



Cheney School Academy Trust

Equality Policy October 2016

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Introduction

Our MAT (CSAT) is committed to providing a safe and vibrant learning environment for its diverse population of pupils. Our MAT recognises the significant link between poor educational attainment and reduced employment opportunities and lower earnings later on in life, and is committed to promoting and developing equality of opportunity for all its pupils.

CSAT appreciates that educational underachievement is closely linked to socio-economic deprivation, and that tackling this is the major challenge facing all schools. Information about the steps the school is taking to address underachievement for this group is detailed in our published Pupil Premium Information, which can be viewed at Bayards Hill and Cheney School websites.

CSAT recognises that many factors can exacerbate academic underachievement for young people, such as being looked after, being a young carer, being a young person with caring responsibilities, being from a service family and other.

This document is about pupils who are vulnerable to underachieving at school because of inequalities in society, and refers largely to the areas that have been identified as 'Protected Characteristics' under the Equality Act 2010. Other issues of vulnerability affecting children and young people's attainment in school will be addressed elsewhere in school policy.¹

The document gives an overview of CSAT's commitment to equality of opportunity, outlining the work it has undertaken in the previous twelve months as well as the steps it is proposing to take in the year ahead. Schools are required to update their published Equality Information each year, and in addition, must have at least one Equality Objective that the school can focus and work on for a period of up to four years.

CSAT recognises that attainment data is an important tool in promoting equality of opportunity for all pupils. Data helps identify the pupils who may be vulnerable to underachieving. Nationally, including Oxfordshire schools, the groups identified (from attainment data) as being vulnerable to underachievement are: White British pupils eligible for free school meals (both boys and girls); Black pupils (both boys and girls); and, Gypsy/Traveller pupils (both boys and girls).

¹ This may be in the School Improvement Plan and also published Pupil Premium Information

Another current focus for CSAT is to ensure that our pupils understand and appreciate the rich diversity of Britain and the important values that help people with differing perspectives and outlooks to live together harmoniously. This document provides information about what Bayards Hill and Cheney School are doing to develop our pupils' ability to live in a pluralistic (diverse) society. CSAT has a new Equality Objective to increase understanding of religious/faith diversity (including people who do not have a faith) and to develop an awareness of the history of religious intolerance in Britain and Europe and to learn about the importance of promoting tolerance and understanding.

Academic attainment is important, but pupils also need to move on from this stage of their education feeling happy and self-confident. CSAT is committed to providing a nurturing environment to help develop the resilience of our pupils to cope with the ups and downs and stresses of everyday life. CSAT has decided that one of our new Equality Objectives will address in particular Pupil Premium and students' underachievement particularly those who have SEND needs.

Attainment Indicators

The attainment indicators being used in this document are the percentage of pupils achieving 5 or more A* - C at GCSE (or equivalents) including English & Maths.

Gender – National Data 2016

Girls continue to outperform boys in all the main attainment indicators at Key Stage 4.

	National Data (England)		
	Girls	Boys	Gap
Progress 8 (Average)	0.13	-0.12	0.25
A*-C in English and Maths	67.4%	60.2%	7.2%
Entering the English Baccalaureate	45.6%	35.2%	10.4%
Achieving the English Baccalaureate	30.1%	19.9%	10.2%

CSAT is working hard to eliminate the gaps between the attainment of boys and girls in literacy and is following the Ofsted 2013 recommendations, 'Improving Literacy in Secondary Schools: A shared responsibility' which is summarised as follows:

- Developing a love of reading
- Creating opportunities to use speaking and listening
- Providing opportunities to use drama to develop literacy
- Ensuring that there is a real purpose for writing

CSAT also recognises the importance of giving pupils the opportunity to complete extended writing; more choice in the topics of writing; and providing real audiences and purposes for writing. CSAT also uses ICT to enhance literacy learning and improve engagement and performance. Bayards Hill school has developed significant impact in regards to Read, Write, Inc.

Ethnicity – National Data (England) 2014 (Awaiting data for 2016)

Within the broader ethnic groupings, national data shows that:

- Chinese pupils remain the highest attaining ethnic group
- Pupils of any Black background (which includes Black Caribbean, Black African and Black other pupils) remain the lowest attaining ethnic group, although the percentage making expected progress is above the national average.

At CSAT we understand that the reasons behind poor attainment are complex, but our school's commitment to high quality teaching and learning, as well as our careful monitoring of individual pupil attainment data mean that every pupil in our school is supported to achieve academically.

At CSAT we understand that the transition from primary to secondary settings can be a difficult time for some pupils and especially those considered to be vulnerable to underachievement. Our schools have a comprehensive programme of support geared towards enabling these pupils to bridge the gap between the primary stage and the larger secondary setting.

Languages

National Information (awaiting updated information)

There are more than 360 languages (other than English) spoken by pupils in English schools. The top five languages spoken by pupils in English schools who are learning English as an Additional Language are: Panjabi, Urdu, Bengali, Polish and Somali.

National data shows that when compared to pupils whose first language is not English, a marginally higher percentage of pupils whose first language is English achieved 5 or more A*-C at GCSE (or equivalents) including English and Mathematics. 56.9 per cent of non-EAL learners achieved the expected level, compared with 56.5 per cent of EAL/bilingual learners – giving a very small national achievement gap of 0.4 percentage points.

CSAT Provision

CSAT has a clear strategy to ensure that pupils learning English as an Additional Language (EAL) are supported while they learn English. We will continue to work closely with parents/carers to encourage pupils to use their first language as much as possible, as it is recognised that this is a vital factor in helping these pupils to achieve their full academic potential.

In our communities we know that having children and families from different cultures and speaking diverse languages is something that benefits everyone. We recognise that being able to speak more than one language is a valuable skill, and we help our learners of EAL to feel proud of their abilities.

We support learners of EAL so that they can both develop their English and learn the curriculum alongside their English first language peers. For example, we are:

- Working closely with parents so learning at home and school reinforce each other.
- Tracking the progress of our EAL learners carefully so we can celebrate their successes and target their needs.
- Allowing learners to use all their languages for learning
- Teaching the language of the curriculum alongside the content.

Disability/SEN (Special Educational Needs)

Improving outcomes: high aspirations and expectations for children and young people with SEN

CSAT recognises that all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- Achieve their best
- Become confident individuals living fulfilling lives, and make a successful transition into adulthood, between primary and secondary schools and into employment, further or higher education or training.

Every school is required to identify and address the SEN of the pupils that they support. In line with our statutory duty, our schools:

- Use our best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything we can to meet young people’s SEN
- Ensure that young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator (SENCO)
- Inform parents when we are making special educational provision for a young person
- Prepare an SEN information report and our arrangements for the admission of disabled young people, the steps we are taking to prevent disabled young people from being treated less favourably than others, the facilities we provide to enable access to the school for disabled young people, and our accessibility plan showing how we plan to improve access progressively over time

Our school designates a member of the governing body with specific oversight of the school’s arrangements for SEN and disability. Our school leaders regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of our approach to school improvement.

The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of our school’s performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

The identification of SEN is built into the overall approach our school takes to monitoring the progress and development of all pupils.

Our schools publish their arrangements as part of the information it makes available on Special Educational Needs.

Our schools ensure that our young people and parents are actively involved in decision-making throughout the approaches outlined in our SEN information available on our website.

Equality and inclusion for disabled pupils and pupils with SEN

Our schools regularly review and evaluate the breadth and impact of the support they offer or can access. Our schools co-operate with the local authority in reviewing the provision that is available locally and in developing the Local Offer. Our school also collaborates with other local education providers to explore how different needs can be met most effectively.

Our schools recognise their duties under the Equality Act 2010 towards individual disabled young people. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled young people, to prevent them being put at a substantial disadvantage. Our schools understand that these duties are anticipatory and require thought to be given in advance to what disabled young people might require and what adjustments might need to be made to prevent disadvantage. Our schools also recognise our wider duty to prevent discrimination, to promote equality of opportunity and to foster good relations.

Medical conditions

Our schools recognise that the Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where young people also have SEN, their provision is planned and delivered in a co-ordinated way with the healthcare plan.

Curriculum

Our schools recognise that all pupils should have access to a broad and balanced curriculum. Our school champions The National Curriculum Inclusion Statement which states that teachers should set high expectations for *every* pupil, whatever their prior attainment. Our school uses appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Wherever possible, such planning means that pupils with SEN and disabilities are able to study the full national curriculum.

For further information, please refer to the Special educational needs and disability code of practice: 0 to 25 years – which took effect on 1st April, 2015

Disabled Pupils and SEN Pupils National (England) Data (awaiting 2016 data)

A higher percentage of pupils without any identified SEN achieved all the main indicators at Key Stage 4 compared to pupils with SEN (including pupils with and without a statement of SEN).

SEN: Behaviour, Social and Emotional Difficulties

There is an increasing understanding of the negative impact of behaviour, social and emotional difficulties on the educational attainment of many SEN pupils. The incorporation of mental health into the Equality Act 2010 has helped to highlight this important issue. Pupils at our schools with SEN Behaviour, Social and Emotional Difficulties and their teachers now have access to a range of good practice interventions.

CSAT Schools have dedicated counsellor hours to support social and emotional difficulties.

Religion and Belief

Data is not collected for monitoring purposes on Religion and Belief, so there is no information available to compare the attainment of pupils who have/or do not have a religion or a belief.

CSAT recognises how important faith and belief can be as part of a young person's developing identity, whether this relates to a particular faith or belief, or whether this relates to wider belief systems, and moral ethics.

Our schools are committed to supporting all our young people as they develop a personal relationship with their particular set of values and beliefs, and to supporting, in the context of the Human Rights agenda, the role this plays in the moral and ethical choices they make in life. This school takes incidents of prejudice-related bullying seriously and is committed to working closely with parents/carers to create a school environment which is nurturing, friendly and supportive for all our children. Our schools have established a procedure for recording all incidents of prejudice-based bullying and this includes bullying relating to religion and belief.

Our schools ensure all pupils gain knowledge of and respect for the different faiths in Britain as part of our role to prepare pupils for modern life in a diverse Britain.

Our schools recognise that discrimination on the grounds of religion or belief is a global concern and we promote tolerance and respect.

CSAT has a new Equality Objective to increase understanding of religious/faith diversity (including people who do not have a faith) and to develop an awareness of the history of religious intolerance in Britain and Europe and to learn to promote tolerance and understanding. An example of this in practice is the provision of a full course GCSE RE for all KS4 students.

Sexual Orientation

CSAT recognises that nationally, sexual identity/sexual orientation is the fastest changing area of equalities, but notes that it is still a relatively new area for schools. CSAT believes that all pupils have a right to experience school as a secure and happy environment where they are able to focus on their education. Our schools have clear policies on British Values and the role staff have in promoting diversity and respect for all people regardless of sexual orientation.

Anti-Bullying

Our schools recognise that bullying, whatever form it takes, has no place in our schools, and staff work to enable all pupils to learn in an atmosphere free from harassment and discrimination. In particular, discrimination on the grounds of race, belief, sexual orientation and other Protected Characteristics is expressly forbidden within our school's code of conduct.

Our schools take incidents of prejudice-based bullying seriously. We are committed to working closely with parents, carers and pupils to create a school environment where homophobia has no place, and a culture of respect and understanding is enabled to thrive. We will be continuing to work towards eliminating the use of the word 'gay' as a derogatory term.

Curriculum for All

Talking about lesbian, gay and bisexual issues in class is a good way of preventing homophobic bullying, and helps prepare all young people for life in a diverse society.

Education plays an important part in dispelling stereotypes, myths and prejudices. This is something that happens routinely with gender, ethnicity, and increasingly with disability. CSAT is committed to ensuring that all diversity is represented within our curriculum to help pupils to understand the

diverse composition of our society, including: young people who are also carers; young people from service families and asylum seekers.

Tracking Pupil Progress

Our schools track the progress in attainment of all pupils, and is aware that there are many factors that can affect the ability of pupils to focus on their education, including bullying, and uncertainty about their sexual identity. The school's education tracking process means that dips in performance are identified quickly and measures taken to sensitively determine the reasons, and to provide additional support as appropriate.

Gender Identity

Gender identity is included in our school's written Equality Policy and in our anti-bullying policy. Our schools have established a procedure for recording all incidents of prejudice-based bullying, and this includes bullying related to gender identity.

Where appropriate, the school will work with relevant support agencies, providing support and information for young people (and their families/carers) who are working to address issues of gender identity.

Pregnancy and Maternity

CSAT believes that being pregnant or having a very young child should not, in itself, be a barrier to a pupil applying for, succeeding in, or completing a programme of study. Our school is committed to being as flexible as possible, and does not seek to exclude pupils solely on the grounds of pregnancy or motherhood.

Our school will:

- Ensure that it avoids less favourable treatment i.e. our school and its staff will make sure they avoid treating a pupil less favourably on the grounds that she is pregnant or has recently had a baby.
- Demonstrate both the letter and the spirit of new legislation in terms of not seeking to exclude pupils purely on grounds of pregnancy (and in being aware that up to 18 calendar weeks authorised absence period may be given to the pupil both immediately before, and after the birth)
- As far as possible, take a flexible approach to supporting and facilitating the continued learning of pregnant pupils and/or pupils who are the parents of a very young child
- Demonstrate a non-judgemental and sensitive approach, i.e., when supporting and working with pupils on these matters, teaching staff will take an open-minded and non-judgemental approach, and will not attempt to influence a pupil's decisions. The role of teaching staff is to provide context and advice to the pupil to enable them to make informed choices. Information provided by the pupil will be treated sensitively and only passed to others on a need-to-know basis.

Sources:

- a. SFR 05 2014

Monitoring of the Policy

This Equality Policy will be monitored through the governing bodies of CSAT schools. Amendments to the policy will be made when appropriate and this policy will be reviewed once a year through CSAT Trustees.

Policy Change History

Version	Date	Description	Change ID
1	February 2017	Reviewed and approved	