Equality information and objectives

April 2023

Timeline for the review and development of our Equality Objectives

- Review of last equality objectives and their impact - April 2023
- Review of data to identify further trends and draft objectives - April 2023
- Student voice from school council - April & May 2023
- Meeting with EDI staff & governor group - 28th April 2023
- SLT to draft equality objectives - May 2023
- Sharing draft equality objectives at FGM - 16th June 2023
- Website up-dated
- Objectives shared with staff - July 2023
- Objectives reviewed - every double term for action / impact
- Annual review of objectives June 2024
- Full review due June 2026

1. **Why we have Equality objectives:**

Our school is mindful of its duties under The Equality Act 2010 and the Public Sector Equalities Duties (2011), which require us to publish equality information and equality objectives, which should be specific, measurable and timely. The three aims of the general equality duty are 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 governing body and staff of the school have adopted the River Learning Trust's Equality, Diversity and Inclusion policy (EDI) RLT Equality Diversity and Inclusion Policy and share the values included in it. We have based the development and publication of our equality information and objectives on the supporting material attached to this policy.

Other relevant school policies include:

- Accessibilty Plan
- Admissions Policies
- Anti-bullying Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Disadvantaged Policy
- Policy
- SEN and Disability
- Suspension and Permanent Exclusion Policy
- Staff Code of Conduct and Teachers' Standards
- Staff Disciplinary Policy
- Dignity at Work Policy

The promotion of the three aims of the equality duty is inherent in the school's mission, which is 'We champion each and every student' and in the six 'Beats' which underpin the culture of the school for students and staff alike:

Pride: I am proud of who I am and our school. I take advantage of every opportunity

Ambition: I expect the best from myself. I have ambitious aspirations for my future

Stretch: I really want to learn and will stretch myself to achieve what I didn't think was possible

Challenge: I am curious, determined and resilient. Set me a challenge and I will always rise to it

Respect: I am considerate. I care about others and my surroundings. I encourage and expect others to do the same

Responsibility: We are all part of something special and I am not going to let us down. My attendance really matters

2. Roles and responsibilities:

The local governing body will ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents, and that they are reviewed and updated at least every four years.

Responsibility for the day to day monitoring of the achievement of the objectives is delegated to the Head Teacher.

The lead governor for EDI and the Head Teacher have established an EDI Group, which is comprised of a range of staff, governors and senior students. This group acts as a consultative body and assists in developing and monitoring the school's action plans and the progress in the fulfilment of our equality duties. The inaugural meeting was on 1st October 2021.

The school uses outside agencies to support our EDI work e.g Equaliteach, who delivered positively evaluated whole school training in December 2021; Rachel Warwick, our RLT Support and Challenge Partner who has held listening conversations with students; and Humanutopia, who have led whole year group workshops on improving the mental health and wellbeing of all participants and empowering them to make positive changes in their lives. This took place in term 4 of 2022/23 for years 7 and 8.

3. **As of April 2023 our student cohort profile is as follows:**

Data to be inserted along the overall demographics as prepared by Mark Hancock for the first EDI meeting - 2nd May

4. **Our three DRAFT Equality objectives and expected outcomes from 2023:**

Objective 1: To ensure that disadvantaged students:
- *have low levels of absence*
- *have limited progress gaps to the NDA students*
- *have below average suspension rates*

Why we have chosen this objective - where we are now:

There are currently 276 students who are DA which accounts for 29.1% of the school's population. 84 students in the school are DA & SEND.

> *The absence rate we have YTD shows 14.7% for DA and 6.7% for NDA.*

> *Persistence Absence YTD 45.3% for DA and 26.3% for NDA*

> *The suspension rates YTD for DA is 84 incidents and for NDA is 63 incidents.*

Why we have chosen this objective:
- Disadvantaged students traditionally make lower progress than their peers.
- Attendance is the no:1 factor along with quality delivery of a first class curriculum that impacts upon progress, outcomes and life chances.
- They are presented with barriers to their learning that can be removed provided that quality first teaching takes place in the classroom and intervention is delivered (either academic or pastoral) where needed to close the gap.
- They deserve the very, very best.
- The school is given a significant PPG to support the needs and barriers of DA students
- Nationally the impact of COVID on DA students has been significantly more detrimental than the NDA students.

To achieve this objective we will put in place the following and by whom:
- Fully implement our DA strategy which comprises:
  - Attendance strategy
  - Reading strategy
  - Quality first teaching
  - CHAsp strategy
- Make reasonable and appropriate adjustments to identify the early intervention to support the reduction in the number of suspensions for DA students.

What impactful and expected measures will look like:
- Improved attendance and reduced gaps in DA & NDA
- Decrease in the gaps for PA for DA & NDA

- Narrowing of the attainment and progress gap for DA & NDA students in each year group and most notably in our KS4 results
- Significant reduction in suspension rates for DA students
- Increase in the success rates of DA students who have accessed intervention programmes to support with their barriers to learning / SEMH
- Narrowing in the reading age gap between chronological age for both DA & NDA
- Narrowing in the BfL incidents between DA & NDA e.g. Parkings, Matrix & internal suspensions
- Increase in the number of DA students accessing our Enrichment, Extracurricular and other student experiences eg Duke of Edinburgh programme, Sports, Drama

Progress we are making towards this objective: Review 1 - Oct 2023

- To be completed in Oct 2023

Progress we are making towards this objective: Review 2 - Feb 2024

- To be completed in Feb 2024

Progress we are making towards this objective: Review 3 - Oct 2024

- To be completed in Oct 2024

Objective 2: To ensure that SEND students:

- *have low levels of absence*
- *have limited progress gaps to the NSEND students*
- *have below average suspension rates*

Why we have chosen this objective - where we are now:

There are currently 198 students who are SEND which accounts for 26.4% of the school's population. There are 46 students with an EHCP

> *The absence data we have YTD shows 13.4% for SEND and 7.8% for NSEND.*

> *Persistent absence YTD shows 42.2% for SEND and 28.1% for NSEND*

> *Suspension rates YTD is 46 incidents for SEND and 101 for NSEND*

Why we have chosen this objective:

- SEND students traditionally make lower progress than their peers.
- Attendance is the no:1 factor along with quality delivery of a first class curriculum that impacts upon progress, outcomes and life chances of SEND students.
- SEND students are presented with barriers to their learning that can be removed provided that quality first teaching takes place in the classroom and intervention is delivered (either academic or pastoral) where needed to close the gap.
- They deserve the very, very best.
- The school is given a significant budget to support the needs and barriers of SEND students especially those who have a EHCP
- Nationally the impact of COVID on SEND students has been significantly more detrimental than their peers.

To achieve this objective we will put in place the following and by whom:

- Fully implement our SEND strategy which comprises:
    - Attendance strategy
    - Reading strategy
    - Quality first teaching
    - CHAsp strategy
- Make reasonable and appropriate adjustments to identify the early intervention to support the reduction in the number of suspensions for SEND students.

What impactful and expected measures will look like:

- Improved attendance and reduced gaps in SEND & NSEND
- Decrease in the gaps for PA for SEND & NSEND
- Narrowing of the attainment and progress gap for SEND & NSEND students in each year group and most notably in our KS4 results
- Significant reduction in suspension rates for SEND students
- Increase in the success rates of SEND students who have accessed intervention programmes to support with their barriers to learning / SEMH
- Narrowing in the reading age gap and chronological age for bothSEND & NSEND
- Narrowing in the BfL incidents between SEND & NSEND e.g. Parkings, Matrix & internal suspensions
- Increase in the number of SEND students accessing our Enrichment, Extracurricular and other student experiences eg Duke of Edinburgh programme, Sports, Drama
- All student facing staff - teachers, tutors, ESCs, Safeguarding & Attendance teams & Progress Leaders - will know the SEND needs and especially the EHCP outcomes for all SEND students and be building the identified strategies from their profiles into their planning and any champion conversation

Progress we are making towards this objective: Review 1 - Oct 2023

- To be completed in Oct 2023

Progress we are making towards this objective: Review 2 - Feb 2024

- To be completed in Feb 2024

Progress we are making towards this objective: Review 3 - Oct 2024

- To be completed in Oct 2024

Objective 3: *To ensure that there is a reduction in identity based bullying:*

Why we have chosen this objective - where we are now:

Here is the recent datadashboard that was shared with our Governors.

Table 9: Bullying, Sexual Concerns and Types of Student Updated 17/4/2023

Bullying	19/20	20/21	21/22	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cyber	0	53	11	2	4	2	0		
Physical	19	9	9	4	2	6	1		
Verbal	35	14	27	6	5	7	3		
Homophobic	54	22	4	0	2	3	1		
Racist	5	5	30	2	0	2	0		

Other	19/20	20/21	21/22	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Harmful Sexual behaviours	52	45	62	13	8	19	12		
Sexual Violence		0	1	0	0	2	0		
Sexual Harassment		2	5	2	1	17	5		

Even though we saw a decrease in the number of identity based incidents in 2021/22 we are seeing a slight increase up to the end of term 4. Following our Humanutopia day we have also identified a number of students who have experienced unkind behaviours or bullying behaviours becasue of their appearance.

Harmful sexual behaviours have also increased and this is seen to be gender and identity based more so in this academic year.

Why we have chosen this objective:
- Students continue to experience identity based bullying.
- When students spoke in the humanutopia days about having unkind things said to them this was based on their identity.
- There is a correlation of poor attendance for some of our students who identify as a different gender or are non gender specific.
- Anonymous **SHARPS** reports have shown an increase in identity based verbal bullying and an incident of physical based identity bullying.
- There have been incidents where staff have been targeted and homophobic language has been used towards them.

To achieve this objective we will put in place the followings and by whom:
- Student voice to be captured on student understanding on protected characteristics and bullying, on a regular basis
- BEATs are clearly embedded and peer education supports the understanding of how these link to protected characteristics.
- Clear pathway of education for EDI themes throughout personal development.
- Calendar of EDI events led by champions of change on celebration and education.

- Here to Hear programme to be up and running, students have been trained and supporting anti-bullying messages.
- 'It's ok' campaign is in place with signage, staff training and student peer educators have
- Programme in place to work with students who have bullied others based on their identity.

What impactful and expected measures will look like:
- Reduction in identity based events.
- Students know that it's not okay to be treated this way and are clear on how to report it.
- There will be an improved attendance for students who have been identified as having low attendance due to identity based issues.
- Student voice will reflect these changes.
- Increase in the number of students who reflect our inclusivity accessing our Enrichment, Extracurricular and other student experiences eg Duke of Edinburgh programme, Sports, Drama.

Progress we are making towards this objective: Review 1 - Oct 2023
- To be completed in Oct 2023

Progress we are making towards this objective: Review 2 - Feb 2024
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Progress we are making towards this objective: Review 3 - Oct 2024
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Acronyms

BEATs	The culture of the school in six definitions
BfL	Behaviour for Learning
CHASp	Culture of high aspirations
DA	Disadvantaged
EDI	Equality Diversity and Inclusion
ESC	Education Support Champion
EHCP	Education and Health Care Plan
NDA	Not Disadvantaged
NSEND	Not Special Education Needs and Disability
PA	Prior attainment
PPG	Pupil Premium Grant
SEMH	Social Emotional and Mental Health
SEND	Special Education Needs and Disabilities
SHARPs	Online way for children to express concerns
YTD	Year to date