



Southwark Inclusive Learning Service

School Statement on Equality



Part 1 Statement of General Policy

Southwark Inclusive Learning Service (SILS) is committed to equality both as an employer and a service-provider. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity and orientation.

We are committed to

- Ensuring that everyone is treated fairly and with respect
- Making our school a safe, secure and stimulating place for all
- Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers and through our School Council
- Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same

We welcome the emphasis in the Ofsted inspection framework on the requirement for leaders to promote equality of opportunity and diversity, resulting in a positive school culture, working together to prevent discriminatory behaviour.

We welcome our duty under the Equality Act 2010 which 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

This statement meets our specific duty to publish information every year which sets out how we are doing this. Please also see the schools Accessibility Plan which can be found at www.silsschools.org/policies

This statement was produced in consultation with staff and governors in February 2020.

The equalities objectives are linked to the school improvement plan and progress against the objectives will be monitored periodically by senior staff, and reviewed annually.

PART 1: Information

Pupil Population

As a PRU providing full time education for pupils at risk of exclusion and / or those who have been permanently excluded from mainstream schools, the SILS population is subject to changes, with numbers on roll fluctuating from 70+ in the autumn term to 110+ by the end of the academic year.

School data for 2021/22 (as of 3rd November 2021)

	Numbers	% of population
Total on Roll	44	
Boys	29	66%
Girls	15	34%
SEND		
EHCP - E	1	2%
SEN support - K	44	100%
CLA	1	2%
FSM	20	45%

Ethnicity	Nos.	% of population
White - British	17	39%
Any other White	4	9%
Black – African	8	18%
Black Caribbean	1	2%
Any other Black background	3	7%
Any other ethnic	4	9%
White and Black Caribbean	3	7%
White and Black African	0	0%
Any other mixed	3	7%
Bangladeshi	0	0%
Any other Asian	0	0%
Information not obtained	1	2%

	Year 7	Year 8	Year 9	Year 10	Year 11
School population					
Male	0	2	9	9	9
Female	0	2	2	5	6
Total	0	4	11	14	15
Fixed term exclusions 2021/22 (number of days)					
Male	0	7	16	15	3
Female	0	5	0	7	1
Prejudice related incidents (bullying and racism)					
Male	0	0	1	3	0
Female	0	1	1	3	0

PART 2: How the school is meeting its duty to advance equality, eliminate discrimination and foster good relationships

The information and data provided shows that SILS gives careful consideration to advancing equality in everything that it does. Vigorous steps are taken to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

Training

SILS adopts a pupil centred approach to training in the quest to create a safe, engaging and productive learning environment for all. Training that is related to advancing equality, eliminating discrimination and fostering good relationships is undertaken periodically by all staff, and this includes:

- Safeguarding and child protection training
- Behaviour management and anti-bullying
- Team teach / positive handling
- Working with children with additional needs and disabilities
- Resilience and emotional awareness
- Identity, equality and community cohesion

Record keeping and monitoring

We keep accurate records, when possible and appropriate, of the protected characteristics of our pupils and employees. We also keep records of prejudice related incidents, bullying and fixed term exclusions. All records kept are in line with GDPR guidelines.

At SILS policies which particularly contribute to the promotion of equality include:

- Behaviour Management and Positive Handling Policy
- Anti-Bullying Policy
- Special Educational Needs School Offer & Information Statement
- Complaints Procedure / Policy
- Staff Discipline and Grievance
- Staff Code of Conduct
- Online E-safety Policy
- Teaching and Learning Policy
- Safeguarding and child protection policy
- GDPR – general data protection regulations

Curriculum at SILS

- Is positive, offering memorable experiences and rich opportunities that contribute to pupils' spiritual, moral, social and cultural development.
- Includes a broad range of areas of study (PSHE & SRE, RE, Humanities, SEAL and Well Being Education) to eliminate discrimination, harassment and victimisation.
- Encourages pupils to think about the world in which they live and to broaden their understanding of others' beliefs, cultures, faiths and preferences
- Promotes British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. This is evidenced by low incidents of discrimination, bullying or other forms of harassments across the school
- Makes use of resources which challenge stereotypes. Examples include topics of discussion in SEAL, assemblies, RE, humanities, PSHE; as well as topics covered in workshops led by external partners
- Access to activities for all pupils irrespective of race, gender and abilities. For example, all pupils are included in school trips, sporting events, in house workshops or visits to places such as the TATE Modern, Rugby clubs, Millwall Football competition, Power boating, Residential, etc.

Engagement/consultation

- At both KS3 and 4 we have a vibrant Pupil Council which represents the profile of our school population and ensures that pupils have a direct voice to discuss matters that relate to their concerns and overall well-being.
- We have successful strategies for engaging with our parents and carers, including those who might traditionally find working with the school difficult. This is evidenced by opportunities for parents to come into the school for progress reviews, coffee mornings, meetings with professionals, as well as, communication by phone, letters or newsletters.

Disability

We are committed to working for the equality of people with disabilities. Please see Accessibility Plan, SEN Information statement and Policy for supporting children with medical needs (at www.silsschools.org)

Data summary of achievement and progress of pupils with SEND and those without

All pupils at SILS have SEND by virtue of their social emotional and / or mental health needs. The data presented in Appendix 1 at the end of this document therefore relates to the whole school.

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

In addition to staff team of qualified teachers and skilled support staff, pupils at SILS have the opportunity to access a range of interventions which include:

- Mentoring
- Counselling
- Art Psychotherapy
- Literacy tuition
- Speech and language therapy
- School nurse
- Safer Schools Officers
- Young Londoners Fund Well Being project for Girls
- DfE Dedicated Taskforce Team including Mental Health Specialist from CAMHS, Youth Offending Officer, Family Support Worker from Family Early Help, Post-16 Transition Coach, and Speech and Language Therapist from Guys' and St Thomas'
- Ad hoc specialist support from – CAMHS, YOS, Safer London, Families Focus Team, SIAS, etc.

At SILS, interventions are designed to meet specific needs and reasonable adjustments are made to ensure that the needs of parents and carers with a disability are considered.

For example:

- Meetings are held on the ground floor to facilitate access for parents who may have a disability
- We support learners with SEND through meetings with parents and professionals to agree focus of interventions and draw up individual support plans which are then cascaded to all staff who come into contact with the child to ensure their needs are fully met
- Pupils with specific needs are supported and enabled to take part in all school events, trips and sports days
- We use assemblies and curriculum resources to provide positive images and perceptions of people with disabilities e.g. Paralympians,
- In planning any maintenance and refurbishment we consider 'general' adjustments which may be needed for pupils with disabilities 'generally'

Ethnicity and race

We are committed to working for the equality of people from different ethnic and racial backgrounds.

Special events and international days are highlighted on the school calendar and celebrated in assemblies, through the curriculum and all areas of the school e.g. Refugee week, black history month, Jewish, Hindu, Christian and Muslim festivals, etc.

Pupils and families contribute to school events, fundraising, productions and sports days which help to promote community cohesion and pupils understanding of different cultures and ethnic backgrounds.

Pupils regularly undertake visits to local places of interest and worship, as part of how the curriculum supports all pupils to understand, respect and value difference and diversity and ensure that the curriculum challenges racism and stereotypes.

Gender issues

At SILS specific steps are taken to address barriers to the participation of boys and girls in activities and underperformance or underachievement by certain groups.

Ways in which we have ensured the curriculum interests both boys and girls include having positive male role models as mentors and achievement coaches for pupils, especially at KS4.

We also have in place single sex tutor groups at KS3 to encourage development of positive, non-stereotypical images of men and women, girls and boys across the curriculum; and a private space / quiet room for girls at KS4. School assemblies, visits, workshops and visitors that are invited on to the school to speak or work with pupils also help to reinforce the messages around positive gender.

Religion and belief

At SILS we are committed to working for equality for people based on their religion, belief and non- belief. We respect the religious beliefs and practice of all staff, pupils and parents and we comply with reasonable requests relating to religious observance and practice.

The curriculum supports pupils to build their sense of identity and belonging, which help them flourish within their communities as citizens in a diverse society.

We promote inclusion for all our faith groups in all parts of the curriculum. We involve parents, families and the community in celebrations based on the different religions. These have included special assemblies, displays, talks, sharing experiences and customs around significant festivals and family meals shared with parents.

Sexual identity and orientation

SILS is committed to advancing the equality of people whatever their sexual identity or orientation and promoting good relationships among them.

The teaching and learning / curriculum resources are used to provide positive examples, images and representation of different family set-ups e.g. same sex parents, sexual orientation, gender identity, etc.

The curriculum – including PSHE & SRE, RE, SEAL and Identity Education – supports all pupils to understand, respect and value differences in sexual orientation, gender identity and non-traditional family structures and challenges stereotypes and discrimination.

All staff particularly the pastoral team work with external partners on the delivery of activities / workshops which addresses diversity, to eliminate homophobic, bi-phobic and transphobic bullying/harassment or / and name calling on the basis of sexual identity and orientation.

Part 3: Our equality objectives

The Equality Act 2010 requires us to publish specific, achievable and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1: to close the attainment gap (and GCSE outcomes) between girls and boys at the end of KS4

Success criteria: all year 11 girls achieve the expected school target of 5+ good GCSE passes (where attendance is above 80%)

Time frame: July/ August 2022 (exam results release date)

Key actions to meet this objective:

- achievement coach or mentor to provide 121 support
- attainment and attendance targets in place for year 11 girls
- well-being and motivation support through the girls project
- targeted interventions to include revision and catch up classes in English and Maths

Equality objective 2: to close the attainment gap between boys and girls in English at KS3, especially with reading skills

Success criteria: monitoring and assessments show improvement in reading accuracy, comprehension and writing skills

Time frame: June 2022

Key actions to meet this objective:

- reading for enjoyment in tutor time, at home and breakfast club
- opportunities for reading and language development built into all lessons (WS priority)
- additional reading and comprehension sessions for targeted students
- range of resources deployed incl. reading apps and remedial programmes (Lexia)
- half termly assessments / monitoring, with rewards for tangible progress made

Equality objective 3: to ensure that the participation in sports & PE reflects the gender profile of the school

Success criteria: all girls participate and engage in sport during core PE lessons / sessions

Time frame: from Sept 2021 onwards

Key actions to meet this objective:

- Curriculum planning to include alternatives and range of activities for girls
- Alternative activities introduced e.g. swimming, badminton, etc.
- Access to the gym at Burgess Park or KS3
- Dedicated support to be provided by a mentor



Southwark Inclusive Learning Service (SILS)
KS4: Porlock Hall, London, SE1 3RY



YEAR 11 ACHIEVEMENT DATA

	No of learners 20/21	% 20/21	No of learners 19/20	% 19/20	No of learners 18/19	% 18/19	No of learners 17/18	% 17/18	No of learners 16/17	% 16/17	National AP Data 2014-15
5+ GCSEs 9 – 4	8	31%	5	22%	1	4%	0	0	1	3%	1.5%
5+ GCSEs 9 – 1	13	50%	16	70%	9	32%	10	34%	14	48%	12.3%
1+ GCSE 9 – 4	17	65%	18	78%	15	54%	8	28%	19	66%	20.3%
1+ GCSEs 9 - 1	26	100%	23	100%	28	100%	23	79%	29	100%	57.7%
Good pass in English & Maths (GCSE grade 9 - 4)	6	23%	6	26%	0	0	3	10%	2	7%	n/a
Accreditation achieved (GCSEs + Vocational qualifications)	26	100%	23	100%	28	100%	26	90%	29	100%	57.7%
Destination: learners continuing in education, employment or training (EET)	26	78%	23	92%	28	84%	29	88%	29	89%	n/a