



Southwark Inclusive Learning Service School Statement on Equality



Part 1 Statement of General Policy

Southwark Inclusive Learning Service (SILS) two school sites are in South London, an area that is one of the most ethnically and culturally diverse populations in the world with more than 300 languages spoken in the city.

Students at SILS are growing up in a diverse society where they are subject to various attitudes towards minority groups, images and information presented by the media, and their own unconscious bias.

SILS in common with all public bodies, has a duty to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equalities 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.

Ethos:

SILS places a real focus on recognising our students as individuals, with all members of our school community having the right to work and learn in a safe, secure and caring environment, in which they are valued. In developing the 'SILS Learner' we are developing the attitudes and characteristics our young people will need throughout their lives. The SILS Learner is kind, empathetic, accepting, respectful, responsible and resilient. We respect ourselves, each other and our community. The relationships which exist between all members of our school community are a strength of our school.

The School has a responsibility to broaden the horizons of our children and young people. We strive to overcome disadvantage and stand against all forms of discrimination on the grounds of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Objectives:

Our equality objectives, as agreed with the Governing Body are:

1. To promote cultural understanding and awareness, valuing and celebrating various cultures and religious beliefs amongst different ethnic groups within our school community
2. To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities
3. To actively close gaps in attainment and achievement between students and all groups of students; especially boys, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups
4. To provide appropriate interventions for students to promote positive behaviour and inclusion, especially for those groups over-represented in behaviour data (including boys and students with special educational needs)
5. To ensure accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching
6. To provide role-models for all students, ensuring diversity in the staff body, visiting speakers and in leadership roles
7. To diversify the curriculum in all areas to ensure the positive representation of all protected characteristics across so that our students see and can be seen

8. To reduce the incidence of the use of discriminatory language and prejudice-based bullying by students in the school.
9. To ensure the consistent recording, reporting and action by staff following incidents of discriminatory language and behaviour, including bullying
10. To review relevant school policies and publications to ensure they clearly reflect the aim of inclusivity

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, and the objectives are linked to the school improvement plan which is reviewed annually by staff.

Please also see the schools Accessibility Plan which can be found at www.silsschools.org/policies

PART 1: Information

Student Population:

As a PRU providing full time education for students at risk of suspension 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.

2023/ 24 Student Population (as of 21 September 2023)

	Numbers	% of population
Total on Roll	55	
Boys	32	58%
Girls	23	42%
SEND		
EHCP - E	3	5%
SEN support - K	52	95%
CLA	2	4%
FSM	25	45

Ethnicity	Nos.	% of population
White - British	18	33%
Any other White	2	4%
Black – African	12	27%
Black Caribbean	5	9%
Any other Black background	3	5%
Any other ethnic	6	11%
White and Black Caribbean	1	2%
White and Black African	1	2%
Any other mixed	0	0
Bangladeshi	0	0
Any other ethnic group	5	9%
Information not obtained	2	4%

Historical data – 2022/23 Academic Year

	Year 7	Year 8	Year 9	Year 10	Year 11
School population (2022-23 as of 20/06/23)					
Male	3	7	6	10	18
Female	1	4	6	11	12
Total	4	11	12	23	30
Fixed term exclusions (2022/23)					
Male	9	46	53	25	15
Female	5	23	10	29	14
Prejudice related incidents (racism)					
Male	0	4	2	0	0
Female	0	1	0	0	1
Prejudice related incidents (bullying)					
Male	13	41	41	0	0
Female	0	1	6	2	0

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

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

Training

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

- Safeguarding and child protection training
- Behaviour regulation, emotion coaching and anti-bullying
- Team teach / positive handling techniques
- Trauma informed approaches to supporting complex needs
- Resilience and emotional awareness
- Identity, equality and community cohesion
- Staff wellbeing – advice, support & development

Record keeping and monitoring

We keep accurate records, when possible and appropriate, of the protected characteristics of our students and employees. We also keep records of prejudice related incidents, bullying and fixed term suspensions; in line with GDPR guidelines.

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

- Behaviour Regulation 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
- Staff Well-being policy
- 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 students' 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.
- Provides opportunities for development of the School Values – Growth, Resilience, Excellence Ambition and Respect in all aspects of the school life
- Encourages students 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, Science, PSHE; as well as topics covered in workshops led by external partners

- Access to activities for all students irrespective of race, gender, sexuality and abilities. For example, all students are included in school trips, sporting events, in house workshops or visits to places such as the TATE Modern, Competitions, tournaments, enrichment activities, residential, etc.

Engagement/consultation

- At KS3 and KS4 we have in place a vibrant Student Council which is representative of the profile of our school population and ensures that students have a direct voice to discuss matters that relate to their concerns and overall well-being.
- We have an open-door policy and strategies for regular engaging and welcoming 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, family meals, 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 students with SEND and those without

All students 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 are we doing to eliminate discrimination, promote equality of opportunity and foster good relationships?

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

- Mentoring – behaviour & academic
- Counselling & Art Psychotherapy
- Literacy tuition
- School nurse
- Safer Schools Officers
- Taskforce Team including Mental Health Specialist from CAMHS, Youth Offending Officer, Family Support Worker (Family Early Help), and Speech and Language Therapist from Guys' and St Thomas'
- Specialist support from – St Giles, Safer London, Families Focus Team, SIAS, etc. (as required)

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
- Students 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 or those less privileged or living in poverty e.g. collection for Southwark food bank, etc.
- When planning maintenance and refurbishment, we consider 'general' adjustments which may be needed for students 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.

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

Students regularly undertake visits to local places of interest and worship, as part of how the curriculum supports all students 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 students, 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 students 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, students and parents and we comply with reasonable requests relating to religious observance and practice.

The curriculum supports students 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 students 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. In consultation with staff and governors, the examples below set out how we intend to improve equality and tackle disadvantages for our students:

Equality objective 3a: to close the attainment and achievement between students, with particular focus on gaps & 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 2024 (exam results release date)

Key actions to meet this objective:

- achievement tutor or coach
- attainment and attendance targets in place for year 11 girls
- targeted interventions to include tuition and catch up classes in English, Maths and Science

Equality objective 3b: to close the gap in reading ages between boys and girls at KS3 and KS4

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

Time frame: June 2024

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 weekly literacy sessions for targeted students at KS3 and KS4
- range of resources deployed incl. reading apps and remedial programmes (Lexia)
- half termly assessments / monitoring, with rewards for tangible progress made

Equality objective 3c: to close the attainment gap in outcome in Maths and English at KS3 and KS4 between boys and girls (variation in outcomes narrow)

Success criteria: variation in achievement between subjects (with special focus on gender divide) is eliminated, with majority of students with 80%+ attendance achieving in line or above expected grades

Time frame: from Sept 2023 onwards

Key actions to meet this objective:

- English and Maths Subject leads and teachers – receive consultant support (Pixl, LA support, or another to be agreed)
- Data informs teaching and curriculum resources, incl. assessment for learning, use of 'MyMaths and Maths watch platform' to support learning at home, etc.
- Academic tuition / targeted intervention for identified students
- Dedicated support to be provided by a mentor



Southwark Inclusive Learning Service (SILS) YEAR 11 ACHIEVEMENT DATA



	No of learners 22/23	% 22/23	* No of learners 21/22	% 21/22	*No of learners 20/21	% 20/21	No of learners 19/20	% 19/20	No of learners 18/19	% 18/19	National AP Data 2014- 15
5+ GCSEs 9 – 4	1	5%	7	50%	8	31%	5	22%	1	4%	1.5%
5+ GCSEs 9 – 1	10	48%	7	50%	13	50%	16	70%	9	32%	12.3%
1+ GCSE 9 – 4	11	52%	8	57%	17	65%	18	78%	15	54%	20.3%
1+ GCSEs 9 - 1	21	100%	10	71%	26	100%	23	100%	28	100%	57.7%
Good pass in English & Maths (GCSE grade 9 - 4)	1	5%	5	36%	6	23%	6	26%	0	0	n/a
Accreditation achieved (GCSEs + Vocational qualifications)	21	100%	13	93%	26	100%	23	100%	28	100%	57.7%
Destination: learners continuing in education, employment or training (EET)	n/a	n/a	14	77%	26	83%	23	92%	28	84%	n/a