



CHIPPING NORTON
SCHOOL

SINGLE EQUALITY POLICY STATEMENT AND EQUALITY OBJECTIVES (STATUTORY)

Date reviewed:	December 2023
Next review:	December 2027
Committee:	Impact Committee
Member of staff responsible:	Deputy Headteacher

1. Context

Chipping Norton School is a popular 11-18 rural Cotswold school with currently 1008 students on roll. Every student and member of staff is known well, their potential recognised and their success valued. The whole school celebrates the same shared values of courageous and compassionate hearts, curious and creative minds. Our ethos and these values make the school a special place in which to learn and work.

2. Aims

Individuals have the opportunity to develop their abilities and talents, and to be successful. We want everyone within our community to be nurtured, challenged and encouraged to make the most of opportunities. This is why our school improvement plan is summarised with two simple goals: Everyone achieving and everyone belonging.

As a community of individuals, we recognise that we have a range of responsibilities. Teamwork and collective responsibility support the success of individuals, the school and the wider community.

There is a commitment to excellence in all that we do. We have a culture of high expectations and we expect to do well both as individuals and as a community.

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may perform less well in the education system. We provide both students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents do occur, we address them immediately, record them on our Prejudice Related Incident Form and record them on CPOMS, in order that we can monitor incidents closely, analyse the data and further adapt our teaching and procedures in order that every individual in our organisation can flourish and reach their potential.

3. Legal duties

As a school we welcome our duties under the Equality Act 2010. These general duties are to:

- eliminate discrimination, harassment, victimisation and any other conduct prohibited by the Act
- 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

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

In order to meet our general duties, listed above, the law requires us to fulfil specific duties to demonstrate how we meet the general duties. These are to:

- publish equality information to demonstrate compliance with the general duty across its functions (we will not publish any information that can specifically identify any child)
- prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- admissions
- attendance
- attainment and achievement
- recruitment
- exclusions
- prejudice related incidents

There is a statutory responsibility for the school to publish its information showing compliance with the public sector duty, plus its equality objectives. Our objectives will detail how we will ensure equality is applied to the functions listed above. However, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties 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.

In fulfilling our legal obligations, we will:

- recognise and respect diversity
- foster positive attitudes and relationships, and a shared sense of belonging
- observe good equalities' practice, including staff recruitment, retention and development

- aim to reduce and remove existing inequalities and barriers
- consult and involve widely
- strive to ensure that society will benefit

Our objectives are designed to ensure that the school provides equality of education and opportunity for all. The school meets the needs of all, taking account of learning ability, disability, ethnicity, culture, gender, language, race, faith or belief, sexual orientation and socio-economic factors.

These objectives may include:

- ensuring that all students and staff are encouraged and able to achieve to their full potential
- reasonable adjustments made for disability
- respecting, valuing and celebrating differences
- preparing students for life in a diverse society
- acknowledging and addressing prejudice and prejudice-based incidents and taking positive action to eliminate this
- making the school a place where everyone feels welcomed and valued
- increasing participation and fostering good relations between different groups within the school and within the wider community
- ensuring that an inclusive ethos is established and maintained

4. Responsibilities

The Board of Governors, supported by the Headteacher and staff, are responsible for ensuring the implementation of this scheme. The Headteacher retains overall responsibility for ensuring effective delivery and staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Commitment to review

This policy statement will be reviewed every four years and the equality objectives every year which will include amendments, refinements and new actions.

Commitment to action

GOVERNING BODY WILL:	
Policy implementation	Ensure compliance with equality legislation. Identify and understand equality barriers and, in the setting of objectives, to address these. Monitor progress towards achieving equality objectives and publish data.
Behaviour	Provide appropriate role models for all managers, staff and students. Congratulate examples of good practice from the school and among individual managers, staff and students. Ensure a consistent response to incidents of bullying and racism.
Public Sector duties	Ensure the school carries out the letter and the 'spirit' of its statutory duties and also ensure that LA 'returns' are completed

HEADTEACHER AND SENIOR LEADERS WILL:	
Policy implementation	Initiate and oversee the development/review of equality procedures and policies.
Behaviour	Ensure the effective communication of quality messages/policies to all students, staff and stakeholders. Ensure that managers and staff are trained effectively to deliver information and are aware of their responsibilities to record and report prejudice related incidents. Ensure there is fair treatment and access to services and opportunities. Hold line managers to account for effective policy implementation.
Public Sector duties	Ensure the school carries out its statutory duties effectively.

ALL TEACHING AND ASSOCIATE STAFF WILL:	
Policy implementation	Contribute if requested to reviews. Raise issues with managers which could contribute to policy review and development.
Behaviour	Behave with respect and fairness to all colleagues, students and parents and carry out the letter and spirit of the school's equality practices and policies. Support colleagues within the school community. Provide a consistent response to incidents (such as bullying or racism). Raise awareness of their responsibility to record and report prejudice related incidents. Design and deliver an inclusive curriculum to provide the right outcomes for students.
Public Sector duties	Contribute to the implementation of the school's equality scheme.

PARENTS/CARERS WILL:	
Policy implementation	Contribute if requested to reviews and to the annual stakeholders' surveys organised centrally by RLT
Behaviour	Take an active part in identifying barriers for the school community and take an active role in supporting and challenging the school to tackle and eradicate inequality for all. Positively influence their children's expectations about education and their attitudes and behaviour towards other students, staff and Governors. Understand the ethos of the school and become involved in school life (i.e., Open Days, PTCs, extended services). Provide a consistent response to incidents of bullying and racism.

STUDENTS WILL:	
Policy implementation	Be aware and comply with the Equalities policy as it is applied to school and contribute to an inclusive culture by recognising the importance of their voice through participation in the annual student survey, end of unit surveys in all subjects and engagement with the house council.
Behaviour	Support the school to achieve the commitment to tackle inequality. Uphold the commitment made by the school leaders to show how parents/carers, staff and the wider community can be expected to be treated. Not to discriminate on grounds of race, sexual orientation, religious beliefs/non-beliefs, gender or other equality issues. Report any act of discrimination which they were directly/indirectly involved whether in or out of school. Challenge stereotypes and prejudices and treat others as their equals.

LOCAL COMMUNITY MEMBERS WILL:	
Policy implementation	Take an active part in identifying barriers for the school community.
Behaviour	Inform the Governing Body of actions that can be taken to eradicate barriers. Take an active role in supporting and challenging the school to achieve the commitment made to the school community to tackle inequality and achieve equality for all. Work with local agencies and professionals to support us in our work; School's Police Liaison Officer - to address incidents and aspects of discrimination through dialogue with students/delivery of assemblies, 1:1 restorative work with students/group work.

	Chipping Norton Church Mentoring Scheme - working with those disadvantaged students who lack appropriate role models in their lives Thrive Charity - supporting our most disadvantaged families with their basic needs/requirements.
--	---

5. Breaches

Breaches to this statement will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and the Governing Body.

6. Monitor and Review

Every four years we will review our objectives in relation to any changes in our school profile. Our objectives reflect our overall school improvement plan and therefore will be reviewed as part of this process.

EQUALITY OBJECTIVES 2023-27

Part One: Data Snapshot

The data below is updated every September. As of September 2023, we have 1008 children on roll and the information below (acquired from our Bromcom database) provides the following protected characteristics information. This data will change year on year but provides a snapshot of the makeup of the school at the beginning of each academic year

STUDENT ETHNICITY 2023					
Any other Asian background	6	Black Caribbean		White and Black African	4
Any other Ethnic background	5	Chinese	4	White and Black Caribbean	5
Any other Mixed background	14	Indian	7	White British	841
Any other White background	50	Pakistani	3	White Irish	0
Bangladeshi	8	Traveller of Irish heritage		Information not obtained	4
Black African	3	White and Asian	13	Information refused	2
Gypsy Roma	2				

SPECIAL EDUCATIONAL NEEDS SEN 2023	
No specified SEN	861
SEN Support	91
Education, Health and Care Plan (EHCP)	19
Total specified SEN	110

STUDENT RELIGION AND BELIEF 2023			
Buddhist	2	Other religion	1
Catholic	4	Refused	1
Christian	51	No religion	32
Muslim	11	Not recorded	869

STAFF ETHNICITY 2023		STAFF CHARACTERISTICS 2023	
White British	99	Male	34
White or any other White background	5	Female	73
Black or Black British, African	1	Disability	0
Asian or Asian British, Indian	0	Age = 50 or less	59
Did not like to say	0	Age = 51 or more	48

OTHER = 1

NOT OBTAINED = 1

CNS is an average sized secondary school.

The proportion of students with a SEN at CNS is slightly lower than the national average.

EQUALITY OBJECTIVES 2023-27

Part Two: Our equality objectives explained.

The following five objectives remain in place for the period 2023 to 2027.

1. To raise standards, narrow the achievement gap and strive to advance equality of opportunity for those who are socio-economically disadvantaged and those with protected characteristics.

Why: In the past, our disadvantaged students and those with protected characteristics were more likely to achieve lower grades, make less progress than their peers and feel less included/more isolated. Significant improvements have taken place over several years but the risks remain high.

How : Our new School Improvement and Development Plan (SIDP) for 2023-25 places the achievement of disadvantaged students and those with protected characteristics at the heart of its mission. 'Everyone Achieving and Everyone Belonging' captures our goals and the SIDP permeates every aspect of life at CNS. We have a raised emphasis on a high expectation culture so that disadvantaged students and those with protected characteristics are routinely exposed to excellence as standard in all aspects of their experience at school. This relates to the basics of behaviour, attendance and appearance, but more rooted in the fundamentals of teaching & learning and tutoring & pastoral care. Our teaching and learning policies and practices including adaptations and updated profiles for students with SEND and quality first high TEMPO teaching that has a disproportionately beneficial effect on all disadvantaged students. Greater clarity and pursuit of consistency in these areas forms the core school improvement goals and one which we believe will have a disproportionately beneficial effect for all disadvantaged students.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, harassment and any other conduct prohibited by the Act. We provide both students and staff with training to develop an awareness of the impact of prejudice in order to prevent any incidents. We have worked closely with EqualTeach, an external organisation throughout 2021-2022, to ensure that our policies and procedures and curriculum ensure equality of opportunity for those with protected characteristics.

Continued professional development and learning; appraisal; and our personal development programme all contribute to our culture of high expectations.

The removal of ambiguity around revision is another core goal. The Get Ahead Programme in Year 11 is the most visible shift towards a highly structured approach to examination preparation, but is more culturally rooted in the development of our knowledge-rich curriculum in key stage 3 and beyond.

Intended Outcome: Disadvantaged students and those with protected characteristics will increasingly achieve in line with their peers. For more detailed information please follow this link to our current [Pupil Premium Strategy Statement](#)

2. To improve the attendance of disadvantaged students

Why: UK Students eligible for the Pupil Premium or have special educational needs are significantly more likely to be absent from school or become persistently absent; particularly since Covid. This remains true at CNS and we recognise that every day of absence increases the likelihood of academic underachievement, social isolation and reduced life chances.

Our attendance figure was similar to last year and yet significantly lower than pre-pandemic levels. We also saw significant year to year group variations that also threaten exam performance. Our school figures are above the national average (1.6% lower). Our PA figure of 31.5% is concerning (9% above the national average and particularly high in specific year groups (9, 10 & 11). PP students and SEN students remain significantly more likely to be persistently absent.

	2018/19	2019/20	2020/21	2021/22	2022/23
All	94.6%	92.00%	93.4%	91.0%	90.9%
Persistent Absence	14.9%	20.2%	17.4%	27.9%	31.5%
Boys	95.0%	93.4%	93.4%	91.1%	92.2%
Girls	94.4%	92.6%	92.9%	90.9%	89.5%
SEND (EHCP)	92.1%	76.3%	65.7%	73.1%	77.1%
SEND (Support)	90.5%	85.7%	86.3%	84.8%	86.7%
PP	90.6%	87.6%	83.0%	84.8%	82.0%

How: There is a high-profile focus on attendance through the weekly Attendance Tracker and through our Guidance Team Meetings. We have raised the profile of the tutor in promoting higher levels of attendance, and are looking at the wider role of all staff. Staffing capacity has increased to enable greater outreach work with families and external agencies. Our Attendance Officer, Family Support Worker, Vulnerable Learners Coordinator, Heads of Key Stage, Pastoral Leaders work closely with the SENDCo, Assistant Headteachers and the Deputy Head to identify those more likely to be absent and develop plans to offset the impact of absence and improve rates of attendance. A fast action response to explain absence is in place where our attendance officer and pastoral team contact parents/carers quickly. Disadvantaged students are prioritised. Attendance data is scrutinised each week and the findings are shared with pastoral teams. Agreed action points to improve individual attendance are discussed at Guidance Team and attendance strategy meetings. Our Family Support Worker, Vulnerable Learners Coordinator and Engagement Lead work closely with some of our hardest to reach families, improving home/school communication. Our attendance strategy continues to evolve and is shaped by the latest [DfE](#) research and [Ofsted](#) guidance on good practice.

Intended Outcome: Disadvantaged students will improve their attendance from to 85% and SEN students will improve their attendance to 88%

3. To improve outcomes for Children in Care and Care Leavers

At Chipping Norton School, we recognise that children in care and care leavers may have suffered adverse childhood experiences and therefore need additional support, guidance and nurturing to ensure that they have the confidence, skills and knowledge to enter the adult world with the self-belief to achieve success. In order for that to happen we have a designated Vulnerable Learners Coordinator who monitors closely and mentors our children in the looked after system and care leavers to ensure that the barriers and hurdles, real or perceived are overcome. We work closely with the Virtual School to access additional support and funding for those children, accessing additional opportunities which they may have missed out on throughout childhood. Regular PEP meetings with the Virtual School and the Social Workers from the authorities that the child is cared for, take place to ensure that those children's needs are fully met.

Staff at school are given updates on cared for children at CNS, how they are supported within the cared for system and all staff are expected to fulfil their individual responsibilities in relation to every cared for child they teach and support, to ensure the best possible outcomes can be achieved.

Profiles are created for each cared for child and clinics are organised with teachers and support staff to inform them of the background of that child, current status and best ways to work with that child effectively.

We provide enhanced pastoral support for these children in the form of weekly (often more) mentoring, accompanying them to appointments within and outside of school, assessing each child (based on background and progress) to look at ways to develop them holistically to prepare them for their next steps within school or post 16.

We support the overall review for the cared for child, working with the independent reviewing officer to give feedback on the social worker and care placement to look at any required improvements to improve the life of the child. We will strive (where appropriate) to make contact with the parents of previously cared for children to discover their history, support requirements and how we can give them a sense of belonging at CNS and in the wider world.

4. To reduce the number of exclusions for disadvantaged students

Why: Students eligible for the Pupil Premium or have special educational needs are significantly more likely to be fixed term excluded or permanently excluded. Suspensions can be demoralising for the suspended students and negatively impact both their attendance and long term academic progress and life chances – not to mention damage or limit their friendship circles and lead to social isolation.

	2018/19	2019/20	2020/21	2021/22	2022/23
Total	146	69	48	93	44
No. Students	107	48	43	74	33
SEN	48	29	29	25	26
Pupil Premium	42	31	24	42	17
Average / week	3.84	3.00	1.66	2.73	1.38

How: A review of our Behaviour for Learning Policy has sought to achieve several goals. Greater clarity on our expectations leading to greater consistency is designed to increase student buy-in through widespread acceptance of fairness of our rules and expectations. LTS (Leadership Team supervision) and centralised detentions have increased our capacity to address issues in a more timely and consistent way ensuring that less time is lost from lessons. Teachers are encouraged and trained to adopt more consistent methods to diffuse, distract and de-escalate situations with students, together with safe responses to heightened levels of anxiety. Greater capacity has been added to the pastoral/inclusion teams so that students have safe places to go and staff are available to avoid further escalation. We have raised the profile of rewards and celebration within the school to encourage positive behaviours and relaunched the House system based on our four key values, to encourage a competitive spirit across the school. The curriculum has been amended at both KS3 and KS4 across all subjects, where there is a focus on high TEMPO teaching (Task Design, Explanation, Modelling, Practice and Oracy). High expectations and strong adaptations in lessons are supporting our PP/DA/SEN students to achieve greater success and minimise disruption as all students can confidently access the curriculum.

Intended Outcome: A sharp overall decline since the high of 2018/19. This reflects both improved internal systems and significantly higher expectations. 2022/23 was our lowest ever year for suspensions. Just 6 students account for over half of all our suspensions, with 64% of all those suspended on the SEN register (so 6 times more likely to be suspended). A recognition individual plans as opposed to whole school strategies that will help to reduce that figure next year. It is a very positive comparison with RLT schools and national averages (ref. IDSR Nov 2022)

5. To ensure that Chipping Norton School is an inclusive workplace, with equality of opportunity for all staff

Why: We know if staff feel supported and included, we will see improved attendance rates, higher retention rates at CNS and a desire to remain with us and seek promotion internally.

How: We encourage, support and nurture staff from diverse backgrounds as we recognise that this provides a culturally rich experience for all members of the community, where we learn from others and learn to respect individuals from all backgrounds. We aim to increase the representation of minority groups as we understand the importance of young people having strong role models in their lives who they can identify with.

We worked closely with EqualiTeach (an external organisation) throughout 2021-2022 to review all our key policy documents, creating and new Equality, Diversity and Inclusion Policy, making clear our values and intent and to ensure that the Equality Act 2010 underpins our actions, policies and practice on a daily basis.

We carry out staff survey annually to gather views on how we can improve our practices and strive to be more inclusive in all that we do.

We have wellbeing leads in school and wellbeing surveys to support all staff and that is supported by a wellbeing policy which staff can feed into, recommend changes/adaptations to ensure that individuals are listen to and feel supported.

Intended Outcome: All staff feel included, listened to and respected. They feel an increased sense of belonging and level of engagement with the school community.