



Work hard. Enjoy learning. Achieve highly.

Single equality plan

Adopted: Spring 2021

Review date: Spring 2025

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 age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, 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). Progress towards meeting these objectives will be reviewed annually, and the plan itself 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 880 students attend the school, with approximately 34% qualifying for the Pupil Premium. The majority of students define themselves as 'White British' with approximately 6.5% from minority ethnic groups. Attainment on entry into the school is below average and has been 'significantly below' average in recent years. Approximately 15% 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. The Deputy Headteacher has the day-to-day responsibility for coordinating the implementation of this scheme.

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

The school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment. Members of our school community may be more at risk of becoming victims of inequality due to:

- Race
- Disability
- Gender reassignment
- Religion or belief
- Sex
- Sexual orientation
- Age
- Marriage and civil partnership
- Pregnancy and maternity
- 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

The curriculum at The Cowplain School is underpinned by three strands: Thinking Hard; Developing Character; and Understanding Diversity. All subject areas have planned their curriculum to support the desire of our young people to be inquisitive, curious, and self-assured learners and to encourage them to face

the challenge of acquiring new knowledge and an understanding of our diverse world in which they can flourish and influence for the better. When promoting students' understanding of diversity the school aims to ensure that students acquire cultural capital, develop a respect for human rights, understand democracy and environmental diversity. They will develop an understanding of mental and physical diversity in themselves and others, and by doing so grow in confidence and ambition.

Furthermore, Personal Development (PD) education and Ethics and Philosophy (Religious Studies) at The Cowplain School are compulsory for all pupils. In all year groups both subjects are taught for one hour per fortnight. Ethics and Philosophy encourage students to discuss diversity of belief, values of cultures, global citizenship, tolerance, and the ethical implications of beliefs.

The PD curriculum follows a spiral approach, and in all years the curriculum follows a series of broad themes: families; respectful relationships, including friendships; online and media influences; being safe; intimate and sexual relationships, including sexual health; the Law; physical health and mental wellbeing. 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 age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).

Prejudice, discrimination, and victimisation are explored and students are encouraged to develop the skills and attitudes necessary to combat such issues. PD 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 PD curriculum is supported and complimented by our Reflection Time and Assembly Programme.

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 annual 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.

This document as a whole 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.

Date Reviewed and approved by FGB:	February 2021	Reviewed by:	IGS/NBT	Next Review:	February 2025
Summary of changes made:	<p>Protected characteristics revised to meet current descriptors.</p> <p>Data in School Profile updated.</p> <p>Curriculum section updated to reflect new vision (2019-21) and implementation, and the new Personal Development curriculum.</p> <p>Revised Objectives Plan.</p>				

ANNEX A - Equality Information and Objectives Plan

Equality Objectives 2021

Objective 1: To ensure that disadvantaged students are supported in the light of the Coronavirus (COVID-19) pandemic and that any potential gap that has been amplified by the pandemic between their outcomes and the outcomes of other students closes. Particular focus will be given to ensuring access to remote learning resources and enhanced food provision.

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 and ensure that all subject areas have 'diversity' as a core component of their curriculums.

Objective 4: To ensure students are accepting of diversity and difference, and understand the mental health issues that many of their peers face. Students in need have equal access to the best mental health provision the school can provide.

Objective 1: To ensure that disadvantaged students are supported in the light of the Coronavirus (COVID-19) pandemic and that any potential gap that has been amplified by the pandemic between their outcomes and the outcomes of other students closes. Particular focus will be given to ensuring access to remote learning resources and enhanced food provision.

Sample actions to be taken	How monitored	Staff responsible	Timeframes	Early Success Indicators
<p>Based upon the principle that some students may need extra help to get the same chances, the following actions are being taken:</p> <p>1. Ensuring access to remote learning resources for all by –</p> <p>Providing laptops to pupils who do not have access to devices, in order that they are able to engage in online live lessons, complete school work necessary to maintain academic progress and prevent disengagement from school. Laptops are sourced in the following ways; Government, Business and community donations.</p> <p>Provide access to the Internet for all pupils so that they are able to access online lessons and maintain academic progress. 4G Routers are requested from Government and Internet providers. Provide a single point of contact for technical provision.</p> <p>2. Maintain strong contacts with families within our school community who are both disadvantaged and known to the school or disadvantaged by current Covid conditions</p>	<p>Letters sent to all parents and carers offering access to remote learning</p> <p>A waiting list is maintained and shared with key staff to ensure all needs are met as soon as devices and routers become available</p>	<p>LET</p>	<p>January 2021 to end of restrictions or when pupil leaves school</p>	<p>Continual reduction of numbers on the waiting list and teacher/pastoral leader feedback regarding pupil engagement</p>

<p>The disadvantaged family advocate reaches out to those within the school community who are struggling financially to ensure adequate food is provided to those within their family.</p> <p>Food Hampers and Care Packages are provided at key times through the year to support parents and children in getting enough food to eat. Items are sought from local supermarkets and businesses, donations from pupils and the community and by running charitable events.</p> <p>Free School Meal vouchers are provided by way of ASDA vouchers to those who qualify.</p> <p>Breakfast is provided to Key Worker and vulnerable children in school who need it. Long term provision of Breakfast Club to any child who needs it combined with pastoral care during Breakfast Club sessions. (see Pupil Premium Action Plan). Improve healthy eating habits for families promoting good attendance in school due to reduced illness.</p> <p>Liaison with the connect4communities programme to seek out practical solution for families in temporary accommodation</p> <p>Assess the needs our families through contact such as emails and telephone calls. Ensure grants such as the Covid Winter Grant are effectively used to meet the most immediate and challenging needs such as warm bedding and clothing.</p> <p>Provide long-term and continued support for the families of disadvantaged children in order to promote greater academic progress for pupils. This will be achieved through contact from the Disadvantaged Children’s Advocate by way of meetings, telephone conversations and email contact. This enhanced and bespoke service will create stronger bonds and working relationships between school and home. Support will be designed, offered</p>	<p>A file containing details of needs is maintained and monitored to ensure that close contact and knowledge of family situations is kept up to date</p> <p>A record of each family will be kept up to date detailing the difficulty and action taken to support the family and find a solution. Advocate will reach out and make contact with every family termly to maintain the relationship</p> <p>Disadvantaged children’s Advocate will work with staff running programs to ensure inclusion is a factor in recruiting pupils</p> <p>As a single point of contact for disadvantaged family pupils and the pastoral</p>	<p>LET</p> <p>LET</p> <p>LET and school staff</p> <p>LET and</p>	<p>From January 2021 to the time at which each pupil leaves school</p> <p>Ongoing</p>	<p>Emails from parents and carers feeding back positive comments. Reduction in behavioural incidents linked to pupils being hungry.</p>
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<p>and in place for the family both with individual family difficulties and by way of support for pupils overcoming learning obstacles.</p> <p>Disadvantaged pupils are more actively recruited to school programs such as the Honours Programme, DofE and Prefect positions promoting Cultural Capital for our pupils.</p> <p>Deliver an enhanced program of transition to college or apprenticeship provider for children of disadvantaged families with the aim of improving whole life chances for the child and their family. This will specifically involve support with application forms, enabling access to virtual and real life tours and providing advice and contacts regarding next stage transition (Pupil Premium Action Plan)</p> <p>Ensure that best quality teaching is maintained based on Rosenshine’s principles and in line with the Teaching and Learning Policy.</p> <p>Ensure that CPD for all staff develops best practice continuously.</p> <p>Ensure that individualised interventions are maintained by the teaching and pastoral staff, specifically based on positive relationships and clear lines of communications with parents.</p> <p>Ensure that quick diagnostic testing as part of teaching and learning and is used to identify gaps.</p> <p>Ensure that the curriculum with its 3 strands of thinking hard, developing character and understanding diversity supports the development of the student holistically and academically, as needed.</p>	<p>team the next stage progress is closely monitored.</p> <p>Through short observation feedback (SOFs)</p> <p>Through Data Collections and gap analysis</p> <p>Through curriculum analysis and review</p>	<p>pastoral team</p> <p>LZO</p>		
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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
<p>Ensure that curriculum options show equal opportunity for all to study any subject.</p> <p>Ensure that marking and assessment shows equal weighting to students irrespective of gender.</p> <p>Ensure that lessons observed show equal questioning, opportunities for leading discussions and teacher time is given to students irrespective of gender.</p> <p>Ensure that the analysis of rewards system shows equal distribution of rewards.</p> <p>Ensure PD programme and assembly programme overtly tackles language used by young people about gender.</p>	Through short observation feedback (SOFs)	Headteacher/ Assistant HT	Ongoing	Analysis of SOFs shows that boys and girls have equal opportunity to achieve

Objective 3: To promote values-based learning and ensure that all subject areas have 'diversity' as a core component of their curriculums.

Sample actions to be taken	How monitored	Staff responsible	Timeframes	Early Success Indicators
<p>Ensure that the curriculum shows that developing the character of students based on school values is a core aspect of the curriculum and therefore learning time and part of enrichment opportunities.</p> <p>Ensure that assemblies, transition work, reflection time and PD show that</p>	Monitoring of curriculum overviews SOF Process	HT/AHT	Ongoing	Analysis of monitoring shows a variety of approaches to develop character

<p>Character Values are explained and applied to everyday situations to increase understanding.</p> <p>Ensure that staff training promotes increased understanding of the delivery of character values in terms of teaching and learning in the classroom, with staff modelling the values.</p> <p>Ensure that the link of the language of character values to the praise system promotes the use of this language in response to positive behaviour patterns.</p> <p>Ensure that analysis of behaviour reports show a link between dealing with behaviour using the character values language.</p>	<p>Monitoring of Reflection time, assembly programme</p> <p>SOFs of Reflection time</p> <p>Monitor praise system and behaviour system</p>			<p>values in lessons, assemblies and reflection time, and also impacts positively on behaviour patterns.</p>
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Objective 4: To ensure students are accepting of diversity and difference, and understand the mental health issues that many of their peers face. Students in need have equal access to the best mental health provision the school can provide.

Sample actions to be taken	How monitored	Staff responsible	Timeframes	Early Success Indicators
<p>Ensure that the curriculum shows the developing of the understanding of mental well-being and how to look after mental well-being in oneself and others is a core aspect of the curriculum and therefore learning time and part of enrichment opportunities.</p> <p>Ensure that assemblies, transition work, reflection time and PD show that the various aspects of mental well-being, and the approach of connect with others, recognising mental wellbeing in themselves and others and expressing concerns about mental well-being are explained and applied to everyday situations to increase understanding.</p> <p>With staff training ensure promotion of an increased understanding of the</p>	<p>Monitoring of curriculum overviews</p> <p>SOF Process</p> <p>Monitoring of Reflection time, assembly programme</p> <p>SOFs of Reflection time</p> <p>Monitoring of survey</p>	<p>SLT/AHT</p>	<p>Ongoing</p>	<p>Analysis of SOFs and mental health tracking system shows that all students and staff have a good understanding of mental well-being and the systems in place to get support.</p>

spectrum of mental well-being, in their own context and when working with students. Staff develop the six steps to mental well-being with students and use them as an ongoing toolkit when supporting students or colleagues.

Ensure that a systematic approach to identifying students and staff who need support with their mental well-being is in place and link it to an annual well-being survey.

Ensure rigorous signposting is in place for staff and students.

and feedback from staff well-being group