

# Equality Objectives

<b>Creation Date</b>	September 2016 S Ratheram, Headteacher
<b>Last Review Date</b>	September 2018
<b>Next Review Date</b>	September 2022

## **Vision**

Cottingham High School: A school that provides all students with exciting opportunities that build confidence, develop skills and promote academic excellence.

## **Values**

At Cottingham High School we are all members of a friendly and supportive community. We respect each other; we take responsibility for placing learning at the heart of everything we do; we have the confidence to embrace innovation and we are inspired to achieve our very best.

We aim to deliver this vision through the School Development Plan which is updated annually. The associated actions are intended to benefit all students but have a specific focus of any underachieving groups, including those with particular characteristics protected under the Equality Act identified as underachieving or at risk of discrimination.

## **Protected Characteristics**

The following characteristics are protected characteristics—

- age;
- disability;
- gender reassignment;
- marriage and civil partnership
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

In law a person's age is a protected characteristic in relation to employment and the provision of goods and services however, this does not apply to learners in schools. Therefore, schools are free to organise children in age groups without risk of legal challenge even in the case of students over the age of 18 (DfE, Equality Act 2010; Advice for School Leaders, School staff, Governing Bodies and Local Authorities, 2014).

Public bodies also need to have due regard to the need to eliminate unlawful discrimination against someone because of their marriage or civil partnership status. This means that the first arm of the duty applies to this characteristic but that the other arms (advancing equality and fostering good relations) do not apply (EHRC, The Essential Guide to the Public Sector Equality Duty, April 2016).

However, though the Equality Act must be adhered to all decisions made around a child or a young person in school is in line with Keeping Children Safe in Education (2016) and where these two aspects of law contradict each other the Board of Directors and the school leaders will make decisions based on all the available information to keep the child or young person safe.

## **Statutory Requirements**

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act which harmonised the equality duties. It aims to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.
- The Act explains that having due regard for advancing equality involves:
  - Removing or minimising disadvantages suffered by people due to their protected characteristics.
  - Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
  - Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The Act states that meeting different needs involves taking steps to take account of disabled people's disabilities. It describes fostering good relations as tackling prejudice and promoting understanding between people from different groups. It states that compliance with the duty may involve treating some people more favourably than others.

The equality duty covers the nine protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation, marriage or civil partnership status.

## **Specific Duties**

The Equality Duty is supported by specific duties, set out in regulations which came into force on 10 September 2011. The specific duties require public bodies to publish relevant, proportionate information demonstrating their compliance with the Equality Duty; and to set themselves specific, measurable equality objectives.

- We must publish details of how Cottingham High School is complying with the public sector duty (this should be updated annually)
- We must publish our equality objectives (this should be updated every 4 years)
- Demonstrate how our school is:
  - Eliminating discrimination
  - Improving equality of opportunity for people with protected characteristics
  - Consulting and involving those affected by inequality in the decisions the school takes to promote equality and eliminate discrimination

Cottingham High School **must** publish information to show that we have consciously thought about the three aims of the Equality Duty as part of the process of decision making. The information published must include:

- Information relating to employees who share protected characteristics (for public bodies with 150 or more employees)
- Information relating to people who are affected by the school's policies and practices who share protected characteristics

**The identified equality priorities are as follows:**

**1. Raising standards through effective teaching, learning and assessment**

*Equality objective: Ensure that teaching is precisely matched to student need through effective and explicit differentiation*

**Key Strategies**

- All departments to identify and consistently implement effective and explicit approach to differentiation in their subject areas
- Progress Plans identify specific and effective first wave interventions, reflecting area approach
- External review used to identify development/improvement in TS5
- Teachers to routinely share, review and discuss Progress Plans with TAs and subject teams
- Quality assurance is tightly focussed around effectiveness of TS5
- Further develop strategies to ensure there is increased challenge for High starters, especially the disadvantaged, from January 2017

**Consultation and Monitoring**

- Do we see differentiated approaches in class as per students' IEPs and staff Progress Plans?
- Are learners being sufficiently supported, stretched and challenged? Can students articulate how?
- Do students feel the support they are given is helping them to improve?

**2. Close or eliminate achievement gaps between key groups of students (especially disadvantaged and SEND) across all years**

*Equality objective: To improve the progress made by disadvantaged and SEN/D students in all subjects so that it is improving towards that of other students nationally who have similar starting points*

**Key Strategies**

- Refine Pupil Premium Action Plan in conjunction with SHS
- Produce PIPs for all targeted disadvantaged students and allocate to a mentor
- ELS '3 - 5 Club' and other homework/catch up sessions established to ensure improvement in completion rates
- Sound training delivered to identified cohorts in Ys 7-11
- Produce and review English & Maths Intervention Plan for Y7-11
- PETXi to deliver intensive exam sessions in Maths and/or English

- Wave 2 intervention to be implemented in subjects, for all disadvantaged students who are not on course to make expected progress
- Targeted intervention for disadvantaged/SEND students based on their progress data and PIP, with increased support for Year 11 in the autumn and spring terms

### **Consultation and Monitoring**

- Are vulnerable groups/individuals supported adequately enough to overcome barriers to achievement and progress?
- Are gaps closing at KS3 & 4?
- Is intervention appropriately targeted (student specific) and evaluated on a regular basis?
- Are students being exposed to highest quality of teaching, learning and assessment
- Are disadvantaged High Starters a clear focus?
- What are the views of parents/carers and students about the support they need/receive?

### **3. Ensure that the attendance of all students is good**

*Equality objective: To ensure that the attendance of disadvantaged and SEND students is high or improving quickly so that no groups of students are disadvantaged*

#### **Key Strategies**

- All students and parents provided with aspirational attendance targets and the clear link between attendance and achievement reinforced regularly
- Weekly attendance draws & 99 Club focussed on rewarding 100%
- HOY meet with AHT and Attendance Officer for weekly 10 minute panel meetings about target students in their year
- Fast track meetings with Governors across the year
- All PA students 2015-16 interviewed and bespoke plans and targets put in place- postcards sent home to acknowledge improved attendance
- Daily updated overall attendance used for swift intervention, including home visits

### **Consultation and Monitoring**

- Are we confident all groups are attending well?
- Are challenging students adequately supported to reengage in learning following difficulties?
- Are HOY intervening on a daily basis where attendance is a cause for concern?
- Are early interventions taking place with historical and potential PA students and demonstrating impact?

### **4. Provide excellent care, guidance and support for all students and their families**

*Equality objective: Promote all aspects of safeguarding with students, parents & staff to raise awareness of anti-bullying with a focus on prejudice-based (protected characteristic) bullying to ensure that all students continue to be safe and feel safe*

## **Key Strategies**

- Safeguarding update for all staff followed by on-going safeguarding training for all staff, including prevention of prejudice-based racist, sexist, homophobic and transphobic bullying
- Peer Mentors have higher profile across the school from Sep 2016
- Anti-bullying coordinator to support reported victims of bullying and meet them weeks 1, 3 & 6 to check support has been effective
- Promote all aspects of safeguarding through the PSHCEE and assembly programmes
- Alternative Curriculum Days to focus on aspects of safeguarding

## **Consultation and Monitoring**

- Parental surveys take place to gauge interest in a variety of courses that are then planned and delivered, including: how to stay safe online; the dangers of inappropriate use of mobile technology; social networking
- Student panels feedback received focussing on bullying and safeguarding
- Are we certain we have a robust and highly coordinated approach to safeguarding?
- Have we delivered recent training to staff to help them identify and support students at risk of neglect, abuse, sexual exploitation, radicalisation and extremism? Do they know the referral processes?
- Are we sure that instances of hate, discrimination or bullying are rare?
- Is our recording and subsequent follow up of bullying incidents robust and consistent? What are the links to attendance and PA?

## **5. Improving the effectiveness and efficiency of the school**

*Equality objective: Improving the effectiveness and efficiency of the school to provide good value for money.*

### **Key Strategies**

- To foster an ethos that recruits and retains an effective, efficient and representative workforce that enables us to drive improved outcomes that make Cottingham High School the school of choice for the local area.

### **Consultation and Monitoring**

- Meaningful consultation with staff on key priorities, training, new policies and significant changes
- Evidence of increased recruitment of under-represented groups in all roles and at all levels, including governance.
- Review systems and processes to ensure appropriate equality workforce information is captured, monitored and reviewed.