



**COWLEY**  
INTERNATIONAL COLLEGE

---

## EQUALITY STATEMENT

Welcome to Equalities at Cowley International College. You will find here information about how the school ensures it meets its obligations under the Equality Act 2010.

The Public Sector Equality Duty requires our school to publish information about Equalities.

The Equality Act 2010 clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

### **Protected Characteristics**

1. Age
2. Disability
3. Sex (gender)
4. Race (ethnicity)
5. Pregnancy and Maternity
6. Religion and Belief
7. Sexual Orientation
8. Transgender
9. Marriage and Civil Partnership

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve.

### **General Duties**

The three aims of the Public Sector Equality Duty are to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

## **Specific Duties**

The two specific duties of the Public Sector Equality Duty are intended to help schools meet the general duty. They are to:

1. Publish information
2. Set Equality Objectives

Part 1 is the information we wish to share to demonstrate that we are meeting our duties under the Public Sector Equality Duty and Part 2 sets out our objectives in furthering equality at Cowley International College.

## PART 1 – How we are meeting our duties under the Public Sector Equality Duty (PSED)

### Our School Profile (January 2017)

		Cowley %	National %
Ethnicity	White	95.4	69.5
	White – non-British	0.5	5.7
	Asian	0.9	10.7
	Black	0.3	5.6
	Mixed	1.5	5.0
	Chinese	0.7	0.4
	Any other	0.4	1.7
	Unclassified	0.3	1.5
Gender	Boys	52	47
	Girls	48	53
SEN	Without SEN	97.4	87.6
	With SEN (SEN Support/Statement/EHCP	2.6	12.4
	SEN Support	2.2	10.7
	Statement/EHCP	0.4	1.7

In terms of ethnicity, data shows that Cowley International College has a predominantly white British community, significantly higher than national picture and low numbers of ethnic minorities, all well below national except Chinese which is slightly above national.

The gender comparison for Cowley students shows boys outnumbering girls which is the opposite of the national picture.

The number of students with SEN is significantly lower than the national picture, both in terms of SEN Support and Statement/EHCP although the breakdown of SEN students having SEN Support and Statement/EHCP as a percentage is not too dissimilar.

When furthering Equality, we use this data to inform our actions. The following table gives examples of the work we have done to meet our duties under the PSED.

Aim	Example	Steps the school has taken
1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.	Behaviour	Behaviour expectations made clear to all students and parents with clear consequences for incidents of victimisation, harassment and discrimination.
	Victimisation and discrimination	Investigate and monitor all incidents of alleged victimisation, harassment and discrimination and take appropriate action.
	Anti-bullying and harassment	Pro-active stance on anti-bullying. Students report feeling very safe in the school via surveys carried out. Anti-bullying week activities.
	Training and awareness raising	Governor Equality training Autumn Term 2016. Full staff Equality training Autumn Term 2016

Aim	Example	Steps the school has taken
		Comprehensive Citizenship, RE and PSHE curricula covering equality matters. Equality themed assemblies for students.
	Staff	All vacancies and recruitment follows a strict Equality Opportunities process.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.	Teaching and Learning	Learning Walks to monitor the quality of Teaching and Learning. Monitoring of students' exercise books, folders and assessments to ensure the quality of Teaching and Learning. Substantial Continued Professional Development focused on Teaching and Learning.
	Progress and attainment	Pupil Progress meetings including focus on students having protected characteristics. Monitoring cycles to ensure progress of individuals and groups of students. Following monitoring cycles, departmental data meetings including focus on students having protected characteristics. Following monitoring cycles, year team meetings to agree intervention strategies for students making less than expected progress.
	Admissions and transfer	Meetings with feeder primary schools to identify students with protected characteristics and a transition plan agreed. SENCO meets with primary SENCO to discuss casework to ease transition of individual students. Year 5 taster day. Transition days during the summer term for all students. Additional transition opportunities for identified students. Offer of signer/interpreter for parents/carers.
	Participation	Specialist resources to support SEND students to reach their potential. Range of extra-curricular opportunities available to all students. Disabled sporting opportunities, e.g Boccia. Specific events to overcome stereotyping, e.g. encouraging girls to study STEM subjects and promote careers in this area. Access to EAL services.
	Accreditation	Range of accreditation to meet the needs of all learners.
	Pregnancy and maternity	Equality of access for students who are pregnant or who have had a baby.
	Access to work placement	Non-gender stereotyping and supported access for those who have a physical or learning disability.
	Transition and transfer to Post 16	Supported visits to Sixth Form/alternative providers for identified students. Independent careers interviews. Careers Day.
	Staff	Code of Conduct. Regular meetings with unions. Reasonable adjustments in place where required.
3. Foster good relations between people who share a protected characteristic and those who do not.	Social and Emotional Wellbeing	Clear signage showing who can help a student in need. Lunchtime club for SEND/vulnerable students. Assemblies focusing on inclusion. Strong pastoral care.

Aim	Example	Steps the school has taken
		LGBT group.
	Student Voice	College Council with representation from all year groups. Student membership of Governors' Pupil Behaviour and Wellbeing Committee. Student Voice included as part of Learning Walks and across the curriculum.
	Positive imagery	Positive imagery is displayed throughout the school in all curriculum areas, on the website and in newsletters, celebrating diversity in religion and beliefs, sexuality and disabilities.
	Community links	Wide range of partners to enhance student experience.
	Cultural ideas, religion and belief	Annual World Faiths Day. Wide range of visiting speakers for assemblies and PSHE lessons, including representatives from local Vicar and Imam. Father Harry holds weekly drop in sessions. Visits to local synagogues and mosques. Prayer tree.
	Removing barriers and reasonable adjustments	Range of opportunities for students to ensure equality of access to visits, curricular and non-curricular opportunities including in depth risk assessments. Specialist equipment and resources are provided where required. Special exam arrangements in place.
	Partnership with parents/carers	Parents evenings are held with all year groups including an early drop in session for Y7 parents/carers to discuss any concerns. Regular communication with parents/carers including information on progress. Annual review with parents/carers for SEND students.
	Wider community links	Links with local places of worship across a wide range of religions. Links with Parent Partnership. Links with support services for SEND students. Links with health services.

## Part 2 - Equality Objectives

### Equality Objectives

Objective	Monitoring Method	Timescale	Lead	Evaluation (impact)																																				
1. To review Anti-bullying Policy, including consultation with students, parents and carers.	Minutes of Pupil Behaviour and Wellbeing committee  Bullying incident data	Autumn Term 2017	MB	New policy awaiting Governor approval to be consulted on and launched during Anti-Bully week November 2018.																																				
2. To further challenge stereotypes.	SLW, LLW, student voice  Schemes of Work	Ongoing	CS	Schemes of Work reviewed. Equalities events including assemblies, World Faiths Day, LGBT group.																																				
3. To monitor student performance data for those with protected characteristics and implement further strategies to narrow any identified gap.	Senior Management minutes  Raise Online/internal assessment data  CIP review	Ongoing	RCK	<p><u>SEN</u></p> <ul style="list-style-type: none"> <li>2 students (1%) were identified as SEN</li> <li>Both students achieved 9-4 in Maths however, they did not achieve 9-4 in English</li> </ul> <p><u>Gender</u></p> <table border="1"> <thead> <tr> <th></th> <th>Cohort %</th> <th>9-5 English &amp; Maths (Basics)</th> <th>9-4% English &amp; Maths (Basics)</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>100%</td> <td>36%</td> <td>62%</td> </tr> <tr> <td>Female</td> <td>44%</td> <td>37%</td> <td>64%</td> </tr> <tr> <td>Male</td> <td>56%</td> <td>35%</td> <td>60%</td> </tr> <tr> <td>Gap</td> <td>12%</td> <td>2%</td> <td>4%</td> </tr> </tbody> </table> <p><u>Ethnicity</u></p> <p>96% of the 2017/18 Y11 cohort are white British with only 9 students who are not classified as white British. These 9 students, on average performed better than white British students.</p> <table border="1"> <thead> <tr> <th></th> <th>Cohort %</th> <th>9-5 English &amp; Maths (Basics)</th> <th>9-4% English &amp; Maths (Basics)</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>100%</td> <td>36%</td> <td>62%</td> </tr> <tr> <td>White British</td> <td>96%</td> <td>34%</td> <td>61%</td> </tr> <tr> <td>Other</td> <td>4%</td> <td>67%</td> <td>67%</td> </tr> </tbody> </table>		Cohort %	9-5 English & Maths (Basics)	9-4% English & Maths (Basics)	All	100%	36%	62%	Female	44%	37%	64%	Male	56%	35%	60%	Gap	12%	2%	4%		Cohort %	9-5 English & Maths (Basics)	9-4% English & Maths (Basics)	All	100%	36%	62%	White British	96%	34%	61%	Other	4%	67%	67%
	Cohort %	9-5 English & Maths (Basics)	9-4% English & Maths (Basics)																																					
All	100%	36%	62%																																					
Female	44%	37%	64%																																					
Male	56%	35%	60%																																					
Gap	12%	2%	4%																																					
	Cohort %	9-5 English & Maths (Basics)	9-4% English & Maths (Basics)																																					
All	100%	36%	62%																																					
White British	96%	34%	61%																																					
Other	4%	67%	67%																																					

This information is meant to be clear and simple. If you have any problem with the way in which we have written it and can think of a way in which we can make the information clearer, please let us know.