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# **Childwall Sports & Science Academy**

## **Strategic Equality & Diversity Policy**

### **January 2021**





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## **Our Purpose**

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. At Wade Deacon High School, we wish to create and maintain a trusting, secure and happy environment where everyone can work as equals. All members of the school community have responsibilities to promote equality of opportunity, experience and treatment, and to challenge stereotypes. Our school community consists of a diverse range of people – employees, visitors, students and parents. We need to celebrate our differences, by understanding them and enjoying the diversity this brings.

## **School Aims**

At Childwall Sports & Science Academy we want to foster mutual tolerance and our aim is for everyone to feel welcome and valued within the school community. We will do this by actively promoting equal opportunities and not discriminating either directly or indirectly against anyone on the grounds of colour, race, nationality, disability, beliefs, sexual orientation or gender identity.

The school will ensure that:

- All students have opportunities to achieve their potential.
- Expectations of all students are high and we fulfil our 'Childwall Charter'.
- All students have access to and can make full use of, the school's facilities and resources.
- It reflects the community it serves and responds to its needs.
- All students are prepared for life in a diverse and multi-ethnic society.
- All students understand the meaning of prejudice, how discrimination occurs and how to take a stand against these.



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- It has a positive ethos and environment.
- Racist, hate and discriminatory incidents are dealt with effectively.

Inclusion issues are taken seriously and are considered in all aspects of school life.

## **Equal Opportunities**

All students and adults within the school have a right to be treated with respect. This includes a right:

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity by ensuring that teaching, learning and curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation.
- To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To ensure that those with management responsibility and individual members of staff apply this policy to all that we do.
- To ensure that learners and parents are fully involved in the provision made by the school and to increase transparency.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive action and preventative action is funded where needed.



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- To physical, emotional and verbal respect, free from violence, bullying and abusive language.
- To respect for grounds of colour, race, nationality, disability, beliefs, sexual orientation or gender identity.
- To freedom from sexual comments or harassment and inappropriate use of humour and derogatory language.
- To the safety of their property.
- To equal opportunities in relation to course access, recruitment, access to extra- curricular activities and school visits.

*With full regard to the Equality Act 2010 we will protect any student taking steps to reassign their sex, whether those steps are social (for example changing their name, the pronoun they prefer and the way they dress or look) or include medical intervention (for example accessing hormone therapy or having surgery).*

### **Strategies**

- Monitoring, evaluation and review carried out by the Senior Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.
- Parents and governors will be involved and consulted about the provision being offered by the school.
- Teachers will ensure that their planning, teaching and learning takes account of this policy and they will see that the Equality Duty underpins all their work.
- The diversity within our school and the wider community will be viewed positively by all and this diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.



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- INSET opportunities will be provided for staff, to raise awareness of their Equality Duty and provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
- Active contributions will be sought of parents and others to enrich teaching, learning and the curriculum.
- The positive achievements of all pupils will be celebrated and recognised.
- To ensure that we welcome different families, including those with same sex parents.
- To ensure that separated parents are treated equally.
- To ensure that views of all stakeholders are gathered and evaluated, with areas for development actioned.
- Students and adults within school are encouraged to challenge any inappropriate behaviour or comments. In the case of comments/incidents witnessed by others, silence and non- intervention will be viewed as agreement.

## **Characteristics of Childwall Sports & Science Academy**

**Table1: Ethnic breakdown of pupils attending Childwall Sports & Science Academy**

<b>Ethnicity</b>	<b>Number of Students</b>
Afghan	2
Arab	7
Asian and any other ethnic group	5



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Bangladeshi	22
Black - Ghanaian	1
Black - Nigerian	6
Black - Somali	12
Black Caribbean	8
Black European	2
Black and any other ethnic group	42
Chinese + any other ethnic group	9
Filipino	2
Greek	1
Indian	9
Information Not Yet Obtained	43
Iranian	2
Iraqi	12
Italian	1
Kurdish	3
Latin/South/Central American	1
Other Asian	11
Other Black	26
Other Black African	7
Other Chinese	9



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Other Pakistani	13
Other White British	1
Other ethnic group	49
Other mixed background	45
Portuguese	1
Refused	4
Roma	1
Sri Lankan Other	3
Turkish	1
Vietnamese	1
White + any other Asian Backgrnd	6
White - English	461
White - Irish	5
White - Scottish	1
White - Welsh	2
White European	54
White Other	9
White and Black African	17
White and Black Caribbean	18
White and any other ethnic group	14
White and chinese	3



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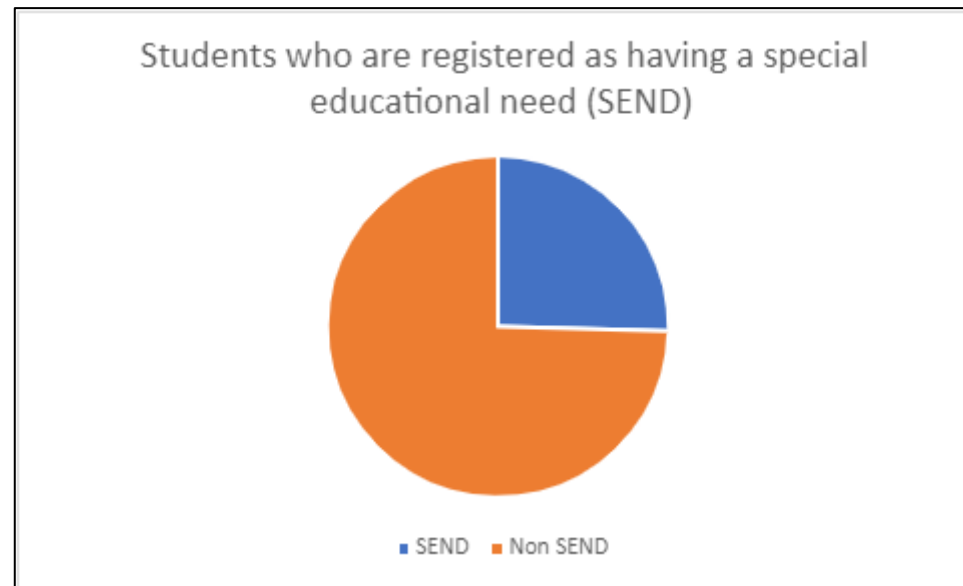


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Yemeni	39
{None}	7
Total	998

**Graph 1.0** Pie chart to show the percentage of students who are registered as having a special educational need (SEND, SEN Support or EHCP). January 2021







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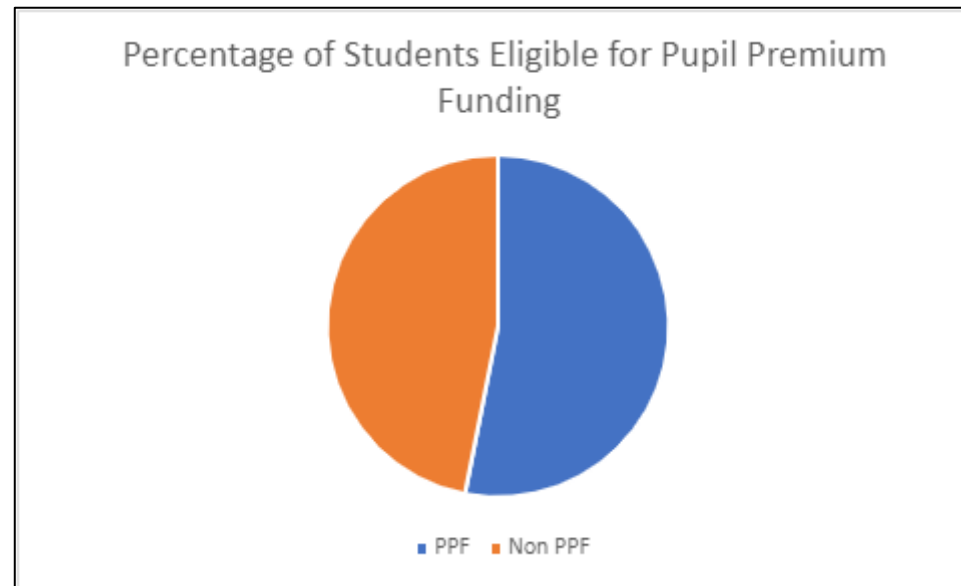
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**Graph 1.2** Pie chart showing the percentage of students attending Childwall Sports & Science Academy classed as eligible for Pupil Premium Funding January 2021





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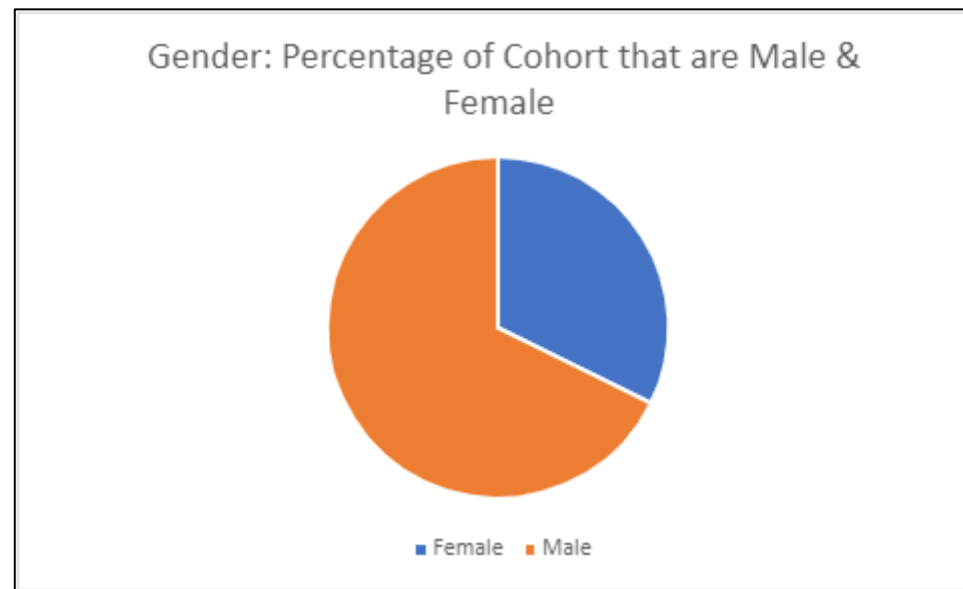
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**Graph 1.3** Showing the percentage of each gender attending Childwall Sports & Science Academy January 2021





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# **Childwall Sports & Science Academy**

## **Strategic Equality & Diversity Plan**

### **January 2021**

### **Appendix**

#### **Appendix 1 School Equality Objectives & Action Plans**



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## Appendix 1

### **Equality Objective 1.**

To eliminate prejudice and promote understanding in relation to people with disabilities and protected characteristics and to ensure the schools commitment to equality is evident through strategic development, planning and the self-review process.

### **Our Research**

Whilst CSSA's commitment to equality and the elimination of prejudice is evident, it also needs to be more visible. By promoting further, the work school leaders have put into eliminating discrimination this will be clearer in documents such as the Staff Handbook, minutes from Governors Meetings, SLT meetings, newsletters and marketing material

### **Information from engagement**

All published documentation and documents used for strategic planning and self-review address generic equality and diversity issues

### **Data development**

School marketing material  
Staff Handbook  
Headteacher reports to the Governing Body

### **Judged successful if...**

Equality and diversity issues are signposted in the wider curriculum in school, more clearly evidenced in school publications and staff, students, parents and governors are more familiar with our equality stance. Make a positive change to the workforce profile to be more reflective of the community through improving the diversity of the pool of applicants, diversity in shortlisting and diversity of appointments. All governors complete online or face to face training on equality legislation. All school staff receive resources, advice and training available on equality legislation



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<b>Actions</b>		
<b>Actions</b>	<b>Descriptions &amp; Responsibility</b>	<b>Start and end date</b>
1.1	Ensure all school documentation is equality focused and visible JVI JWI, HCA, JYO	January 2021 – January 2024
1.2	The school self-review and evaluation process continues to assess how adjustments can be made to promote equality and eliminate prejudice. SLT, GB	January 2021 – January 2024
1.3	Ensure that a school INSET/Twilight promotes awareness of prejudice. NKA, TMA	January 2021 – January 2024
<b>Review</b> January 2021; Having established the Equality and Diversity Policy with objectives and actions, much has been done at SLT and Executive level to raise awareness of equality and diversity issues in school and amongst leaders at all levels. Work will continue to raise awareness of equality and diversity issues when publishing and marketing both internal and external material around school. School SES, SIP & Headteacher report to Governing Body to further acknowledge the work already undertaken now and in the future.		
<b>Suggested amendments for subsequent years</b>		



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<b>Equality Objective 1</b>				
<b>Actions</b>	<b>Target Date</b>	<b>Evidence of Outcomes/Impact</b>	<b>Staff</b>	<b>Monitoring and Review</b>
Ensure all school documentation is equality focused and visible	Commitment to be included in documents  Annually or 3 times a year when reporting to GB	<ul style="list-style-type: none"> <li>• The school's commitment to equality is</li> <li>• evident in the following documents:</li> <li>• School Prospectus</li> <li>• Staff Handbook</li> <li>• 3 x yearly Headteachers reports to</li> <li>• Governors (reflecting equality issues</li> <li>• raised across the school)</li> </ul>	JVI, JWI, HCA, JYO	Yearly by HT & SLT



		<ul style="list-style-type: none"> <li>• School newsletter</li> <li>• Other promotional materials</li> <li>• Commitment to equality is visible in the schools admission process.</li> </ul>		
The school self-review and evaluation process continues to assess how adjustments can be made to promote equality and eliminate prejudice. SLT, GB	To be reviewed annually	<ul style="list-style-type: none"> <li>• Robust workforce equality monitoring data underpins equality performance, allows us to identify if there are any differences in experience for people with different protected characteristics and if so to take action to address this.</li> <li>• School self-review to continue to be adapted to include the experiences of BAME and staff with protected characteristics.</li> </ul>		Yearly by HT & SLT. Staff voice.



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		<ul style="list-style-type: none"> <li>• Leadership at all levels to be reflective of the school cohort.</li> <li>• School has systems in place for staff, students and parents to actively identify and record and monitor the frequency and nature of hate incidents and discrimination.</li> </ul>		
<p>Ensure that a school INSET/Twilight promotes awareness of prejudice. NKA, TMA, HR</p>	<p>To be reviewed termly</p>	<ul style="list-style-type: none"> <li>• Staff are more aware of the language they use.</li> <li>• Challenging myths and stereotypes amongst peers and students</li> <li>• Aware of the 'hidden minority' groups e.g., transgender staff and students.</li> <li>• The results of equality impact assessments inform: INSET priorities, curriculum reviews and school SES/SIP</li> </ul>	<p>NKA, TMA, HR</p>	<p>Termly by HT &amp; SLT</p>





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**Equality Objective 2.**

Ensure enhanced awareness of equality and diversity issues amongst students, staff and governors, and where observed the barriers to participation are removed to enable all students and stakeholders to play a full part in the life of the school

**Our Research**

PPF, EAL & SEND/EHCP data. Staff recruitment data.

**Information from engagement**

Minutes from school meetings, PPF and SENDCo Lead identify funding and strategies that will have a direct impact on barriers to learning. Progress is tracked at each AP point, accessibility plan in place and individual curriculum timetable based as far as possible around the needs of the child.

**Data development**

**Judged successful if...**

Stakeholders recognize, from personal experience, the different forms of discrimination that people experience and reproduce in their closest environment, regardless of the origin country where they come from. As a school, we continue to promote the culture of equality and non-discrimination through education in values of acceptance, respect, interculturality, equality, solidarity and cooperation, inherent in any democratic society, acquiring skills and competencies among young people that help strengthen their social fabric. Promote participation among young people as agents of social change, empowering critical thinking and motivating them to build and participate in social inclusion activities in school and their communities.

**Actions**



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<b>Actions</b>	<b>Descriptions &amp; Responsibility</b>	<b>Start and end date</b>
2.1	Ensure the curriculum is regularly assessed so that it promotes British Values, equality and cohesion for all protected characteristics. TMA, PWA. LHA	January 2021 – January 2024
2.2	The school takes steps to increase the extent to which disabled visitors can access CSSA and disabled students can participate in the curriculum. PHA, JVI	January 2021 – January 2024
2.3	The school has an accurate, up to date profile of its students, staff, governors by age, race, gender, religion, sexual orientation and disability JTH, HR	January 2021 – January 2024
2.4	Ensure relevant staff know what the 'local offer' is and the relevant services available for children with SEND. PWA, EWY	January 2021 – January 2024
<b>Review</b>		
<b>Suggested amendments for subsequent years</b>		



<b>Equality Objective 2</b>				
<b>Actions</b>	<b>Target Date</b>	<b>Evidence of Outcomes/Impact</b>	<b>Staff</b>	<b>Monitoring and Review</b>
Ensure the curriculum is regularly assessed so that it promotes British Values, equality and cohesion for all protected characteristics.	Reviewed termly or when adding to the school's curriculum map.	<ul style="list-style-type: none"> <li>• Key part of the curriculum planning process and where necessary, modifications are made.</li> <li>• Key part of the school's mission statement and school values of 'Engage, Enable, Empower'</li> <li>• School council play a key role.</li> <li>• Evaluation of the quality of the curriculum</li> <li>• KS4 &amp; KS5 offer meets current national requirements</li> <li>• Form time activities that address inequality.</li> <li>• Whole year group assemblies delivered on the theme of equality</li> </ul>	TMA, PWA, EWY, LHA	Termly by SLT and Subject Leaders, MLT
The school takes steps to increase the extent to which disabled visitors can access CSSA and disabled	Immediate?	<ul style="list-style-type: none"> <li>• Accessibility plan in place and individual curriculum timetable based as far as possible around the needs of the child.</li> </ul>	PHA, JVI	As needed



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students can participate in the curriculum.				
The school has an accurate, up to date profile of its students, staff, governors by age, race, gender, religion, sexual orientation and disability	To be reviewed bi-annually or when a new member of staff starts.	<ul style="list-style-type: none"> <li>The school has a centralised profile of information for all staff and students which is stored in SIMS</li> <li>School must ensure the above detail is stored somewhere centrally for governors.</li> </ul>	JTH, HR	To be reviewed bi-annually or when a new member of staff starts.
Ensure relevant staff know what the 'local offer' is and the relevant services available for children with SEND.		<ul style="list-style-type: none"> <li>Ensure it is published on the school website</li> </ul>	PWA, EWY	PWA & EWY annually



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<b>Equality Objective 3.</b>		
To improve the levels of attendance and attainment across all key stages between protected groups of students and non-vulnerable students, as identified by local authority data		
<b>Our Research</b>		
Data pertaining to: PPF, SEND, EAL & Gender		
<b>Information from engagement</b>		
PPF & EAL Coordinator identifies the funding and strategies that will have a direct impact on these groups of students. SENDCo identifies specific strategies for SEND students to achieve aspirational targets and the SEND Inclusion Team, alongside classroom teachers provide Adaptive Teaching strategies. Tracking of progress at each AP collection date. Attendance co-ordinator to track and share weekly attendance stats for groups with protected characteristics		
<b>Data development</b>		
AP1, AP2 & AP3. Student voice		
<b>Judged successful if</b> gaps between disadvantaged and non-disadvantaged continues to close over a three year period.		
<b>Actions</b>		
<b>Actions</b>	<b>Descriptions &amp; Responsibility</b>	<b>Start and end date</b>
3.1	Funds devoted to PPF & EAL are monitored and evaluated for impacts. Ensure spend explicitly impacts on performance. JCA, LHA	January 2021 – January 2024
3.2	Collect data at all assessment points and assess progress made against targets and previous performance. Plan for the necessary interventions to be put in place for all students, including gender with particular emphasis on	January 2021 – January 2024



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	those students with protected characteristics. TMA, NKA, JWI	
3.3	Ensure aspirational goals for students with protected characteristics that can be met through Quality First Teaching and bespoke adaptative teaching styles and interventions to address underachievement. TMA, NKA, JCA, EWY	January 2021 – January 2024
3.4	Have in place a clear and coherent plan that addresses persistent absenteeism and supports students at risk of not attending school. KMC	September 2020– January 2024
3.5	Ensure that groups of students with protected characteristics have full access to the schools’ remote curriculum offer and they make progress in line with their peers nationally	September 2020
<b>Review</b>		
<b>Suggested amendments for subsequent years</b>		



<b>Equality Objective 3</b>				
<b>Actions</b>	<b>Target Date</b>	<b>Evidence of Outcomes/Impact</b>	<b>Staff</b>	<b>Monitoring and Review</b>
Funds devoted to EPP & EAL are monitored and evaluated for impacts. Ensure spend explicitly impacts on performance. JCA, LHA	Ongoing	<ul style="list-style-type: none"> <li>• Analysis from Assessment Points</li> <li>• Improvement in Reading Ages</li> <li>• Student &amp; parent voice.</li> </ul>	JCA, LHA	Assistant Head & EAL Coordinator
Collect data at all assessment points and assess progress made against targets and previous performance. Plan for the necessary interventions to be put in place for all students, including gender with particular emphasis on those students with protected characteristics. TMA, NKA, JWI	Termly Assessment Points and ongoing through the CSSA Quality Assurance Programme	<ul style="list-style-type: none"> <li>• Analysis of student progress by attainment, subject, gender, EPP, SEND, teaching group</li> </ul>	TMA, NKA, JWI  All staff	Assistant Head and Deputy Head
Ensure aspirational goals for students with protected characteristics that can be met through Quality First Teaching and bespoke adaptative teaching styles	Ongoing	<ul style="list-style-type: none"> <li>• QA Systems for curriculum, teaching and learning and pastoral care. Student and staff voice. Minutes from meetings</li> <li>• CPDL</li> </ul>	TMA, NKA, JCA, EWY  All Staff	Assistant Heads, Deputy Head & Headteacher



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and interventions to address underachievement. TMA, NKA, JCA, EWY		<ul style="list-style-type: none"> <li>Identifying good and outstanding practice through Best Practice Lesson Studies</li> <li>Evaluation of the quality of the curriculum</li> </ul>		
Have in place a clear and coherent plan that addresses persistent absenteeism and supports students at risk of not attending school. KMC	Weekly	<ul style="list-style-type: none"> <li>Attendance and Persistent Absenteeism continues to improve so it is in line with LEA average and national average.</li> </ul>	KMC TMA	Attendance Officer & Deputy Head
Ensure that groups of students with protected characteristics have full access to the schools' remote curriculum offer and they make progress in line with their peers nationally	Daily (Jan-March 2021) Weekly thereafter	<ul style="list-style-type: none"> <li>Analysis of student progress by attainment, subject, gender, EPP, SEND, teaching group</li> <li>Analysis of daily attendance to remote lessons</li> <li>Analysis of student engagement by, subject, gender, EPP, SEND, teaching group</li> </ul>	All SLT & KMC	HT, DHT