

CAMS HILL SCHOOL EQUALITY INFORMATION & OBJECTIVES STATEMENT



Statutory

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Equality Information and Objectives Statement

This document addresses Cams Hill School's statutory duty to publish information demonstrating how it is complying with the Public Sector Equality Duty (PSED) and to prepare and publish equality objectives.

School Context

Cams Hill School is a large, 11-16 mixed comprehensive school situated on the east of Fareham. The area from which pupils travel to Cams Hill has become wider in recent years to include areas of Gosport and north of Fareham towards Wickham. On average, 50-60% of each year group cohort are designated 'higher ability on entry' according to their end of Primary School assessments. The percentage of pupils known to be eligible for free school meals is well below the national average.

Our school population reflects that of the immediate local area, with pupils being predominantly White British. Whilst this is broadly in line with the national picture, it is worth noting that government statistics are based on the 2011 census and the 2021 census is likely to give a different picture. The mix of boys and girls is in line with national averages.

Based on the information provided in the registration form, completed by parents, roughly half of our pupils have no religion. The majority of those who have declared a religion are Christian (including Catholic and Roman Catholic). The percentages of pupils from other religions are below national averages.

Around 4% of pupils have an identified disability. We do not collect data on sexual orientation, pregnancy and maternity or gender reassignment of pupils.

Staff and Governors reflect the local area demographic and are predominantly White British.

Promoting Equalities and Diversity

Whole school strategies to eliminate unlawful discrimination, harassment and victimisation include:

- Clear admissions and recruitment policies and procedures, in line with statutory guidance and legal requirements. These are published for transparency and updated in line with statutory requirements.
- Clear expectations of all staff, pupils, and visitors are outlined in our Equality and Diversity policy.
- A high-quality programme of enrichment aimed at preparing pupils for a life outside of Cams Hill School, including impartial careers information, advice and guidance, an evolving PDL programme, integrated and explicit opportunities to address SMSCD and British Values.
- Specific reference to prejudicial or discriminatory acts in the Good Behaviour Policy.
- An established school council and wide-ranging use of pupil voice.
- A rigorous complaints procedure.

Actions which demonstrate the implementation of these strategies include:

- *SMSCD spotlights have focussed on issues which have been a focus of media attention, or of importance to our pupils, for example racism, bullying.*
- *Key Stage 3 PDL has been reinstated as a timetabled lesson in the Key Stage 3 Curriculum and is being delivered by a team of specialist teachers to promote quality and consistency in approaches to key issues.*

- *The promotion of British Values through the use of posters and postcards throughout the school to raise visibility and awareness.*

Whole school strategies to advance equality of opportunity between people who share protected characteristics and those who do not:

- Monitoring of achievements of pupils by protected characteristic, and resultant group or individual interventions.
- A commitment to removing or minimising disadvantages suffered by people which are connected to a particular characteristic.
- Taking steps to meet the needs of people who have a particular characteristic.
- The enactment of an inclusive curriculum, and support for pupils to access a curriculum which matches their needs.
- Opportunities offered to all pupils and staff in an open and transparent way.

Actions which demonstrate the implementation of these strategies include:

- *Installation of lifts to ensure accessibility across the school.*
- *Facilitation of daily prayers, including communication with parents, provision of a dedicated and appropriate room, sharing of prayer times with teachers.*
- *The work of the Nexus Academy to support pupils in accessing the curriculum, by providing in-class support, specific interventions and providing support and training for teachers.*
- *Adaptations of in school work stations to enable full access to working environment.*
- *Flexibility in working hours to enable full access to work place physically or virtually.*

Whole school strategies to foster good relations between people who share protected characteristics and those who do not:

- Building a culture and ethos in the school which promotes inclusion, mutual respect and understanding of difference.
- Promoting tolerance, friendship and understanding through different aspects of the curriculum, enrichment, and school environment.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils with the school, including the use of formal and informal pupil voice.

Actions which demonstrate the implementation of these strategies include:

- *The use of ‘meanwhile, elsewhere’ tasks in History to allow pupils to explore the context of the wider world history taking place during the time period they are studying.*
- *An assembly delivered by a member of staff sharing their personal experiences of bullying related to a protected characteristic.*
- *The inclusion of a range of religious and non-religious world-views in high quality, timetabled RS lessons, and the continuation of full-cohort GCSE Religious Studies which allow pupils to constructively explore viewpoints, cultures and characteristics which are different to their own.*

Equality Objectives

Current Objectives

Objective 1:

Continue to close the attainment and progress gap between protected groups, disadvantaged and non-disadvantaged pupil groups, including pupil premium, and implement appropriate intervention to support them.

Objective 2:

Further develop strategies to improve boys' underachievement and to close the gender gap.

Suggested objectives from March 2021

Objective 1:

Continue to close the progress gap between boys and girls.

Why	Our data shows that whilst boys' and girls' attainment is comparable, boys make less progress than girls. Whilst boys' progress at Cams Hill School is above national average, there is underachievement among high prior attaining boys.
How	Mentoring of individual boys at GCSE, identified through data and pastoral teams. Targeted interventions in Key Stage 3. Development of a whole school ethos which encourages/de-stigmatises academic success, particularly in boys from lower socio-economic class backgrounds.
Progress	

Objective 2:

Develop staff knowledge and confidence in promoting inclusion and equality, especially in the classroom and wider school environment.

Why	Recent world events, and the continually developing understanding of the needs of people with protected characteristics, mean that updating training for staff is vital in order to empower them to promote equality and inclusion, and challenge behaviour which is prejudicial or discriminatory.
How	<ul style="list-style-type: none">• Specific staff training on how to support pupils with protected characteristics, by identifying the main challenges faced in a global and local context, and how these can be addressed in a school setting.• Review of curriculum content and delivery to identify opportunities to promote understanding between people who share a protected characteristic and those who do not.
Progress	

Objective 3:

Continue to develop an ethos among pupils of inclusivity.

Why	Our behaviour data and feedback from pupils indicates that incidents which are prejudicial or discriminatory in nature among pupils are either racist or homophobic, especially the use of derogatory language. Whilst this is sometimes indirect, or not directed at a person with that protected characteristic, the use of this language reflects an acceptance or unawareness of the damaging nature of this language which needs to be addressed. It is also noted that this can be part of a wider culture outside of the school, and is reflective of the school's context.
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How	<ul style="list-style-type: none"> • Continue to expand and embed the 'Be thoughtful, Be patient, Be kind' message across the school through a variety of activities, including messages and assemblies. • Staff training to support the recognition, recording, and effective challenging of prejudicial or discriminatory language. • The work of the ABC to provide peer support for pupils. • Initiatives to raise awareness among pupils.
Progress	

Objective 4:

Develop a centralised cycle of collection and monitoring of key data and information relating to protected characteristics, including pupil and staff population, achievement, behaviour and attendance data.

Why	In order to identify areas of success, monitor progress and address concerns, our monitoring of data and key information which informs our work on equality and diversity should be centralised and updated in a rolling programme which reflects the frequency at which it is appropriate to collect this.
How	<p>SLT Member with oversight for Equalities and Diversity will take responsibility for coordinating the collection and analysis of data and information from the relevant members of staff within the school.</p> <p>This will include:</p> <ul style="list-style-type: none"> • pupil, staff, and governor population information • pupil data on achievement, attendance, and exclusion • pastoral data and information on achievement and behaviour, including exclusions • details and examples of curriculum updates and changes which directly support diversity and inclusion • details and examples of enrichment activities which directly support diversity and inclusion • details of training provided for staff
Progress	