

# CAMS HILL SCHOOL EQUALITY INFORMATION & OBJECTIVES STATEMENT



## **Statutory**

Date created: 1 March 2021

Review Period: 4 years

Last Reviewed: N/A

Ratified by governors: 10 March 2021

*Annual Interim Update (see Appendices) ratified by Governors: 17 June 2024*

Next Review Date: 1 March 2025

## Contents

Equality Information and Objectives Statement .....	3
School Context.....	3
Promoting Equalities and Diversity .....	3
Equality Objectives .....	5
Current Objectives.....	5
Suggested objectives from March 2021 .....	5
Appendix 1 – Interim Review 2022.....	7
Progress against objectives .....	8
Appendix 2 – Interim Review 2023.....	10
Progress against objectives .....	11
Appendix 3 Interim Review 2024 .....	14
Progress against objectives .....	15

## 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 the percentage of pupils at Cams Hill School who are White British has remained generally static in recent years, this percentage is 12% above the national percentage provided by the 2021 Census, although 6% lower than the percentage for Fareham provided in the same survey.

Based on the information provided in the registration form, completed by parents/carers, roughly half of our pupils have no religion. This is much higher than the percentage of people who declared 'no religion' on the 2021 census (27.2%). 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:**

- *PSHE is delivered as a discrete, timetabled subject to all year groups. This is led by a Curriculum Leader for each Key Stage.*
- *Citizenship is delivered as a discrete subject through timetabled Citizenship Days and focus weeks. This is led by a Curriculum Leader for Citizenship.*

- *From September 2024, PSHE and Citizenship will be taught as part of Social Studies as a discrete subject on the timetable in Key Stage 3, led by the Curriculum Leader for Social Studies.*
- *Prejudicial or discriminatory incidents are reported by specific category (race, sexual orientation etc). Staff are supported by the member of SLT with oversight of Equalities and Diversity to identify and respond to incidents consistently.*
- *British Values is led by a team of Curriculum Leaders from Religious Studies, History and Geography, working across the school to embed the values.*

**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, ramps, and dropped curbs 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, including the Study Centre, 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 the 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 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.*
- *The work of the Alphabet Association in promoting knowledge and understanding among the wider school body, through assemblies and activities.*
- *The work of the Modern British Values team, through house challenges, assemblies, and curriculum.*

## 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.*

## Appendix 2 – Interim Review 2023

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

- Beginning this academic year, PSHE is delivered as a discrete, timetabled subject to all year groups. This is led by a Curriculum Leader for each Key Stage. Curriculum Leaders have had time to meet with the small number of teachers delivering the subject to ensure consistency.
- The PSHE curriculum is set out thematically. Throughout the year the themes being addressed in PSHE have been reflected in assemblies and tutor time activities where relevant.
- Beginning this academic year, Citizenship is delivered as a discrete subject through timetabled Citizenship Days and focus weeks. This is led by a Curriculum Leader for Citizenship who has fully planned and sequenced the curriculum to support pupil learning, specifically focused on their roles and rights in society. The Curriculum Leader has also provided detailed resources to support the delivery of the curriculum by all teachers, supported by staff briefings.
- Beginning this academic year, prejudicial or discriminatory incidents are reported by specific category (age / disability / gender reassignment / sex / race or ethnicity / sexual orientation), which has supported analysis and allowed targeted interventions to be put in place.
- Staff continue to be supported by the member of SLT with oversight of Equalities and Diversity to identify and respond to prejudicial and discriminatory incidents consistently.
- As part of safeguarding, the DSL and SLT member with responsibility for the Prevent Duty have responded to concerns raised by staff about a small number of pupils' engagement with the ideas of Andrew Tate. This continues to be monitored for the need for school wide action and intervention.
- The English Department have devised and delivered an introductory lesson for 'Of Mice and Men' based on discriminatory language and how it has evolved into more tolerant societies. This is supporting the delivery of this text whilst the department selects a replacement for it.
- In Music, pupils in both Key Stages learn through schemes of learning and assessment (SOLAs) that relate to discrimination and specifically the impact of the slave trade on the development of music. Pupils in Year 8 study blues music and consider the life experiences of those living under slavery in USA. Year 9 and Key Stage 4 pupils also look at the broader impact of slavery on the music of the Caribbean and South America. These SOLAs provide opportunity to discuss racism and inequality.

### **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 Key Stage 4 Drama curriculum now includes the text 'Noughts and Crosses', which allows pupils to explore how the protagonists fight against victimisation to make changes in the world.
- The Alphabet Association is open to all pupils to attend, and meets weekly with a programme of structured sessions on LGBTQ+ awareness. They have also led on the 'marking' of Pride Week.
- The introduction of the Study Centre which allows pupils to attend school but in an environment that they can learn in. This has improved the attendance of several pupils and encouraged their reintegration back into lessons.
- The PE Department's use of pupil voice has guided both teacher expectations and the curriculum offer, with information being discussed at department meetings and actions put in place to address key areas.
- The Nexus Centre provides pupils who may struggle in noisy environments with classrooms in which they are able to work and achieve well.

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

- Assemblies have been delivered to all year groups on 'Celebrating Diversity', with a focus on how there are more things that make us different to each other than the same, and the benefits and reasons for celebration associated with these.
- The PE Curriculum at Key Stage 3 specifically promotes respect and tolerance.
- The RS Department held a multi-faith discussion panel which was attended by all Year 7 pupils, and has run house competitions this year highlighting cultural awareness, such as the celebration of Eid. A new Year 9 SOLA on prejudice and the media supports pupils to learn about censorship, prejudice and discrimination against religious groups.
- The Key Stage 3 History curriculum continues to include greater focus on non-white History, giving opportunity to address the British Value of respect and tolerance.
- The Literacy Lead has ensured that the texts chosen to support literacy, for example through the Register, Read, Respond curriculum, reflect different voices, viewpoints, and ideas from a diverse range of authors.
- The RS department has introduced a Year 9 SOLA on prejudice and the media, addressing censorship, prejudice and discrimination against religions and groups, allowing pupils to challenge misconceptions

### **Progress against objectives**

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

- Each Curriculum Leader monitors pupils' achievement and puts in place specific interventions, either through the curriculum, in-class, or out of class, to address underachievement among boys where this is evident.
- Texts chosen for Drama, English, and Literacy focus on creating positive role models and including a range of protagonists.
- Following each data drop, information is analysed to identify pupils for interventions. Some pupils have been mentored by attached tutors, through Nexus, or referred for assessment to the SENDCo.
- Academic success and work ethic are recognised in assemblies and celebration assemblies, and supported by Year Team initiatives such as Year 9's Golden Ticket.

*Data for 2022 shows a gap between boys' and girls' achievement. Analysis of previous years' data (to 2017) shows that the size of the gap fluctuates year on year, with no clear pattern. This is reflected nationally. Individual subjects carry out appropriate interventions for any pupils identified, as well as considering the content of their curricula to support pupil engagement. There is no difference in the way boys and girls learn so further research is needed to identify a range of strategies which can be implemented to support the progress of boys.*

*From analysis of house points data for this academic year, whilst the numbers of positive house points given to boys and girls is similar, roughly twice as many negative house points have been given to boys than girls. This will provide a starting point for our thinking.*

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

- Dedicated work has been carried out within the pastoral teams to support tutors to identify and respond to incidents of prejudicial and discriminatory behaviour, and how to deliver topics in the tutor time programme.

- Many Curriculum Leaders have also used the training to review the content and delivery of their curricula. For example, in History, where adaptations have been made to Key Stage 3 History to be more inclusive and give opportunity to address the British Value of respect and tolerance.
- The PE department reports that staff will consistently address and correct the use of improper language as a result of training received. This is echoed by the Drama department who have reported an increase in confidence when addressing pupil language and attitudes, supported by a consistency across the school.
- The English department has removed *Of Mice and Men* from their curriculum and are currently sourcing a new novel which will both support the curriculum and provide positive representation.
- Staff have also sought further training which is subject specific. For example, the Curriculum Leader for Art attended a course on Cultural Capital and ways in which art teachers can promote equality and inclusion in their teaching.
- Whole staff training on recognising and responding to bullying has been delivered.

*The majority of prejudicial and discriminatory incidents are reported by staff, showing that staff are increasingly able to recognise and respond to these incidents. The work being done to recognise and celebrate diversity within individual subject curricula is also evidence of knowledge and awareness among staff in promoting inclusion and equality. We will continue to provide training for staff to support the delivery of these aspects of the curriculum and their responses to individual incidents both in class and around school.*

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

- PSHE lessons continue to be adapted and delivered across Key Stages 3 and 4 to highlight the problems of prejudice and discrimination. This is also supported by the Citizenship and Religious Studies curricula.
- Dance, as an integral part of PE, promotes diversity and inclusivity through the study of a range of Dance styles from different cultures, and the study of an inclusive dance company in Key Stage 4.
- An assembly has been delivered on 'Celebrating Diversity', which explored those things which make us different, linked to protected characteristics and British Values, but also to character and personality, and the benefits and excitement of diversity.
- In Year 8, an assembly was delivered on racism and discriminatory language in response to a rise in incidents in that year group. In Year 7 an assembly was delivered in response to both homophobic and racist language incidents.
- Assemblies and tutor time activities have focussed on kindness.
- Pupils who have been sanctioned for use of prejudicial or discriminatory behaviour have received support with year teams or a member of SLT, which has included working towards positive relationships.

*Behavioural data suggests that there are now a higher proportion of prejudicial and discriminatory incidents based on race / ethnicity than sexuality/ gender. This suggests that education and whole school work on prejudice and discrimination based on sexuality / gender have begun to have an impact.*

*More work now needs to be done on tackling prejudice and discrimination based on race / ethnicity, including a more formalised programme of education for perpetrators and a review of the systems in place to support victims. Work is also currently underway to re-establish kindness ambassadors and build on our culture of kindness, and to plan and deliver our first 'One World Day'.*

**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.

- Information and data collected is wide-ranging and appropriate and has enabled the review of actions and progress against objectives.
- Administration support is now in place to automate the collection of key data and information at regular points throughout the year.
- Termly reviews of behaviour data highlighting prejudicial and discriminatory incidents will take place to support swift interventions, which compliments regular monitoring already in place.
- Information from Curriculum and Pastoral Leaders will be collected annually to reflect actions taken and progress towards objectives.
- Regular data review meetings take place following data drops which focus on all pupil groups.
- Attendance is monitored regularly and reported to Extended SLT.

*A cycle of monitoring and data collection has been established, with administrative support in place. SLT oversight remains with JLE.*

## Appendix 3 Interim Review 2024

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

- PSHE and Citizenship continue to be taught as discrete subjects across both Key Stages. The curricula in each Key Stage have been reviewed and updated to ensure best practice and effective work in lessons. This has seen a reduction in the number of incidents of prejudicial and discriminatory language used in these lessons and pupils develop an understanding of the harm which this language can cause. Pupils accessing learning off site are also supported to engage in PSHE.
- Staff continue to be supported by the member of SLT with oversight of Equalities and Diversity to identify and respond to prejudicial and discriminatory incidents consistently.
- Pupils have received bespoke support following incidences of prejudice and discrimination, including programmes of education.
- The English department have removed Of Mice and Men, and replaced this with The Ruby in the Smoke by Phillip Pullman, which was specifically chosen because of the strong female protagonist.
- The SLT lead for Equalities and Diversity has met each half term with the Inclusion Lead to monitor prejudicial and discriminatory incidents and ensure that follow up has happened and patterns have been addressed.
- The Alphabet Association has delivered assemblies to highlight LBGTQIA+ issues and promote inclusion.
- The History Department has adapted its 'Migration to Britain' unit to include modern examples of prejudice.
- The RS Curriculum has been changed so that Key Stage 4 pupils now study Human Rights and Social Justice, which includes prejudice based on gender, sexuality, race, and religion and belief specifically.
- Key themes have been addressed in Year Team assemblies throughout the year.

### **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:**

- All Year 11 pupils have received one to one careers advice, with follow-up appointments if needed, support with applications and references, and college experience days. Additional opportunities which have arisen have been offered to those pupils who would benefit most.
- Data monitoring has been used to identify pupils to allow for appropriate intervention to support progress.
- The PE Department has a curriculum that caters for pupils of all physical ability and supports participation in learning through three starting points.
- The History department has updated their Women's Suffrage and Tudor SOLAs to support a focus on gender equality.
- Specific assemblies have been planned and delivered to respond to incidences which have arisen linked to protected characteristics.

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

- The PE Curriculum is based around respect and appreciating others. Whether this be through difference in ability or understanding. The CAMS curriculum promotes teamwork, respect, resilience, and tolerance of others. These principles are also reinforced during after school competition.
- History Club affords pupils the opportunity to explore the lives of others beyond the set curriculum, allowing for more diverse perspectives to be explored.
- The Key Stage 3 Music curriculum includes understanding of music from different cultures and a variety of ethnicities, broadening understanding of how music forms part of these cultures and identities.
- In Drama the study of set texts which cover protected characteristics allows for guided discussions within the classroom that promote acceptance.

- Restorative practices have been used by the pastoral teams to support good relations between pupils.
- The RS department has arranged a visit from a Holocaust Survivor for Year 9, and nuns from a local convent for Year 11.

### Progress against objectives

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

- Targeted intervention has been used to support pupils in preparation for GCSE examinations.
- The Art Curriculum has been carefully considered to promote increased participation among boys. GCSE projects enable pupils to build on their individual strengths and interests.
- A group of boys was chosen to receive mentoring to support GCSE preparation.
- Alternative provision has been provided to support pupils.
- Year Team reports have been used to identify pupils for intervention and support.

*Achievement data for 2023 shows a small difference between boys and girls, with boys outperforming girls in 9-4 English and Maths. The gap between boys and girls for positive Progress 8 scores was also its smallest.*

*A change in recording software part way through the year makes behaviour analysis more difficult. The most up to date information suggests that girls receive a 92% positive ratio in behaviour points, whilst boys have an 86% positive ratio. The Associate Assistant Headteacher leading on behaviour has identified a link between negative behaviour points and pupils with particular SEN needs and will work with the SENDCo to address this.*

*Current options numbers for GCSE 2026 pupils show a further reduction in gendered subject choices, especially among practical and creative subjects, where there is a roughly equal gender split.*

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

- Prevent Training delivered to all staff in May 2024 also included training for teaching staff in how to recognise and respond to prejudicial and discriminatory language.
- The Art Department provides staff with a subscription to the National Society for Education in Art, which provides updates on Culture Capital and ways in which art teachers can promote equality and inclusion.
- Following training attended by members of the RS department, a new SOLA is being developed to promote lesser known faith groups.
- The Drama Department has undertaken subject specific CPL to tackle misogynistic language in the classroom.

*Training continues to be provided both proactively and in response to particular needs. When asked to identify areas for whole school training, neither Curriculum nor Pastoral leads identified any key areas beyond tackling prejudicial language. We will continue to provide this.*

*The confidence staff have in identifying incidents is clear through the increased accuracy of recording these incidents on ClassCharts.*

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

- One World Day in July 2023 allowed all curriculum areas to explore diversity through their subject curricula.
- The Geography department raise awareness of injustice towards minority groups, and use non-gendered, non-racialised language (for example 'fishers' rather than 'fishermen'), and carefully select images to be representative rather than furthering stereotypes. The Geography curriculum is also being developed to

include more recent and diverse examples to contextualise learning, for example the Earthquake in Turkey/Syria, and a deep country study of Nigeria.

- The British Values team has promoted British Values through assemblies, tutor activities, and house competitions. They have worked with Curriculum Leaders to identify opportunities within all subjects to highlight British Values.
- The BICT department offers a number of opportunities throughout Key Stage 3 which allow pupils to tailor their work to suit them. When teaching Year 9 to design websites the elements of design are taught, but not content so frequently pupils produce a site with a LGBTQ+ focus for example.
- The Year Teams promote key messages of kindness through assemblies, the weekly bulletin, and in parental communications.
- Pupils have been observed in lessons openly talking about their own faith.
- Pupils who have used prejudicial and discriminatory language have received education work where appropriate, alongside robust and consistent sanctions.

*Behaviour reports show that the majority of prejudicial and discriminatory incidents relate to race or sexuality. The recording of the incidents represents an increased staff awareness of comments which are unacceptable and reflect our zero-tolerance approach.*

*A link between repeated behaviour and SEN needs has been identified and specialist education programmes for some pupils are being researched and implemented.*

*It is clear that some pupils still consider some prejudicial and discriminatory comments to be harmless, often claiming that it is part of 'banter' and that the victim is a friend. Whilst this has been addressed through education work with some pupils this year, more work needs to be done with all pupils on recognising the harm of using these terms in any situation.*

*The behaviour reports show that the number of incidents decreases across year groups, with the highest number of incidents in younger years and the least number of incidents among older pupils. This suggests that the curricula in place and the education work being undertaken with pupils has some impact in reducing the number of incidents as pupils move up the school.*

**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.

- Actions in place in the previous cycle continue.
- The SLT lead for Equalities and Diversity has calendared half termly meetings to monitor prejudicial and discriminatory incidents with the assistant Head of Year with responsibility for Inclusion.
- Pastoral teams hold pupil files with full history of behaviour incidents.
- Administrative support remains in place to prompt collection of data.

*There is an established centralised cycle of collection and monitoring key data. As roles and responsibilities across the school shift and develop the ability to expand this cycle to gather more nuanced and timely information is being explored. SLT oversight remains with JLE.*