



Impact of Cotham School's 2023-24 Equalities Statement Objectives

Objective 1:

For SEND and Pupil Premium students to achieve an increase in grades 9-4 in English and Mathematics, Attainment 8 and Progress 8 in the 2024 exam season compared to the 2023 exam season.

	England 2023-24	2023-24	2022-23	2021-22	Due to COVID-19, performance measures were not published for 2020-21, and 2020-21 results were used to hold schools to account. Given this, please look at any other pupil evaluations undertaken during the 2020-21 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.
Attainment 8 (All)	45.9	46.2	45.83	51.7	
Attainment 8 (Disadvantaged)	50	35.6	37.19	38.9	
Attainment 8 (SEND)		29.91	31.82	37.4	
Progress 8 (All)	0.0	+0.10	+0.10	+0.15	
Progress 8 (Disadvantaged)	+0.16 (non-dis)	-0.37	-0.34	-0.43	
Progress 8 (SEND)		-0.59	-0.54	-0.32	
Basics 4+ E/M (All)		65.1%	66.1%	71.5%	
Basics 4+ E/M (Disadvantaged)	72.8% (non-dis)	48.6%	51.1%	47.1%	
Basics 4+ E/M (SEND)		36.4%	42.9%	41.7%	
Basics 5+ E/M (All)	45.9%	45.7%	42.4%	56.1%	
Basics 5+ E/M (Disadvantaged)	53.1% (non-dis)	35.7%	18.2%	30%	
Basics 5+ E/M (SEND)		15.9%	21.4%	29.2%	

Conclusion: Not met

Disadvantaged Students:

- There was a slight decrease in the Progress 8 score in 2024 compared with 2023
- There was a decrease in the Attainment 8 score in 2024 compared with 2023
- Basics at 4+ decreased in 2024 compared with 2023
- Basics at 5+ increased in 2024 compared with 2023

SEND Students:

- There was a slight decrease in the Progress 8 score in 2024 compared with 2023
- There was a decrease in the Attainment 8 score in 2024 compared with 2023 by 3.45
- Basics at 4+ decreased in 2024 compared with 2023
- Basics at 5+ decreased in 2024 compared with 2023

Objective 2:

To achieve a reduction in the number of suspensions of SEND students, boys and students from a minority ethnic background over 2023-24 in comparison to 2022-23.

2023-24 Academic Year - as at end of Term 6

	No.	% of incidents					
		All	Male	Female	BAME	EAL	SEND
Suspensions	244	78%	22%	88%	40%	57%	70%
PEX	6	100%	0%	83%	33%	50%	83%
HTD	1411	64%	36%	80%	45%		62%

2022-23 Academic Year - as at end of Term 6

	No.	% of incidents					
	All	Male	Female	BAME	EAL	SEND	PP
Suspensions	220	78%	22%	85%	43%	52%	63%
PEX	3	3	0	3	2	2	3
HTD	1211	62%	38%	73%	50%	41%	51%

2021-22 Academic Year - as at end of Term 6

	No.	% of incidents					
	All	Male	Female	BAME	EAL	SEND	PP
Suspensions	279	78%	22%	50%	27%	60%	53%
PEX	0	0	0	0	0	0	0
HTD	1618	72%	28%	62%	38%	51%	54%

Conclusion: Not met

There has been an increase in suspensions overall in the last academic year compared to the previous academic year but not as high as the academic year 2021-22. This has resulted in a slight increase in BAME, SEND and PP students being suspended but a decrease in EAL students being suspended. The breakdown of suspensions between male and female students remains on par with the previous academic year. In every year group, when looking at which students are suspended, a similar pattern to 2022-23 emerges showing that a small number of students account for a disproportionate number of suspensions. There were double the number of PEXs than the previous academic year. 5 out of the 6 PEXs were for incidents of serious youth violence and CCE (child criminal exploitation) activities outside of school, reflecting a significantly increasing city-wide concern, and 1 out of the 6 PEXs was for persistent disruptive Behaviour.

Incidents of Headteacher's Detention (HTD) also increased last year in comparison to the previous year but remained lower than the year 2021-22. This is in part due to a tightening of the school behaviour system last academic year to follow-up on students choosing not to attend lower-level sanctions such as After School Detentions (ASDs) and introducing Headteacher's Detention as part of the school's Graduated Response to Behaviour when students reach certain triggers for numbers of behaviour points or link referrals from lessons.

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.

Staff Protected Characteristics

Year	Total Staff	Female	Male	Other gender	White British and White Irish	White Other	Asian (IND/PKN/BAN) and White/Asian	BAFR and White/BAFR	BCRB and White/BCRB	Chinese	Mixed other	Total BAME	% BAME	Not obtained	Disabled
2024-25	180	112	65	3	136	12	9	6	9	2	2	28	15.5%	4	2

2023-24	203	131	72		141	16	14	4	7	1	7	33	16.2%	13	2
2022-23	188	121	67		140	19	9	3	6	1	8	27	14.3%	1	1
2021-22	184	128	56		143	20	3	2	5	1	6	17	9.2%	2	1
2020-21	218	149	69		171	22	4	2	4	2	8	20	9.2%	4	1
2019-20	178	121	57		146	16	3	1	2	2	4	12	6.7%	3	0
2018-19	157	109	48		129	18	3	0	2	0	2	7	4.5%	2	0

Conclusion: Met

The last seven years has seen a steady increase in the ethnic diversity of staff, those identifying as disabled and staff identifying as non-binary. The ethnic diversity of staff took a very slight dip last academic year compared to the previous academic year but, overall, it is still an upward trend in diversifying the staff body. In particular, the ethnic diversity of staff has increased at middle leadership and senior leadership level with BAME staff in leadership positions as follows: Digital Learning Lead, three House Leaders (one currently on maternity), three Learning Coordinators, Senior IT Services Technician, Post 16 Student Services Leader, two Assistant Headteachers, one Deputy Headteacher.

Objective 4:

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

Conclusion: Partially met

The school continues to work on becoming an anti-racist organisation and work towards the Leeds Beckett Anti-Racist School Award which we will shortly submit for the Bronze Award. The Anti-Racist Educators Forum is now well-established, providing regular CPD on anti-racist practice and racial literacy for every faculty and team. Black History Month in 2024 was bigger and better than previous years. The school's African-Caribbean Celebration Evening in October and Grand Iftar in March were highly successful and attended by a diverse range of parents, carers, students, siblings, staff and guest speakers.

The Unity Student Group was established to bring a diverse group of students together to discuss a range of issues that affect them, particularly in relation to achieving greater community harmony. The school set up a staff Pride Strategy Group which began meeting in June 2024, restarted the LGBTQ+ student group and commissioned the organisation Loud and Proud Education Ltd to begin a year-long piece of work in 2024-25 to develop staff confidence and skills in addressing HBTphobia as well as creating a strategic plan for the school to develop LGBTQ+ representation in the curriculum, celebration and achievements of the LGBTQ+ community.

SP3: Personal Development (PD)

PD3: Equality and Diversity: Developing and further embedding our equality and diversity

KPI 1: A clear and holistic Pride strategy is established, along with a staff working group'

We have begun our work with an organisation called Loud and Proud Education Ltd, launched a Pride Educators' Forum made up of a range of passionate staff across the school supporting DL in the strategic work to address HBTphobia and promote Pride in diversity. Bex from Loud and Proud Education Ltd., worked with DL and two other members of the Inclusion team to support them in learning how to best address HBTphobic incidents when having educational conversations with individual students and also worked with DL and our SMSC Coordinator to create a strategic implementation plan for our Pride work. Bex delivered a very

well-received CPD session to all staff at the beginning of November followed up two weeks later by another INSET day session two weeks later delivered by the SMSC Coordinator and DL, and where we shared our long-term strategy for this work as well with all staff. Bex returns to us at the end of March again through to the end of the year to begin working with faculties on creating more LGBTQ+ representation in the curriculum and will also be doing some work with Post-16 students in June.

KPI 2. The Leeds Beckett Anti Racist School's Award has been achieved to at least Bronze level

We have not yet submitted our evidence for the Leeds Beckett Anti Racist School's Award but will shortly do so.

KPI 3. There is ongoing work with students and staff to address colourism

DL continues to address colourist incidents through educational chats with individual students. Of the 10 or so incidents of colourism specifically that DL has addressed so far this academic year, two students have repeated this behaviour: one a Y7 student with significant SEND needs and another Y11 student. On the whole, so far this year there has been a slight drop in incidents of colourism although other forms of racist incidents still occur. The drop in colourist incidents this year may be attributable to the school's focus on the values of respect and diversity, including respect for identity, that we have repeated as a theme in nearly all assemblies and activities led by staff so far this year. Different areas across the school continue to repeat these themes throughout our messaging to students. We have now entered Phase 2 of our colourism research project with King's College London who are specifically working with our Post-16 students on this. There is still a need to do more general work with students on the issue of colourism.

KPI 4: There is ongoing work with all students and staff to address misogyny, and using the RESPECT project to support this

Terms 1 and 2 saw a big drive on the school's value of 'Respect' through assemblies, tutor time, house competitions, rewards, curriculum work and at every given opportunity. In particular, there has been a real focus on respect for identity, particularly in relation to other people's ethnic or racial identity, religious identity, gender or sexual identity, or identity as an able-bodied or disabled person. However, recent staff voice shows that misogyny continues to be an area of concern for the school. There is a strong link between misogyny and young people's access to extreme pornography, an issue that the national teaching unions presented to the government about nine months ago asking for more support in schools to address this issue. Our Y12 students have had a really impactful session looking at the issue of pornography with an external organisation called the NT Project. DL has contacted them to discuss how this could be translated into delivering to the younger years, at KS4, initially and maybe even Year 9. The challenge will be to ensure this is done sensitively in relation to the religious and cultural beliefs of our students and families because teaching about pornography is not a statutory part of the curriculum so students and parents will likely have to be informed and given the choice to opt out. In addition, ADU and two other well-respected and liked male members of staff from the PE faculty, who both have leadership roles in the school, are delivering the International Women's Day assemblies in the week beginning 10 March to model to students and advocate for celebrating and respecting women.

KPI 5: Incidents logged on CPOMS show an initial rise as awareness is increased but then a sustained reduction of incidents of HBTphobia, misogynism, racism, sexual harassment, disability abuse and all forms of prejudice.

Having relaunched the strategy this year of DL having an educational chat with individual or small groups of students the first time that they use this type of discriminatory, offensive and prejudicial language, so far there have been very few repeat incidents by the same student(s). With 60+ educational chats having taken place this year so far, only three students have repeated the same type of incident, one that has significant SEND needs. There is a disproportionate number of incidents in Year 7 but these are often lower-level incidents as well as this year group demonstrate an immaturity of repeating offensive language that they have heard when they are annoyed at each other so a big part of the educational chat is also to teach them how to better manage their emotions in these situations. Far fewer such incidents occur the older the students are. A number of key pastoral

staff and SLT are increasingly confident in holding these educational chats with students as well although DL quality assures the standard of the educational chat by looking at the detail of the action that is logged on CPOMS by the member of staff afterwards.

DL has also met with the student council in the last week to gather their views and co-create the student version of the anti-bullying policy which students felt should make direct reference to the types of discriminatory language that is experienced. The student council will be taking the lead in communicating the anti-bullying policy with the wider school population through assemblies and they have also been brainstorming further ideas about how they can lead on developing a stronger anti-bullying and anti-discrimination culture in the school.

KPI 6: Student and staff voice shows an increase in staff and students feeling accepted, that they belong in the school community and that discriminatory incidents are properly and consistently dealt with by the school

We have not yet conducted a whole-school student survey this academic year. We aim to conduct a survey by the end of this term and again at the end of the academic year. We continue to create regular, small-scale student voice opportunities throughout the year through meeting and working with the student council, STRIDE events, the LGBTQ+ Student Group and the Unity Student Group whose staff leaders regularly take the temperature and feed back to DL. A recent staff survey has been conducted where, overwhelmingly, staff were positive about the diversity of the school and the work that is done by the school to address equality and diversity issues.

KPI 7: Maintain and promote 'School of Sanctuary' status

We currently have 62 students with refugee/asylum seeker status enrolled at Cotham - this includes 14 who have joined us since the start of the academic year. Most students are receiving EAL intervention (assessed by language need), and the school takes care to ensure pastoral needs are met - including support with access to uniform, FSM, IT access and support with communication etc.

A successful week-long residential to Shallowford Farm took place in October for 26 students - this was funded by the Crowdfund set up last year. We are also able to take 4 Y10 students back to the farm so they are able to complete their Work Experience Placement. We have also been receiving donations of clothes (inc school uniform) over the past few weeks. We have plans to continue these donation requests, and a coffee morning will be held in T3 (T4 - delayed due to staff absence).

In term 2, the EAL team delivered a 'School of Sanctuary' assembly for all year groups to promote the success of our SoS status, and begin the drive to recruit students as 'ambassadors'. This role will see students act as buddies and lead other events and initiatives, promoting the school as 'welcoming' for all, not just those seeking asylum. We received over 70 applications to volunteer from across all age groups, which has been narrowed down to around 30 to begin working on Language of the Month, Cooking Club and a fundraising event.