

Bristol Cathedral Choir School

Equalities objectives 2019-21

Bristol Cathedral Choir School is a Church of England School welcoming all students. Students attend from the whole of Bristol and from a high number of feeder schools into Year 7 and Year 12. We have a comprehensive intake and welcome students of all faiths and none. We are also committed to playing our part in Bristol (through the Bristol Inclusion Panel or directly with other schools) to welcome students on negotiated transfers and managed moves to allow a fresh start where appropriate.

Our vision is driven by our distinctive Christian ethos that provides a context within which all parts of our community value understanding and respect for each other: *We gather together that all may thrive.*

The school welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the following protected characteristics:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race – this includes ethnic or national origins, colour or nationality
- religion or belief – this includes lack of belief
- sex
- sexual orientation

Our equality objectives take account of the:

- DfE guidance and advice for schools published in May 2014:
- The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities.

The school recognizes that these duties and intentions reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Bristol Cathedral Choir School is committed to:

- Eliminating discrimination, harassment, victimization and other conduct that is prohibited by the Equality Act 2010.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
- Fostering good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.
- Publishing information to demonstrate how we are complying with the equality Duty.
- Publishing specific and measurable equality objectives.

Bristol Cathedral Choir School commits to:

- Remove or minimize disadvantages

- Take steps to meet different needs
- Encourage participation when it is disproportionately low.

We commit to:

- Publish information to demonstrate how we are complying with the equality Duty.
- Prepare and publish one or more specific and measurable equality objective.

For Bristol Cathedral Choir School, having 'due regard' means:

- When making a decision or taking an action we must assess whether it may have implications for people with particular protected characteristics.
- We should consider equality implications before and at the time that we develop policy and take decisions; not as an afterthought, and we need to keep them under review.
- We should consciously consider each aspect of the duty (having due regard to the need to eliminate discrimination is not the same thing as having due regard to the need to advance equality of opportunity).
- We should assess the risk and extent of any adverse impact that might result from a policy or decision and the ways in which the risk may be eliminated before the adoption of a proposed policy.
- The analysis necessary to comply with the duty should be carried out rigorously and with an open mind – it is not a question of just ticking boxes.

We will monitor and take feedback from:

- achievement and attainment of different student groups against national performance, and the variation of these groups performance within school (using IDSR, External Results, Progress Checks)
- exclusions and behaviour logs
- provision and progress of children with Special Educational Need (using annual reviews)
- provision and progress of children who are Looked After (assessing all of the above on a case by case basis) attendance for all groups of learners
- recording of racial, sexist, homophobic and bullying incidents
- feedback from safeguarding training
- feedback from our parents, parents' evenings and parent questionnaire
- feedback from student voice (eg Equalities group), PSHE lessons and student survey
- issues raised in student's annual review meetings
- feedback at Governing body meetings

BCCS Equalities Group

Our Equalities group includes students from a range of year groups. The group works closely with key pastoral staff. The group has a high profile in school and meets regularly to discuss issues raised by students and plan initiatives around a programme for the year. The Equalities group regularly arrange and give assemblies, present to the Governing Body and School Leadership. Staff training will take place in 2018-19 on the awareness and understanding of "unconscious bias". This will involve external expert speakers.

These specific 2019-21 objectives will be monitored at full governors meetings each year. Our specific equality objectives resulting from monitoring and feedback involve:

1. Gender

BCCS is working to reduce sexist language, attitudes and behaviours between students. This has been a significant issue in KS4 and students have expressed the need for more awareness, understanding and preventative education around this in KS3. Student voice groups are being empowered to design peer-to-peer conduct expectations and help educate the community through feedback to staff and students.

A student survey will play a key part in informing our understanding to barriers of engagement and provision, eg in Facilities, Sport.

In line with the DFE's recruitment and retention strategy for teaching staff, BCCS will continue to support request for flexible working hours. We seek to address gender equality in leadership opportunities, eg BCCS will fund spaces at the Women in Education Conference irrespective of experience, position or gender. Colleagues will feedback to governors and Cathedral Schools Trust representatives following the conference.

Student voice, staff feedback and reported student behaviour trends will be monitored.

2. Ethnicity

BCCS has 15 out of 17 possible recorded ethnic groups. The average number of groups for this phase of education is 13. The largest ethnic groups are: White - British (62.4%), White - any other White background (4.0%), Mixed - any other mixed background (4.5%), Asian or Asian British - Pakistani (6.9%), Black or Black British - African (5.9%).

Outcomes

BCCS Average Progress 8 for GCSE examinations in 2017-18 (measuring progress from KS2 to KS4 across a broad range of subjects) was **+0.45** (significantly above national average). Average Progress 8 for BME students was **+0.57**. We continue to monitor gaps for all groups with protected characteristics as listed above.

Behaviour

In 2017-18 Fixed Term Exclusions analysed by ethnicity show that BME (38% of total roll) students totaled 46% of sessions excluded. No students have been permanently excluded between 2015-18. An objective for 2018-19 will be to reduce the number of BME boys given fixed term exclusions or negotiated transfers to other schools. Earlier interventions will identify students demonstrating behaviours likely to result in escalating sanctions; this will involve working closely with parents, teachers and outside agencies to support students. A new behaviour management policy explicitly identifying stages of escalation will be in place and reviewed. Key pastoral leaders will support this group; there will be external support available to engage with students on a weekly regular basis.

Recruitment and student leadership

BCCS is committed to ensuring equality of opportunity when recruiting for teaching and support posts. Our aim is for the diversity of our staff to increasingly reflect the diversity of our student cohort. BCCS will

proactively look to identify opportunities through all recruitment, eg Schools Direct training schemes, and identify new opportunities for salaried routes to support towards Qualified Teacher Status for BME teachers and reduce barriers of opportunity. We are committed to ensure student leadership opportunities at all levels in the school also represent the rich diversity at BCCS.

We are conscious of our responsibility as a city to respond to the lack of diversity amongst Bristol teachers, as highlighted by the Mayor:

<https://www.youtube.com/watch?v=9sZvPA6DCw4#action=share>

BCCS supports the One Bristol Curriculum movement to develop a rich, relevant curriculum.

Student voice, new curriculum opportunities, parental feedback, recruitment patterns, attendance, behaviour patterns and student outcomes will be monitored.

3. EAL (English as an additional language)

BCCS aims to recognize the linguistic talents of students whose first language is not English. Greater awareness training is being provided for staff for responding to the needs and opportunities for EAL students in the curriculum; initiatives will involve students teaching Somali to staff.

Student voice and equality of curriculum opportunities will be monitored.

4. Religious diversity and celebration

We are revisiting our vision, core values and how students of all cultures and beliefs are celebrated in the school within the narrative expressing our Christian vision. Through a series of assemblies, students will design our own core values to complement the inclusive redefined vision: “we gather together so all may thrive”.

Religious diversity will be celebrated and informed in the curriculum through RS, PSHE and visits to religious places. Students have raised the rise of Islamophobia in society as an area of concern that BCCS has an opportunity to address more explicitly.

We aim, for example, to run the following events:

- Parents information evening to discuss the observance and celebration of Ramadan at school and arrangements during examinations
- BCCS Community Iftar
- BCCS Interfaith discussion event
- Invited guest speakers from a range of faiths

BCCS expects a SIAMS inspection in 2019-20; this will be a key milestone. Alongside this student voice, parental feedback and curriculum opportunities will be monitored.

6. Pupil Premium and Looked After/Previously Looked After children

Our objective is to narrow the gap of academic progress between the whole cohort and students identified as *pupil premium and/or looked after*. Approximately 4.5% of our Yr7-11 cohort are looked after/previously looked after children.

BCCS Average Progress 8 for GCSE examinations in 2017-18 (measuring progress from KS2 to KS4 across a broad range of subjects) was **+0.45** (significantly above national average). Average Progress 8 for the 21 PP/LAC students was **-0.37**.

A range of strategies to underpin future successful outcomes and equality of opportunity are being embedded and evaluated throughout KS3. Specific extra interventions around English and Maths from Year 7 aim to ensure that students can access the breadth of curriculum. A new position of pastoral support leader is in place to support students' academic progress.

Success will be monitored by student voice, equality of opportunity in choosing a full and broad range of KS4 options, attendance, behaviour patterns and examination results.