

AIN Federation of Community Schools

Applicable at Duchess's Community High School

The Duchess's Community High School

Statement of Published Equality Information ~ about the context of our school relating to the nine protected characteristics

This is our published data about our school population and differences of outcomes for groups with protected characteristics

1. The school has data on its composition broken down by year group, ethnicity and gender and by proficiency in English.

Our school is 9 form entry starting in Year 9. From September 2017 it will expand to incorporate Years 7 and 8

Teaching and Learning has a focus on engaging and responding to the needs of all students, and engaging harder to reach groups with a breadth of curriculum appropriate to their needs eg we have literacy and numeracy groups, vocational subjects, alternative provision and work placements

We presently have 31 more boys in the lower school than girls. The imbalance is most evident in Year 10 where there are 22 more boys than girls. We aim to be totally inclusive eg we engage boys with certain books studied in English and a curriculum which is sufficiently varied.

25 out of 1044 (0.02%) students are from minority ethnic (ME) backgrounds and 9 students speak English as an additional language (EAL). There are no current trends in underachievement for these students

From 2014/15 there are specific groups in Year 9 and 10 who will be the focus of intense support with the development of their literacy and numeracy skills. This is having a positive impact on student achievement across the curriculum.

Our disadvantaged students in respect of whom we receive Pupil Premium Grant (FSM/E6, Looked After Children and Services Children) are reported on as a discrete group in order to demonstrate the effect of the PPG funding on closing the gaps in attainment. Because of the below average number (19%) in this cohort, outcomes vary year on year due to a variety of factors that include prior attainment, gender, additional needs, and socio-economic circumstances. However we fully recognise our responsibilities to diminish any gaps in outcomes. 2016 showed a number of 'green shoots' which we can build on.

2. The school has data on its composition broken down by types of impairment and special educational needs.

13% of our lower school students are on the SEND register, and our school has clear protocols and targeted provision to support these students (see SEND Policy and Local Offer on the school

website). Designated Literacy and Numeracy teachers, Exam Concession support, Dyslexia analysis, Learning Support Assistants all support targeted intervention to this group.

Provision is in place for all SEND students. We record the interventions a student has had, and their impact on attainment.

The School SEND Policy and other linked policies and other pastoral and academic interventions support our SEND students and other vulnerable groups to develop strategies in order to generate positive Attitudes to Learning in lessons

Sadly, in many respects, the school is not an accessible series of building or sites. There is a current and recently updated accessibility plan. The New School build from September 2016 has generated a significantly more accessible experience for students who may have physical disabilities or visual/hearing impairment.

3. The school has data on inequalities of outcome and participation connected with ethnicity and disability, and proficiency in English.

The school has an Equalities Action Plan which reflects the priorities and objectives of the school. These include closing the gap for Pupil Premium students and SEND students, in achievement and attendance. It also reflects our priority in raising awareness to racist and homophobic bullying issues, racist and homophobic language and a commitment to safeguarding students from extremist ideologies.

There are 9 EAL students on roll at the moment. Our ME students achieve in line, or slightly above their peers

Boys' attainment in 2016 was very positive compared to boys nationally and only slightly below that of girls.

Students are targeted in our interventions for Maths and English. For example, there has been significant regrouping in Maths and English for 2016/17.

4. The school uses data on inequalities of outcomes and involvement when setting itself objectives for achievable and measurable improvements.

The objectives we set that relate to achievement and closing gaps for vulnerable groups are set within the school's improvement planning and are reflected in our Equalities Action Plan. Objectives relating to disadvantaged children eligible for Free Schools Meals (Pupil Premium) are given a high priority.

We record and report instances of discriminatory language and bullying, and set equality objectives accordingly when we identify a need to incorporate anti discriminatory practice into our teaching and learning. We are in the process of revising our programme of study for PSHE to reflect the aspects of Fundamental British Values which promotes tolerance and mutual respect

Behaviour and safety data is analysed termly and actions are identified to address any concerns that have been raised. The Pastoral Team and the Senior Leadership Team consider the data and identify key issues which then feed directly into future thinking and practice.

5. Documentation and record-keeping

Our school has a statement of overarching policy which is published on our website and there are references in our Raising Achievement Plans to gap closing and achieving equality of outcomes for vulnerable learners.

Before introducing important new policies or measures, the school assesses their potential impact on equalities, positive and negative, eg any restructuring of staffing undergoes an impact evaluation.

6. Responsibilities

Two senior members of staff have specific responsibility for equalities matters – Alan Rogers (Assistant Headteacher) and Joanne Patten (Life Skills Co-ordinator)

A member of the governing body has a watching brief for equalities matters – Elaine Smith (Vice Chair)

7. Staffing

The school's programme for continuing professional development (CPD) includes reference to equalities, both directly and indirectly. There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and support staff.

8. Behaviour and safety

There are clear procedures for dealing with prejudice-related bullying. The school annually returns a report on the number of racist incidents to the Local Authority. Surveys show that most students feel safe from all kinds of bullying. Our parental survey indicates parents are happy with the way bullying is dealt with.

Our School and the Local Authority have close working relationships with Stonewall and Show Racism the Red Card.

9. Curriculum

Focussed attention is paid to the needs of specific groups of students, for example those who are registered as SEND, and there is extra or special provision for certain individuals/groups, as appropriate.

There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding eg with our PSHE and RE programmes

There are activities across the curriculum that promote students' spiritual, moral, social and cultural development

The school take part in nationally recognised initiatives and award schemes eg Anti Bullying week and the Northumberland Healthy Schools Award. Our recent successful application for Arts Gold Award also shows our commitment to a varied, life enhancing curriculum for all.

Within the curriculum materials in all subjects we are developing positive images of men and women from a variety of backgrounds to challenge stereotyping and discrimination.

10. Consultation and involvement

The school is developing procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act

The school is developing procedures for finding out how students think about the school, and has regard in these for the concerns of the Equality Act

We have a Student Council that meets regularly and we survey students about various issues, as well as running student panels to consult on issues associated with each year group eg transition, option choice etc.

11. Appendix One – Equalities Action Plan 2015-18

Revision Record of Issued Versions			
<i>Author:</i>	<i>Creation date</i>	<i>Version</i>	<i>Status</i>
Maurice Hall	Spring 2015		
<i>Changed By:</i>	<i>Revision date</i>		<i>Reason:</i>
Maurice Hall	October 2016		Annual update
			Review date: Autumn 2017