



CLAREMONT HIGH SCHOOL ACADEMY TRUST

Equality Targets

Policy: Equality
Targets

Legal Status:
Statutory

Updated:
November 2016

Adopted:
March 2017

Next Review:
2018

Responsible SLT:
APG/TFA

Statement

Claremont High School Academy is a multi-cultural, multi-racial community of nearly 2000 people, both adults and pupils. We believe that everyone in the school is of equal value and should have equal opportunities in school, the community and in life.

Many people in our society are discriminated against and treated as if they are worth less than others because of their race, religion or language; because of their gender or sexuality; because of their class/background or because of a disability. This is not acceptable in our school.

People are individuals and therefore different. They have different needs and different contributions to make to the life of our school and of the community. The staff and governors for their part strive to give unconditional trust and ask of pupils that they endeavour to be honest and give respect to other people and their property. There may be times when the relationship between a member of staff and a pupil breaks down. In such cases, the school will give all the support it can to the pupil concerned or to all parties concerned including parents/carers of the child and to his or her parents, even though redress to exclusion may be necessary.

Equal opportunities is not about treating everybody the same. It is about meeting people's individual needs and appreciating their individual strengths and gifts. We are all different and should all be equally valued. Everything that follows in this statement is to help everyone involved make Claremont High School Academy a real **an** equal opportunities and inclusive school.

Aims

Our main aim is to offer an education appropriate to each individual pupil's needs, regardless of their race, colour, ethnic or national origins, gender, sexual orientation, disability, gender reassignment, pregnancy or maternity or religious beliefs.

We aim to ensure equal access to educational opportunities for all our pupils, and the opportunity to reach levels of attainment appropriate to their ability. We regard all our pupils as being of equal value and to ensure that the needs of all pupils are identified and met, and that they are able to achieve their full potential, helping to raise standards across the school. We aim to ensure that active encouragement is given to all pupils in order to enable them to develop fully talents and personal skills for co-operative interaction and academic excellence. No one person has the right to deny another person his or her educational opportunity.

We aim to ensure that everyone at the school, (staff, pupils, parents, carers, contractors and visitors) is afforded the basic rights of freedom and access to opportunity, including freedom from all forms of harassment or bullying.

Where contractors are working on-site, measures will be taken to ensure, as far as possible, that their employees operate according to the school's equal opportunities policies.

We aim to challenge in a positive way any form of prejudice, racism or sexism, whether overt or covert, which contradicts the school's single equality scheme, (including disability, gender and racial equality policies and codes of conduct) (*omit if appropriate*). This means adopting a consistent and unambiguous stand, from which we strive to overcome prejudice and ensure equality of opportunity for all, thus protecting the rights and liberties of every individual.

We aim to create and retain a workforce that is valued for its diverse contributions and represents different perspectives, ethnic backgrounds, experience and skills. To achieve this, the school will maintain strong community/parental links and governors will give support to the school and all its stakeholders, to ensure an effective educational delivery.

Objective	Action	Performance criteria	Monitoring/evidence collection/evaluation of impact
To accelerate the progress of SEND pupils	Close monitoring through Inclusion Board Provide further training for staff to improve the level of targeted support for SEND pupils through their lessons Ensure all students follow a tailor made and appropriate curriculum.	Improved progress and attainment compared to national levels. Deliver training to staff through the T&L strategy and staff CPD. Close the in school gap between SEND and non SEND	Evidence will be collected through the termly "data drops" PC1, 2 &3. Twice yearly effort monitoring and learning walks/work scrutiny. Monitored by subject teachers through their Departments and overseen by LS department. Overview done by members of the Inclusion Board where vulnerable groups are identified and specific targeted intervention is agreed.
To narrow the gap between disadvantaged pupils and others, with a particular focus on English and Maths, taking into account their external estimates	Close monitoring, particularly in English and Maths to ensure that appropriate intervention is in place for those pupils who are not on target. Regularly monitor the data and respond to pupils who are falling below their external estimates. Track much of this through Departments and Inclusion Board.	English and Maths continue to reduce the gap between disadvantaged and the rest of the school Both E &M aim to exceed FFT 20% for disadvantaged at GCSE	Analysis of targets set by departments and subject teachers especially for vulnerable pupils Analysis of PC1.2 &3. Presentation of this data to Standards Board and Inclusion Board.
To reduce the in-school gap between boys and girls, relevant to external estimate (key focus is English)	Through analysis of data at each data drop produce a strategy plan of targeted intervention/book looks/learning walks. Review strategies for motivating boys in English	On final assessment (PC3) shows a clear improvement of boy achievement and progress closing the gender gap.	Through analysis of 2016 results increase tracking of boys overall and particularly in English. Review curriculum as to strategies used to increase boys enjoyment of English.

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Summary

The school involves interested parties at all stages of development and review of the various components of the single equality scheme.

Information is collected on race, disability and gender relating to staff, children and other interested parties and is used to inform policies, strategic planning and activities.

The school participates in a variety of events that promote understanding and appreciation of race, disability and gender issues.

The curriculum includes opportunities for pupils to understand issues relating to the key areas of race, disability and gender. Visual displays within the school reflect race, disability and gender issues appropriately.

All pupils are encouraged to participate fully in school life and every effort is made to ensure positive contribution from them.

In particular, pupil achievement is analysed by race, disability and gender and, where necessary, informs action planning.

General conduct is monitored by race, disability and gender, with particular attention being given to bullying and harassment issues, with any potentially motivated incidents being reported to the governing board on a termly basis.

The school participates in a variety of events that promote understanding and appreciation of race, disability and gender issues.

Every effort is made to ensure that the physical accessibility needs of pupils, staff and visitors to the school are met.

Open evenings are held in areas of the school most easily accessed by parents and carers.

The needs of parents, pupils and staff are considered in respect of publishing and sending out information.