

Equity progress report (7th February 2024)

Equity has been a key driver in the school's vision and ethos under my headship. The establishment of a staff resource group to drive policy and practice around race in Autumn 2020 has seen a major shift in the practices of the school as an institution. The priorities have focussed on the curriculum, shared experience (including staff development) and policy and procedure. The group initially focussed on race but have now broadened their remit to include the protected characteristics under the equality act of 2010 with a particular emphasis on sex discrimination, disability, sexuality and gender reassignment.

The SRG is now one of the schools key working parties and is led by the school Equity Co-ordinator, Andy Bryan. An extract from the Equity improvement Plan is shown below:

Outcomes	People	Success Criteria	Aut RAG (AU2)	Spring RAG (SP2)
School leadership (management committee, SLT, middle leaders) actively develop and implement mechanisms of further change relating to the schools curriculum and Protected Characteristics while engaging all staff with this process.	DMG; JKY SLT	- Units of work are inclusive of ethnic minority people and peoples representing the protected characteristics	- SLT Monitoring of units of work through Development cycle for inclusion of ethnic minority people and protected characteristics	- SLT Monitoring of units of work through Development cycle for inclusion of ethnic minority people and protected characteristics
Newhaven curriculum is reviewed so that schemes of work, lesson plans and resources are anti-racist and relevant to multicultural society and reflect the Protected Characteristics	SLT/ HoDs/ SRG	All department's curriculums are reviewed Feedback given to dept / SLT. All elements of the curriculum reflect multicultural society, where relevant demonstrate an understanding of racism and other protected characteristics. Can use <u>KeyDoc: anti-racism curriculum review tool - secondary</u>	SRG reviews 1 department's curriculum per meeting. HOD attends meeting - ABN lead staff meeting on Curriculum review - Where are we now/going forward/recap protected characteristics/Equity 6th December 30 mins	- ABN to brief HoDs re process: 05/02/24 SRG reviews 1 department's curriculum per meeting. HOD attends meeting
Student impact	SRG/ ABN	Students develop knowledge of 'equity' in relation to their own lives in and outside school	- Equity Posters Equity Poster purchased for school communal areas. - Use canteen screens for a rolling commentary on themes related to equity and affirmation.	- Student workshops: Jade Barnett?: Title 'The meaning of equity'. Aim: to teach students the meaning of equity in context of their own lives in/ out of school /arm students with vocabulary to articulate issues from personal situations.
All staff are supported through training to become deeply reflective around matters	SLT/ SRG/ RVA	- Hubs: Staff develop deep knowledge and understanding of the	- Hubs session: All staff attend these discussion sessions regularly- start with	- Hubs session: All staff attend these discussion sessions half termly

related to Equity and the Protected Characteristics		Protected Characteristics	one looking at data discussed above.	
Black and other Minority Ethnic staff have opportunities to develop into whole school and leadership roles.	SLT/ middle leaders	<ul style="list-style-type: none"> - Black ethnic minority group completes a series of half termly meetings Focus: Safe space confidence building - Reciprocal mentoring round 3 completed - Black & Ethnic minority staff take up a range of development opportunities and apply for roles as available, and feel confident to do so.. 	<ul style="list-style-type: none"> - Black ethnic minority group meets half termly - Reciprocal mentoring round 3 starts - Leadership development programme is developed and in place (Staff members identified and enrolled) 	<ul style="list-style-type: none"> - Black ethnic minority group meets half termly: ask staff if they want it, what the purpose would be- give suggestions?????
Shared experiences		<ul style="list-style-type: none"> - Angellina Idun March visit: (or zoom) with Jon, Rekha, Andy, Tania. Where are we now? 		29th March- Day session reviewing progress- report completed and assessed- action plan amended
Data, policies & processes are more equitable and inclusive for all staff and students	JKY/ RVA/ ABN/ SRG	Complete outstanding work on Data, policies & processes documents	<ul style="list-style-type: none"> - Behaviour policy regarding response to racist, sexist, homophobic incidents. - Weekly briefing Cultural calendar dates - Grievance policy. - Recruitment practice and processes - Review Ethnic minority exclusions data. 	<ul style="list-style-type: none"> - A policy for recording racist incidents is written. (Include other selected Protected Characteristics?) -- Exit policy & interview questionnaire. - Debrief flowchart - Review Ethnic minority student placement in the school.

A key aspect of the work is to evaluate the impact of it on the experience of staff and students with protected characteristics. To support with this, we have commissioned a review from the SSAT to follow up the initial audit they carried out just under two years ago.

Students

Outcomes for groups with protected characteristics:

Achievement and destinations:

Academic outcomes for different groups have varied over the years with no discernible patterns generally. The school focussed on girl's achievement in maths two years ago when they were doing much worse than boys and the situation reversed. White British students tend to make up the majority of students who are NEET and this trend continues. The school has responded by focussing on earlier identification and support for those likely to end up NEET through CEIAG mentoring and support. Current progress data (see above) indicates no regular pattern apart from students with SEND (EHCPs) tend to do better than those without and students with PP tend to do worse. Support targeted at individuals such as literacy and maths interventions and psychological support part funded by pupil premium money are used to address these.

Attendance:

Historical data indicates that Black students from a range of categories tend to have better attendance than white British students and that generally, students with additional characteristics attend better than those without. This is reflected in the data below with students with EHCP having better attendance than non, ethnic minorities better than white British, children in our care better than others.

Girls currently have worse attendance than boys and this has been the case in all years recently apart from 2021-22. This is partly due to more girls missing school due to poor mental health such as high levels of anxiety although it is countered by slightly more boys missing school due to social issues such as missing episodes.

6th September to 26th January Attendance	Academic Year			
Sex	2020-2021	2021-2022	2022-2023	2023-2024
Boys	70.6	68.0	72.9	73.4
Girls	61.8	73.5	70.3	64.2
6th September to 26th January Attendance	Academic Year			
SEN	2020-2021	2021-2022	2022-2023	2023-2024
EHCP	76.4	69.5	75.6	71.9
SEN Support	61.4	70.9	68.6	68.4
6th September to 26th January Attendance	Academic Year			
Ethnicity	2020-2021	2021-2022	2022-2023	2023-2024
White British	63.4	67.8	68.9	67.0
Ethnic Minorities	77.6	75.2	77.0	75.9

6th September to 26th January Attendance	Academic Year			
In Care	2020-2021	2021-2022	2022-2023	2023-2024
LAC	75.3	75.9	75.1	87.7
Not LAC	67.3	69.8	71.7	68.7

Behaviour and Suspensions

The school has a robust section in the behaviour policy which deals with phobic incidents through a sliding scale of responses based around education. For a first offence (such as a racist or homophobic comment) the student is educated as to why this is wrong. This then moves through parental involvement, school police officer involvement to eventually time in another placement. Over two years, the placement off site has happened to only two students and has been effective in significantly reducing phobic behaviours in individuals. There is also universal education through the RSHE curriculum, representation in all areas of the curriculum and a programme of assemblies.

The table below shows behaviour by number of incidents between 1st September and 26th January in the years shown. A new focus on phobic incidents started in September 2021 with the behaviour and relationships policy with the structured education response starting in September 2022. It would appear that increased awareness amongst staff and students has led to better recording and potentially more actual incidents. The introduction of structured education responses seems to now be impacting on the frequency of incidents in a positive way with this year showing reductions on the previous two. The only area of increase this year is racism which is concerning. Drilling down into the data shows that only three of these incidents were racist abuse directed at black students. The rest were use of language including the n word (sometimes by black children) which was not acceptable in the school context.

Incident type	2023-2024	2022-2023	2021-2022	2020-2021
Ageism	0	0		
Disability	7	19	8	3
Homophobic	12	38	28	7
Racist	15	11	12	5
Religious Discrimination	0	1		
Sexist	10	14	5	1
Transgender	0	0		
Total	44	83	53	16

In fact the vast majority of incidents relating to disability, homophobia and race have been inappropriate use of language rather than direct abuse of individuals. In the case of sexism, this has most often been use of discriminatory language to directly abuse or shame staff and students. The education programme has been particularly important in these cases.

The table below shows the number of suspensions between 1/9 and 26/1 in the selected years. Generally, girls are under-represented and ethnic minorities are excluded in line with their proportion of the overall

cohort. The exception to this was last year when more girls were excluded (although still beneath their proportion) and ethnic minorities were significantly over-represented.

Year	2020-21	2021-22	2022-23	2023-24
Total	12	11	24	12
Female	1	2	6	1
Ethnic Min..	5	4	11	4

Drilling down into the incidents there is consistency between the reasons behind suspensions between White British and ethnic minority students and all before all decisions are made I moderate with other members of SLT as to whether we would suspend if this student was of a different ethnicity. We also look at the antecedents of any incident to see what could be done differently next time. This impacts on any institutional concerns we have.

Staff

One of the issues highlighted when we audited the school on race in 2021 was the lack of ethnic minority staff in leadership roles within the school. Ethnic minority staff were represented well at teacher level (and this continues to be the case) but there was only one middle leader and one senior leader and neither of these were black. There was also under representation on the management committee.

Actions to address this include the leadership development programme and reciprocal mentoring programmes. They have had significant impact with 3 black members of staff in middle leadership roles (a SENCO, Student teacher and ECT co-ordinator and equity co-ordinator). Two further black members of staff are on the leadership development programme with one having completed an NPQLBC and taking on responsibilities in preparation for their career development. The school has also funded two black graduate TAs through the PGCE programme and they are now teachers in the school.

To change the emotional environment around race and other protected characteristics we have had training programmes on race, unconscious bias, sexism and have introduced equity hubs where the staff meet regularly in small groups to discuss articles, data and other media around protected characteristics. Last week we had a range of interesting discussions around the government draft guidance on 'gender questioning children' These for a have massively changed the social and emotional environment of the school and made a significant impact on the school.