Equality within the academy

We welcome our public sector duty under the Equality Act 2010 to publish equality objectives and information. The aim for this is to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- 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

In all our activities we act in accordance with the equality act and our equality policy which can be found on our website www.cowesec.org in the 'policies' section.

As part of this we will:

- Publish information every year about our academy population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do

At the academy we work together to eliminate all forms of discrimination, harassment and victimisation. Progress towards meeting our equalities objectives is reviewed regularly by the senior leadership team and governing body.

Our academy population is predominately 'white-British' and there are roughly equal number of boys and girls although this differs in some year groups. We have a slightly lower than average number of students who are eligible for free school meals at 24%. 13.1% of our students have been identified as having special educational needs, below the national average.

Our academy improvement plan is compiled each year in discussion with all staff, students and governors. This makes use of comments from parents and students and aims to address inequalities that are shown through our data and raised through dialogue with all our stakeholders. Our aim is always to ensure that all students reach their full potential and make good progress.

Objective	Success criteria
▪ *To monitor changes to the curriculum to ensure they result in good outcomes for pupils in all vulnerable groups*	Positive progress 8 for pupils in all vulnerable groups as a result of curriculum changes
▪ *To improve the quality of support for pupils in all vulnerable groups in the classroom*	Narrowing of the gap between vulnerable groups and others
▪ *To strengthen the delivery of teaching regarding equality and diversity across the academy*	Fully mapped equality and diversity curriculum, delivered successfully through audited PSHE curriculum
▪ *To narrow the pupil premium and SEN gap at KS4*	Narrowed pupil premium and SEN gap at KS4
▪ *To improve provision for pupils for whom English is an additional language*	To introduce and deliver specific, specialist support for EAL pupils across Years 7-11 where needed
▪ *To ensure that pupils with low prior attainment, in particular boys in the lower years improve their reading and writing so that they can learn more rapidly*	LPA students' English progress in years 7 and 8 to be more rapid as a result of curriculum changes
▪ *To reduce the number of exclusions of SEN pupils*	SEN students to receive less exclusions

Equality information

Academy equality challenges

This is a summary of the issues that we are most concerned about. We are already developing strategies and activities to address some of these challenges which is detailed under the next heading 'how we have due regard'. For some of these challenges we have also set equality objectives listed above.

- To ensure expectations for all groups of learners are equally high and challenging across all stakeholder groups
- To further strengthen support mechanisms for SEN students

How we have due regard to our duty

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the academy.

We are committed to working for the equality of all our students. To meet our duty to have due to regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards individuals with protected characteristics we:

Ensure related policies are in place – including anti-bullying, e-safety and cyber-bullying, behaviour, safeguarding, more able, gifted and talented and SEN

- Give due regard of equality issues in decisions and changes we make – engaging with and consulting students, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do
- Have in place an accessibility plan
- Have an induction process for new arrivals and ensure that the admission arrangements do not disadvantage groups of students
- Monitor / report on exclusions and all incidents of harassment / discrimination
- Providing adequate training for all staff members and governors including safeguarding and SEN issues
- Follow our published complaints procedure
- Adhere to non-discriminatory employment practices
- Have in place staff and student codes of conduct
- Have a balanced curriculum with an activity / enrichment programme that is accessible to all students
- Provide additional support and apply reasonable adjustments where necessary
- Involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues that concern or affect them
- Track and monitor identified groups and their access and performance and aim to reduce gaps between groups
- Keep a record, where appropriate of the protected characteristics of our students and employees

How we are performing

▪ *To monitor changes to the curriculum to ensure they result in good outcomes for pupils in all vulnerable groups*	Curriculum changes have resulted in a significantly improved ratio of disadvantaged to non disadvantaged students studying the EBACC pathway. All students regardless of background or need now study a broad and balanced curriculum and we have moved to a three year key stage 3 to support all pupils, including those who are vulnerable. Curriculum changes have not yet rolled through to Year 11 which is when we have set the target to see positive progress 8 for all students including those from vulnerable groups but our data trend over time is that vulnerable students' data continues to improve.
▪ *To improve the quality of support for pupils in all vulnerable groups in the classroom*	CEC's three year strategy plan has set ambitious targets to meet by 2022 which strive for positive progress and no gap across any vulnerable group. The AIP focuses our efforts on achieving this. A range of impact measures show that the quality of our support is improving and that this is narrowing the gap between vulnerable groups and others across the school. Low prior attaining students and SEN students with K codes and EHCPs are making significant progress.
▪ *To strengthen the delivery of teaching regarding equality and diversity across the academy*	There have been significant strides forward against this objective through the launch of our new Everyone Matters curriculum for Years 7-9. This curriculum will now roll out to Years 10 and 11 in 2020/2021.
▪ *To narrow the pupil premium and SEN gap at KS4*	The academy is targeting the Basics gap between PP and non PP students for 2020 as a major priority. In 2018 PP students achieved positive progress and 0.1 below the national average for non-disadvantaged students, although this gap widened in 2019. There is a four year trend of improving data for the progress of EHCP pupils and 2019 Progress 8 for all SEND pupils was significantly above the national average.
▪ *To improve provision for pupils for whom English is an additional language*	The academy has now employed a specialist EAL teacher and this has significantly improved the quality of EAL support since then.
▪ *To ensure that pupils with low prior attainment, in particular boys in the lower years improve their reading and writing so that they can learn more rapidly*	Considerable work has been carried out in this area with strong impact. Catch up pupils in Years 7 and 8 are taught by a specialist, trained primary teacher in smallere group sizes. Literacy development takes place in form time, the English department had adopted a Mastery Curriculum for key stage 3 and teachers have received training across three training days on literacy and oracy support.
▪ *To reduce the number of exclusions of SEN pupils*	SEN students receive less exclusions at the academy. The academy's serious incident forms have been amended to ensure that EO's are consistently and positively taken into account when serious incidents are reviewed. We have seen a significant drop in the number of behaviour incidents involving EHCP pupils and our SEND exclusions have reduced for three years in a row. SEND student attendance has risen and persistent absence has reduced over time.

We are an academy which is committed to the principles of consultation. Below details examples of previous issues that we have consulted staff, students and parents on:

Date	Who we consulted	Summary	Action taken
Sept 2017 **Oct 2019**	Staff Parents	How to improve communication with parents	Principal parent surgery, reviewed newsletter, increased social media, introduction of SIMs app
Jan 2018 **Jan 2019** **Jan 2020**	Staff	Kirkland Rowell Staff Survey	Set priorities for the AIP for the following year
Feb 2018	Parents	Revision plan to support narrowing of the gap	Further plans to support mock revision throughout KS4
March 2018 **Nov 2019**	Parents	Curriculum consultations: EBACC pathway curriculum change: parents positive Two year Key Stage 4	Roll out curriculum change beyond Yr9 2018-19 Proceed with two year Key Stage 4 2020-2021
March 2018	Students	Ofsted questionnaire	Development of careers work across the curriculum Introduction of the Cowes Sixth Form Charter to ensure stronger links with employment
June 2018	Parents	Accelerate group proposal	Accelerate group launched Sept 2018 and primary teacher appointed
June 2018	Staff	Values equality consultation	Practical application of values of school agreed across departments during the session
June 2018	Staff	Workload reduction consultation	Significant changes to the annual calendar and to weekly routines for staff to ensure reduction in workload

Sept 2018	Students	Consultation session with student digital leaders	Students design e-safety anti-bullying logo
Sept 2018	Students	LAC students consulted on classroom-based policies	Teachers reminded to give rewards to all vulnerable pupil groups
Oct 2018 **Oct 2019**	Students	Policy in practice review with students	Updated anti-bullying policy
Oct 2018 **Oct 2019**	All stakeholders	Admissions policy	Reduction in PAN agreed Teacher priority in admissions agreed
Nov 2019	Staff	Curriculum consultation	Introduction of a three year Key Stage 3
Nov 2019	Students	E1M introduction	Roll out of E1M to continue
Nov 2019	Staff	Most effective support consultation	Development of menu of behavior interventions Appointment Behaviour Incluson Mentor role
Jan 2019	Students	Students meet with Caterlink Manager	To reduce the amount of plastic used in the canteen and improve recycling in the academy
Feb 2019	Staff	Consultation on personal development	Input into new E1M curriculum
March 2019	Staff	Behaviour working party: 4 weekly consultation with staff regarding behaviour policy	Procedures refined and initiatives embedded to ensure that all students receive equal application of policies regarding behaviour
June 2019 **Jan 2020**	Staff	Wellbeing and mental health consultation	Working towards Wellbeing Award; self evaluation completed; Wellbeing Policy input
July 2019	Staff Students	Enrichment consultation	Creaton of Yr8 Charter
Summer 2019	Staff Students	Three year strategy	Strategy document created 2019-2022

	Parents		
July 2019 **Sept 2019** **Nov 2019**	Students	Student voice on eco-issues	Creation of eco-council Introduction of sustainability lead role and TLR Students off timetable for three mornings: 1) lobbying politicans 2) voting in the national youth council ballot 3) whole school eco hustings with parliamentary candidates for 2019 Dec election Introduction of social action timetabled projects for Yr7-9 on the curriculum
July 2019	Parents	Transition questionnaire	Move to one day transition day rather than two for 2020
Sept 2019	Parents	Assessment and reporting	Development of data and reports sent to parents
Nov 2019	Parents Students	SEND consultation	Highlighted next stages of development for Academy Improvement Plan
Sept 2018-Jan 2020	Students	School holidays Sixth form dress code, student handbook Allocation of resources Charity strategy	Agreed to keep one week October half term Agreed dress code, redrafted student handbook Creation of further study spaces, additional laptops Charities agreed
Jan 2020	Parents	Caterlink consultation	Improved signage created in the canteen area

Below is an example (rather than an indicative list) of how we have considered equality issues when making decisions:

February 2018	Curriculum planning to strengthen EBACC pathway	The need to enhance the number of PP students on an EBACC pathway	Appointment of new DoL MFL, option choices strengthened to allow for additional MFL option
April 2018	Advertise for a series of internal TLR3b roles or support staff equivalents	In response to staff requests to ensure equality of opportunities regarding roles	Appointments made to both the support and teaching side of the school
Sept 2018	Curriculum planning to strengthen support of LPAs at KS3	The need to support transition and strengthen support of LPAs in regards to reading and writing	Introduction of Accelerate group, appointment of new primary teacher
Sept 2018	Strengthening of structure around attendance	The need to reduce persistent absenteeism for all vulnerable pupile groups and improve general attendance for more vulnerable groups	Introduction of Family Liaison Assistant role
Sept 2018	Curriculum planning to strengthen literacy teaching at KS3	The need to improve literacy for all, particularly boys, in regards to reading and writing	Introduction of English Mastery curriculum
January 2019	Development of staff culture regarding equality	Promotion of equality	Introduction of all staff rainbow lanyards

Understanding our academy community

Our student population

Total number of students on the roll at the academy is 1205 (as of 03/10/19)

			The academy		National (if available)
			Number	%	%
Gender	Male		598	49.6	
	Female		607	50.4	
Ethnicity	White	English / Welsh / Scottish / Northern Irish / British	1104	91.6	
		Irish	1	0.1	
		Gypsy or Irish Traveller	1	0.1	
		Any other White background	35	2.9	
	Mixed / multiple ethnic groups	White and Black Caribbean	6	0.5	
		White and Black African	3	0.2	
		White and Asian	7	0.6	
		Any other Mixed/Multiple ethnic background	7	0.6	
	Asian / Asian British	Indian	1	0.1	
		Pakistani	0	0	
		Bangladeshi	3	0.2	
		Chinese	0	0	
		Any other Asian background	12	1	
	Black / African / Caribbean / Black British	African	0	0	
		Caribbean	0	0	
		Any other Black / African / Caribbean background	1	0.1	
	Other ethnic group	Arab	0	0	
		Any other ethnic group	2	0.2	
	Information refused		18	1.5	
	Information not obtained		4	0.3	
Disability	Number of Disabled Students		32	2.7	
	Number of Non-Disabled		1173	97.3	
	Disability Types *(please note some students have more than one type of disability)*				
	Mobility		5		
	Hand Function		0		

	Personal Care	I		
	Eating & Drinking	0		
	Medication	I		
	Incontinence	I		
	Communication	2		
	Learning	4		
	Hearing	3		
	Vision	I		
	Behaviour	5		
	Consciousness	0		
	ASD/Aspergers	6		
	Pallative Care	0		
	Other	9		
Special Educational Needs (SEN)	No specified special educational need	1047	86.9	
	K SEN Need	140	11.6	
	Statemented / Education Health and Care Plan (EHCP)	18	1.5	
Religion	No religion	593	49.2	
	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	435	36.1	
	Buddhist	0	0	
	Hindu	0	0	
	Jewish	0	0	
	Muslim	10	0.8	
	Sikh	0	0	
	Any other religion	27	2.3	
	Information refused	90	7.5	
	Information not obtained	50	4.1	
Pregnancy and maternity	Students who are pregnant	0	0	
	Students who have recently given birth	0	0	
Information on other groups	Students with English as an additional language (EAL)	62	5.1	
	Children Looked After (CLA)	9	0.7	
	Young carers	4	0.3	
	Service Children	8	0.7	
	Information on students in receipt of additional funding (pupil premium, year 7 catch up, free school meals) is available from the academy website; www.cowesec.org			

No Information was available on the following protected characteristics:

- Gender reassignment – The academy does not have any information on whether any of the students on roll had reassigned their gender
- Sexual identity – The academy does not have information on whether any of the students on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked

We do however keep a record of students who have asked to be recognized as a different gender. We currently have one student in year 10 who was born female and now identifies as a male.

Diversity of our workforce

As of 7th November 2019 (SWC) the academy employs 126 permanent staff members. Our staff are employed in the following main groups:
- Teaching staff
- Support staff
- Casual staff (i.e. Exam Invigilators) not included in data

			Number	% of all staff
Gender	Male		34	27.0
	Female		92	73.0
Age	Under 21		5	4.0
	21-30		17	13.5
	31-40		37	29.4
	41-50		32	25.3
	51-60		29	23.0
	61-70		5	4.0
	71-80		1	0.8
	Over 80		0	0
Ethnicity	White	English / Welsh / Scottish / Northern Irish / British	110	87.2
		Irish	1	0.8
		Gypsy or Irish Traveller	0	0
		Any other White background	7	5.6
	Mixed / multiple ethnic groups	White and Black Caribbean	0	0
		White and Black African	1	0.8
		White and Asian	0	0
		Any other Mixed/Multiple ethnic background	0	0
		Indian	0	0

	Asian / Asian British	Pakistani	0	0
		Bangladeshi	0	0
		Chinese	0	0
		Any other Asian background	0	0
	Black / African / Caribbean / Black British	African	1	0.8
		Caribbean	0	0
		Any other Black / African / Caribbean background	0	0
	Other ethnic group	Arab	0	0
		Any other ethnic group	3	2.4
	Information refused		0	0
	Information not obtained		3	2.4
Disability	Non-Disabled		13	10.4
	Disabled		3	2.4
	Not Known		110	87.2
	Declined to specify		0	0
Religion	No religion		0	0
	Christian *(including Church of England, Catholic, Protestant and all other Christian denominations)*		0	0
	Buddhist		0	0
	Hindu		0	0
	Jewish		0	0
	Muslim		0	0
	Sikh		0	0
	Any other religion		0	0
	Information refused		0	0
	Information not obtained		126	100
Pregnancy and maternity	Staff members who are pregnant		0	
	Staff members who have recently given birth		1	

No Information was available on the following protected characteristics:

- Gender reassignment – The academy does not have any information on whether any member of staff had reassigned their gender
- Sexual identity – The academy does not have information on whether any member of staff identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked