



**Work hard. Enjoy learning. Achieve highly.**

## **Single equality plan**

Adopted: Spring 2017

Review date: Spring 2021

The Cowplain School is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can, and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs of all the children in our care.

This plan sets out how the school will satisfy its duties under the Equality Act to eliminate all behaviour prohibited by the Equality Act 2010, to foster good relations between persons with and without protected characteristics and promote equality of opportunity regardless of whether a person has a protected characteristic (such as race, gender, transgender, disability, age, pregnancy and maternity, religion or belief and sexual orientation). The school aims to comply with this duty, in both the delivery of its services and the employment of its staff. It is created by The Cowplain School's governing body with the help of the Headteacher in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the special educational needs policy, admissions policy, anti-bullying policy and the behaviour policy.

Through the creation of this equalities plan, we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. The current summary of equality based actions being undertaken by the school is set out in the Equality Information and Objectives Plan (Annex A). This document will be reviewed annually, or any time there is an update or change to equality legislation, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

### **School profile**

The Cowplain School serves a wide and diverse community. Around 800 students attend the school, with approximately 28% qualifying for the Pupil Premium. The majority of students

define themselves as 'White British' with approximately 4% from minority ethnic groups. Attainment on entry into the school is low, and defined by OFSTED as 'significantly below' average. Approximately 13% of students receive SEN support. The school deprivation indicator places the school as in line with national averages for deprivation.

## **Roles and Responsibilities**

Our aim to create a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below. Mr Nick Brockhurst, as Deputy Headteacher, has the day-to-day responsibility for coordinating the implementation of this scheme, supported by the Head of PSHE.

## **The Governing Body**

The governing body will:

- create and approve this document with the help of the Headteacher/Deputy Headteacher and ensure that it is adopted correctly throughout the school
- ensure the school complies with all equality legislation and the school's equality objectives
- monitor and evaluate the effectiveness of the equalities plan on a regular basis and make any amendments to improve on the plan when and where necessary
- nominate a named governor to oversee the implementation of the equalities plan, monitor equality outcomes, and regularly report back to the rest of the governing body
- ensure that parents are informed of any incident related to this scheme which could directly affect their child
- report to parents, carers, and the wider community on the progress of the school's equality plan through the school prospectus, the school website, and the school's annual report.

## **The Headteacher and Senior Leadership Team**

The headteacher, with the support of the rest of the senior leadership team, will:

- promote the single equalities plan both within the school and externally to the rest of the community
- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- report back to the governing body on how the plan is working and any amendments that they feel should be made, as well as feedback from staff, pupils and parents
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- take appropriate action where discrimination or victimisation occurs.

## **Staff**

School staff will:

- ensure that they are up to date and aware of the contents of this plan and the school's policy towards all types of discrimination
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlined in the school's Behaviour and Anti-bullying policy
- show a commitment to undertake development and training within this area
- engage with the school in eliminating any discrimination and act as a good example to pupils
- promote a positive working environment
- report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary.

## **Students**

Students at the school will:

- engage with the school in eliminating any discrimination
- promote a positive work environment and a positive attitude towards equality when both in school and off the school site
- report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred
- work to promote the anti-bullying strategies outlined in the school's Behaviour and Anti-bullying policy
- set a good example regarding behaviour and social awareness to younger pupils and their peers.

## **Parents, carers, and visitors**

Parents, carers, and visitors to the school are expected to:

- familiarise themselves with the school's single equality plan and support the scheme by promoting a positive attitude towards equality at home
- attend, if possible, any relevant meetings/awareness-raising sessions that they are invited to relating to the school's equality plan
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
- respect and follow our equality plan when visiting the school.

## **Key groups at risk**

While the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment. We have identified that members of our school community may be more at risk of becoming victims of inequality due to:

- Race
- Disability
  
- Gender and transgender
- Religion or belief
- Sexual orientation
- Disadvantage

You can find all the information about our school's SEN provision including our provision for inclusion in the school's SEN policy and the school's accessibility plan.

## **Promoting equality and social awareness in school and within the local community**

The school expects all of its students and staff to act respectfully towards members of the wider community that the school is part of.

### **Inclusion**

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEN in the school's SEN policy.

### **Student voice**

Through our support of student-voice we encourage our pupils to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through student voice by interactions between pupils from different year groups, pupils and staff, and pupils and the wider community.

### **Recruitment**

The Cowplain School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, pregnancy and maternity or sexual orientation. The Cowplain School will ensure that the equal opportunities policy outlined in this plan is the foundation for all its activities.

Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

## **Staff**

### **Equal Opportunities for Staff**

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law;
- staffing of the school reflects the diversity of our community wherever possible;
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce;
- we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice;
- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Staff Discipline and Suspension**

The Cowplain School is committed to ensuring that all school staff are treated fairly and consistently and this is held to account through our Staff discipline, Conduct, and Grievance procedures.

The education and wellbeing of our pupils is our main priority. Any member of staff who creates a barrier to learning for our pupils will be disciplined. The school's Appraisal policy provides more information on how the school monitors staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly. The school puts great faith in all its employees, and hopes never to have to discipline anyone as a result of misconduct.

### **Behaviour, exclusions and attendance**

The school Behaviour policy takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with special educational needs and disabilities. We closely monitor data on exclusions and absence from school for

evidence of over-representation of different groups, and will take action to address any concerns that arise in this area.

Read our school Attendance, Behaviour and Exclusions policies for more information on the processes surrounding these topics.

## **The Curriculum**

Personal, Social, Health and Citizenship Education (PSHCE) at The Cowplain School is compulsory for all pupils. In the Lower School, PSHCE is taught either as a whole year group or in mixed ability tutor groups depending on the topic being discussed, for one hour per week. In the Upper School it is taught in mixed ability tutor groups during Reflection Time for a week at a time (four hours plus and assembly), one week per half a term.

The PSHCE curriculum follows a spiral approach, and in all years the curriculum follows three broad themes: Health and Wellbeing, Living in the Wider World and Relationships. Within these themes there is an absolute commitment to ensure that pupils have the opportunity to discuss topics of relevance and importance to young people growing up in the twenty first century. The areas of focus, and the teaching and learning methodologies used, aim to foster good relations between pupils and promote an understanding of equality of opportunity regardless of whether a person has a protected characteristic (such as race, gender, transgender, disability, age, pregnancy and maternity, religion or belief and sexual orientation).

Prejudice, discrimination, and victimisation are explored and students are encouraged to develop the skills and attitudes necessary to combat such issues. PSHCE lessons are used to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The PSHCE curriculum is supported and complimented by our Reflection Time and Assembly Programme.

Other areas of the curriculum also promote equality through the teaching and learning approaches, the classroom management strategies employed and by specific curriculum opportunities that are planned into subject curricula or arise from topics in the news. Examples include study of civil rights post abolition of slavery, and the fight for free and fair elections (class, gender) in the UK, both topics studied in Year 8 History, or in Technology where social considerations are made when designing products so as to ensure that these items are not offensive in use in multiple communities / religions.

## **Monitoring and review**

This Single Equality Plan will be reviewed at least every four years by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into

practice in school by staff and pupils, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

Information may be gathered through:

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children's and young peoples' views, actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of the extended school offer by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development, and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

Governors may ask for monitoring reports for review by the governing body. These may include:

- progress against targets relating to equality and future plans
- school population
- recruitment and retention
- key initiatives.

## **Outcomes**

One of the most important indicators of how successful we are as a school in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes. Action plans will outline:

- objectives and specific actions to be taken
- expected impact and indicators of achievement (success criteria)
- clear timescales
- who has lead responsibility
- resource implications

- specified dates for review.

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This document will be reviewed every four years or:

- after incidents that relate to, or impact on, equality in school
- after any significant changes to workplace, working practices or staffing.

## ANNEX A - Equality Information and Objectives Plan

### Equality Objectives 2017

Objective 1: To continue to close the gap in attainment between disadvantaged and other students.

Objective 2: To implement strategies focusing on empowering and educating girls and boys which make the reducing gaps in performance between them at GCSE increasingly sustainable.

Objective 3: To promote values based learning so that students are tolerant and accepting of diversity and difference and understand the mental health issues that many of their peers face.

Objective 1: To continue to close the gap in attainment between disadvantaged and other students

Sample actions to be taken	How monitored	Staff responsible	Timeframes	Early Success Indicators
See Pupil Premium action plan and review of spend (website)	Ongoing and annually in relation to	Govs / Headteacher / SLT / Raising	Ongoing	Ongoing data analysis shows gap



	GCSE results.  At every FGB meeting through HT's report	Standards leaders / staff		continues to be closed in attainment
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Objective 2: To implement strategies focusing on empowering and educating girls and boys which make the reducing gaps in performance between them at GCSE increasingly sustainable.

Sample actions to be taken	How monitored	Staff responsible	Timeframes	Early Success Indicators
Analyse curriculum options to ensure equal opportunity for all to study any subject  Analysis of marking and assessment shows equal weighting to girls and boys Analysis of lessons shows equal questioning and teacher time is given to both boys and girls  Analysis of epraise rewards system shows equal distribution of rewards  Ensure PSHE programme and assembly programme overtly tackles language used by young people about gender	Through short observation feedback (SOFs)	Headteacher / Assistant HT /	Ongoing	Analysis of SOFs shows that boys and girls have equal opportunity to achieve

Objective 3: Promote values based learning so that students are tolerant and accepting of diversity and difference and understand the mental health issues that many of their peers face.

Sample actions to be taken	How monitored	Staff responsible	Timeframes	Early Success Indicators
Ensure PSHE curriculum focuses on issues related to mental health  Develop closer ties with CAMHS	Analysis of curriculum plans	DHT  HT	Ongoing	PSHE curriculum includes provision /

Analyse any examples of reported bullying to see if lack of understanding of diversity has played a part	Analysis of bullying logs and actions	DHT		CAMHS routinely visit school and an open dialogue is developed
Develop assembly programme so that mental issues are openly and frankly discussed with year groups	Analysis of assembly rota	Heads of Lower / upper school		Bullying logs show actions should MH concerns be apparent Assembly prog shows provision for discussion

<b>Date Reviewed and approved by FGB:</b>	December 2016	<b>Reviewed by:</b>	IGS	<b>Next Review:</b>	December 2020
<b>Summary of changes made:</b>	Rewrite				