

## **Newhaven School:**

### **Public Sector Equality Duty (PSED) and Equality Objectives 2020/2021**

Newhaven School is a local authority school for pupils with a range of needs that have precluded them from mainstream education including behavioural needs, Autistic Spectrum Condition and mental and other health needs. Pupils at the school are resident within the Royal London Borough of Greenwich. This statement applies to all students and staff. Newhaven is committed to equality both as an employer and as a service provider.

#### **Public Duty**

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, 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 people who do not share it.

#### **Equality Aims**

We try to ensure that everyone is treated fairly and with respect, ensuring that our approaches to people are always trauma informed and take account of their experience and differing abilities.

We recognise that people have different needs and that treating them fairly does not always mean treating them the same.

We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to students and parents through our school council and parent groups.

Key to this is that we always endeavour to listen to student and parent points of view and are reflective about what they are saying.

We also strive to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their sex, race, disability, religion or belief; sexual orientation, gender reassignment, their marital or civil partnership status; being pregnant or having recently had a baby.

#### **Eliminating discrimination and other conduct that is prohibited by the Act**

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Newhaven School. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act. We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Our curriculum ensures that all groups represented in the school are reflected in resources and activities and that students are actively engaged in learning about difference and equality as well as the challenge of negative stereotyping.
- Our behaviour policy ensures that all students feel safe at school and addresses prejudicial bullying ensuring that we act promptly and with vigour to any incidents of prejudicial behaviour.
- Our staff and safeguarding team are trained and experienced in identifying and dealing with potential and actual radicalisation of students within the school.
- We monitor, report (as required) and respond to all racist, homophobic, gender discriminatory, bullying and other equality based incidents.
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success through appropriately differentiated lessons and schemes.
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary to ensure that gaps between different groups are addressed where they exist.
- Ensuring that all pupils have the opportunity to access extra-curricular provision.
- Ensuring that CEIAG provides appropriately for all students and that destination plans provide the right levels of support for students leaving the school.
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.
- Encouraging an open culture for staff so they feel safe and supported in putting their views across.
- Having clear, open and robust staff disciplinary and grievance procedures.

### **Advancing equality of opportunity between people who share a protected characteristic and people who do not share it**

We advance equality of opportunity by:

- Ensuring that the curriculum informs and educates students and staff on the nature of protected characteristics and opens discussion and challenge on the nature of prejudicial behaviour.
- Examining our recruitment and staff advancement procedures to ensure that they are not prejudicial.
- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers, staff and pupils in school development
- Listening to parents/carers and staff.
- Listening to pupils at all times.

### **Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it**

We foster good relations by:

- Ensuring that all members of our school community are welcomed at all times.
- Our curriculum ensures that all groups represented in the school are reflected in resources and activities and that students are actively engaged in learning about difference and equality as well as the challenge of negative stereotyping.
- Our behaviour policy ensures that all students feel safe at school and addresses prejudicial bullying ensuring that we act promptly and with vigour to any incidents of prejudicial behaviour.

## **Equality Information**

Number of pupils on roll at the school: **117**

Age of pupils: **11** to **19**

### **Information on pupils by protected characteristics**

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

### **Information on other groups of pupils**

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM) **35**
- Pupils with Special Educational Needs and Disabilities (SEND) **117**
- Pupils with traumatic life experiences **94**
- Pupils with English as an Additional Language (EAL) **5**
- Young carers **0**
- Looked after children **8**

Race/Ethnicity%

Gender: **69** % male, **31** % female

Students eligible for Free School Meals (FSM): **30**%

Students eligible for Pupil Premium Finding: **46** %

Students with Education and health care Plans **44**%

Students with support needs but no EHCP **56**%

Pupils with English as an Additional Language (EAL): **4** %

Looked after children: **7** %

### **Equality Objectives 2020-21**

1. Refine curriculum planning/mapping to ensure effective sequencing of learning, progression routes for students and ensure transition planning is effective and acutely meets the diverse needs of students, including the development of cultural capital and preparation for the next stage in EET.
2. The development of Trauma Informed Practice across the school leads to reductions in fixed term exclusion, seclusion and behaviour incidents.
3. Termly analysis of sexual harassment and violence, bullying discrimination and prejudiced behaviour leads to planned curriculum and pastoral responses which significantly reduce issues in these areas.
4. Homophobic, racist and other equalities based behavioural incidents are reduced through planned curricula and pastoral interventions including the studying of other religions and cultures
5. Targeted CPD ensures that the skills and attributes of leaders and other staff are developed so they can effectively carry out their roles and that opportunities reflect the diverse nature of the staff.
6. The management committee leads on the examination and adaptation of school processes and procedures to ensure that institutional prejudice is identified and minimised.