

# CAMS HILL SCHOOL EQUALITY INFORMATION & OBJECTIVES STATEMENT



## **Statutory**

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Last Reviewed: N/A

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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.

<b>Why</b>	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.
<b>How</b>	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.
<b>Progress</b>	

#### Objective 2:

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

<b>Why</b>	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.
<b>How</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Review of curriculum content and delivery to identify opportunities to promote understanding between people who share a protected characteristic and those who do not.</li></ul>
<b>Progress</b>	

#### Objective 3:

Continue to develop an ethos among pupils of inclusivity.

<b>Why</b>	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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<b>How</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Staff training to support the recognition, recording, and effective challenging of prejudicial or discriminatory language.</li> <li>• The work of the ABC to provide peer support for pupils.</li> <li>• Initiatives to raise awareness among pupils.</li> </ul>
<b>Progress</b>	

**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.

<b>Why</b>	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.
<b>How</b>	<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"> <li>• pupil, staff, and governor population information</li> <li>• pupil data on achievement, attendance, and exclusion</li> <li>• pastoral data and information on achievement and behaviour, including exclusions</li> <li>• details and examples of curriculum updates and changes which directly support diversity and inclusion</li> <li>• details and examples of enrichment activities which directly support diversity and inclusion</li> <li>• details of training provided for staff</li> </ul>
<b>Progress</b>	

## Appendix 1 – Interim Review 2022

### **Actions which demonstrate the implementation of whole school strategies to eliminate unlawful discrimination, harassment and victimisation include:**

- Whole staff training delivered on Equalities and Diversity, including the application of our Good Behaviour Policy in relation to protected characteristics (24 May 2022).
- Enrichment Days have been prepared to directly correlate with real life outside of Cams Hill School, including British Values and radicalisation for Year 10, bullying, and kindness.
- The Religious Studies Department has developed a Year 8 unit on Religion in Britain, which includes explicit teaching of what is meant by tolerance, intolerance, and hate crime, with specific reference to the Equality Act of 2010, Fundamental British Values, and unlawful discrimination on the grounds of religion.
- The Key Stage 3 PDL curriculum is adapted each year to meet the needs of the pupils in each cohort, in liaison with pastoral teams. This curriculum covers all statutory requirements and supports pupils to develop healthy and respectful peer-to-peer communication and behaviour, and challenge prejudice and discrimination.
- Assemblies have been delivered with a focus on kindness, discrimination, and bullying. Pastoral teams follow up with more individual conversations when incidents in school occur, in-line with the school's Good Behaviour Policy.

### **Actions which demonstrate the implementation of whole school strategies to advance equality of opportunity between people who share protected characteristics and those who do not include:**

- The Drama curriculum ensures that selected texts at Key Stage 3 are diverse and inclusive, exposing pupils to a variety of perspectives and cultures.
- Reasonable adjustments have been made to ensure pupils with disabilities can access all school trips offered by the school.
- The Religious Studies Department has introduced more opportunities to explore atheist and agnostic perspectives to represent a broad range of worldviews.
- The Art Department delivers inclusive projects that cover a variety of topics across Key Stages 3 and 4 which explore self-identity, cultures, local environments and journeys, sea life, and environmental issues.
- Pastoral teams monitor all groups of pupils in their academic performance.

### **Actions which demonstrate the implementation of whole school strategies to foster good relations between people who share protected characteristics and those who do not:**

- Whole staff training delivered on Equalities and Diversity, including the application of our Good Behaviour Policy in relation to protected characteristics (24 May 2022).
- The Key Stage 4 Health and Social Care curriculum allows for opportunities to develop a sense of empathy for others with protected characteristics.
- In Religious Studies the worldviews curriculum, now implemented at KS3, helps to foster mutual respect and tolerance by understanding why people hold different worldviews and encouraging the skill of 'empathy' to see through another person's eyes, what might influence their worldview e.g. race, religion, age, sexuality, media, upbringing. This is displayed actively in all classrooms.
- The English Department explore a range of issues through the study of a diverse set of texts, including Autism Spectrum Condition, religion and belief, and refugees.
- The anti-bullying strategy and, in particular, 'one kind word' throughout anti-bullying week, contributes to community values and the notion that at Cams Hill we are positive in how we communicate with each other but also in the language that we use to describe ourselves.

- Year 8 Pastoral team focussed on the book 'Wonder' with their year group to promote kindness and tolerance.

### Progress against objectives

**Objective 1:** Continue to close the progress gap between boys and girls.

- New Year 10 unit of learning in PDL begins with resilience, to support pupils to develop a resilient approach to academic success, addressing an area of need identified for boys.
- Drama set texts chosen to be more inclusive of boys' interests and an expansion of the inclusion of different aspects of drama to support boys' engagement has taken place.
- The English and Maths Departments have run targeted interventions for pupils identified through data analysis.
- The Year 10 Pastoral team has put in place a mentoring programme for boys to support positive behaviour.
- The Year 11 Pastoral team has mentoring in place for boys who need academic as well as pastoral support.

*2021 Centre Assessed Grades show there was a gap in Progress 8 between boys and girls. However, this was smaller than the national gap from previous years. GCSE results of 2022 will provide the first examination data since 2019.*

**Objective 2:** Develop staff knowledge and confidence in promoting inclusion and equality, especially in the classroom and wider school environment.

- Whole school staff training delivered on Equalities and Diversity, including the importance of recognising and supporting pupils with protected characteristics, strategies for doing this, and the application of our Good Behaviour Policy in relation to prejudicial and discriminatory incidents.
- Dedicated curriculum development time for review and development of subject curricula to identify and increase opportunities to ensure the curriculum reflects diversity and promotes inclusion.
- Staff questionnaire completed for Enrichment Days has allowed staff to identify areas they would like to deliver on Enrichment Days so that training can be provided moving forward.
- The Drama Department has undertaken team teaching and used Continued Professional Development (CPD) time to ensure confidence when delivering the diverse topics being covered in the new set texts.

*A programme of staff training and development has begun, based on gaps identified through review of the implementation of our Good Behaviour Policy and self-reported needs. Specific training needs can now be identified, and appropriate training carried out to support teachers when addressing topics of equality and diversity in the classroom. There will be an ongoing review of the curriculum diversity and inclusivity.*

**Objective 3:** Continue to develop an ethos among pupils of inclusivity.

- Following whole staff training on Equalities and Diversity, including protected characteristics, Key Stage 3 and Key Stage 4 PDL sessions have been written to communicate the same message to pupils.
- LWB launched a Values Based Curriculum, which will support pupils to explore a number of key values, including respect, kindness, and inclusivity. Values were chosen through engagement with pupils, staff, and parents/carers, and each is linked to Fundamental British Values.
- The appointment of a Curriculum Leader for Key Stage 4 PDL (Personal Development Learning) and Enrichment Days has continued the development of the PDL curriculum in Key Stage 4 to build on that in Key Stage 3. Enrichment Days have also been used to explore inclusivity and community.



- LRO circulated a language of kindness video to work in conjunction with the anti-social language initiative of TNE. This has contributed to the elimination of unlawful discrimination, harassment and victimisation by encouraging pupils to reframe the language that they use with others to be more tolerant and kind.

*Behavioural data suggests numbers of homophobic and racist incidents are similar. Due to Covid disruption, year on year comparisons of the number of these events is not informative, although a general increase has been witnessed, especially in racist and sexuality/gender identity-based incidents. Some of this may be attributed to better recognition and recording. Training and other interventions continue to be put in place to address these issues, including changes to the recording of these incidents, and cohort and individual programmes of education for pupils who display these behaviours.*

**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.

- JLE has developed a Microsoft Form to collect key information from Curriculum and Pastoral Leaders which can be used each year.
- Administration support is planned for the academic year 2022-3 to support with the collection of key data and information.
- Bullying and racist incidents are reported at Pastoral Governors meetings.
- Recording of prejudicial and discriminatory incidents among pupils has been changed to allow for easier analysis of the issues facing our pupils. Training has been given to staff to support this.

*Reasonable steps have been taken towards establishing a cycle of monitoring and data collection. SLT oversight remains with JLE and administration support will be in place in the next academic year.*