



## Equality Statement and Objectives

### 1. Aims

Chester International School is committed to the development and promotion of a cohesive and inclusive learning environment and school community.

We therefore have a responsibility to consider our equality duties with regard to:

- Our students
- Our families and carers
- Our staff teams and governors
- Other professionals, students, volunteers and visitors engaged within our organisation.

We seek to instil and promote our school values which are the development of:

Our school vision	<b>'independent minds and global citizens'</b>
CIS character traits	<b>Reflective, Balanced, Knowledgeable, Open-minded, Inquirers, Risk-takers, Communicators, Principled, Caring and Thinkers</b>
IB Approaches to Learning skills	<b>Thinking, Communication, Social, Social and Self-management</b>

### 2. Legislation and guidance

Public Sector Equality Duty

- The Equality Act 2010 replaced previous anti-discrimination laws with a single Act.
- The Equality Act requires all schools to comply with the Public Sector Equality Duty and two specific duties.

Public Sector Equality Duty requires us as a school to have due regard to:

- Eliminate unlawful discrimination, harassment and 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 those who do not.

Having due regard means consciously thinking about the three aims of the Equality Duty as part of the process of decision-making. This means that consideration of equality issues must influence the decisions reached by the school – such as in how we act as employers; how we develop, evaluate

and review policy; how we design, deliver and evaluate services, and how we commission and procure from others.

Having due regard to the need to advance equality of opportunity involves considering the need to:

- remove or minimise disadvantages suffered by people due to their protected characteristics;
- meet the needs of people with protected characteristics; and
- encourage people with protected characteristics to participate in school and public life or in other activities where their participation is low.

Having due regard means that the school will:

- demonstrate awareness of our duties under the Act by assessing the impact any decision or action will have on people with protected characteristics.
- consider any equality implications when developing and reviewing policies and will review them regularly with equality in mind.
- carry out these analyses seriously, rigorously and with an open mind.
- take responsibility to fulfil our Public Sector Equality Duty; we will not delegate the responsibility to anyone else.

In order to meet our Public Sector Equality Duty there are two “**specific duties**” that we are required to carry out:

- Publish information to show compliance with the Equality Duty at least annually.
- Publish Equality Objectives at least every 4 years which are specific and measurable

The Public Sector Equality Duty aims to ensure that all public bodies, including schools, play their part in making society fairer by tackling discrimination and providing equality of opportunity for all.

The Equality Duty ensures that schools and other public bodies consider the needs of all individuals in their day to day work – in shaping policy, in delivering services, and in relation to their own employees.

The Public Sector Equality Duty supports good decision making – it encourages us to understand how different people will be affected by our activities so that policies and services are appropriate and accessible to all and meet different people’s needs.

By understanding the effect of our activities on different people, and how an inclusive school environment can support and open up people’s opportunities, we are better placed to deliver policies and services that are efficient and effective.

### **3. Roles and responsibilities**

The governing board will:

- ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The headteacher will:

- promote knowledge and understanding of the equality objectives amongst staff and pupils
- monitor success in achieving the objectives and report back to governors

Members of the Senior Leadership Teams will:

- support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- support the headteacher in identifying any staff training needs, and deliver training as necessary
- ensure they are familiar with all relevant legislation and the contents of this document
- attend appropriate equality and diversity training
- liaise with relevant members of staff to discuss any issues and how these are being addressed

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in Section 8 below.

#### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with nondiscrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

The school's CPD programme addresses Equality Act issues through relevant CPD activities.

#### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils who are being subjected to homophobic bullying)
- taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- analyse student progress and attainment data in relation to groups with different characteristics to determine strengths and areas for improvement, implement actions in response and publish this information
- make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- analyse further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in our citizenship 'themed' and 'internationally minded' KS4/5 curriculum and personal, social, health and economic (PSHE) education
- holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- we have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach
  
- The school uses a range of quality review systems to evaluate performance. These currently include:
  - The International Baccalaureate Organisation Accreditation
  - The British Council eg. International Schools Award

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups, for example, when a school trip or activity is being planned, the school considers whether the trip/event:

- cuts across any religious holidays
- is accessible to pupils with disabilities
- has equivalent facilities for boys and girls

## 8. Current Equality Objectives

Objective	Action	Responsible, time frames and resources	Success Measure	Progress
<p><b>To eliminate all forms of prejudice-based incidents towards people who share a protected characteristic and implement an open culture of understanding, acceptance and positivity.</b></p>	<p>Ensure that curriculum policy and maps for every team explicitly address equality and diversity as part of our 2024 curriculum review.</p>	<p>Curriculum Coordinators and Vice Principal January 2024</p>	<p>Explicit pursuit of this objective built into annual improvement plan and quality assurance process (Subject Group curriculum plans and action plans)</p> <p>Student Voice</p>	<p>Establishing a Staff Diversity group to look at diversity in the curriculum</p> <p>Establish a new Student Diversity sub-group</p>

	<p>Curriculum coordinators to review the equality and diversity dimension of our curriculum maps and learning journeys</p> <p>Review Teams educational programme - Coordinators to audit and produce material for delivery in form time to include equality related topics: Black History month, UN remembrance, Christmas and other religious festivals, Holocaust memorial day, LGBTQ+ history month, International women's day, neurological diversity, Windrush day</p> <p>Ensure our Wider Curriculum offer has diversity dimension embedded in Programme of study, to include the taught (PSHCE) lessons</p>		<p>PSHCE audit</p> <p>Regular Student voice surveys and student council feedback</p> <p>Explicit pursuit of this objective built into annual improvement plan and quality assurance process (pastoral strategic plans).</p> <p>As a result students will:</p> <ul style="list-style-type: none"> <li>engage with views, beliefs and opinions that are different from their own in considered ways.</li> <li>show respect for the different protected characteristics</li> </ul> <p>Parental survey outcomes regarding bullying</p> <p>Engagement with outside agencies to deliver sessions regarding educating students about prejudicial issues.</p>	<p>established as part of the student council/leaders.</p> <p>Pastoral support team provide one to one educational sessions to students who have used prejudicial language towards other students and staff as part of the restorative approach.</p> <p>Plan equality training to support staff for Summer 2024.</p> <p>Extend Give Racism the Red Card to all year groups internally as the cost was £900 per day.</p>
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	<p>In all aspects of school life, promote our CIS IB culture, values and expectations that makes clear that there is a zero tolerance to all forms of discrimination, violence and harassment</p> <p>Conduct more regular staff and student voice activities on specific elements of the Wider Curriculum Programme of study</p> <p>Ensuring that messages, guidance and information are a central part of all Personal Development activities</p> <p>To improve consultation and involvement of pupils with a protected characteristic through the representation of their views on the Student Council</p> <p>Review the equality and diversity dimension of our dress code/uniform policy</p> <p>Review accessibility to all rooms and parts of the building eg. Stage access.</p> <p>Ensure a robust response to any incidents of poor behaviour</p>		<p>Give Racism the Red Card workshop in October 2024 to all years and Staff.</p>	<p>Review reintegration activities for students who have been sanctioned for racism.</p> <p>Work with Remedi and Cheshire Police to deliver anti racism workshops. Autumn 2024</p>
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<p><b>To close the achievement gap by ensuring there is no significant difference in the progress made by different groups of learners _____</b></p>	<p>Deliver a powerful, broad, knowledge-rich curriculum for all</p> <p>Track and monitor the performance of minority groups</p>	<p>DG/AL</p> <p>Pastoral</p>	<p>Exclusions decrease in line with baselines and there is no group that features disproportionately without clear justification for exclusions.</p>	<p>Improved attendance and wellbeing as indicated by survey.</p>
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	<p>to ensure that all students achieve in line with their ability based on their prior attainment at Key Stage 2/Midys testing Analyse alongside data held at local and national level. Identify measures to help reduce exclusions amongst the group of students e.g., Pastoral coaches/ Learning mentors, workshops,</p> <p>Review internal AP (Alternative Provision).</p> <p>Analyse data of minority groups and identify gaps in underachievement.</p> <p>Specific support to be put in place for students underachieving e.g., enhanced mentoring, coaches, study skill support plans, subject specific support, parental meetings</p> <p>Improve the system for regularly monitoring attendance. Work with EWO and families to overcome barriers to attendance eg.Inclusion Attendance Support meeting. Refer to other agencies, where appropriate</p>	<p>Support worker - attendance.</p> <p>Aspire Intervention Programme/Flexible pathways curriculum.</p> <p>AL - Attendance team - 'Every Second Counts programme'</p>	<p>Improvement in progress of identified 'underperforming' groups.</p> <p>Reduce fixed-term exclusions for minority groups</p> <p>To increase attendance of students with</p> <ul style="list-style-type: none"> <li>• complex health and medical needs</li> <li>• challenging behaviours/complex SEMH</li> </ul> <p>Triangulation – Inclusion Team meetings for closer engagement between the attendance officer and the SEMH /SEND and Safeguarding teams</p>	<p>Reviewed support routes for SEMH related nonattendance in Autumn 2023 as part of the Inclusion Support plan.</p> <p>Additional support for students on part time and personalised timetables through Inclusion support plan.</p>
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	<p>Whole school focus on literacy</p> <p>Use the Pupil Premium effectively to ensure we fulfil our PP Promise</p>			
<p>Ensure all students in year 10-13 participate in enhanced/enriched curriculum activities.</p>	<p>Offer students a range of creative and wellbeing electives such as: Japanese, Mandarin, art, cadets, dance, debate, chess, music, games, gardening and a wide variety of sports. All take place in the school day</p> <p>Use a proportion of our pupil premium funding to help cover the costs associated with delivering enrichment/enhanced elective activities</p> <p>Look to expand the programme and pay for coaches and experts to deliver sessions outside of the interests and expertise of our staff body. For example, this may include mixed martial arts, Japanese and sign language</p>	<p>Pastoral</p>	<p>Participation rates of different groups of students in different electives</p> <p>Review provision for 2024 to ensure a bigger variety of skill development activities. Use techniques to encourage groups into areas which traditionally have lower uptake eg. Girls in Computer Science</p> <p>Promotion of events by improving parent communications with the use of the parent app and sending home the weekly community bulletin</p>	<p>Whole school 'Teams' activities with a 'role' for all.</p> <p>Peer coaches/support for confidence building and inclusivity support.</p> <p>All students take part electives each week. All students take part in sports day. All students take part in the 'themed' curriculum launch days.</p>

To increase staff and governor understanding regarding their duties, responsibilities and rights in relation to the Equality Act	<p>Although this is identified on the person specification for job roles in school – most applicants make no reference in applications. Schools to ensure the recruitment process measures an applicants understanding and commitment.</p>	KB/DG	<p>Staff Survey outcomes.</p> <p>Governor Training to be a three year SSDP target.</p>	<p>Diversity training contact made through the NHS. To be delivered in the Spring 2024</p>
	<p>Equality training for a number of years.</p> <p>Promote equal opportunities for our entire workforce</p> <p>Provide training for senior staff in promoting their equality duty</p> <p>Increase awareness of equalities, diversity and inclusion through communication and training</p> <p>Ensure that all employees undertake equality training</p>		<p>Vice Principal to complete NPQH 2024/25</p> <p>Equality training added to the ADP 2023/24 for governors</p>	<p>Whole staff additional equality training planned by the HR Trust Lead for Autumn 2024</p> <p>Give Racism the red card training to be extended to all support staff.</p>

