



# COTHAM SCHOOL POLICY STATEMENT ON EQUALITY AND COMMUNITY COHESION 2022-23

## Version control

The table below shows the history of the document and the changes made at each version:

Version	Date	Summary of changes
1.0	October 2016	Tables updated for 2018-19
1.1	June 2019	Link Governor updated to Massimo Bonaddio, Chair of Learning and Wellbeing Committee
1.2	January 2020	Tables updated for 2019-20
1.3	January 2021	Link Governor updated to Jo Feather (Co-Chair) and Jane Chamberlin (Co-Chair) Added section on 'working to become an anti-racist organisation' Added an additional Objective 4
1.4	January 2022	Update on equalities statistics for students and staff
1.5	April 2023	Clarity of diversity being a core value of Cotham School. Explanation of the school's commitment to achieving greater equity for students. Update to link governor and equalities statistics for students and staff. More explanation about what the school means by diversifying and globalising the curriculum. Change to Equalities Objective 2 to include SEND students in reduction to high level sanctions. Change to Equalities Objective 3 to include the diversity of governors.

**Approved by Governors:**

**Policy Author: JBU**

**Next review date: January 2024**

**Reviewed by: Domini Leong**

## **Cotham School policy statement on Equality and Community Cohesion**

### **The Public Sector Equality Duty (PSED) and Equality Objectives for Cotham School.**

#### **What is the PSED?**

The Equality Act 2010 introduced a single, general duty for public bodies, including schools, and which extends to all 'protected characteristics' – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

There are three main elements within the act and in carrying out our functions, as a school, we must have regard to the need to:

1. Eliminate discrimination and other conduct prohibited by the act.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The PSED replaces the previous three sets of separate duties to promote disability, race and gender equality.

All schools must have 'due regard' to the three elements. Therefore, whenever significant decisions are being made, or policies being developed or reviewed, the school will consider carefully the equalities implications.

The school also recognises the difference between equality and equity, and the need to achieve greater equity for all students regardless of their starting point.

How does Cotham School comply with the PSED?

#### **Introduction:**

Cotham School welcomes diversity and the positive benefits this brings to the life of the school. One of the three core values of Cotham School is diversity. We recognise that the varied backgrounds of students and other people in the school community are an asset to the school.

We wish to make all of the school's opportunities and facilities accessible to every student, and protect everyone in the school from harassment and intimidation. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

The governors support and fund the measures outlined in the policy to support the necessary activities and strategies to make this policy a reality. The school's leadership team will review existing policies, strategies and training to ensure that the policy is being implemented throughout the life of the school.

The Learning and Wellbeing Committee is responsible for monitoring the school's compliance with the policy. The Learning and Wellbeing Committee will provide an annual report to the full governing body on the school's progress with the implementation of the policy.

Our Inclusion Team makes a significant contribution to promoting equal opportunities and directly intervenes to actively promote equal opportunities. The creation of a post that directly teaches and supports EAL learners has contributed significantly to their learning and wellbeing. However, the school is far from complacent and remains focused upon ensuring that its response to the PSED is significant and effective. There have been further appointments in literacy and numeracy to ensure that all students are able to meet expected standards and to close the gap in attainment between different groups of students.

**Staff with responsibility for equality:**

- All staff at Cotham School
- Staff member with overview of equality: **Domini Leong, Deputy Headteacher** (Tel: 0117 9198004 Email: leongd@cotham.bristol.sch.uk)
- School governor with overview of equality: **Peter Huckle (Chair of Learning and Wellbeing Committee)**

**Part 1: Information about the student population**

Number of students on roll at the school as of 28/04/23: 1642

**Information on students by protected characteristics**

The Equality Act protects people from discrimination on the basis of “protected characteristics”. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

**Disability**

The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’

<b>Student Special Educational Needs (SEN) Provision as of 28/04/23</b>		
	<b>Number of Students</b>	<b>Percentage of School Population</b>
<b>K: School Support</b>	378	23%
<b>E: EHCP</b>	11	6.7%

## Gender

	Number	Percentage
<b>Female</b>	775	47%
<b>Male</b>	867	53%

Ethnicity and Race as of 28/04/23							
	Boys	Girls	Total		Boys	Girls	Total
<b>Any Other Asian Background</b>	34	24	58	<b>Pakistani</b>	58	45	103
<b>Any Other Black Background</b>	18	17	35	<b>Refused</b>	24	13	37
<b>Any Other Ethnic Group</b>	19	20	39	<b>Traveller of Irish heritage</b>	1	1	2
<b>Any Other Mixed Background</b>	30	28	58	<b>White British</b>	251	232	483
<b>Bangladeshi</b>	8	13	21	<b>White Irish</b>	2	5	7
<b>Black Somali</b>	166	169	335	<b>White and Asian</b>	27	20	47
<b>Black Caribbean</b>	19	15	34	<b>White and Black African</b>	20	8	28
<b>Chinese</b>	18	14	32	<b>White and Black Caribbean</b>	26	19	45
<b>Gypsy/Roma</b>	0	1	1	<b>White Eastern European</b>	11	13	24
<b>Indian</b>	18	20	38	<b>White Other</b>	35	37	72
<b>Information not yet obtained</b>	21	15	36	<b>White Western European</b>	10	12	22
<b>Other Black African</b>	51	34	85				

## Religion and Belief

As a multi-faith school, we present all religions as having equal value and do not seek to promote one religion as more or less valid as the others, and equally those with no religious belief. However, as a multi-faith school, we recognise that people of religion and belief may experience discrimination and harassment.

## Gender identity or reassignment

We do not collect data on students who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment, as may those who identify as transgender or non-binary. We provide support to all students and their families in these circumstances, particularly through the work of our Inclusion and Pastoral teams, and our whole-school work to tackle discrimination in all forms.

## Sexual orientation

We do not collect data on the sexual orientation of our students. However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual students and we provide support to all students identifying as LGBTQ+, particularly through the work of our Inclusion and Pastoral teams, and our whole-school work to tackle discrimination in all forms.

## Information on other groups of students

Ofsted inspections look at how schools help “all students to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support.”

In addition to students with protected characteristics, we wish to provide further information on the following groups of students:

### Students with English as an additional language as of 28.04.2023

	Boys	Girls	Total	Percentage of School Population
Number of students who speak English as an additional language	440	397	837	51%

*PLEASE NOTE: The school condition for EAL is when the first language is set to anything other than English or not known.*

### Students eligible for free school meals as of 28.04.2023

	Boys	Girls	Total	Percentage of School Population
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Number of students eligible for free school meals	257	202	459	28%
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Number of students who are Children in Care	2
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## **Part 2. Eliminate discrimination**

Cotham School is a large, complex organisation with a mixed, diverse, multi-faith, multi-ethnic student population. Close tracking of all student outcomes takes place in a structured, systematic way and where it reveals underachievement, low attainment or concerns about specific groups or individuals the school intervenes.

Monitoring and evaluation and the analysis of data takes place across the school and is used within the improvement cycle at each key stage. Monitoring takes place three times a year and positive action is taken to rectify any disadvantages that are revealed. Examination results published in August lead to judgements for key areas of improvement and development. At Post-16, following on from examination results, a prioritised action plan is set in motion for the next academic year. We monitor the attainment and progress of all our students, and use gender in the data analysis process. To address underachievement, we look at the performance of each gender and report on the group's achievement: neither boys nor girls are treated as homogeneous groups.

We have an Anti-Bullying policy and deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.

Tackling bullying or harassment on the basis of race, ethnicity and culture is achieved by ensuring all incidents of this nature are logged and investigated fully. Appropriate sanctions are put in place, as is appropriate education for the students involved, and then parents are involved to ensure they are aware of the nature of such incidents. Reconciliation happens between the parties involved so that the unacceptable nature of such incidents is made clear and incidents are suitably resolved.

Our staffing policies cover the school's employees (permanent, temporary, casual, part time and those on fixed term contracts), job applicants and to individuals such as agency staff and consultants and volunteers who are employees but who work at the school. We observe and implement the principles of equal opportunities and non-discrimination in our employment practices.

Our Accessibility Plan increases the extent to which all students can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled students.

We have a Special Educational Needs and Disabilities Policy that outlines the provision the school makes for students with special educational needs and disabilities. We endeavour to

offer all students access to the National Curriculum, to teaching and to assessment that is appropriate to their aptitude, attainment and any special needs or disability that they might have. The policy was devised in light of the revised SEND Code of Practice (DFE 1994, Revised 2001 and 2014).

The school has an Online Safety policy that takes all online safety issues very seriously. Through assemblies, workshops and lessons, students and staff are made aware of suitable internet conduct. Subsequently, "Acceptable Use" policies are regularly signed and adhered to by all students and staff.

At Post-16, learning support for students is through our academic mentors who support students' access to learning. We maintain strong links with external agencies to ensure the provision of appropriate and effective support for students with disabilities and/or learning difficulties. To monitor further underachievement of students, we have also created "Upgrade" a system whereby students are supported with independent learning. This is also a way of supporting the access of students to a range of cultural capital.

The school positively encourages students into non-traditional areas of study and work to minimise gender stereotyping.

Close tracking and monitoring of behaviour data shows some reduction over the past few years in high-level sanctions for boys, BAME students and Pupil Premium students.

### **Part 3. Working to become an anti-racist organisation**

Bristol is a city marked by vast socio-economic inequality and despite being considered a prosperous city, with an above average educational system, Bristol has more areas categorised as being in the most deprived 10% in England compared to other cities in the country. Bristol also shoulders a very specific legacy in the context of colonial history including the slave trade as well as the Civil Rights Activism of the 1960s.

When looking at the data across the city of Bristol and indeed across the country, it outlines that BAME students are underperforming compared with their peers and there is a larger percentage of BAME students who are permanently excluded. While there are going to be external factors, beyond the school's control, that contribute to this disparity, we are committed to tackling any internal factors that may also be contributing to the lower levels of attainment amongst our BAME students.

Combined with this, Bristol is facing wider challenges that expose our young people to greater levels of aggression, violence and disorder, more often than not as a result of growing tensions between different groups in the wake of events such as Brexit. Bristol also holds a proud 'Exist to Resist' identifier and this has been evidenced by the large numbers of Bristolians joining activist groups such as Extinction Rebellion and others. Cotham School's diversity is our greatest gift and we are passionate to put in the hard work to tackle unconscious bias and continue our journey to being an anti-racist school. We are working towards this in a number of ways:

1. Addressing unconscious bias and how to be anti-racist through regular staff training
2. Creating a Social Justice Library for staff and students

3. The work of the school's Anti-Racist Educators Forum, made up of a cross-section of staff keen to develop their racial literacy and disseminate this learning to colleagues
4. Ongoing work on diversifying and globalising the curriculum to ensure that students are exposed to narratives, history, achievements and perspectives from all over the world, not just the Western world
5. Introducing Restorative Approaches to behaviour
6. Taking a clear position and response to #BLM
7. Committing towards achieving the Anti-Racist School Award with Carnegie School of Education at Leeds Beckett University
8. The senior leadership team undertaking an 18-month programme on Race, Identity and School Leadership with Integrity Coaching
9. Working with a range of other organisations committed to race equality e.g. TALO, SARI, ZAZI, BAMEed, Integrate, the BAME South West Leaders Network, BCC, Youth Resilience Network UK
10. Hosting community cultural events for our parents/carers, students, staff and wider community
11. Developing positive community partnerships with local businesses to encourage inclusive community cohesion

#### **Part 4. Advance equality of opportunity**

The school is committed to advancing equality of opportunity between people who share a protected characteristic and people who do not share it and has put a range of approaches in place to ensure that this happens.

The school is mindful of the need to achieve greater equity, rather than equality, to ensure that students who arrive at the school with different starting points, academically and/or socially, receive the necessary and sustained support and guidance to overcome any barriers, achieve their potential and to make effective transitions. The school ensures they have the help they need and makes referrals to other support services as appropriate. This is a particular strength of the school, with students identified early via the "Inclusion Forums" made up of a group of key pastoral staff. A range of strategies are then planned to overcome barriers for individual students, including being future-focused and considering extended work experience, early college placements and escorted tasters where appropriate in collaboration with the school's Careers Advisor.

The school regularly reviews transition issues at every key stage with support services and external providers and makes plans for improvements; for example, the Post-16 SEND, Careers and Wellbeing Lead meets with appropriate Further Education staff during the autumn term to review the success of student transitions and to discuss improvements.

The school monitors and evaluates, frequently and regularly, the attainment and progress of all students and looks at the performance of particular groups who share a protected characteristic to compare their performance with those who do not share it. Interventions are then planned and implemented in order to close any disparities in performance.

We have a vibrant and well-represented student voice that ensures that students have a direct voice to discuss matters that relate to their concerns and overall wellbeing in school and immediate environment. The House System is strong and articulate, contributing to whole school decision making with students.



We contract a catering team who recognise a culturally diverse cuisine and ensure that all students receive a healthy meal each day. This reflects our commitment to a healthy lifestyle and responsibility to our environment regardless of one's socio-economic background.

We understand that attendance plays an integral part in a student's achievement at school. Thus, through our Attendance and Punctuality policy, we investigate any discrepancies that may occur and address inequalities appropriately, ensuring that we make reasonable adjustments to our policy and practice where appropriate.

Some practical examples of the school putting equality of opportunity into practice are:

The school operates attendance competitions within year groups and any religious observance days that have been taken by students are discounted in order that all students have the opportunity to gain a prize.

Every year, students in Year 7 attend a residential, outdoor activities experience at camp. The date of the camp is chosen carefully to avoid taking place during Ramadan. A daily prayer room has been set up at student request. Students not attending camp benefit from an excellent menu of alternative enrichment, trips and visits during this time.

A student-led group for students identifying as LGBTQ+ and allies, called the Pride Club, is well-established and leads the way in raising awareness of LGBTQ+ issues. Students who identify as non-gender, transgender or questioning are well-supported by the Inclusion team and, where parental agreement has been given, a student will be referred to by their preferred gender and name.

## **Part 5. Foster good relations across all characteristics**

It is worthy of note that in April 2018, Ofsted commented on the school's inclusivity and commitment to promote equality of opportunity for all.

"Since her appointment, the Headteacher has acted with great purpose to address the changing needs of the school. The school is responding well to the changing social context of the community which the school serves. The Headteacher's vision and her focus on meeting the needs of all pupils have been at the heart of the school's transformation."

"Governors and school leaders have a strong commitment to serving the needs of their diverse community. They are determined to make sure that the needs of all their pupils are met so that all can maximise their potential."

"Pupils treat each other well. Relationships are generally good-humoured and positive. Pupils report that while bullying does sometimes occur, it is dealt with well by staff. Pupils are tolerant of those from other backgrounds or with other beliefs. They are adamant that there is no place for racism or homophobia in their school."

"Pupils who have SEN and/or disabilities receive the support they require to make good progress."

"The leadership of pupil premium is good. Pupils who need support are identified and appropriate help is put in place for them. Their progress is monitored and teachers and teaching assistants intervene if required. A significant proportion of disadvantaged pupils

also speak English as an additional language. Leaders have ensured that these pupils are well supported by a knowledgeable and committed team. As a result of their work, these pupils are overcoming the barriers they face and are able to thrive in school”

“Relationships between staff and pupils are good. Pupils are respectful when talking with adults and courteous to visitors.”

“Leaders have established a good programme of careers education throughout the school. They are aware that some pupils do not have high aspirations and they have put in place a comprehensive programme to raise pupils’ expectations of themselves. As a result of this package, an increasing number of pupils from disadvantaged backgrounds and those who speak English as an additional language are setting their sights high and moving on to top universities.”

The school adopts a wide range of approaches to foster good relations across all characteristics. Some specific examples are as follows:

The range of topics covered by the Religion, Ethics & Philosophy (REP) curriculum which aims to provide students with the opportunity to gain in-depth knowledge and understanding of the principles, philosophies and values in Britain today. REP provides a framework within which students can reflect upon their own beliefs and attitudes.

Our Performing Arts team take students on dance tours to broaden their experience. The Physical Education team organises a large number of team events with other schools and uses older students to lead and develop younger students.

The school curriculum plays a significant part in our approach to fostering good relations and Personal, Social and Health Education (PSHE), in particular, focuses upon the promotion of caring and considerate relationships, as well as promoting the British Values of tolerance, individual liberty, mutual respect, democracy and the rule of law.

This work is complemented by that in the taught tutor programme and the work in the Humanities and English curricula. Curriculum teams audit their materials to both ensure balance and appropriateness of content and to promote and celebrate diversity and difference.

The Designated Safeguarding Lead, Ethnic Minority Achievement Coordinator and other key pastoral staff provide a re-education workshop to students following any incident of a racist nature.

## **Part 6: Our equalities objectives**

The Equality Act 2010 requires us to publish specific and measurable equalities objectives. Our equalities objectives are based on our analysis of data and other information.

Our equalities objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equalities objectives.

## Cotham Equalities Objectives for 2022-23

### Objective 1:

For SEND and Pupil Premium students to achieve grades 9-4 in English and Mathematics, Attainment 8 and Progress 8 in line with the national average for all students.

### Objective 2:

To achieve a reduction in the number of suspensions of SEND students, boys and students from a minority ethnic background over 2022-23 in comparison to 2021-22.

### Objective 3:

To increase the diversity of the school staff body, and the governing body, so as to be representative of the protected characteristics of the school's community.

### Objective 4:

To continue creating a culturally inclusive environment through preventative work around racism, celebrating diversity and developing an anti-racist curriculum

## Part 7: Information about our employees

If we have more than 150 employees we are required to publish information about them. This information aims to provide a profile of our school workforce, as our employment practices and achievements.

### Confidentiality

Guarantees of confidentiality are given to all staff who provide monitoring information or who take part in staff surveys. Names and data are anonymised.

Our staff are employed in the following main groups:

- Teaching staff
- Administrative and other related posts
- Support staff

### Staff characteristics as of 28.04.2023

#### Ethnicity

<b>Any Other Ethnic Background</b>	1	<b>White, any other White Background</b>	19
<b>Black or British Black, African</b>	3	<b>White British</b>	140
<b>Black or British Black, Caribbean</b>	6	<b>Asian or Asian British, Indian/Pakistani/Bangladeshi</b>	9
<b>Mixed White and Asian</b>	0	<b>Chinese</b>	1

<b>Mixed any other Mixed Background</b>	8	<b>Not Obtained</b>	1
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### **Gender**

	<b>Total Number of Staff</b>	188
<b>Female</b>	121	
<b>Male</b>	67	

### **Disability**

1 member of staff has declared themselves as having a disability.

### **Sexual orientation**

We do not collect data on the sexual orientation of our staff. However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual staff.

### **Gender reassignment**

We do not collect data on staff who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

### **Pregnancy and Maternity**

There are presently 4 members of staff on Maternity Leave and no members of staff on Paternity Leave.

### **Religion and Belief**

We do not collect data on staff members' religion and belief. As a multi-faith school, we present all religions as having equal value, and do not seek to promote one religion as more or less valid as the others, and equally those of no religious belief. However, as a multi faith school, we recognise that people of religion and belief may experience discrimination and harassment.