

PLASHET SCHOOL



Working together to promote & celebrate achievement

## **Plashet School Policy**

**For**

## **Public Sector Equality Duty (PSED)**

**Revised and applicable from January 2015**

Written and reviewed by Stephanie George, Deputy Headteacher

**Signed:**

**Chair of Governors**

Plasnet School aims to ensure that its ethos, policies and practices respect and protect the rights of all individuals and that everyone is enabled to make the most of their abilities and qualities.

Equality is a core school value, central to the wider issue of social inclusion. It underpins the school curriculum and it is a key consideration in employment policy and practice. We believe that equality of opportunity is the central principle underlying all the work we do.

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**.

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Gender Reassignment
- (Age)
- (Marriage and Civil Partnership)

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

This information must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty April 2012.

### **General Duties**

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

**Specific Duties** which relate to the above general duties are to:

- **Publish and Analyse Information** about the school annually
  - **Set Equality Objectives** reviewed on a three year cycle
- These actions will be taken after analysing the information about our school.*

### **Publicising and Promoting**

- The school's Public Sector Equality Duty will be published in the staff handbook and on the school website.
- Visitors will be made aware that the school is committed to the Public Sector Equality Duty and copies can be made available on request, including translations and special formats.

The member of staff who has responsibility for implementing, reviewing and monitoring the PSED and reporting back to the Headteacher and Governors is: a Deputy Head

## School Equalities Information and Analysis

### School Population

		Plasbet		National
		Number	%	%
Gender	Girls	1342	100.00%	
	Boys	0	0.00%	
Ethnicity	British	5	0.37%	69.80%
	Irish	0	0.00%	0.30%
	Traveller of Irish heritage	0	0.00%	0.10%
	Romany or Gypsy	1	0.07%	0.30%
	any other White background	28	2.09%	5.30%
	White & Black Caribbean	0	0.00%	1.50%
	White & Black African	2	0.15%	0.70%
	White & Asian	1	0.07%	1.20%
	any other mixed background	16	1.19%	1.90%
	Indian	250	18.63%	2.70%
	Pakistani	462	34.43%	4.30%
	Bangladeshi	367	27.35%	1.70%
	any other Asian background	116	8.64%	1.70%
	Caribbean	8	0.60%	1.30%
	African	54	4.02%	3.70%
	any other Black background	17	1.27%	0.70%
	Chinese	0	0.00%	0.40%
	Any other ethnic group	14	1.04%	1.70%
	Parent/pupil preferred not to say	1	0.07%	0.00%
	Ethnicity not known	0	0.00%	0.70%
Free School Meal Eligibility	Not eligible	1142	85.10%	84.30%
	Eligible	200	14.90%	15.70%
Children Looked after	NOT CLA	1339	99.78%	*
	CLA	3	0.22%	
Religion/Belief	Christian	68	5.07%	*
	Hindu	126	9.39%	
	Jewish	0	0.00%	
	Muslim	1099	81.89%	
	No Religion	6	0.45%	
	Other Religion	8	0.60%	
	Refused	0	0.00%	
	Sikh	22	1.64%	
None	13	0.97%		
Special Educational Needs	No Special educational Needs	1194	88.97%	79.15%
	School Action	91	6.78%	8.73%
	School Action Plus	51	3.80%	5.61%

	Stated	6	0.45%	1.88%
Profile of Need (% of SEN Needs cohort)	Specific Learning Difficulty	9	6.47%	10.00%
	Moderate Learning Difficulty	44	31.65%	19.20%
	Severe Learning Difficulty	7	5.04%	4.60%
	Profound & Multiple Learning Difficulty	1	0.72%	1.60%
	Behaviour, Emotional and Social Difficulties	13	9.35%	20.50%
	Speech, Language and Communication Needs	27	19.42%	20.60%
	Hearing Impairment	16	11.51%	2.40%
	Visual	3	2.16%	1.40%
	Multi-Sensory Impairment	0	0.00%	0.20%
	Physical Disability	1	72.00%	4.00%
	Autistic Spectrum Disorder	0	0.00%	11.30%
	Other Difficulty/ Disability	18	12.95%	4.30%

(\* awaiting national data)

### Comments

Comparisons to national data 91.43% of the school population speak English as an additional language. The majority of our school population (89.12%) originate from the Asian subcontinent with Pakistani, Bangladeshi and Indian being the most represented. This figure is high as the national average is 12.0%.

### Attendance

Year	Overall Absence	Persistent Absence (below 80%)	School	National
2010 - 2011	6.36%	53	93.64%	93.5%
2011 - 2012	4.71%	20	95.28%	94.1%
2012 - 2013	4.55%	25	95.45%	N/A

#### Comments:

Attendance is monitored very closely and there is strong support across pastoral teams. Data is provided to YCs and Form Tutors on a regular basis. Cases of concern are referred to the School Attendance Consultative Group (SACG) and the School Welfare Officer. Home visits are made and the Attendance Officer works closely with parents. The EWO and Attendance Officer attend parents' evenings.

#### Areas for development:

- To further reduce persistent absenteeism
- Further work to engage parents on the importance of regular school attendance for their

daughters

- Reduce the number of students taking extended holidays

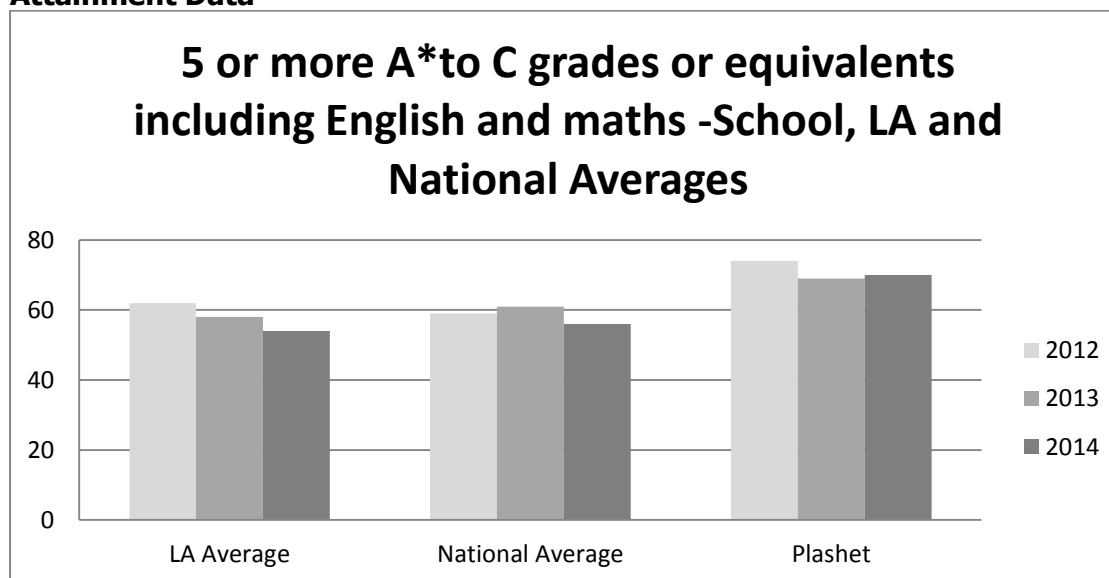
### Exclusions

Exclusion Data	2012-2013	2011-2012	2010-2011	2009-2010
Permanent	0	0	0	1
Fixed Term	12	8	13	41
Comments: There has been a significant reduction in the number of fixed term exclusions over the last 4 academic years.				
Areas for development: <ul style="list-style-type: none"><li>• Annually review the Isolation data to ascertain trends in the type of incidents, location of incidents and groups of students over-represented in the Isolations data</li><li>• Produce case studies of students who have been successfully Managed Moved and whose behaviour has significantly improved through intervention after Isolations</li></ul>				

### Advance equality of opportunity between people who share a protected characteristic and those who do not

The main thing we do as a school is to provide good access to education and to promote achievement and attainment for everyone who comes to our school. We use information (data) to help us do this.

### Attainment Data



This is how different groups in our school achieve at the end of Year 11 (Key Stage 4) 2013  
- 2014

	<b>Key Stage 4 Outcomes for Different Groups in Our school</b>	<b>School 5+A*-C including English and Maths</b>	<b>Borough 5+A*-C including English and Maths</b>	<b>National 5+A*-C including English and Maths</b>
Gender	Girls	70% (267)	59%	61%
	Boys	n/a	49%	51%
Ethnicity	British	0%		58.2%
	Irish	0%		65.9%
	Traveller of Irish heritage	0%		17.5%
	Romany or Gypsy	0%		10.8%
	any other White background	60% (5)		54.3%
	White & Black Caribbean	0% (1)		49.1%
	White & Black African	0%		57.6%
	White & Asian	100% (1)		69.1%
	any other mixed background	100% (3)		62.3%
	Indian	82% (55)		74.4%
	Pakistani	70% (83)		52.6%
	Bangladeshi	67% (64)		59.7%
	any other Asian background	71% (24)		62.2%
	Caribbean	0%		48.6%
	African	46% (13)		57.9%
	any other Black background	50% (10)		52.6%
	Chinese	0%		78.5%
	Any other ethnic group	57% (7)		54.0%
	Parent/pupil preferred not to say	0% (1)		n/a
Ethnicity not known	0%		n/a	
Free School Meal Eligibility	Not eligible	72% (220)		62%
	Eligible	55% (47)		35%
Children Looked after	NOT CLA	69% (266)		
	CLA	100% (1)		
Special Educational Needs	No Special educational Needs	75% (244)		69.5%
	School Action	14% (14)		27.5%
	School Action Plus	0% (7)		19.2%
	Statemented	50% (2)		8.5%
Profile of Need	Specific Learning Difficulty	0% (1)		16.9%
	Moderate Learning Difficulty	0% (2)		4.1%
	Severe Learning Difficulty	n/a		0.5%
	Profound & Multiple Learning Difficulty	n/a		1.0%
	Behaviour, Emotional and Social Difficulties	50% (4)		16.6%
	Speech, Language and Communication Needs	40% (5)		12.9%
	Hearing Impairment	20% (5)		39.7%
	Visual	0% (2)		43.9%
	Multi-Sensory Impairment	n/a		26.5%
	Physical Disability	n/a		29.3%
	Autistic Spectrum Disorder	n/a		24.4%
Other Difficulty/ Disability	0% (1)		28.2	

## Actions taken to raise achievement

Areas	Examples
Teaching and Learning	<ul style="list-style-type: none"> <li>• Differentiated resources in place for various groups e.g. SEN, EAL, late starters</li> <li>• Partnership teaching model</li> <li>• 1 to 1 interventions for identified students - this includes intervention for groups with protected characteristics when appropriate</li> <li>• A multicultural approach to the curriculum – resources and topics reflect the makeup of our school</li> <li>• We aim to ensure that learning experiences value the heritage, cultures, religions and background of our students and all their prior learning</li> </ul>
Progress and Attainment	<ul style="list-style-type: none"> <li>• Review of Intervention spreadsheets</li> <li>• Year Group monitoring meetings</li> <li>• Staff are aware of the SEN, EAL and able students and respond to their needs and track their progress accordingly</li> <li>• Regular feedback to students and parents/carers re progress and targets set for improvement</li> </ul>
Admissions and transfer	<ul style="list-style-type: none"> <li>• A strong mid phase admission programme to ensure all students settle in and progress well</li> <li>• Teaching Y5/6</li> <li>• Induction day, individual interview with parents and information meeting with parents</li> <li>• Primary school visits</li> </ul>
Participation	<ul style="list-style-type: none"> <li>• Non gender traditional subjects and subject content e.g. the teaching of traditional male sports (cricket)</li> <li>• Visits are made available to all students. Additional financial assistance is available or planning visits that are accessible to students with physical disabilities</li> <li>• Promotion of science and maths to girls as a specialist school</li> </ul>
Accreditation	<ul style="list-style-type: none"> <li>• Range of accreditation to meet the needs of all learners – entry level GCSE and A level qualifications</li> </ul>
Pregnancy and Maternity	<ul style="list-style-type: none"> <li>• In CPSHE a range of topics are discussed which promote equality and respect for all</li> <li>• The YC and other appropriate staff would maintain a relationship with the home which would be supportive of the student continuing her education</li> <li>• The Welfare Officer and School Nurse</li> </ul>

	would support the student through schooling including access to other agencies where appropriate
Access to Work Placement	<ul style="list-style-type: none"> <li>• Work experience placements are monitored so as to provide opportunities to all students without gender bias</li> <li>• Steps are taken to ensure that students on work experience are not subject to discrimination and harassment and action is taken if this occurs</li> </ul>
Transition and transfer to Post 16	<ul style="list-style-type: none"> <li>• NewVic sixth form evening with presentation by college tutors and Cambridge graduates</li> <li>• Range of post 16 providers attend the school to publicise their institutions</li> </ul>
Careers	<ul style="list-style-type: none"> <li>• A strong careers programme supports and guides students to make informed decisions with post 16 choices</li> <li>• Women speakers with careers in the area of maths are brought in</li> <li>• Careers in science are promoted during science week</li> <li>• All students complete a careers audit and action plan as part of the CPSHE curriculum</li> </ul>

### Comments

<p>Things we would like to develop:</p> <ul style="list-style-type: none"> <li>• To raise the achievement of SEN pupils still further</li> <li>• At departmental level, monitor achievement of FSM students and put in interventions to narrow the gap</li> <li>• Maximise opportunities to raise achievement of disadvantaged students by using Pupil Premium</li> </ul>
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### Foster good relations between people who share a protected characteristic and those who do not

We want our school community to be a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

Areas	Evidence
Social and Emotional Wellbeing	<ul style="list-style-type: none"> <li>• Class Friend system and Welcome Party for mid phase admission students</li> <li>• Sports Leaders</li> <li>• Peer Mediators</li> <li>• Mentoring</li> </ul>
Pupil Voice	<ul style="list-style-type: none"> <li>• A thriving whole school and year council</li> <li>• Students attend the model UN conferences</li> <li>• Sports Leaders</li> </ul>



Positive imagery	<ul style="list-style-type: none"> <li>• Displays – Refugees, Language Awareness</li> <li>• International Women’s Day</li> <li>• Women scientists and role models</li> </ul>
Community Links	<ul style="list-style-type: none"> <li>• CPSHE: We have many different external speakers from groups within the community</li> <li>• Duke of Edinburgh</li> <li>• Y10 work experience links with local business and workplaces</li> <li>• Primary outreach work</li> </ul>
Cultural Ideas, Religion and Belief	<ul style="list-style-type: none"> <li>• RE GCSE for all students</li> <li>• Holocaust Survivor speakers</li> <li>• International Evening</li> <li>• Celebrating religious and cultural festivals e.g. Diwali, Eid, Christmas,</li> </ul>
Removing Barriers and Reasonable Adjustments	<ul style="list-style-type: none"> <li>• Interpreters/translators</li> <li>• Information translated on request</li> </ul>
Partnerships with Parents	<ul style="list-style-type: none"> <li>• Parents’ Meetings KS3/4</li> <li>• Year 6 Transition Meeting</li> <li>• Arabic Classes</li> <li>• Somali Parents’ Meetings</li> <li>• Curriculum information evenings</li> <li>• Newsletters</li> <li>• Showcasing events e.g. Science show, maths and science quiz, school play, musical performances</li> <li>• School website</li> <li>• Planners</li> </ul>
Wide Community Links	<ul style="list-style-type: none"> <li>• Trips to library, leisure centre, Central London</li> <li>• Fundraising events e.g. water aid, 1000 girls.</li> <li>• School visits</li> <li>• Industry visits (e.g. Tate and Lyle)</li> <li>• Charity events</li> <li>• Huge number of visitors through Leading Edge, 12 Outstanding Schools publication and Pre PGCE etc</li> <li>• Our Governors, who have full involvement in school life, are representative of the diverse community of which we belong</li> </ul>

## Comments

Things we would like to develop:

- Further develop transition from KS2 to KS3
- Further enhance the involvement of parents of SEN students
- Develop the use of parents as experts

**Eliminate unlawful discrimination, harassment and victimisation.** At all times people's feelings will be valued and respected. Incidents of harassment, discrimination or victimisation will be taken seriously.

<b>Areas</b>	Isolations, Bullying and Other incidents of victimisation / discrimination
Policies	<ul style="list-style-type: none"> <li>• Behaviour, Anti-Bullying and Equality Issue are all highlighted on the SDP</li> <li>• The whole school policies of Behaviour, Isolations and Anti-Bullying seeks to ensure that there is consistency and no bias</li> </ul>
Monitoring	<ul style="list-style-type: none"> <li>• SIMS is used to log all behaviour incidents including bullying</li> <li>• Records of Isolations are also entered on SIMS</li> <li>• All incidents are monitored by the Year Co-ordinator and their line manager</li> </ul>
Training	<ul style="list-style-type: none"> <li>• Staff training has taken on: <ul style="list-style-type: none"> <li>○ Behaviour Management</li> <li>○ Equality Issues</li> <li>○ Eliminating discrimination</li> </ul> </li> <li>• YCs trained in identifying trends in bullying</li> <li>• The NQT programme provides support and mentoring for new staff</li> </ul>
Support	<ul style="list-style-type: none"> <li>• Peer Mediators</li> <li>• Extra support with literacy</li> <li>• Encouragement to attend clubs, enrichment activities</li> <li>• Mentoring</li> <li>• Internal Isolations used before resorting to external Isolations</li> <li>• Timeout in CMD</li> <li>• Referral to external agencies e.g. Child &amp; Family Consultation Service</li> <li>• Regular contact with family</li> <li>• Producing and monitoring the student through the Pastoral Support Plan (PSP)</li> <li>• Post-Isolation meeting with parents to agree improvements needed by student and how they will support the school</li> <li>• Student on post isolation report and praised by YCs/LT when behaviour/attitude improve</li> </ul>

### Comments

Things we would like to develop:

- A termly induction programme for all new staff
- Further improve the school's monitoring and tracking of bullying and racist incidents, ensuring victims are supported and are satisfied with the outcome

### Participation, Engagement and Satisfaction with our Equal Opportunities Practice

We are committed to involving all stakeholders in the development and implementation of our Equal Opportunities Practice

<b>Areas</b>	<b>Steps the School has Taken (case studies)</b>
Students	<ul style="list-style-type: none"> <li>• Year and whole school council meetings</li> <li>• SEN support in class widens participation in activities e.g. PE and Food</li> <li>• Student involvement in developing policies e.g. Anti-Bullying policy</li> <li>• Involvement in Young Mayor elections</li> <li>• Peer mentors</li> <li>• Student contribution in Parents' Newsletters</li> <li>• Year 11 Questionnaire asks about bullying and satisfaction of school</li> </ul>
Parents / Carers / Guardians	<ul style="list-style-type: none"> <li>• Extra meetings are held with parents of underachieving students e.g. Year 11 Progress + Club</li> <li>• Actively encourage parents to complete the Ofsted 'Parent View' questionnaire</li> <li>• Plashet Parents Group</li> <li>• Invitation to shows / events</li> <li>• Information on Equalities on school website</li> </ul>
Staff	<ul style="list-style-type: none"> <li>• School meeting cycle provides opportunity to discuss policy and practice</li> <li>• Staff input into the SDP</li> <li>• CPD opportunities for all</li> <li>• Performance Management identifies areas for individual training needs</li> </ul>
Local Community	<ul style="list-style-type: none"> <li>• Work experience</li> <li>• Assembly speakers from local faith groups</li> </ul>
Governors	<ul style="list-style-type: none"> <li>• Governors are invited to all shows and major school events</li> <li>• Parent governors</li> <li>• Link governor visits</li> <li>• Curriculum sub-committee involvement in formulating policies</li> </ul>

### Comments

Things we would like to develop:

- Further encourage parents to use the 'Parent View' website to give views about the school
- Further training of staff and governors on Equality Duty responsibilities
- Development of the role of Link Governors with departments within the school

## Workforce – staffing and training

We produce and scrutinise a workforce census annually. School Staffing England Regulations (2003) sets the Local Authority as the employer, however, schools exercise a responsibility as direct employer. We have adopted Local Authority HR Policies related to Recruitment, CPD and other areas of employer responsibility.

We currently have 150 employees.

Having scrutinised the workforce census the leadership team and governors are committed to the following areas.

<b>Areas of focus</b>	
Promoting opportunity	<ul style="list-style-type: none"><li>• CPD is very well funded and available to all staff using the Blue Sky Tool</li></ul>
Fostering good relations	<ul style="list-style-type: none"><li>• Staff social events</li><li>• Creating a range of staff groupings e.g. curriculum, year teams and cross curricular</li></ul>
Prohibiting harassment	<ul style="list-style-type: none"><li>• Staff ownership of all policies due to full consultation</li><li>• Immediate intervention – open door policy</li><li>• Professional working relationships between LT and unions</li></ul>

## Comments

Things we would like to develop:

- Introduce a questionnaire to seek the views of staff on their satisfaction with the school and on what needs to be further improved in the school
- Embed the Blue Sky CPD Tool into the school.
- Further develop the opportunities for the sharing of good practice across the whole school