies                   | <b>44</b>  | Diabetes               | <b>6</b>  | Hearing Impaired         | <b>15</b> |
| Arthritis                   | <b>2</b>   | Eczema                 | <b>9</b>  | Heart condition          | <b>12</b> |
| Asthma                      | <b>103</b> | Epilepsy               | <b>15</b> | Other musculoskeletal    | <b>4</b>  |
| Autism Spectrum             | <b>48</b>  | Epipen user            | <b>2</b>  | Migraine/headaches       | <b>5</b>  |
| Cerebral Palsy              | <b>1</b>   | Misc. gastrointestinal | <b>2</b>  | Urinary tract infections | <b>1</b>  |
| Crohns                      | <b>2</b>   | Eye conditions         | <b>32</b> |                          |           |

| <b>Special Educational Needs (SEN) (2015/2016)</b> | <b>Percentage (%)</b> | <b>Actual No.</b> |
|--|-----------------------|-------------------|
| No specified Special Educational Need              | <b>88.3</b>           | <b>1665</b>       |
| SEN Support  | <b>8.8</b>            | <b>166</b>        |
| Statemented or EHCP                                | <b>2.9</b>            | <b>55</b>         |
| (EHCP - Education, Health and Care Plan)           | <b>3.02</b>           | <b>56</b>         |

| <b>Gender (2016/2017)</b> |            |
|---------------------------|------------|
| Girls                     | <b>885</b> |
| Boys                      | <b>968</b> |

| <b>Religion and Belief (2016/17)</b> |           |             |            |
|--------------------------------------|-----------|-------------|------------|
| Church of England                    | <b>0</b>  | Sikh        | <b>6</b>   |
| Hindu                                | <b>23</b> | No Religion | <b>653</b> |

|           |     |                |    |
|-----------|-----|----------------|----|
| Jewish    | 24  | Other Religion | 38 |
| Methodist | 0   | Unknown        | 35 |
| Muslim    | 214 | Refused        | 30 |

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 of 6 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.

## 2015-16 GCSE PR and results data

### Headline Figures

268 Students (137 Male; 131 Female)

| % Students          | PR1 TA | PR2 TA | PR3 TA | PR4 TA | 2016 RESULTS |
|---------------------|--------|--------|--------|--------|--------------|
| 5+ A*A              | 26.9%  | 26.1%  | 28.7%  | 32.5%  | 34.7%        |
| 5+ A*C              | 79.9%  | 80.6%  | 76.5%  | 79.1%  | 76.1%        |
| 5+ A*C Inc. En & Ma | 63.4%  | 68.3%  | 67.2%  | 67.2%  | 70.9%        |
| 5+ A*G              | 97.0%  | 97.0%  | 96.6%  | 97.4%  | 97.4%        |
| 5+A*C Inc. En & Ma  | 97.0%  | 97.0%  | 96.3%  | 96.3%  | 96.6%        |



| Interest Group           | % 3+ LOP PR1 TA | % 3+ LOP PR2 TA | % 3+ LOP PR3 TA | % 3+ LOP PR4 TA | % 3+ LOP Results 2016 |
|--------------------------|-----------------|-----------------|-----------------|-----------------|-----------------------|
| All: All                 | 84.5            | 82.13           | 81.4            | 96.01           | 86.48                 |
| Gender: Female           | 92.5            | 92.05           | 92.18           | 102.28          | 91.53                 |
| Gender: Male             | 76.19           | 71.86           | 70              | 88.46           | 81.3                  |
| Av KS2 Ability level: HH | 100             | 100             | 100             | 100             | 100                   |
| Av KS2 Ability level: H  | 91.47           | 91.47           | 90.7            | 91.41           | 92.25                 |
| Av KS2 Ability level: M  | 82.03           | 79.61           | 81.18           | 101.97          | 89.33                 |
| Av KS2 Ability level: L  | 77.36           | 69.81           | 56.6            | 78.95           | 54.72                 |
| Av KS2 Ability level: LL | 81.82           | 75              | 73.33           | 100             | 83.33                 |
| EAL: EAL                 | 83.05           | 81.36           | 81.2            | 92.23           | 91.53                 |
| EAL: Non-EAL             | 84.99           | 82.39           | 81.46           | 97.32           | 84.77                 |
| Pupil Premium: PP        | 71.95           | 68.29           | 69.41           | 89.39           | 76.62                 |
| Pupil Premium: Non-PP    | 87.15           | 85.05           | 84.02           | 97.31           | 88.43                 |
| SEN: K                   | 51.35           | 50              | 47.5            | 73.08           | 54.29                 |
| SEN: S                   | 62.5            | 66.67           | 77.78           | 175             | 85.71                 |
| SEN: N                   | 87.79           | 85.34           | 84.67           | 96.77           | 89.15                 |

### 3+ LOP English

| Interest Group           | % 3+ LOP PR1 TA | % 3+ LOP PR2 TA | % 3+ LOP PR3 TA | % 3+ LOP PR4 TA | % 3+ LOP Results 2016 |
|--------------------------|-----------------|-----------------|-----------------|-----------------|-----------------------|
| All: All                 | 84.5            | 82.13           | 81.4            | 96.01           | 86.48                 |
| Gender: Female           | 92.5            | 92.05           | 92.18           | 102.28          | 91.53                 |
| Gender: Male             | 76.19           | 71.86           | 70              | 88.46           | 81.3                  |
| Av KS2 Ability level: HH | 100             | 100             | 100             | 100             | 100                   |
| Av KS2 Ability level: H  | 91.47           | 91.47           | 90.7            | 91.41           | 92.25                 |
| Av KS2 Ability level: M  | 82.03           | 79.61           | 81.18           | 101.97          | 89.33                 |
| Av KS2 Ability level: L  | 77.36           | 69.81           | 56.6            | 78.95           | 54.72                 |
| Av KS2 Ability level: LL | 81.82           | 75              | 73.33           | 100             | 83.33                 |
| EAL: EAL                 | 83.05           | 81.36           | 81.2            | 92.23           | 91.53                 |
| EAL: Non-EAL             | 84.99           | 82.39           | 81.46           | 97.32           | 84.77                 |
| Pupil Premium: PP        | 71.95           | 68.29           | 69.41           | 89.39           | 76.62                 |
| Pupil Premium: Non-PP    | 87.15           | 85.05           | 84.02           | 97.31           | 88.43                 |
| SEN: K                   | 51.35           | 50              | 47.5            | 73.08           | 54.29                 |
| SEN: S                   | 62.5            | 66.67           | 77.78           | 175             | 85.71                 |
| SEN: N                   | 87.79           | 85.34           | 84.67           | 96.77           | 89.15                 |

### 3+ LOP Maths

| Interest Group           | % 3+ LOP<br>PR1 TA | % 3+ LOP<br>PR2 TA | % 3+ LOP<br>PR3 TA | % 3+ LOP<br>PR4 TA | % 3+ LOP<br>Results<br>2016 |
|--------------------------|--------------------|--------------------|--------------------|--------------------|-----------------------------|
| All: All                 | 78.78              | 86.64              | 89.47              | 90.57              | 88.93                       |
| Gender: Female           | 88.98              | 94.12              | 95.8               | 95.8               | 88.14                       |
| Gender: Male             | 69.29              | 79.69              | 83.59              | 85.6               | 89.68                       |
| Av KS2 Ability level: HH | 100                | 100                | 100                | 100                | 100                         |
| Av KS2 Ability level: H  | 92.31              | 92.31              | 98.46              | 100                | 98.44                       |
| Av KS2 Ability level: M  | 74.62              | 89.23              | 91.54              | 92.97              | 93.08                       |
| Av KS2 Ability level: L  | 61.29              | 61.29              | 61.29              | 63.33              | 48.28                       |
| Av KS2 Ability level: LL | 60                 | 60                 | 60                 | 60                 | 50                          |
| EAL: EAL                 | 88.89              | 93.75              | 96.88              | 96.88              | 93.75                       |
| EAL: Non-EAL             | 75.27              | 84.15              | 86.89              | 88.33              | 87.22                       |
| Pupil Premium: PP        | 63.64              | 68.18              | 70.45              | 73.81              | 75                          |
| Pupil Premium: Non-PP    | 82.09              | 90.64              | 93.6               | 94.06              | 91.67                       |
| SEN: K                   | 31.82              | 38.1               | 38.1               | 42.11              | 45                          |
| SEN: S                   | 75                 | 75                 | 75                 | 75                 | 75                          |
| SEN: N                   | 83.56              | 91.44              | 94.59              | 95.02              | 93.18                       |

## Progress 8

| Progress 8 PR1 | Progress 8 PR2 | Progress 8 PR3 | Progress 8 PR4 | Progress 8 Results 2016 | Lower Limit | Upper Limit | Below Floor Target? | No. Included in progress 8 |
|----------------|----------------|----------------|----------------|-------------------------|-------------|-------------|---------------------|----------------------------|
| 0.45           | 0.47           | 0.46           | 0.57           | 0.49                    | 0.36        | 0.62        | No                  | 247                        |
| 0.74           | 0.77           | 0.78           | 0.88           | 0.78                    | 0.59        | 0.97        | No                  | 120                        |
| 0.17           | 0.19           | 0.17           | 0.28           | 0.21                    | 0.02        | 0.4         | No                  | 127                        |
| -0.06          | -0.03          | 0.13           | 0.17           | 0.18                    | -1.03       | 1.39        | No                  | 3                          |
| 0.3            | 0.32           | 0.4            | 0.5            | 0.57                    | 0.31        | 0.83        | No                  | 64                         |
| 0.54           | 0.58           | 0.57           | 0.71           | 0.7                     | 0.52        | 0.88        | No                  | 129                        |
| 0.56           | 0.52           | 0.38           | 0.39           | -0.08                   | -0.44       | 0.28        | No                  | 34                         |
| 0.66           | 0.6            | 0.45           | 0.58           | 0                       | -0.56       | 0.56        | No                  | 14                         |
| 0.62           | 0.67           | 0.67           | 0.79           | 0.8                     | 0.53        | 1.07        | No                  | 58                         |
| 0.4            | 0.41           | 0.4            | 0.5            | 0.39                    | 0.24        | 0.54        | No                  | 189                        |
| 0.26           | 0.24           | 0.17           | 0.26           | 0                       | -0.28       | 0.28        | No                  | 54                         |
| 0.5            | 0.53           | 0.55           | 0.66           | 0.62                    | 0.47        | 0.77        | No                  | 193                        |
| 0.03           | 0.02           | -0.16          | -0.09          | -0.53                   | -0.92       | -0.14       | No                  | 29                         |
| 0.56           | 0.53           | 0.45           | 0.41           | -0.04                   | -0.83       | 0.75        | No                  | 7                          |
| 0.5            | 0.53           | 0.55           | 0.67           | 0.64                    | 0.5         | 0.78        | No                  | 211                        |

**Equality Objective: To ensure that disadvantaged students (PPG) and SEND make the same progress as their peers.**

**Why:** Our data identified that some disadvantaged and SEND students do not make the same progress as their Peers

**How:** This is an issue for the whole school. Teaching staff have an appraisal objective linked to this. Learning Mentors will support PPG students through our Scholarship programme. Disadvantaged students in KS4 will be supported through a RAP (Raising Attainment Programme). Our AST Inclusion and AST Learning and Teaching will devise strategies including Individual Learning Plans for each SEND student. This will be used by subject teachers to differentiate lessons in order to meet the needs of those students. Parents and Carers will be regularly informed and invited to Parents' Consultation Evenings. Progress will be monitored at PR points each term.

**Outcome:** Disadvantaged students will make progress in line with their peers

## Attendance 2014-2015 Year 7-11

| ETHNICITY (MALE)          | 7  | 8  | 9  | 10 | 11 | PUPILS | ATT  | AUTH | UN AUTH |
|---------------------------|----|----|----|----|----|--------|------|------|---------|
| Any other Asian           | 7  | 6  | 5  | 8  | 6  | 32     | 94.0 | 4.9  | 1.3     |
| Any other black           | 2  | 0  | 2  | 0  | 0  | 4      | 93.8 | 6.9  | 0.5     |
| Any other Ethnicity       | 6  | 0  | 2  | 2  | 1  | 11     | 96.4 | 3.9  | 1.0     |
| Any Other mix Background  | 3  | 9  | 5  | 3  | 1  | 21     | 95.1 | 3.9  | 3.4     |
| Any other white           | 14 | 20 | 16 | 20 | 12 | 82     | 94.6 | 3.4  | 1.0     |
| Bangladeshi               | 2  | 4  | 1  | 0  | 4  | 11     | 94.1 | 4.3  | 1.1     |
| Black African             | 5  | 5  | 6  | 7  | 5  | 28     | 95.8 | 3.6  | 0.6     |
| Black Caribbean           | 0  | 1  | 0  | 3  | 3  | 7      | 91.2 | 6.6  | 0.4     |
| Chinese                   | 1  | 3  | 4  | 4  | 1  | 13     | 97.8 | 2.8  | 0.3     |
| Indian                    | 3  | 5  | 5  | 6  | 1  | 20     | 95.8 | 4.0  | 1.1     |
| Info Not Yet Obtained     | 0  | 0  | 2  | 0  | 0  | 2      | 94.6 | 2.1  | 0.5     |
| Pakastani                 | 11 | 10 | 6  | 4  | 4  | 35     | 94.6 | 4.7  | 0.9     |
| Refused                   | 2  | 2  | 2  | 1  | 1  | 8      | 94.2 | 4.1  | 0.9     |
| White and Asian           | 6  | 9  | 6  | 7  | 4  | 32     | 92.8 | 4.4  | 2.5     |
| White and Black African   | 0  | 1  | 5  | 3  | 3  | 12     | 92.4 | 5.3  | 1.2     |
| White and black Caribbean | 0  | 4  | 2  | 5  | 3  | 14     | 92.5 | 5.9  | 1.1     |
| White- British            | 88 | 79 | 95 | 77 | 88 | 427    | 93.4 | 4.9  | 1.5     |
| White Irish               | 1  | 0  | 0  | 1  | 1  | 3      | 86.1 | 4.5  | 9.3     |

|              |            |            |            |            |            |            |             |            |            |
|--------------|------------|------------|------------|------------|------------|------------|-------------|------------|------------|
| <b>TOTAL</b> | <b>151</b> | <b>158</b> | <b>164</b> | <b>151</b> | <b>138</b> | <b>762</b> | <b>93.8</b> | <b>4.4</b> | <b>1.6</b> |
|--------------|------------|------------|------------|------------|------------|------------|-------------|------------|------------|

| ETHNICITY (FEMALE)        | 7          | 8          | 9          | 10         | 11         | PUPILS     | ATT         | AUTH       | UN AUTH    |
|---------------------------|------------|------------|------------|------------|------------|------------|-------------|------------|------------|
| Any other Asian           | 2          | 1          | 2          | 7          | 7          | 19         | 93.3        | 3.3        | 0.7        |
| Any other black           | 2          | 1          | 1          | 0          | 2          | 6          | 92.6        | 4.1        | 1.4        |
| Any other Ethnicity       | 6          | 1          | 4          | 4          | 2          | 17         | 93.8        | 3.5        | 3.9        |
| Any Other mix Background  | 5          | 3          | 3          | 4          | 3          | 18         | 94.8        | 4.5        | 1.0        |
| Any other white           | 16         | 11         | 10         | 11         | 23         | 71         | 94.1        | 4.7        | 1.1        |
| Bangladeshi               | 0          | 3          | 0          | 1          | 2          | 6          | 93.8        | 5.4        | 0.7        |
| Black African             | 6          | 5          | 2          | 2          | 5          | 20         | 95.1        | 3.4        | 1.3        |
| Black Carribean           | 0          | 1          | 2          | 0          | 1          | 4          | 96.6        | 4.0        | 0.1        |
| Chinese                   | 1          | 1          | 5          | 4          | 4          | 15         | 97.3        | 1.6        | 0.3        |
| Indian                    | 2          | 3          | 2          | 1          | 4          | 12         | 94.4        | 3.5        | 0.9        |
| Info not Yet Obtained     | 0          | 0          | 0          | 0          | 0          | 0          |             |            |            |
| Pakastani                 | 1          | 7          | 4          | 4          | 4          | 20         | 94.7        | 4.1        | 1.0        |
| Refused                   | 1          | 2          | 1          | 0          | 2          | 6          | 93.9        | 3.8        | 2.7        |
| White and Asian           | 5          | 7          | 3          | 1          | 3          | 19         | 89.8        | 4.9        | 8.7        |
| White and Black African   | 3          | 1          | 2          | 3          | 1          | 10         | 90.5        | 4.7        | 1.9        |
| White and black Carribean | 4          | 4          | 3          | 6          | 5          | 22         | 91.1        | 5.4        | 3.3        |
| White- British            | 71         | 66         | 68         | 74         | 65         | 344        | 93.5        | 4.6        | 1.7        |
| White Irish               | 0          | 0          | 1          | 0          | 0          | 1          | 96.3        | 3.2        | 0.5        |
| <b>TOTAL</b>              | <b>125</b> | <b>117</b> | <b>113</b> | <b>122</b> | <b>133</b> | <b>610</b> | <b>93.9</b> | <b>4.0</b> | <b>1.8</b> |

Our data did not identify any equality concerns regarding attendance however we still seek to reduce persistent absenteeism for all our students.

## Exclusions

| Cumulative 2015-2016 |            |           |           |
|----------------------|------------|-----------|-----------|
|                      | Fixed Term |           |           |
| Year                 | FT SEND    | FT PP     | FT All    |
| 7                    | 2          | 2         | 6         |
| 8                    | 8          | 8         | 12        |
| 9                    | 3          | 2         | 11        |
| 10                   | 5          | 8         | 15        |
| 11                   | 1          | 1         | 1         |
| 12                   | 0          | 2         | 7         |
| 13                   | 0          | 0         | 0         |
| <b>TOTAL</b>         | <b>19</b>  | <b>23</b> | <b>52</b> |

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

**Why:** We have identified that of the 52 fixed term exclusions last year 42 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 have been 14 recorded incidents in 2015-2016**

|                         |          |
|-------------------------|----------|
| <b>Racism/Culture</b>   | <b>2</b> |
| <b>Homophobia</b>       | <b>4</b> |
| <b>Disability</b>       | <b>0</b> |
| <b>Religion/belief</b>  | <b>2</b> |
| <b>Appearance</b>       | <b>4</b> |
| <b>Transgender/LGBT</b> |          |
| <b>SEN</b>              | <b>2</b> |
|                         |          |



## Employment 2016-17

### AGE

| 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

| ETHNICITY  | MALE | FEMALE |
|--|------|--------|
| Asian or Asian British, Indian                     | 0    | 3      |
| Asian or Asian British, Pakistani                  | 1    | 3      |
| Asian or Asian British, Bangladeshi                | 0    | 0      |
| Asian or Asian British, Any other Asian background | 0    | 3      |
| Black or Black British, Any other Black Background | 1    | 0      |
| Black or Black British, African                    | 0    | 2      |
| Black or Black British, Caribbean                  | 1    | 2      |
| Chinese  | 0    | 0      |
| Do not wish to be recorded                         | 0    | 2      |
| Mixed White and Black African                      | 2    | 1      |
| Mixed White and Asian                              | 2    | 0      |
| Mixed white and Black Caribbean                    | 0    | 1      |
| Mixed, any other mixed background                  | 0    | 1      |
| White, any other white background                  | 4    | 20     |
| Any other ethnic background                        | 0    | 0      |
| White Irish  | 1    | 2      |
| White British                                      | 59   | 134    |
| Not Obtained                                       | 12   | 26     |

|              |    |     |
|--------------|----|-----|
| <b>Total</b> | 79 | 197 |
|--------------|----|-----|

### Salary Scales and Ethnicity

| TEACHING STAFF                                     | MS 1 | MS 2 | MS 3 | MS 4 | MS 5 | MS 6 | UP S1 | UP S2 | UP S3 | UQ 1 | UQ 2 | UQ 3 | UQ 6 |
|--|------|------|------|------|------|------|-------|-------|-------|------|------|------|------|
| Asian or Asian British, Indian                     | 1    |      | 1    |      |      |      |       |       |       |      |      |      |      |
| Asian or Asian British, Pakistani                  |      | 1    |      |      |      | 1    |       |       |       |      |      |      |      |
| Asian or Asian British, Bangladeshi                |      |      |      |      |      |      |       |       |       |      |      |      |      |
| Asian or Asian British, Any other Asian background |      |      |      |      |      |      |       |       |       |      |      |      |      |
| Black or Black British, Any other Black Background |      |      |      |      |      |      | 1     |       |       |      |      |      |      |
| Black or Black British, African                    |      |      |      |      |      |      |       |       | 1     |      |      |      |      |
| Black or Black British, Caribbean                  |      |      |      |      |      |      | 1     |       |       |      |      |      |      |
| Chinese  |      |      |      |      |      |      |       |       |       |      |      |      |      |
| Do not wish to be recorded                         |      |      |      | 1    |      |      |       |       |       |      |      |      |      |
| Mixed White and Black African                      |      |      |      |      |      |      |       | 1     |       |      |      |      |      |
| Mixed White and Asian                              |      |      |      |      |      |      |       |       |       |      |      |      |      |
| Mixed white and Black Caribbean                    |      | 1    |      |      |      |      |       |       |       |      |      |      |      |
| Mixed, any other mixed background                  |      |      |      | 1    |      |      |       |       |       |      |      |      | 1    |
| White, any other white background                  | 1    |      |      |      | 2    | 2    |       | 1     | 3     |      | 1    | 1    |      |
| Any other ethnic background                        |      |      |      |      |      |      |       |       |       |      |      |      |      |
| White Irish  |      |      |      |      |      |      | 2     |       |       |      |      |      |      |
| White British                                      | 4    | 4    | 9    | 8    | 4    | 6    | 17    | 8     | 41    | 2    | 1    | 2    | 1    |

### Leadership Scales and Ethnicity

| LEADERSHIP STAFF                  | L1 2 | L1 3 | L1 4 | L1 5 | L1 6 | L1 7 | L1 8 | L1 9 | L2 0 | L2 4 | L2 9 | L4 2 |
|-----------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|
| White, any other white background |      |      |      |      | 1    |      |      |      |      |      | 1    |      |
| White, British                    | 1    |      | 1    |      | 1    |      |      | 1    | 1    | 1    |      | 1    |

### 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   |     |     |     |      |      |      |      |      |      |

|   |   |  |  |        |        |        |        |        |   |   |   |   |  |   |  |  |  |
|---|---|--|--|--------|--------|--------|--------|--------|---|---|---|---|--|---|--|--|--|
| <b>Asian or Asian British, Pakistani</b>                  |   |  |  | 1      |        |        |        |        |   |   |   |   |  |   |  |  |  |
| <b>Asian or Asian British, Bangladeshi</b>                |   |  |  |        |        |        |        |        |   |   |   |   |  |   |  |  |  |
| <b>Asian or Asian British, Any other Asian background</b> |   |  |  |        |        | 2      |        |        |   |   |   |   |  |   |  |  |  |
| <b>Black or Black British, Any other Black Background</b> |   |  |  |        |        |        |        |        |   |   |   |   |  |   |  |  |  |
| <b>Black or Black British, African</b>                    |   |  |  | 1      |        |        |        |        |   |   |   |   |  |   |  |  |  |
| <b>Black or Black British, Caribbean</b>                  |   |  |  | 1      |        |        |        |        |   |   |   |   |  |   |  |  |  |
| <b>Chinese</b>  |   |  |  |        |        |        |        |        |   |   |   |   |  |   |  |  |  |
| <b>Do not wish to be recorded</b>                         |   |  |  | 2      | 3      |        |        |        |   |   |   |   |  |   |  |  |  |
| <b>Mixed White and Black African</b>                      |   |  |  |        |        |        | 2      |        |   |   |   |   |  |   |  |  |  |
| <b>Mixed White and Asian</b>                              |   |  |  | 1      |        |        |        |        |   |   |   |   |  |   |  |  |  |
| <b>Mixed white and Black Caribbean</b>                    |   |  |  |        |        |        | 1      |        |   |   |   |   |  |   |  |  |  |
| <b>Mixed, any other mixed background</b>                  | 1 |  |  | 1      |        |        |        |        |   |   |   |   |  |   |  |  |  |
| <b>White, any other white background</b>                  |   |  |  | 7      | 2      | 5      | 2      |        |   |   |   | 1 |  |   |  |  |  |
| <b>Any other ethnic background</b>                        |   |  |  |        |        |        |        |        |   |   |   |   |  |   |  |  |  |
| <b>White Irish</b>  |   |  |  |        |        |        |        |        |   |   |   |   |  |   |  |  |  |
| <b>White British</b>                                      | 1 |  |  | 1<br>4 | 1<br>5 | 1<br>6 | 1<br>2 | 1<br>5 | 4 | 2 | 3 |   |  | 1 |  |  |  |

## SEX

|               |     |
|---------------|-----|
| <b>Male</b>   | 71  |
| <b>Female</b> | 177 |

## RELIGION OR BELIEF

*This information has not been collected*

## 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

| Gender | ETHNICITY     |
|--------|---------------|
|        | White British |
| MALE   | 0             |
| FEMALE | 3             |

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

**Equality Objective:** **To attract job applications from a more diverse range in order to broaden the characteristics represented in our workforce**

**Why:** We recognise that it is important to have a workforce that represents the society we serve

**How:** We already know some details of the staff we employ but we need to improve our data collection to include information about all the protected characteristics.

We will then map this new information against the demographic data we hold. Where we identify an under-represented group we will endeavour to attract staff using appropriate mediums when we next recruit.

When we next hold a recruitment campaign we will closely monitor at each stage of the process, particularly at the application, short listing, interview and job offer stage. Where we identify any issues, which impact on any particular group, we will look at initiatives to address this.

**Outcome:** Have a more diverse workforce to represent the community we serve

Reviewed and Updated October 2017

## **Objectives at a glance**

**Equality Objective: To ensure that disadvantaged students (PPG) and SEND make the same progress as their peers.**

**Why:** Our data identified that some disadvantaged and SEND students do not make the same progress as their Peers

**How:** This is an issue for the whole school. Teaching staff have an appraisal objective linked to this. Learning Mentors will support PPG students through our Scholarship programme.

Disadvantaged students in KS4 will be supported through a RAP (Raising Attainment Programme). Our AST Inclusion and AST Learning and Teaching will devise strategies including Individual Learning Plans for each SEND student. This will be used by subject teachers to differentiate lessons in order to meet the needs of those students. Parents and Carers will be regularly informed and invited to Parents' Consultation Evenings. Progress will be monitored at PR points each term.

**Outcome:** Disadvantaged students will make progress in line with their peers

**Equality Objective: To attract job applications from a more diverse range in order to broaden the characteristics represented in our workforce**

**Why:** We recognise that it is important to have a workforce that represents the society we serve

**How:** We already know some details of the staff we employ but we need to improve our data collection to include information about all the protected characteristics.

We will then map this new information against the demographic data we hold. Where we identify an under-represented group we will endeavour to attract staff using appropriate mediums when we next recruit.

When we next hold a recruitment campaign we will closely monitor at each stage of the process, particularly at the application, short listing, interview and job offer stage. Where we identify any issues, which impact on any particular group, we will look at initiatives to address this.

**Outcome:** Have a more diverse workforce to represent the community we serve

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

**Why:** We have identified that of the 52 fixed term exclusions last year 42 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

**Equality Objective: To reduce the number of Prejudice related incidents and to further develop our ethos of acceptance of each other as individuals**

**Why:** Our data indicates that whilst incidents are relatively low in proportion to the number of students in the school, we still consider them to be too high.

**How:** Continued work through Form time, assemblies, tutor time, PSHCE (social wellbeing lessons) and Citizenship will address these issues and seek to instil a greater understanding awareness and empathy of our differences.



**Outcome:** The Cherwell communities will be more harmonious. Students and staff and members of the local community will report that they feel accepted and safe.