Barking Abbey School Public Sector Equality Duty
2014-2015

You will find here information about how the school ensures it meets its specific Equalities Duties (These are things our school **must** do).

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

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.

Protected Characteristics – school must take into account when publishing information
- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender

There are also 2 other protected characteristic that schools do not have a direct duty.
- Age
- Marriage and Civil Partnership

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. (General Duties are the things that schools aim to achieve)

General Duties
The three aims of the Public Sector Equality Duty are to:
- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Specific Duties
Much of the information and analysis will relate to the school improvement plan, evaluations and student data – we intend to use the information to improve education for all groups in the school. We want to make sure we know which students are doing well and less well so we can plan and improve.

A lot of this information is already being used by the school to develop the school and improve what we are doing. We will use information which tells us we could be doing better to plan for the future and include these actions in our Equalities Objectives.

Section 1. Who Comes to Our School?

This is our school population. These are the groups of people we need to plan services for. As a school our main function is to provide good access to educational opportunities and help/support our pupils to do well at school (attain). We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views.

		Barking Abbey		National Data
		Number	**%**	**%**
Gender	Girls	953	48.5%	49.6%
	Boys	1010	51.4%	50.4%
Ethnicity	White British	341	17.3%	74%
	White Irish	4	0.2%	Not available
	Other White background	114	5.8%	Not available
	Any other Black background	25	1.2%	0.6%
	Gypsy Roma	1	0.05%	0.3%
	Black-African	253	12.8%	3.1%
	Black - Caribbean Heritage	96	4.8%	1.4%
	White and Black Caribbean	54	2.7%	4.3%
	White and Black African	24	1.2%	4.3%
	Any other mixed background	44	2.2%	4.3%
	Asian - Indian	187	9.5%	2.5%
	Asian - Pakistani	57	2.9%	4.1%
	Asian - Bangladeshi	375	19.1%	1.7%
	Asian - Any Other Asian Background	57	2.9%	Not available
	White and Asian	29	1.4%	4.3%
	Chinese	7	0.3%	0.3%
	Any other minority ethnic group	34	1.7%	0.6%
	Refused	25		
Special Educational Need	No Special Educational Needs (N)	1751	89.2%	79.5%
	School Action Plus (P)	0		6.2%
	Education, health and care plan (E)	9		Not available
	Statement (S)	15	0.7%	2.7%
	School Action Plus/SEN Support (K)	188	9.5%	11.4%
Free School Meal Eligibility	False	1383	70.4%	81.9%
	True	267	29.5%	18.1%
	Unique pupils with any period of eligibility for FSM reported in the current census	313		
Religion/Belief	Buddhist/Taoist	1	0.05%	Not available
	Christian	540	27.5%	
	Hindu	61	3.1%	
	Jewish	2	0.1%	
	Muslim	852	43.4%	
	Sikh	108	5.5%	
	Other	45	2.2%	
	No Religion	187	9.5%	
	Not specified	166	8.4%	
	Refused	1	0.05%	

Barking Abbey School Equalities Information and Analysis
September 2014

Analysis/comments:
Barking Abbey has a slightly larger male student population compared to the female student population (51.4% boys, 48.5% girls) but this is broadly in line with national averages.

The largest ethnic group is Asian Bangladeshi at 19.1% followed by White British at 17.3% and Black African at 12.8%

In terms of religion and belief, the largest group identify themselves as Muslim (43.4%) followed by Christian (27.5%).

Barking Abbey has a smaller number of students with a statement of educational needs compared with the national average at 2.7%%.

Barking Abbey has a higher proportion of students eligible for Free School Meals (29.5%) compared with the national average (18.1%).

Attendance

2013/14	Number	School %	National %
Authorised	18596	3.9%	5.1%
Unauthorised	2561	0.54%	1.4%
Persistent Absence (below 85%)		5.7%	5.7%

Analysis/comments:

Things we do well:
The school has reduced the persistent absence rate to 5.7%. This been achieved by a more consistent and rigorous tracking system being established across the whole school which has held parents and students to account around their attendance whilst maintaining a balance of targeting support to families when necessary.
Areas we would like to improve:
Deeper interrogation of data linked to a clearer hierarchy of action which will enable staff to identify students at risk of becoming PA at a much earlier stage.   Further develop strategies to reduce the number of persistent absence to below 3%.   Target 'Hard to Reach' families for specific intervention.

Section 2. Advance Equality of Opportunity Between People

The core purpose of the 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 and Progress Key Stage 2-4

	Key Stage 4 Outcomes for Different Groups in Our School	School 5 + A* to C including English and Maths (August 2014 results)	National 5 + A* to C including English and Maths (August 2013 figures)
Gender	Girls	75.7%	65%
	Boys	69%	55%
Ethnicity	White British	66%	60%
	White/Black Caribbean	62.5%	
	White Asian	50%	
	Black - Caribbean Heritage	72.7%	53%
	Black- African Heritage	65%	61%
	Asian - Indian	75.8%	75%
	Asian - Pakistani	84%	55%
	Asian - Bangladeshi	73.5%	63%
	Asian - Any Other Asian Background	83.3%	64%
Special Educational Need	No Special Educational Needs	83.6%	
	School Action	21%	28%
	School Action Plus	33.3%	22%
	Statement	0%	9%
Free School Meal Eligibility	Not Eligible	78.8%	66%
	Eligible	61.3%	41%

Key developments in our school this year:
1. Use of GCSE and A Level Analysis Meetings with Heads of Department to review progress and attainment at the end of Key Stage 4 and 5.
2. More rigorous tracking of GAP groups to monitor their progress and action targeted interventions more quickly.

Areas we would like to improve:
1. Development of support for EAL students within the mainstream curriculum.
2. Improve the attainment of School Action Plus/Statemented students.
3. Introduce focused Achievement and Behaviour Meetings with Pastoral teams.

Promoting opportunities for our school community

Examples	Steps the School has Taken
Teaching and Learning	Substantial continued professional development aimed at improving the quality of teaching and learning e.g. Outstanding Teaching Programme at Valentines High School
Progress and Attainment	Rigorous tracking of identified GAP groups (White British boys, FSM etc) has led to improved progress and attainment of these groups.
Admissions and Transfer	Year 6 Taster day continues to ensure year 6 students are well inducted and established in their new school. Attendance of year 5 and 6 annual reviews where appropriate.
Participation	Non gender traditional subjects offered e.g. Food technology and Building Girls football, rugby and basketball teams established and sports leader training offered through BTEC PE courses. The number of girls participating in sport has significantly increased and last year, more girls than boys have places in the school's Sports Academies. Girls have all secured places in the Golf, Football and Basketball Academies.
Accreditation	Range of alternative qualifications offered to specific students e.g. ASDAN COPE.
Pregnancy and Maternity	Ensuring equality of access for students who are pregnant or who have had a baby.
Access to Work Placement	Non gender stereotyping and supported access for students who have a physical or learning disability. Self find option for those students who may want to experience a less traditional work experience placement.
Transition and Transfer to Post 16	Improved Post 16 induction into the school's 6th form college which is the largest 6th provision in London. HPP (Higher Performance Programme) established for students who

	have achieved at least 6 x A* GCSE grades.
Careers	School has the equivalent to a full time careers advisor. Career interviews are offered to students with more intensive support offered to students at risk of becoming NEET.

Analysis/comments:

Key developments in our school this year:
    1. Improved links with a wider range of universities.
    2. Successful targeting of careers advice to individual students.

Areas we would like to improve: 1. Increase range of alternative accreditation for targeted students.

Section 3. Foster Good Relations Between People

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.

Examples	Steps the School has Taken
Social and Emotional Wellbeing:	Counselling offered to students as they need it. Each Year Group has its own Learning Mentor to provide support and continuity. Family Support Worker works with 'hard to reach' families on a regular basis to improve school attendance.
Pupil Voice:	School Council is highly active and leads on a range of projects linked to improving different aspects of the school.
Positive Imagery:	Positive imagery highlighting student achievement is displayed throughout the school in all curriculum areas.
Community Links:	Annual Senior Citizens Christmas lunch held.
Cultural ideas, religion and belief	A prayer room is provided for staff and students.
Removing Barriers and Reasonable Adjustments:	Exam access arrangements are assessed and provided for students that require them. Specialist equipment (i.e. for visual impairment) is provided where students require this.
Partnership with Parents:	Parent evenings held for each year group so that parents can discuss their child's progress with teachers.

	An Academic Mentoring Day is held each year to provide an opportunity for parents to discuss their son/daughter's progress with their academic mentors. Annual Reviews are held so that the progress of SEN students can be formally discussed in greater detail.
Wider Community Links:	Good use of external partners (Barclays, Jack Petchey). Strong links with a range of charities with a long history of fundraising established within the school.

Analysis/comments:

Key developments in our school this year:
1. Well attended parents evenings (70%+).

Areas we would like to improve:
1. Improve our visual displays around the school so they reflect the range of cultural diversity across the student population.
2. Re-launch school website to further share positive imagery of the school.
3. Further develop the school's outreach and charity work.
4. Increase number of students taking a community language at GCSE.
5. Conduct regular accessibility audits SEND students.
6. Higher profile of events such as Black History Month and Refugee Week (June).
7. Personalised evacuation plans for wheelchair users and others with mobility difficulties have been created.

Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation

2011/12	Fixed Term Exclusions			Permanent Exclusions
	No. Of Students	No. Of Days	No. Of Incidents	
Year 7	2	8	2	1 reinstated
Year 8	0	0	0	1 off roll
Year 9	9	96	9	3 reinstated & 2 off roll
Year 10	0	0	0	1 reinstated
Year 11	2	34	1	-
6th form	3	26	1	4 – 1 off roll
TOTAL	16	164	13	

2012/13	Fixed Term Exclusions			Permanent Exclusions
	No. Of Students	No. Of Days	No. Of Incidents	
Year 7	2	22	3	-
Year 8	1	10	2	1 off roll
Year 9	10	94	11	1 reinstated
Year 10	15	105	17	1 off roll
Year 11	2	17	2	-
6TH FORM	12	223	12	1 off roll
TOTAL	42	471	47	

2013/14	Fixed Term Exclusions			Permanent Exclusions
	No. Of Students	No. Of Days	No. Of Incidents	
Year 7	11	42	15	-
Year 8	7	29	11	1 off roll
Year 9	10	97	15	1 off roll
Year 10	8	38	9	-
Year 11	2	8	2	-
6TH FORM	8	80	8	-
TOTAL	46	294	60	

Examples	Steps the School has Taken
Exclusions Data:	The school's exclusion data for the academic year 2013/2014 showed that a disproportionate amount of Black African and students were being excluded.
Victimisation and Discrimination: **Monitoring of Incidents:**	The school investigates and monitors all incidents (staff and students) of alleged victimisation and discrimination with appropriate action taken where needed. Racist incidents are very rare.
Anti Bullying and Harassment:	The school takes a strong stance against all forms of bullying. All students sign the Barking Abbey Student Pledge when they start??? The school keeps an anti-bullying log so that incidents and follow up actions can be monitored carefully. Three bullying boxes have been set up around school to allow students to report bullying anonymously. Assemblies and workshops have been offered on the theme of cyber-bullying and pupil safety.

Analysis/comments:

Key developments in our school this year:
Areas we would like to improve: 1. Deeper interrogation of exclusion data to ensure we are doing all we can to reduce incidents of exclusion. 2. Respond to exclusion data by introducing targeted interventions e.g. Serious About Youth to support Black African and Afro Caribbean students at risk of exclusion. 3. Introduction of a weekly behaviour meeting with Pastoral Teams to ensure that individual students are more closely tracked. 4. More structured IER (Internal Exclusion Room) systems now established to ensure students are sanctioned appropriately. 5. The development of a peer mentoring scheme. 6. Create a working group to evaluate and re-write the behaviour policy. 7. Higher profile of events such as Anti Bullying week in October.

Section 5. **Participation and Engagement**

How we have involved people in developing equalities at our school.

Examples	Steps the School has Taken
School Council:	School Council meets throughout the year and is highly active on leading on a range of projects linked to improving different aspects of the school.
Pupil Voice:	Debating clubs are also used to promote student voice through discussion and debate about local, national and global issues.
Parents/Carers /Guardians:	Annual Link Evenings offer parents/carers the opportunity to meet Pastoral Teams. Annual Parents Evenings are well attended. Parents/carers are asked to complete evaluation forms at events to help with the with the school's self evaluation.
Staff:	Staff have regular opportunities to express their opinions at staff meetings and meetings at other levels e.g. Faculty. Staff also have the opportunity to discuss issues via line management and appraisal meetings.
Governors:	Range of Governor meetings held each half term that focus on student achievement/progress and behaviour/attendance. Governors closely monitor exam results. Governors also participate in staff interviews, internal reviews and attendance panels.
Satisfaction with our service:	The school has a clear complaints procedure.

Workforce-staffing and training

Promoting opportunity	All vacancies and recruitment follow a strict equal opportunities process. There is careful monitoring of continued professional development opportunities to ensure equity amongst staff.
Fostering good relations	School awarded Investors in People in June 2014
Prohibiting harassment	Clear code of conduct established. Recognition of and regular meetings with trade unions.