

POLICY: RACIAL AND GENDER EQUALITY SCHEME DATE: Sept 2017

PERSON RESPONSIBLE: Assistant Headteacher MONITORED BY: HOYS

REVIEWED: SEPT 2017

NEXT REVIEW: SEPT 2019

(To be read in conjunction with the school's Disability Equality scheme and Accessibility Plan)

RATIONALE

AT PAGET HIGH SCHOOL:

- We are committed to ensuring and promoting equality of education and opportunity for staff, students and all stakeholders.
- We aim to provide students with a firm foundation which will enable them to fulfil their potential regardless of race, sex, disability and sexuality.
- We will actively promote equality of opportunity for all of our students and recognise that race and gender must always be considered as part of this process.
- We will ensure that the achievement of all students will be monitored on the basis of these categories and the subsequent data will be used to raise standards and ensure inclusive teaching.
- We will seek to challenge and eliminate all unlawful discrimination against students and staff.
- We believe that diversity is a strength, which should be respected and celebrated by all those who learn, work and visit here.

THE FOLLOWING SCHEME OUTLINES HOW WE WILL PROMOTE THE RACE & GENDER DUTY IN OUR SCHOOL, SETTING OUT OUR PRIORITY AREAS AND ACTION PLAN FOR THE NEXT THREE YEARS.

The school advocates the use of the following checklist for staff and governors as the means by which to check whether the school is fulfilling its responsibilities under statutory duties. It should form part of the annual review process

1. Is information collected on gender and race with regards to both students and staff? Is this information used to improve the provision of services?
2. Are student achievement, attendance, exclusions and participation monitored by race and gender?
3. Are all students encouraged to participate in all aspects of school life Inc. extra-curricular activities? How do you know? (Year Council/Student Voice representation etc.)
4. Are all students encouraged to participate in physical activity, both in and outside school hours?
5. Is bullying and harassment of students monitored in relation to race, sex and sexuality?
6. Are stereotypes in terms of race, sex, transgender and sexuality actively challenged in both the classroom environment and in the playground?
7. Are students actively encouraged to consider paths/occupations that may be traditionally racially or sexually stereotyped?
8. Is the school environment as accessible and welcoming as possible to visitors of both sexes and all races? e.g. Is it accessible to pushchairs? Do parent/carer consultations recognise particular patterns or trends within the local economy, such as shift work? Are family learning courses accessible to all?
9. Does the governing body represent the local community that it serves?

As an employer our duties extend still further and the Headteacher and Governing Body must also ask the following:-

- Are race, sex and sexuality considered when appointing staff, allocating Teaching and Learning Responsibilities (TLRs) and reviewing staffing structures?
- Is bullying and harassment of staff monitored in relation to race, sex and sexuality? Is the subsequent data used to make a difference?
- Are CPD and other training opportunities monitored by race and sex?

- Does the school encourage flexible working opportunities e.g. job-share?
- It is a legal requirement that an equal pay policy is adhered to. Is this the case?

Our priority for 2015-16 was to ensure that all students, from all ethnic backgrounds, are fully supported in meeting the school's overall attendance target of 95.4%. This, unfortunately was missed by .1% (school achieved 95.3%), Therefore the whole school target remains at 95.4%. A further sub objective was set based on the previous year's attendance figures for our Eastern European students of 93%. For academic year 2015 -16, this target was met and exceeded with our Eastern European students achieving attendance rates of 93.9%. Therefore the target for academic year 2016-17 for this group was set at 94%. This was narrowly missed with our Eastern European students achieving 93.9%. The target therefore for academic year 2107-18 will remain at 94%

Our equality objective for 2015-16 was to look at the English attainment of our Eastern European students and ensure that the percentage of Eastern European Students that achieve Grades A* - C in English rises from 14% to at least 30%. This was unfortunately missed with 28% of our eastern European students achieving grades A*-C in English. However this is a significant improvement on the previous year's achievement. For academic year 2016-17 our equality objective was to achieve a positive progress 8 figure for our Eastern European students. This target was met with them achieving a Progress 8 score of 0.091.

For academic year 2017 – 18 we will be focusing on the gender divide between attainment of girls and boys.

The following Action Plan attempts to meet all aspects of the school's chief legal obligation, which is:

**‘To take active steps to promote racial/
sexual equality of opportunity between students’**

Issue being addressed	Action to be taken	How action Monitored?	How often will it be monitored?	Who responsible ?	Start date	Completion Date
<p>The under-achievement of boys across Key Stage 4 (Consistent across the main ethnic groups i.e. white British, Pakistani-British, Black Caribbean and Eastern European).</p> <p>To tackle all aspects of homophobia which manifest themselves within the behaviour of our students.</p>	<ul style="list-style-type: none"> • Rigorous implementation of the 'assertive mentoring' scheme targeted at boys within Y11 and some Y10. • Regular progress meetings to identify underachievers • Team Bailey versus team Blaize initiative. Gender teams. 	<p>Feedback sheets completed by relevant staff. Regular updates of wall displays and through assemblies of the gender team ratings.</p>	<p>Every week</p>	<p>RB, TBR, , JMB, DD, HOYs HOCA's & Assertive Mentors</p>	<p>Sept 2017</p>	<p>Subject to annual review</p>
	<ul style="list-style-type: none"> • DD, SLT and HOYs to lead KS3 & KS4 assemblies on the issue. • PSE to address the issue Y8 to Y11. • Materials to be developed for use within PSE across the age range • OO to build on the challenging stereotypes initiative with a third phrase to address Pride. 	<p>HOY's to monitor via PSE lessons and AB via incident forms.</p> <p>Students see these images every day</p>	<p>Termly</p>	<p>DD, SLT and HOYs</p> <p>HOYs</p> <p>OO</p>	<p>Sept 2017</p> <p>Sept 2017</p>	<p>On going - PSE curriculum</p> <p>Sept 2018</p>

Issue being addressed	Action to be taken	How action Monitored?	How often will it be monitored?	Who responsible ?	Start date	Completion Date
To ensure that no individual student is persecuted or bullied because of his/her gender, ethnicity or sexuality	<ul style="list-style-type: none"> Inclusion team collecting and analysing incident forms to see if there are any patterns across year groups and therefore beyond the 'radar' of individual HOYs More vulnerable groups to be scrutinised most carefully (LAC, FSM, racial minorities etc.) Ensure that the continual monitoring of any situations is a priority for tutors and teaching staff. 	Meetings with AB and HOYs/DD HOYs to inform tutors and teaching staff	Weekly	DD	On going	Subject to annual review
To close the gap between the attendance rates of different sexes/racial groups and those who are disadvantaged	<ul style="list-style-type: none"> IA to produce detailed analysis of situation Resulting data to be used in meetings between Pastoral Leaders and individual HOYs HOYs to use the data to enable tutors to set individual attendance targets for students. 	IA and DD to meet regularly	Monthly	DD	Ongoing – subject of previous equality objective.	Reviewed termly.
To ensure that British values are at the for front of students behaviours in and around the school.	<ul style="list-style-type: none"> Challenging Britishness as part of the challenging stereotypes work from OO. Regular assemblies on British Values of respect 	DD and OO meet regularly	weekly	DD / OO SLT HOYs	Ongoing.	Reviewed termly

Issue being addressed	Action to be taken	How action Monitored?	How often will it be monitored?	Who responsible?	Start date	Completion Date
<p>To ensure that all students from all ethnic backgrounds are fully supported in meeting the school's overall attendance target of 95.4% for 2017- 18.</p>	<ul style="list-style-type: none"> • Tutors and HOYs follow Paget's school, attendance procedures – sharing data and continuing the fortnightly prize draw. • Tutors monitor student absence and communicate regularly with home and the HOY re concerns. • Education Welfare Officer to provide all relevant data to HOYs. • Fixed item on the agenda for all weds a.m. year team meetings and pastoral Leaders meeting. 	<p>DD and IA regularly meeting and checking data</p>	<p>monthly</p>	<p>DD</p>	<p>Ongoing</p>	<p>Review termly</p>

<p>The school will ensure that the overall attendance of students from Eastern European heritage will reach 94% for 2017-18.</p>	<ul style="list-style-type: none"> • DD to liaise with Head of Inclusion (CM) re: the attendance of EAL students. • HOYs and form tutors to continue to monitor the attendance of this group and act on concerns. 	<p>HOYs to regularly analyse attendance data</p>	<p>Monthly</p>	<p>DD / HOYs</p>	<p>Ongoing – new target for 2018 to be considered.</p>	<p>Sept 2018</p>
<p>To ensure a positive progress 8 score os achieved by our Eastern European students in year 11.</p>	<ul style="list-style-type: none"> • HOCAs and HOY to monitor and scrutinise the data for the Eastern European students • Assertive mentors to be used to aid achievement of EE students • HOCAs to liaise with CD regarding any concerns with English attainment. • CA TAs to be used to support learning of EE students. 	<p>Data to be analysed by HOY and HOCAs. Mentors used to support learning</p>	<p>Monthly</p>	<p>TBR / DD</p>	<p>Sept 2017</p>	<p>July 2018</p>