



Part of **GIPPESWYK COMMUNITY
EDUCATIONAL TRUST**

Achieving success together

Principal: Mr S Common BA PGCE

Equality information and objectives

Review date: Summer 2018

Public Sector Equality Duty

Policy statement on equality and community cohesion

Copleston is committed to equality both as an employer and a service- provider:

- Our school's motto is "Achieving Success Together"
- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some students, extra support is needed to help them to achieve and be successful.
- We aim to make sure that no one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- students from certain cultural and ethnic backgrounds
- students who belong to low-income households and students known to be eligible for free school meals
- students who are disabled
- students who have special educational needs and/or disabilities (SEND)
- boys in certain subjects, and girls in certain other subjects.

Public Sector Equality Duty

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it

Part 1: Information about the pupil population

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'.

Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Copleston students with a disability have their needs met through person centred planning with input from specialist outside agencies. Pupil Passports and Pupil Profiles have been rolled out for all students on the SEND register, pupils with English as an Additional Language (EAL) and Looked After Children to promote independence in sharing their needs with staff and also they may have an Education, Health & Care Plan. (EHCP)

Public Sector Equality Duty

Students Special Education Needs (SEN) Provision	Number of students	Percentage of school population
No Special Education Need	1,581	89.5
SEN Support	161	9.1
Education, Health, Care plan	23	1.3
Statement	1	0.1

Ethnicity and race	Boys	Girls	Total
Bangladeshi	26	29	55
Indian	12	10	22
Any other Asian Background	19	22	41
Black African	5	3	8
Black Caribbean	6	11	17
Any other Black	2	0	2
White - British	699	622	1321
Any other White background	54	48	102
Gypsy / Roma	2	4	6
White and Black Caribbean	37	16	53
White and Black African	7	8	15
White and Asian	6	10	16
Any other Mixed Background	22	32	54
Information not obtained / refused	38	16	54

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Religion & belief

Muslim	56
Christian	425
Unclassified	939
Buddhist	5
No religion	269
Hindu	9
Sikh	12
Other	51

Gender identity or reassignment

We do not publish this information on our students.

Sexual orientation

We do not collect this information on our students.

Public Sector Equality Duty

Information on other groups of pupils

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupil with English as an additional language (EAL)	Boys	Girls	Total	Percent age of school
Number of pupils who speak English as an additional language	123	121	244	13.8
Number of pupils who are at an early stage of English language acquisition	12	12	24	1.4

Pupils from low income backgrounds (FSM)	Boys	Girls	Total	Percentage (%) of school
Number of pupils eligible for free school meals	81	45	126	7.1

Looked after children

7 pupils - Year 7 – 0
Year 9 – 2
Year 10 – 2
Year 11 - 1

Young carers

17 boys and 18 girls

Other vulnerable groups

Pupil Premium – 338 students

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Part 2: Our main equality challenges

- To narrow the attainment gap and improve outcomes for all students regardless of special educational need, disability, race, ethnicity, socio economic group, sexual orientation, religion, health or gender reassignment.
- Raise the attainment, achievement and narrow the gap between all groups of students so that they exceed the national standards.
- To further embed the Copleston shared values in all aspects of our work.

Part 3: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools and academies are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our policies.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy that outlines our expectations of both students and staff in their interactions with each other.
- We have a school anti-bullying policy that identifies our commitment to anti-bullying. It includes procedures for reporting and dealing with incidences of bullying including a school email account.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation.
- We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We keep records of all incidents of discriminatory behaviour against all groups.
- We have a special educational needs and disabilities (SEND) policy and an EAL policy that outline the provision the school makes for students with special educational needs and who have English as an additional language.
- We are DfE compliant regarding disability access.
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We pay due regard within our recruitment practices, to safeguarding and protecting our students.
- We have procedures for addressing staff discipline, conduct and grievances.
- We track the progress of students from protected groups via our Data Manager. Heads of Year and Heads of Department ensure that interventions are put into place for any student who is underachieving.

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- We conduct risk assessments for individual incidences of pregnancy.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability

We are committed to working for the equality of people with and without disabilities.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of students)

We are an inclusive school that pays due regard to the differences between our students, both those with and without disability. The school's Learning Support Department works closely with students, their parents / guardians and staff in order to provide a high quality learning environment in order to eliminate inequality. This is reflected in their pupil passports and profiles of need, to which all teachers are starting to have access; supporting them delivering an accessible curriculum.

Copleston High School complies with Access Arrangements for students with disabilities. The school's commitment to viewing every student as an individual is paramount.

How we advance equality of opportunity:

Policies: SEND Policy, Confidentiality Policy, Whistle Blowing Policy, Safeguarding and Child Protection Policy, School Access Plan.

- We are DDA compliant.
- Sharing medical data with staff on a need to know basis. e.g. Nut allergy for cooking/food tasting/lunches.
- School designated "Safeguarding" leads.
- Involve students fully with their pupil passports/ profiles.
- Staff report concerns around students using a Child Protection Form.
- Annual anti-bullying assembly during Anti-bullying week.
- Consult families on all areas of school provision (learning support).
- Year 7 admissions procedures ensure equal access to all students with statements or Education, Health and Care Plans (EHCPs) of SEND.
- We support disabled learners and staff by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure that disabled students or staff are not put at a disadvantage compared to other students or staff members respectively.
- We carry out accessibility planning for disabled students and staff that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled students or staff.

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How we foster good relations and promote community cohesion:

- All members of the Copleston teaching and support team constantly model appropriate behaviour which promotes positive relations and community cohesion.
- All members of staff constructively challenge unacceptable words and behavior which contravene this objective
- Display positive images and use resources that depict diversity.
- Fully involve parents with EHCP plans and Annual Review meetings.
- We hold termly Achievement Assemblies and an annual Celebration Evening for each year group
- Postcards are sent home as part of our Rewards system.
- We have and are continuing to develop a curriculum that supports all students to understand, respect and value difference and diversity. Outside speakers are invited in to year group assemblies and PSHE (Personal, Social and Health Education) drop down days. Departments also invite relevant speakers to their subject areas.
- We enable all students to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We tackle prejudice and any incidents of bullying based on disability.
- A Parents' Forum is held half termly to gain parental feedback.

What has been the impact of our activities? What do we plan to do next?

- We have successfully integrated students with disability into the student body of the school so that they do not feel isolated or discriminated against.
- We have stated we would like to further involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

How we advance equality of opportunity:

School policies:

Managing allegations against staff, Confidentiality Policy, Whistle Blowing Policy, Safeguarding and Child Protection Policy.

- We have a designated 'Safeguarding' Team.
- Our staff report concerns around children using a Child Protection Form.
- We have a school wide focus for the Annual Anti-Bullying Week.
- We provide a curriculum that aims to eliminate discrimination.
- We consult families on areas of school provision. e.g. after school clubs, parent questionnaires at all events, form tutor programme.

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- We identify students at risk of disadvantage and implement strategies to support them.
- We communicate with EAL families in their own language, when necessary.
- We have a Success Coach and a team of EAL classroom assistants who support EAL students in and out of the classroom
- We have employed a Romanian speaker to improve our communication with families
- We promote communication with families unable to access usual routes of communication. We employ interpreters for parents who have a hearing impairment or who do not speak English
- We have developed pupil passports and Pupil Profiles for our EAL students who require extra support.
- We hold CPD (Continued Professional Development) for all staff involved with pupils in the classroom to ensure that they have the strategies to allow the students to make progress.
- We hold a registration conversation club to encourage the use of English
- A homework Club after school four days a week allows the EAL students to access the support they need.
- We have set up a breakfast Club in Learning Support
- We have arranged parental English lessons
- Our staff have relevant CPD, e.g. Child Protection and School Safe.
- We monitor the attainment and progress of all our students by ethnicity.
- We set targets to improve the attainment and progression rates of particular groups of students.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.
- We link with groups, organisations and projects in the local community.
- All students are encouraged to take qualifications in their first language, when available.
- We have monthly student voice meetings to gather their views and opinions.
- All staff have received Safeguarding training in Prevent (Preventing Violent Extremism) as part of whole staff INSET.

How we foster good relations and promote community cohesion:

- Display positive images and use resources that depict diversity.
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity. This is part of the RE (Religious Education), PSHE, History, French, Spanish curriculum
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes.

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What has been the impact of our activities? What do we plan to do next?

- We are developing particular initiatives to tackle the motivation and engagement in learning of particular groups.

“Displays are vibrant; they celebrate pupils’ achievement while reinforcing expectations and motivating pupils to achieve more. The corridor for pupils who have special educational needs (SEN) and/or disabilities deserves a special mention. It sensitively highlights pupils’ differences, while providing inspiration at the same time. It is a shining example of the caring, accepting and inclusive nature of the school that permeates throughout.”

OFSTED report February 2018



David Carter @Carter6D · Mar 29

Fantastic to spend time @CoplestonPe this morning. So many great things going on. Focused learning, celebratory culture and 157 kids attending Saturday morning Maths sessions

The ethos of positive learning and great behaviour was evident in every classroom we visited. The children were on task and engaging so well with the teachers. I was not surprised that over 150 year 11 children chose to attend Saturday morning Maths but it does speak volumes for the commitment of the staff.

Feedback from Sir David Carter, March 2018

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How we advance equality of opportunity:

- We monitor the attainment of all our students by gender.
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls.
 - We promote British Values, in assemblies, PSHE and posters are displayed around the school
- We ensure that gender stereotypes in subject choices and careers advice are avoided and challenged.
- We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment.
 - All Year 10 students participate in a work experience fortnight. Additional support is given to those students who need it.
- We plan and deliver lessons with a variety of learning styles.
- Our approach to Relationship and Safety Education is conducted within a moral and values framework which is based on the principles of respect, understanding and empathy towards others of different backgrounds, cultures, sexuality, feelings and views.
- We provide clubs before and after school as well as during lunchtimes
 - A comprehensive timetable of revision sessions is held before & after, as well as at weekend and during holidays of staff are female.
- 50% of the Senior leadership team is female.

How we foster good relations and promote community cohesion:

- We ensure we respond to any sexist bullying or sexual harassment in line with the school policies.
- We encourage students to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- We ensure the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.
- Students have numerous opportunities to develop team and leadership skills.

Pregnancy and maternity

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

We have no school based statistics.

How we advance equality of opportunity:

- The school provides sensitive and appropriate support to any member of the Copleston community who is pregnant or who has recently had a baby, including respecting confidentiality when appropriate.
- Follow Health and Safety guidance for pregnancy.
- We follow best practice with regards to information, advice and guidance.
- Provision of school nurse.
 - We employ a school counsellor
 - We employ a Wellbeing Consultant, who is an experienced Mental Health Nurse

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- We have access to a Primary Mental Health Practitioner
- We access County Inclusive Support Service

How we foster good relations and promote community cohesion:

- We follow best practice with regards to information, advice and guidance. Year 10 pupils complete a two-week work experience placement; each student completes a diary (workbook) to document what they experienced during the fortnight. We arrange a “taxi” service for those SEND students who are unable to get to the most suitable placements and a teaching assistant will accompany certain students to ensure that they are able to access the learning experience
- Particular care is taken when searching / choosing placements for specific students with additional needs

What has been the impact of our activities? What do we plan to do next?

- We will continue to support students in being aware of their relationships and safety in making healthy choices.

Religion and belief

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

We pride ourselves on the teaching of world religions in Religious Education, believing that it contributes to a positive learning environment and enhances community cohesion. We recognise and celebrate diverse religious festivals.

How we advance equality of opportunity:

Policies:

- School designated ‘Safeguarding’ person and team.
- Staff report concerns around students using a concern form.
- All students study Religious Studies at KS3 and all have options at KS4.
- Consult families on areas of school provision. E.g. after school clubs.
- CPD, e.g. Child Protection.
- The school is sensitive to the religious beliefs of its students and personalises its response accordingly to ensure that students are taking a full part in school life.
- All staff have received Safeguarding training in Prevent as part of whole staff INSET.

How we foster good relations and promote community cohesion:

- Display positive images and use resources that depict diversity.
- External speakers are invited to discuss a variety of religions
- Celebration assemblies.
- Extensive and full consultation with students, parents and the local community when school uniform is changed.

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Sexual orientation

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay, bisexual or transgender.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

We do not collect data on this area and have no school based statistics.

How we advance equality of opportunity:

- Anti-bullying Policy.
- Collect data on bullying and report all incidents related to homophobia.

Part 4: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

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- After school / weekend/ holiday revision sessions for all Year 11/ 12/13 students
- Celebration of protected groups
- Raising achievement event for parents and students for Years 10 & 11
 - Mentoring for underachieving students
 - Data meetings with Year Teams and senior leaders to discuss data and look at ways to improve performance

Impact of actions

2017/18

Our objectives for 2017/18 were to continue to raise achievement and narrow the gaps between all students so they exceed national standards.

Equality objective 1:

To narrow the attainment gap and improve outcomes for all students regardless of special educational need, disability, race, ethnicity, socio economic group, sexual orientation, religion, health or gender reassignment.

% Achieving Grade 4 or higher in English and Maths	2017	2018 (unvalidated data)	National 2017
All Pupils	71	67	64
SEN Support	23	23	30
SEN Statement or EHC plan	25	25	11
Disadvantaged Pupils	54	44	44
EAL	58	67	63
Ethnicity group			
Bangladeshi	78	89	70
Any other Asian Background	83	50	74
White - British	75	69	64
Any other White background	54	50	61
White and Black Caribbean	75	75	53
Any other Mixed Background	71	57	69
Information not obtained / refused	50	50	53

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		2018 (unvalidated data)	National 2017
Attainment 8	2017		
All Pupils	50.3	48.1	46.3
SEN Support	37.6	25.8	31.9
SEN Statement or EHC plan	28.8	31.4	13.9
Disadvantaged Pupils	42.8	36.5	37.0
EAL	45.5	47.3	46.8
Ethnicity group			
Bangladeshi	48.0	54.2	49.9
Any other Asian Background	57.5	42.5	52.3
White - British	51.7	48.9	45.9
Any other White background	47.1	41.8	46.5
White and Black Caribbean	40.5	43.6	41.3
Any other Mixed Background	56.0	47.4	48.8
Information not obtained / refused	48.0	43.7	39.9

		2018 (unvalidated data)	National 2017
% Achieving EBACC	2017		
All Pupils	24.1	20	23.7
SEN Support	4.0	0	5.9
SEN Statement or EHC plan	0	0	1.6
Disadvantaged Pupils	13.6	6	11.7
EAL		22	27.6
Ethnicity group			
Bangladeshi	13.3	22	28.9
Any other Asian Background	66.7	0	36.9
White - British	28.6	21	22.1
Any other White background	16.7	19	28.4
White and Black Caribbean	12.5	0	16.3
Any other Mixed Background	50.0	14	30.4
Information not obtained / refused	33.3	25	18.8

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Progress 8 score	2017	2018 (unvalidated data)	National Benchmark 2017
All Pupils	0.5	0.4	0
SEN Support	0.2	-0.59	-0.4
SEN Statement or EHC plan	0.7	0.63	-1.0
Disadvantaged Pupils	0.4	-0.26	-0.4
EAL	1.2	1.10	0.5
Ethnicity group			
Bangladeshi	0.8	1.20	0.5
Any other Asian Background	1.7	1.00	0.7
White - British	0.5	0.25	-0.1
Any other White background	0.8	1.23	0.5
White and Black Caribbean	0.0	0.31	-0.3
Any other Mixed Background	1.0	0.60	0.1
Information not obtained / refused	0.3	0.61	-0.4

Data from ASP Validated data

Equality objective 2:

To continue to raise the attainment and achievement of every student so that they exceed national standards.

Year 11 2018-19 (as at Summer year 10)

Estimated Progress 8 Score	Est score 2018	National benchmark
All Pupils	0.6	0
SEN Support	0.1	0
SEN Statement or EHC plan	-0.9	0
Disadvantaged Pupils	0.4	0
EAL	1.0	0
Ethnicity group		
Bangladeshi	0.8	0
Indian	1.6	0
Black Caribbean	0.5	0
White - British	0.5	0
Any other White background	0.8	0
White and Black Caribbean	-0.2	0
Any other Background	1.1	0
Information not obtained / refused	-0.5	0

Public Sector Equality Duty

Part 5: Information about our employees

If we have more than 150 employees we are required to publish information about them. This information aims to provide a profile of our school workforce, as well as our employment practices and achievements.

Confidentiality

Guarantees of confidentiality are given to all staff who provide monitoring information or who take part in staff surveys. Names and data are anonymised and we observe the convention not to report where there are 10 or fewer respondents in any grouping.

As of 30 April 2018, the school employs 284 staff. Our staff are employed in the following main groups:

- Teaching staff
- Administrative and other related posts
- Support staff
- Technical staff
- Catering staff
- Facilities staff

Age	Under 21	21-30	31-40	41-50	51-60	61-70	71-79	Over 80
Number	16	40	55	59	68	29		
%	5.6	14	19.3	20	23	10		

Disability	Number
Disabled	
Not Disabled	71
Not Given/Known	212

Ethnicity and Race	Number	% of Staff
Asian or Asian British		
Black or Black British		
Chinese		
Mixed		
Any Other Ethnic Group		
White/Irish/any other white background	249	88
Prefer not to say		
Not Stated	18	6

Gender	Total	% of All Staff
Female	196	69
Male	88	31