

REDBRIDGE HIGH SCHOOL

EQUALITY INFORMATION 2016 2017

Equality Characteristic	Focus on: Eliminating Discrimination, Harassment, Victimisation and Advancing Equal Ops & Fostering Good Relationships	
	Equality Information	Engagement
<u>RACE</u>	<p><u>Attendance</u> Ethnic minority pupil's attendance is as good as or better than the school average ie. 90.8%</p> <p><u>Achievement</u> Ethnic minority pupils achieve as well as their peers (CASPA 2016)</p> <p><u>Exclusions</u> There has been 1 temporary exclusion in the last academic year.</p> <p><u>Racist Incidents</u> There have been no incidents of a racist nature in 2016/17</p>	<ul style="list-style-type: none"> • Monitor weekly attendance via PLSW responsible for attendance. • Monitor persistent absentees at whole school and cohort level. • Continue to monitor via DHT (CASPA software). Compare nationally • Continue to evaluate provision and resources to match the needs of pupils. • Ensure staff continue to monitor pupil interactions and identifying any potential for inappropriate behaviour related to race. • Continue good role modelling and positive viewpoint in high profile whole school assemblies- and ensure that PSHCE lessons address effectively issues surrounding racism
<u>DISABILITY</u>	<ul style="list-style-type: none"> • Cohort of pupils with additional medical needs requiring 1:1 support continues to increase. • Accessibility audits take place with governors and an action plan is in place. The key priorities have been addressed • Pupils with an ASD diagnosis in 	<ul style="list-style-type: none"> • Liaise with the LA to ensure appropriate resources are available to support those pupils • Include in pupil and parent satisfaction surveys - collate and act upon any finding 16/17 • Review annually • Agenda item school council and feedback to SLT for any actions • Review accommodation and classroom organisation on a

	addition to their severe learning difficulties continues to increase	regular basis to meet the needs of the increased ASD population
<u>SEX</u>	<ul style="list-style-type: none"> • There are no significant differences in achievement between boys and girls • Attendance between boys and girls is broadly the same. 	<ul style="list-style-type: none"> • Continue to monitor gender balances in class groups to ensure appropriate peer and friendship groups. • Continue to use Team Around the School (TAC) meeting to identify vulnerable boys/girls who would benefit from addition support e.g. Fusion • Use positive role modelling e.g. assembly
<u>GENDER REASSIGNMENT</u>		<ul style="list-style-type: none"> • Ensure all staff are aware of gender reassignment issues. • Mentors to offer advice/signpost support where appropriate • Ensure school nurse access if appropriate
<u>PREGNANCY AND MATERNITY</u>	<ul style="list-style-type: none"> • Sex Ed and relationships policy in place and shared with all staff and placed on school website 	<ul style="list-style-type: none"> • Sex Ed and relationship included in PSHCE and Science curriculum • Discrete Individualised Sex Education Programme in place with PLSW
<u>AGE</u>	<ul style="list-style-type: none"> • Separate dinner time organisation for older pupils who wish to avail of it. 	<ul style="list-style-type: none"> • Established 6th Form ethos not having to wear school uniform; increased responsibility around school.
<u>RELIGION & BELIEF</u>	<ul style="list-style-type: none"> • School delivers annual themed activities based on different faiths and cultures • SACRE curriculum guidelines are used to deliver the RE curriculum based upon knowledge of different faiths, beliefs and non-beliefs 	<ul style="list-style-type: none"> • Emphasise faith and multi-cultural themes in whole school assemblies.
<u>SEXUAL</u>	<ul style="list-style-type: none"> • To treats homophobic incidents as seriously as racist incidents • There were no homophobic incidents 	<ul style="list-style-type: none"> • Overt posters/messages around school displays • Pupils access to PLSW and individualised counselling sessions as appropriate.

ORIENTATION

reported in 2016/17