

# THE CHERWELL SCHOOL - SINGLE EQUALITY POLICY

## EQUALITY STATEMENT 2020-21 (including review 2019-2020)

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### Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other aspects of the school have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN

Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

## **The Cherwell School Aims**

### **Opportunity**

Individuals have the opportunity to develop their abilities and talents, and to be successful. We want everyone within our community to be nurtured, challenged and encouraged to make the most of opportunities.

### **Responsibility**

As a community of individuals, we recognise that we have a range of responsibilities. Team work and collective responsibility support the success of individuals, the school and the wider community.

### **Excellence**

There is a commitment to excellence in all that we do. We have a culture of high expectations. ; We expect to do well both as individuals and collectively.



## Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

## Responsibility

We believe that promoting Equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives.  Publishing data and publishing equality objectives.
Headteacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Head as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils.  Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Support Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders  Uphold the commitment made by the head teacher on how pupils and



	parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents/Carers	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Students	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

**We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on The Cherwell School website.**

### **Breaches**

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

### **Monitor and Review**

Every year, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved by the Governing Body: **December 2020**

Date to be reviewed by the Governing Body: **November 2021**



## School Equalities Information and SMART Objectives

Cherwell school have used the following process to assist them in identifying some of the barriers to their pupils in accessing education provision.

- How many children are currently on roll at the school? **2079 in total**
- What information is collected by protected characteristics?

**Using the SIMs data the following information was available:**

<b>Ethnic Categories (2020/21)</b>					
Bangladeshi	31	Chinese	2 2	Any other ethnic group	48
Indian	52	Any other Mixed Background	9 1	Refused	42
Any other Asian Background	64	White and Asian	8 7	White British	106 9
Pakistani	11 8	White and Black African	4 8	White Irish	5
Black African	79	Mixed White and Black Caribbean	3 9	Any other White Background	258
Black Caribbean	11	Information not obtained	1	Any other Black Background	12
Gypsy/Roma	1	Greek/Greek Cypriot	1		

<b>Gender - 2019/2020</b>			
<b>Girls</b>	1012	<b>Boys</b>	1067

<b>Medical Needs – 2020/21</b>					
Allergies	151	Chron's	2	Hearing Impaired	29
Arthritis	3	Diabetes	4	Heart condition	11
Asthma	208	Eczema	34	Musculoskeletal	30
Autism Spectrum	66	Epilepsy	8	Migraine/headaches	15
ADHD	25	Epipen user	29	Tourettes	3



Cerebral Palsy	1	Misc. gastrointestinal	23	Urinary Tract infections	5
Celiac Disease	3	Eye conditions	12	Other	48

Special Educational Needs (SEN) (2019/20)	Percentage (%)	Actual No.
No specified Special Educational Need	85.5	1659
SEN Support (K)	10.5	203
Education, Health and Care Plan (EHCP)	4	78
Total specified Special Educational Needs	14.5	281

No detailed Information was available on the following protected characteristics:

**Gender Reassignment:** The school does not have recorded information on whether any of the students on roll had reassigned their gender

**Sexual Identity** – The school did not have information on whether any staff or students on roll identified as Lesbian, Gay or Bi-sexual but we know students that identify as Transgender and that some students and staff are Lesbian, Gay or Bi-sexual. There is a thriving gender alliance group (CGSA) and we are a Stonewall School champion.

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Exclusions
- Prejudice related incidents

Religion and Belief (2020/21)			
Christian	843	Other Religion	38
Hindu	19	Sikh	4
Jewish	14	Refused	37
Muslim	295	Unknown	109
No Religion	711	Buddhist	9



## 2019-20 GCSE PR and results data

Headline Figures

273 Students (148 Male; 125 Female)

% Students	PR1 TA	PR2 TA	PR3 TA	PR4 TA	RESULTS 2020
5+ 9-7	36.76	37.73	38.1	39.48	42.49
5+ 9-5	73.9	74.36	73.63	75.65	78.02
5+ 9-5 Inc. En & Ma	65.07	67.03	66.3	66.79	70.7
5+ 9-4	89.71	88.64	86.45	88.19	88.28
5+ 9-4 Inc. En & Ma	86.76	85.71	83.88	84.13	83.52
5+ 9-1	97.06	97.07	97.44	97.05	96.34

Interest Group	Progress 8 score PR1 TA	Progress 8 score PR2 TA	Progress 8 score PR3 TA	Progress 8 score PR4 TA	Progress 8 score Results 2020
All (273)	0.71	0.71	0.73	0.79	1.03
Male (148)	0.42	0.43	0.46	0.52	0.71
Female (125)	1.07	1.05	1.05	1.12	1.41
Pupil Premium (50)	0.6	0.44	0.42	0.47	0.67
Non Pupil Premium (222)	0.74	0.74	0.76	0.83	1.11
Free School Meal (29)	0.55	0.53	0.53	0.57	0.65
Non Free School Meal (244)	0.74	0.74	0.75	0.82	1.08
Prior Attainment High (133)	0.68	0.68	0.73	0.8	1.15
Prior Attainment Med (97)	0.77	0.76	0.75	0.8	0.96
Prior Attainment Low (19)	0.92	0.92	0.85	0.91	0.79
SEN E (15)	0.73	0.75	0.67	0.82	0.65
SEN K (20)	0.32	0.27	0.26	0.3	0.31
Non SEN (238)	0.75	0.75	0.77	0.83	1.11
EAL (71)	1.07	1.07	1.12	1.18	1.48
Non EAL (202)	0.6	0.6	0.6	0.67	0.88

Name		Pupils	Score
Ethnicity			
	White British	153	0.85
	Any Other Asian Background	10	0.94
	Any Other Black Background	3	1.19
	Any Other Ethnic Group	10	2.07
	Any Other Mixed Background	10	1.25
	Any Other White Background	31	1.67
	Bangladeshi	2	0.26



Black African	12	0.97
Black Caribbean	1	0.29
Chinese	2	2.94
Indian	6	2.06
Pakistani	12	0.95
White & Black African	4	1.7
White & Black Caribbean	4	-0.08
White & Asian	7	0.46
White Irish	1	1.51
Info Not Yet Obtained	0	0
Refused	5	1.16
Non White British	120	1.28
<b>Ethnicity Gap</b>	<b>33</b>	<b>-0.43</b>

### % Strong pass English

Interest Group	% strong pass PR1 TA	% strong pass PR2 TA	% strong pass PR3 TA	% strong pass PR4 TA	% strong pass Results 2020
All (273)	78.68	78.02	78.39	80.07	82.42
Male (148)	70.75	70.27	70.95	72.79	77.03
Female (125)	88	87.2	87.2	88.71	88.8
Pupil Premium (50)	70	46.43	46.43	46.15	68
Non Pupil Premium (222)	80.63	81.97	82.38	84.02	86.04
Free School Meal (29)	68.97	68.97	68.97	67.86	65.52
Non Free School Meal (244)	79.84	79.1	79.51	81.48	84.43
Prior Attainment High (133)	93.98	93.23	93.98	93.98	97.74
Prior Attainment Med (97)	70.1	69.07	70.1	73.96	75.26
Prior Attainment Low (19)	21.05	21.05	15.79	16.67	15.79
SEN E (15)	40	40	33.33	42.86	40
SEN K (20)	35	38.1	38.1	40	40
Non SEN (238)	84.81	83.97	84.81	85.65	88.66
EAL (71)	72.86	71.83	71.83	76.06	77.46
Non EAL (202)	80.69	80.2	80.69	81.5	84.16

### % Strong pass Maths

Interest Group	% strong pass PR1 TA	% strong pass PR2 TA	% strong pass PR3 TA	% strong pass PR4 TA	% strong pass Results 2020
All (273)	70.59	73.99	72.16	72.32	74.73
Male (148)	68.71	72.3	70.95	72.11	73.65
Female (125)	72.8	76	73.6	72.58	76
Pupil Premium (50)	40	21.43	17.86	15.38	46
Non Pupil Premium (222)	77.48	80.33	78.69	78.69	81.53
Free School Meal (29)	48.28	51.72	55.17	50	48.28





Non Free School Meal (244)	73.25	76.64	74.18	74.9	77.87
Prior Attainment High (133)	95.49	96.99	96.24	96.24	98.5
Prior Attainment Med (97)	48.45	53.61	50.52	51.04	56.7
Prior Attainment Low (19)	10.53	15.79	15.79	16.67	5.26
SEN E (15)	40	46.67	40	35.71	26.67
SEN K (20)	15	23.81	19.05	25	25
Non SEN (238)	77.22	80.17	78.9	78.48	81.93
EAL (71)	70	71.83	70.42	69.01	69.01
Non EAL (202)	70.79	74.75	72.77	73.5	76.73

Details		English		Maths	
		5+		5+	
Name	Pupils	#	%	#	%
<b>Ethnicity</b>					
White British	153	129	84.31	119	77.78
Any Other Asian Background	10	9	90	8	80
Any Other Black Background	3	1	33.33	1	33.33
Any Other Ethnic Group	10	10	100	6	60
Any Other Mixed Background	10	9	90	7	70
Any Other White Background	31	24	77.42	23	74.19
Bangladeshi	2	1	50	1	50
Black African	12	11	91.67	11	91.67
Black Caribbean	1	0	0	0	0
Chinese	2	2	100	2	100
Indian	6	5	83.33	5	83.33
Pakistani	12	9	75	8	66.67
White & Black African	4	3	75	3	75
White & Black Caribbean	4	2	50	2	50
White & Asian	7	4	57.14	3	42.86
White Irish	1	1	100	1	100
Info Not Yet Obtained	0	0	0	0	0
Refused	5	5	100	4	80
Non White British	120	96	80	85	70.83
<b>Ethnicity Gap</b>	<b>33</b>	<b>33</b>	<b>4.31</b>	<b>34</b>	<b>6.94</b>

**Equality Objective: To narrow the attainment gap between our disadvantaged students and their peers**

**Why:** Our data identifies that although our disadvantaged students do very well and make excellent progress (0.67 progress 8 in 2019), there is still a very large internal attainment gap especially between those students gaining the highest grades

**How:** This is an issue for the whole school and our AHT Inclusion and AHT Learning and Teaching will continue to lead on strategies and delivering training to make sure that these students achieve. Learning Mentors will support key students and make sure they have resources including revision guides and textbooks at home. There will be a focus on identifying



these students in Key Stage 3 through our “adjustments” programme which has continued into 2020-2021. These students will also be the focus on the National Tutoring Service and the school has been proactive in reserving spaces for 90 vulnerable students in year 11 on this scheme.

High ability under achieving students have been identified by Year Leaders using Progress Review and KS2 data. This information is shared with teaching staff in order that they can support students and ensure they achieve the highest grades. Parents and Carers will be engaged and will attend Parents’ Consultation Evenings. The Senior Leadership Team will meet with individual students to encourage and advise. Progress will be monitored at PR points each term.

**Outcome:** Gaps between disadvantaged and non-disadvantaged students will narrow

Data from 2019-20 shows a similar gap between disadvantaged and non-disadvantaged students as in recent years. Disadvantaged students continue to perform well but the gap in relation to their peer’s remains

Progress 8	Disadvantaged	Non – disadvantaged	Gap
2017	0.68	0.53	-15
2018	0.92	0.35	-57
2019	0.75	0.43	-32
2020	1.03	0.67	-36

English and Maths – “Strong Pass”	Disadvantaged	Non – disadvantaged	Gap
2017	48%	71%	-23
2018	47%	74%	-26
2019	36%	64%	-28
2020	46%	72%	-26

## **Attendance**

ETHNICITY (MALE) 2019/20	7	8	9	10	11	PUPILS	ATT	AUTH	UN AUTH
Any other Asian	7	2	4	3	8	24	96.52	2.96	1.02
Any other black	2	2	2	1	2	9	96.54	2.42	0.58
Any other Ethnicity	6	2	2	4	6	20	95.92	2.58	1.40
Any Other mix Background	10	7	11	5	4	37	95.50	2.36	2.18
Any other white	22	19	24	18	15	98	95.28	2.72	1.64
Bangladeshi	1	4	3	5	2	15	88.23	5.75	6.03
Black African	4	4	4	6	5	23	95.84	3.70	1.68
Black Caribbean	2	0	0	0	1	3	91.87	7.13	0.97
Chinese	0	1	0	2	1	4	96.77	2.27	0.97
Indian	3	3	3	4	3	16	95.98	2.32	2.10
Info Not Yet Obtained	0	0	0	0	0	0			
Pakastani	7	11	4	9	8	39	95.78	3.12	1.24
Refused	2	2	3	2	4	13	77.14	3.66	1.84



White and Asian	9	1	2	2	4	18	94.50	3.76	2.46
White and Black African	5	3	0	1	0	9	92.53	6.50	0.97
White and black Caribbean	4	3	4	2	1	14	86.82	7.14	5.82
White- British	66	70	90	76	83	385	94.74	3.60	1.70
White Irish	1	0	0	0	1	2	96.60	2.98	0.43
<b>TOTAL</b>	<b>151</b>	<b>134</b>	<b>156</b>	<b>140</b>	<b>148</b>	<b>729</b>	<b>93.33</b>	<b>3.82</b>	<b>1.94</b>

ETHNICITY (FEMALE)	7	8	9	10	11	PUPILS	ATT	AUTH	UN AUTH
Any other Asian	4	2	6	3	2	17	96.94	2.04	0.96
Any other black	1	2	1	1	1	6	95.66	3.50	1.38
Any other Ethnicity	3	2	4	1	4	14	95.98	2.62	1.56
Any Other mix Background	7	7	9	5	6	34	93.00	4.64	2.86
Any other white	12	19	14	19	16	80	95.50	3.46	1.62
Bangladeshi	1	4	1	4	0	10	88.35	4.43	7.23
Black African	6	4	6	4	7	27	96.78	2.30	1.44
Black Caribbean	2	0	1	2	0	5	97.70	2.37	0.00
Chinese	2	1	1	1	1	6	99.22	0.80	0.08
Indian	1	3	5	3	3	15	96.94	2.68	0.70
Info Not Yet Obtained	0	0	0	0	0	0			
Pakastani	10	11	7	8	4	40	94.30	4.58	1.24
Refused	1	2	0	3	1	7	95.05	4.35	0.60
White and Asian	8	1	8	6	3	26	94.58	4.32	1.30
White and Black African	6	3	2	4	4	19	96.78	2.88	0.82
White and black Caribbean	1	3	3	2	3	12	92.44	3.96	4.04
White- British	71	70	68	68	71	348	94.18	4.10	2.22
White Irish	0	0	0	1	0	1	100.00	0.00	0.00
<b>TOTAL</b>	<b>136</b>	<b>134</b>	<b>136</b>	<b>135</b>	<b>126</b>	<b>667</b>	<b>95.49</b>	<b>3.12</b>	<b>1.65</b>

### Equality Objective: To improve the attendance of disadvantaged students

**Why:** We recognise that it is crucial that students attend school every day in order to progress and succeed. We have identified that out PP and SEND students attend less well than their peers.

**How:** We will have a whole school focus on improving attendance and resilience. Students and their parents and carers will understand the impact of missing school. Students will be rewarded for meeting their attendance targets. Our Attendance and Inclusion officer as well as Deputy Year Leaders will work closely with families of children who need extra support to attend. In 2020-2021 we will continue our focus on year 7 to help create the rights habits for their time at Cherwell. We will utilise our parental engagement governor to help us to engage with harder to reach parents/carers setting up more informal occasions to help year 7

**Outcome:** Disadvantaged students will improve their attendance



## Exclusions

Cumulative 2019- 2020			
	Fixed Term		
Year	FT SEND	FT PP	FT All
7	0	0	0
8	5	3	7
9	10	7	11
10	0	0	0
11	2	1	4
12	1	0	3
13	0	0	0
<b>TOTAL</b>	<b>18</b>	<b>11</b>	<b>25</b>

**Equality Objective: To continue to reduce the number of exclusions for vulnerable students**

**Why:** We have identified that of the 54 fixed term exclusions last year (44 in 2019, 52 in 2018) 29 were given to PP/SEND students (28 in 2019, 42 in 2018). We are disappointed that this number hasn't reduced further although this is low in comparison to local and national data. We do feel therefore that it is right to continue to focus on this objective and aim to reduce the numbers further

**How:** We will continue to implement and refine our interventions to prevent these. This will include further involvement from our AHT Inclusion to develop strategies for individuals as well as enhancing our work with outside agencies to help with this. We will add in further alternatives to exclusion in order to address behaviour issues in school. These include working with our partner schools within RLT and OCL to provide mutual interventions (where previously an exclusion might have been used)

**Outcome:** Fewer students, including those with PP/SEND, will be excluded from school

## **Prejudice Related Incidents**

**There were 28 recorded incidents in 2019/20**

<b>Racism/Culture</b>	<b>8</b>
<b>Disability</b>	<b>1</b>
<b>Appearance</b>	<b>10</b>
<b>Transgender/LGBT</b>	<b>3</b>
<b>SEN</b>	<b>2</b>



## Staff Employment 2020-21

AGE	MALE	FEMALE
18-25	12	11
26-40	33	42
41-59	27	98
60 +	2	20
<b>TOTAL</b>	<b>74</b>	<b>171</b>

## DISABILITY

This is not information we have recorded but we do have staff who are registered disabled

## RACE 2020/21

ETHNICITY	MAL E	FEMALE
Asian or Asian British, Pakistani	1	4
Asian or Asian British, Indian	2	2
Asian or Asian British, Any other Asian background	0	2
Black or Black British, Any other Black background	1	0
Black or Black British, Caribbean	1	1
Do not wish to be recorded	0	3
Mixed White and Asian	0	2
Mixed white and Black African	1	0
Mixed, White and Black Caribbean	1	1
Mixed, any other mixed background	0	1
White, any other white background	7	13
White Irish	0	3
White British	58	133
Not Obtained	1	4
Any other ethnic background	1	3
<b>Total</b>	<b>74</b>	<b>172</b>





## Support Staff Salary Scales and Ethnicity

Support Staff	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	G13	G14	G15
Asian or Asian British, Indian						2									
Asian or Asian British, Pakistani				1			1								
Asian or Asian British, Bangladeshi															
Asian or Asian British, Any other Asian background				2											
Black or Black British, Any other Black Background															
Black or Black British, African															
Black or Black British, Caribbean															
Chinese															
Do not wish to be recorded					2	1		1							
Mixed White and Black African															
Mixed White and Asian				1						1					
Mixed white and Black Caribbean															
Mixed, any other mixed background															
White, any other white background				4	1	12	2	1	1	1					
Any other ethnic background				1											
White Irish							1								
White British	2			13	13		16	15	5	2	4		1		1

## Gender

Male	74
Female	171

## RELIGION OR BELIEF

*We do not collect this information from staff*

## SEXUAL ORIENTATION

*This information has not been collected but we know that there are members of staff who identify as LGBT in all areas of the school community*

## GENDER REASSIGNMENT

*This information has not been collected*

We recognise our duties under the Equality Act in respect of the staff we employ.

## Objectives at a glance

### **Equality Objective: To narrow the attainment gap between our disadvantaged students and their peers**

**Why:** Our data identifies that although our disadvantaged students do very well and make excellent progress (0.58 progress 8 in 2019), there is still a very large internal attainment gap especially between those students gaining the highest grades

**How:** This is an issue for the whole school and our AHT Inclusion and AHT Learning and Teaching will continue to lead on strategies and delivering training to make sure that these students achieve. Learning Mentors will support key students and make sure they have resources including revision guides and textbooks at home. There will be a focus on identifying these students in Key Stage 3 through our “adjustments” programme.

High ability under achieving students have been identified by Year Leaders using Progress Review and KS2 data. This information is shared with teaching staff in order that they can support students and ensure they achieve the highest grades. Parents and Carers will be engaged and will attend Parents’ Consultation Evenings. The Senior Leadership Team will meet with individual students to encourage and advise. Progress will be monitored at PR points each term.

**Outcome:** Disadvantaged students will increasingly achieve in line with their peers

### **Equality Objective: To improve the attendance of disadvantaged students**

**Why:** We recognise that it is crucial that students attend school every day in order to progress and succeed. We have identified that our PP and SEND students attend less well than their peers.





**How:** We will have a whole school focus on improving attendance and resilience. Students and their parents and carers will understand the impact of missing school. Students will be rewarded for meeting their attendance targets. Our Attendance and Inclusion officer as well as Deputy Year Leaders will work closely with families of children who need extra support to attend. In 2019-2020 we will particularly focus on year 7 to help create the rights habits for their time at Cherwell. We will utilise our parental engagement governor to help us to engage with harder to reach parents/carers setting up more informal occasions to help year 7

**Outcome:** Disadvantaged students will improve their attendance

**Equality Objective: To continue to reduce the number of exclusions for vulnerable students**

**Why:** We have identified that of the 44 fixed term exclusions last year (52 in 2018) 28 were given to PP/SEND students (42 in 2018). We are pleased that this number has reduced and this is low in comparison to local and national data. We do feel however that it is right to continue to focus on this objective and aim to reduce the numbers further

**How:** We will continue to implement and refine our interventions to prevent these. This will include further involvement from our AHT Inclusion to develop strategies for individuals as well as enhancing our work with outside agencies to help with this. We will add in further alternatives to exclusion in order to address behaviour issues in school. These include working with our partner schools within RLT and OCL to provide mutual interventions (where previously an exclusion might have been used)

**Outcome:** Fewer students, including those with PP/SEND, will be excluded from school