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 including to Governor Resource Committee
- 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:

- Accessibility 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 fulfillment 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 were in April 2023:

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

End of Year 2022-23

The implications of the pandemic on attendance have been far reaching and our internal systems and processes and communication with parents have had to adapt, adjust and develop in slightly different ways. Last year there were some small improvements in our whole school attendance rates:

- YTD from 2021-22 there was a 1% whole school improvement in attendance (14.9%).
- Across last year there was a 1.5% improvement in absence rates for our DA students, however the gap between DA and non DA of 8.2% was the largest in the last four years.

End of Term 1 2023

From September further leadership capacity and a further review of the systems and processes to track, identify and intervene with attendance were put in place.

- Absence rates for Term 1 for DA students were 11.4% showing a 1.8% improvement on this time last year.
- The DA gap for absence for Term 1 was 5.6% showing a 2% improvement on this time last year.
- Fixed term suspension rates, we acknowledge these are still high, remain broadly in line with DA suspension rates last year.
- The PA rates for DA students remains above national averages but these students are being discussed and reviewed each week as part of the attendance strategy.
- Year 11 students completed their mocks in November and the analysis will be available towards the end of term two - there is a significant DA tilt.

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 were in April 2023

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

End of Year 2022-23

The implications of the pandemic on attendance rates for our SEND students have been far reaching and our internal systems and processes and communication with parents have had to adapt, adjust and develop in slightly different ways. Last year there were some small improvements in our whole school attendance rates:

- The KS4 results for last year saw a progress 8 of -0.16 (25). The Gap between SEND and Non SEND became a positive score of +0.03.
- Absence rates for last year for SEND students are in line with 2021-22. It was term 2 and term 5 in particular which saw spikes in the attendance of our children with SEND.
- Across last year the gap between SEND and non SEND students increased to 5.7% which is the highest in the last four years.

End of Term 1 2023

From September further leadership capacity and a further review of the systems and processes to track, identify and intervene with attendance for SEND students were put in place.

- Absence rates for Term 1 for SEND students are still a significant challenge for the school and the weekly review of actual children's names and attendance rates is addressing the gap between SEND and non SEND.
- Fixed term suspension rates, we acknowledge these are still high, remain broadly in line with SEND suspension rates last year.
- The PA rates for SEND students remains above national averages but these students are being discussed and reviewed each week as part of the attendance strategy.
- Year 11 students completed their mocks in November and the analysis will be available towards the end of term two - there is a significant SEND tilt.

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 were April 2023

> *Here is the recent data dashboard that was shared with our Governors.*

2022-23

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 because 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

- Students understanding of protected characteristic will come in term 2 will be monitored through quizlet.
- Our BEATs strategy is in place, our peer educators have delivered this already and this is beginning to be embedded though the tutor/ assembly programme.
- Here to hear is running at break and lunchtime, the impact of this will need to be reviewed at the end of term 1.

- Peer education training and delivery of RRS will take place in term 2 and students will understand their rights and the respect they should have from them which underpins the culture of the school.
- Anti-bullying peer education training and delivery will take place in terms 3-4 and will have a focus on article 2 which is non-discrimination.
- Student leadership structure in place and extra-curricular training to support the culture shift in the school for years 7-10.
- Extra- curricular programme in place
- Anti-bullying week profiling of identity based bullying.
- We are now a Rights Commited school and have been accredited the Bronze award- we are now working towards silver. Silver Action plan

Bullying data 22-23

Bullying data across last year saw a significant reduction particularly in Cyber and Homophobic bullying. Other categories of behaviour were in line with last year but significantly lower than 2019/20.

Bullying data Term 1 23-24

Bullying data is collected across a number of identified incidences. Term 1 data has seen a significant decline in Cyber, Physical, Verbal, Homophobic as well as Harmful Sexualised Behaviours.

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

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