Chesterton Community College Equality Statement

Approved by SLT	September 2024
Review cycle	4 years
Next Review	September 2028

Chesterton Community College

Equality Statement

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Document Control

New Version Number	Key changes from previous version	Date of ratification
v2	P3- change of phrase from 'gifted and talented' to 'higher prior attainers' Target 1- adjusted considering increased popularism in social media in regard to immigration. Example of work completed updated. Target 2- updated for the legacy of the BLM movement. Updated actions on student diversity ambassadors Target 3- wording change to accessible changing space	24 Sep 2024

Chesterton Community College

Equality Statement

Equality Objectives

Narrowing Gaps in Achievement, Overcoming Barriers to Realising Potential, Creating a Fairer Community

Equality legislation requires us to publish specific and measurable equality objectives. Our equality objectives are based on analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

Chesterton Community College strives to move from legal compliance with Equality legislation towards excellence and best practice in promoting and celebrating equality, diversity and inclusion. These equality objectives, in addition to the equality information, demonstrate the school's commitment to ensuring that all students are treated fairly in terms of their protected characteristics and other significant factors or indicators such as eligibility for free school meals (FSM) or having English as an additional language (EAL).

Ofsted inspections look at how schools help all their students to make progress, including "those whose needs, dispositions, aptitudes or circumstances require additional support". In addition to students with protected characteristics, we wish to provide further information on the following groups of students: SEN (higher prior attainers and students with specific learning difficulties), EAL, FSM, students who are looked after children and other vulnerable students who are at risk of disaffection or exclusion such as young carers, students with physical and/or mental health problems, students from families under permanent or temporary stress and students with other emotional and behavioural difficulties.

The admission, retention and achievement of students will be monitored by gender, disability (including SEN), race or ethnicity, receipt of the pupil premium and having English as an additional language to determine trends and enable the school to provide focussed support to overcome barriers and realise potential. Monitoring of the other protected characteristics and vulnerable groups will be introduced as part of our equality objectives.

We recognise the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others, students from certain cultural and ethnic backgrounds, students who belong to low-income households and students known to be eligible for free school

meals, students who are disabled, students who have special educational needs, male students in certain subjects and female students in certain other subjects.

Objectives to be Reviewed Every 4 years

Equality Objective	**Why This Objective has Been Chosen**	**Target for This Objective set Sept 2024**	**How we Intend to Achieve This**
To ensure the experience of EAL students is positive and inclusive so students feel fully part of the community.	Rise in popularism spread by social media	To provide focussed support for EAL students where a need is identified. Ensure a comprehensive induction of EAL students to the school community. Promote an international culture within the whole school community.	To involve the EAL Coordinator from the outset of admitting EAL children. • External opportunities for EAL students to gain confidence and celebrate their own heritage and their place in the community e.g. Assemblies celebrating diversity, special events e.g. world book day, tutor time, world food stands, cultural non uniform day, multicultural food in the canteen etc.
To ensure the experience of BAME students is positive and inclusive so students feel fully part of the community	The legacy of the Black Lives Matter movement justifies the need for the community to work closely to ensure all students feel welcome and recognised.	To provide a platform for BAME students to have their voices heard. To promote a multicultural ethos within the whole school community.	Staff and student diversity working party. Arts events celebrating diversity. PSHE drop down days and tutor time activities focused on diversity and in particular BLM, celebrating diversity ambassadors appointed from the student body.

To ensure the experience of LGBTQ+ students is positive and inclusive so students feel fully part of the community.	It is crucial that as a minority group LGBTQ+ students feel welcome and recognised.	To provide a platform for LGBTQ+ students to have their voices heard. To provide a school environment in which LGBTQ+ students can be themselves.	Complete the Rainbow Flag Award. Promote the work of the school Pride club to the whole school community. Provide gender neutral toilets and accessible changing facilities.
To further narrow the gap in attainment at end of KS4 between PP students and nonPP students.	Although the gap has narrowed significantly there is still work to be done.	To ensure all students have a Progress 8 score of at least 0.5 .	Adapt the curriculum for those PP students who require a more personalised approach. Morning tuition for targeted students. • 1:1 work with Learning Mentor Bespoke extra tuition packages. Focus on cultural capital through: extra curricular, trips, wow lessons and accelerated experiences.