



The Cornelius Vermuyden School

Celebrating Commitment to Equality

Public Sector Equality Duty Objectives: 2016-2018

Ratified by The Full Governing Body on

Chair of Governors Signature

Objectives Supporting the Public Sector Equality Duty

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as **protected characteristics**). For schools, this means that it is unlawful to discriminate against students or treat them less favourably because of their gender; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

Marriage and civil partnerships and age are also 'protected characteristics', but do not apply to our provision for students.

Under the Act, the school is expected to comply with the Public Sector Equality Duty. This requires us to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

As a public organisation, we are required to:

- Publish information to show compliance with the Equality Duty. This is done via our Equalities Policy
- Publish Equality Objectives which are specific and measurable

Our Equalities Policy is in line with national guidance and contains information about how the school complies with the Public Sector Equality Duty. We also give guidance to staff and outside visitors on our approach to promoting equality.

Our Equality Objectives reflect the school's priorities and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- From data on ethnicity, religion or belief, socio-economic background, gender and gender identity, disability, sexual orientation and age.

Key significant data as of Census Spring 2016:

- 4.6% of pupils on roll are from an ethnic group other than White British
- 1.2% of pupils on roll have English as an Additional Language
- 34% of pupils on roll are eligible for PPG funding
- 13% of pupils on roll are eligible for Free School Meals
- 15% of pupils on roll are SEN Support (K)
- 82% of pupils on roll have no special educational need.
- 2.6% of pupils on roll are Education, health and care plan (EHC/Statement).

Chosen Objectives

1. To close the differential in progress and achievement between sub-cohorts of students; especially boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, those that require to catch-up, looked after children and students from different heritage groups.
2. To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially disadvantaged students.
3. To improve the attendance of SEND pupils to bring them in line with the whole school attendance figure.
4. To raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role and to address cultural events through year assemblies/PSHE programme to increase student awareness and understanding of issues in different communities
5. To provide an environment that welcomes, protects and respects diverse people.



Equality Action Plan

Objective	How will the impact of the action be monitored?	Who is responsible for monitoring?	What is the timeframe?	Success measures
<p>To close the differential in progress and achievement between sub-cohorts of students; especially boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, those that require to catch-up, looked after children and students from different heritage groups.</p>	<p>Thorough analysis of data every HT</p>	<p>Ian Hockey (Deputy Head) Subject Leaders</p>	<p>Every Half Term</p>	<p>Reduced gaps of key cohorts when compared to 2016 outcomes.</p>
<p>To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially disadvantaged students.</p>	<p>Thorough analysis of enrichment/ intervention registers Student Voice</p>	<p>Ian Hockey (Deputy Head) Tom Keenan (Assistant Headteacher)</p>	<p>Progress to be tracked half termly</p>	<p>To increase those involved in enrichment by 10%+</p>
<p>To improve the attendance of SEND pupils to bring them in line with the whole school attendance figure.</p>	<p>Thorough analysis of attendance data</p>	<p>Ian Hockey Jon Hibben Pastoral Leaders</p>	<p>Weekly</p>	<p>SEND attendance at 95%+</p>

<p>To raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role and to address cultural events through year assemblies/ PSHE programme to increase student awareness and understanding of issues in different communities</p>	<p>Thorough analysis of data collected each term at key progress points.</p> <p>Through weekly PSHE learning walks</p> <p>Assembly observations</p>	<p>Ian Hockey Alex Cass</p>	<p>Monthly</p>	<p>Introduction of cultural calendar of events.</p> <p>Promotion in Etc magazine</p>
<p>To provide an environment that welcomes, protects and respects diverse people.</p>	<p>Guest Surveys Student Voice Parental Voice</p>	<p>Ian Hockey</p>	<p>Every Half Term</p>	<p>Positive response</p>