



# CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

## EQUALITY WITHIN CCHS

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 in the policies section on our website.

As part of this we will:

- Publish information every year about our school 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 CCHS 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.

The Cannock Chase High School’s Improvement Plan is compiled each year in discussion with staff 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
Supporting and promoting our curriculum offer to ensure it provides students with access to meaningful understanding of diversity of cultures, ethnicities, and encourage integration and shun discrimination	Student voice shows improved understanding of diversity amongst students after PSHE programme.
Ensuring CCHS’s recruitment process openly encourages a diverse range of applicants and that applications are considered individually and comprehensively in order to ensure equality of opportunity	Cannock Chase High School vacancies are not targeted to particular groups of applicants All applicants are considered that meet the person specification and personal characteristics are not known by the shortlisting panel Data is gathered relating to applicants protected characteristics

Ensuring Governors are appropriately trained in equality and diversity so that they are empowered to support and encourage the value of fairness and difference at CCHS and community we serve	Governor engagement with students and staff at CCHS so they understand the characteristics of both populations. Governors review staff and student population statistics.
To reduce the incidence of the use of homophobic language by students at CCHS	LGBT awareness through PSHE and student assemblies.
To narrow the gap between boys and girls in English and Maths KS4 results	Improved KS4 results for boys. Targetted intervention.
To promote cultural understanding between different ethnic groups within CCHS and the community	PSHE programme. Topics taught across curriculum.
To reduce the attainment and progress gaps between pupil premium and non-pupil premium students	Improved progress 8 data for pupil premium students. Deputy Headteacher leads on pupil premium. Targetted intervention.
To reduce the attainment and progress gaps between SEN students and non-SEN students	Improved progress 8 data for SEN students.
To ensure all reasonable adjustments are made where students have a disability to ensure they still have full access to the curriculum	SENCO and the SEN team support all students. Appropriate equipment has been purchased.
To ensure staff are trained appropriately in relation to Special Educational Needs	Staff briefing and inset sessions.

## Cannock Chase High School Equality Challenges

We are developing strategies and activities to address some of these challenges which are detailed under the next heading 'How We Have Due Regard'. For some of these challenges we have also set equality objectives listed above.

- Boys engagement
- The gap between boys and girls attainment
- The gap between pupil premium and non-pupil premium attainment

## 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 at CCHS.

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

- Ensure strategies are in place and related policies, including Anti-bullying, E-Safety, Behaviour, Safeguarding 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 SEND 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;
- CCHS has an ICT and E-Safety Policy;
- Our PSHE curriculum aims to eliminate discrimination, harassment and victimisation. The programme delivers differentiated units that support SRE, Careers, Education and Guidance, British values, Health and wellbeing, Relationships and Economic wellbeing;
- CCHS's student leadership structure ensures students contribute towards school decision making – including Head Boy/Head Girl, Student Leadership Team, Student Council and Prefect Team;
- We have a well-attended Parent Voice that meets termly;
- We have a student Attendance Policy;
- Our Admissions Policy clearly sets out our process for admissions;
- Our Grievance Policy sets out clear guidance for staff who wish to make formal complaints;
- We have a Staff Discipline Policy which sets out clear procedures for dealing with any incidents relating to staff;
- The Anti Bullying Policy and Child Protection Safeguarding Policy highlight specifically types of abuse and safeguarding roles and responsibilities to protect against them;

### **How we are performing**

- Pupil Premium Statement (on the website)
- Catch-Up Provision
- Academic Performance

### **Understanding Our School Community**

Under the Data Protection Act, guarantees of confidentiality are given to all individuals who provide monitoring information or who take part in surveys. Names and data are anonymised and we observe the convention not to report where there are 10 or fewer respondents in any grouping.

## Dyslexia Friendly School

Cannock Chase High School is a Dyslexia Friendly School, where reasonable adjustments are made for our dyslexic students. We promote achievement for all and staff are trained in supporting students with dyslexia. If you require this policy in another format please contact [office@cannockchase-high.staffs.sch.uk](mailto:office@cannockchase-high.staffs.sch.uk) .

<b>Implementation date:</b>	May 2022
<b>Last review date:</b>	
<b>Next Review date:</b>	May 2023
<b>Statutory Policy:</b>	No