

**Equalities Objectives 2019-23**

*Our mission at Bristol Cathedral Choir School is to harness the power of our community, so that we all learn, grow and develop into the best versions of ourselves. This is because at BCCS we are: 'Gathered together, that all may thrive'. We do this by living out our three core values in all that we say and do. These are: Kindness, Courage and Hope.*

As a Church of England Academy, our mission is driven by our distinctive Christian ethos which provides a context within which all parts of our community value deep understanding and respect for one another: *'Gathered together, that all may thrive'*. We are enriched by our diversity and all students are welcome. This means that over 50 feeder schools are represented in admissions to Years 7 and 12 and young people attend from across Bristol and the surrounding area. We have a comprehensive intake and welcome students of all faiths and none. Our significant and outsized vulnerable student population, including those with Education and Health Care Plans and those Looked After or Previously Looked After reflect our commitment to inclusion and belonging.

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
- Refugee and asylum

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 recognises 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, victimisation 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.

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to, Bristol Cathedral Choir School commits to:

- remove or minimise 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 needs 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:

- the 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.

These specific 2019-23 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 for all stakeholders. Prior to national focus resulting from 'Everyone's Invited' and Ofsted's 2021 review into sexual abuse in schools and colleges, students at BCCS had already raised peer on peer sexism as an issue through student voice. Staff similarly reported concerns about how effectively the school was supporting and challenging sexism. Significant work has taken place to engage student and staff bodies, design effective mechanisms to support the reporting and management of discriminatory incidents, as well as to provide ongoing education and training for staff and students.

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 has funded spaces at the Women in Education Conference irrespective of experience, position or gender, as well as access to NPQ suite qualifications.

Systems to listen and respond to both students and staff continue to be refined and have led to meaningful work around uniform and language. This is analysed alongside school level data, including for behaviour, to ensure a proactive and coherent response.

Action	Impact	Date	Staff Initial
Discriminatory Incidents - Process	Develop, review and adapt the Discriminatory Incident procedure to provide clarity and consistency of approach	2019-23	SF
Discriminatory Incidents - Workshops	<p>Organise student EDI workshops/interventions where needed after discriminatory incidents to ensure that prejudicial views are challenged and the risk of recidivism is reduced</p> <p>Continue to work with underrepresented groups on assertiveness, confidence, dignified action to empower agency</p>	2019-23	SF
Discriminatory Incidents - Training	<p>Embed EDI into Staff Training Programme - an element every INSET day to increase staff's understanding &amp; confidence levels</p> <p>Use of external expertise including whole Trust EDI INSET Day on 1st November 2021 to improve individual and institutional understanding of issues</p> <p>Continue to share EDI resources, articles, etc via email &amp; termly CPD bulletins to maintain profile</p>	2019-23	SF
Student and Staff Voice	<p>Annual review student &amp; staff voice to capture how and where progress has been made (e.g. PE uniform and shared language) / as well as areas for continuous development.</p> <p>(2021) Re-establish Equalities groups &amp; safe spaces which meet regularly, e.g. Pride Groups, the Female Lead Society, Muslim Students' group, Schools Diversity Week, etc</p>	2019-23	SF  EH
Curriculum - 'Community' Tutor Time (PSHEe/Equalities/Oracy)	Weekly 2021-22 'Community' tutor time plan with a rolling EDI/PSHE focus, established giving students the opportunity to explore EDI issues ('Educate, Celebrate, Give Voice').	2021-23	EH

	Incorporate the school's values of Kindness, Courage, and Hope.		
Recruitment and Retention	<p>SLT Secondments - greater SLT diversity, role models for students</p> <p>FWR - Allows those returning from maternity to keep leadership positions, breadth of knowledge &amp; expertise through role-sharing</p> <p>Gender Equality Survey - work with Trust to prioritise actions</p>	2019-23	JTH

The CST Gender Pay Gap Summary For Year ending 31 March 2021 is linked [here](#).

## 2. Ethnicity

BCCS has 15 out of 17 possible recorded ethnic groups. The average number of groups for this phase of education is 13. In 2019 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%). As of 2022 we are 52% White British and 40% BAME.

### *Outcomes*

BCCS Average Progress 8 for GCSE examinations in 2018-19 (measuring progress from KS2 to KS4 across a broad range of subjects) was **+0.37** (significantly above national average). Average Progress 8 for BME students was **+0.31**. We continue to monitor gaps for all groups with protected characteristics as listed above.

### *Behaviour*

In 2018-19 Fixed Term Exclusions analysed by ethnicity show that BME were over represented in sessions excluded. No students have been permanently excluded between 2015-19. An objective for 2019-20 and beyond 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. This group will be supported by key pastoral leaders; there will be external support available to engage with students on a regular basis. As of 2022, this work following post pandemic return to school remains a priority.

### *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, e.g. Schools Direct training schemes,

and identify new opportunities for salaried routes 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 development of the One Bristol Curriculum movement, as well as wider work to decolonise and develop richer, more relevant curriculum.

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

Action	Impact	Date	Staff Initial
Curriculum - system leadership in decolonising work, including around One Bristol Curriculum, Trust Leadership for Decolonising the Curriculum	A curriculum that better reflects the diversity of our cohort, so that choices of powerful knowledge reinforce belonging and broaden horizons	2020-22	TG
Recruitment and Retention	Clear strategy and systems including use of creative approaches, e.g. salaried teacher training, to ensure Greater staff diversity and visible role models for students. Greater breadth of lived experiences, which provides wider viewpoints to consider in decision making.	2021-23	JTH
Discriminatory incidents - training	School culture in which matters pertaining to race and be discussed openly and in context of awareness of unconscious bias, so that all feel a sense of belonging and all/any prejudice challenged effectively		SF

### 3. EAL (English as an additional language)

BCCS recognises bilingualism as a strength. Greater awareness and training is being provided for staff for responding to the needs and opportunities for EAL students in the curriculum. In 2019 this cohort was 19% of Years 7-11. As of 2022 it is now 28% and the school has actively supported the provision of education for refugees fleeing conflict in Afghanistan and Ukraine.

Student voice and equality of curriculum opportunities will be monitored.

Action	Impact	Date	Staff Initial
Appointment of EAL Lead Teacher and EAL Lead LSA	Coordination of specialist knowledge and the establishment of systems and processes, including multi-agency links, to support the growing body of EAL students.	2022	ERM

#### 4. Religious diversity and celebration

In 2019 we revisited 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 worked to design 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

Alongside SIAMS Inspection, student voice, parental feedback and curriculum opportunities will be monitored.

Action	Impact	Date	Staff Initial
Curriculum - BCCS 1st Black History Month event in October 2019, and 2nd Virtual (Pre-recorded) event in October 2020 (Cross-Trust event), 2021 in school	Opportunity to celebrate black students in our school community and their history/culture. Fostering sense of belonging and pride in our school community.	2019-2022	EH

Co-Curriculum - Bhangra performed in November to celebrate Diwali	Raising cultural awareness amongst students and staff	2019-2020	EH
Community - 4th BCCS Community Iftar in May 2020 (involving other schools in the Trust - SKA & Trinity) & 5th Community Iftar in April 2021 (with SKA & Trinity + BBA), April 2022	Permanent fixture on school calendar, opportunity for our Muslim students to contribute to educating other on Islam and Ramadan and challenging misconceptions. Opportunity to celebrate Ramadan with both Muslim and non-Muslim peers, staff and parents. May 2020 theme was 'Ramadan during lockdown', April 2021 theme was 'Ramadan around the World'	2019-2022	EH
Community -			
Muslim Support Group (led by Muslim BCCS Teacher)	Safe space for Muslim students to share their experiences in school. Contributions to whole-school events (Iftar) and student voice input into in-school arrangements during Ramadan	2020-2022	NE-G

## 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*. In 2019 approximately 4.5% of our Yr 7-11 cohort are looked after/previously looked after children and 19% were entitled to the Pupil Premium. As of September 2022 this is now 8% and 28% respectively.

BCCS Average Progress 8 for GCSE examinations in 2018-19 (measuring progress from KS2 to KS4 across a broad range of subjects) was **+0.37** (significantly above national average). Average Progress 8 for our Elevate ( students was **-0.79**.

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. New staffing, including dedicated pastoral support leader, are 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.



Action	Impact	Date	Staff Initial
Elevate Programme (1:1 and small group weekly Maths and English for all LAC/PLAC students)	2022 Year 11 9-4 English and Maths - 67% 9-5 English and Maths - 56%	2019-23	ERM/M H
PP Whole School Priority	Disadvantage progress gap closed to national average equivalency for all students 2017 -0.8 2022 -0.04	2019-23	ERM/P MC/MB
Post Pandemic Catch Up Tutoring	Academic Year 2021-22 - over 1700 hours of additional Tutoring provided in person after school to targeted students in Years 7, 10 and 11	2021-23	PMC/M B