



An All-Through Co-operative School

Equality Information and Objectives

Revised October 2017
Andy Ward

Carlton Avenue East, Wembley, HA9 8NA
Telephone: 020 8385 4040 Facsimile: 020 8908 2607
E-mail: info@preston-manor.com Internet: www.preston-manor.com

School policy statement on equality and community cohesion

Our school is committed to equality both as an employer and a service provider: we try to ensure that everyone is treated fairly and with respect. We want to make sure that our school is a safe, secure and stimulating place for everyone. We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same. We recognise that for some students extra support is need and to help them to achieve and be successful e.g. all those that fall within the protected characteristics.

We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to students and parents/carers, and through our School & Parent Association.

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 welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- students from certain cultural and ethnic backgrounds
- students who belong to low-income households and students known to be eligible for free school meals
- students who are disabled
- students who have special educational needs
- boys in certain subjects and girls in certain other subjects

Staff with responsibility for Equality:

All Staff at Preston Manor All-Through Co-operative School

Staff member with overview of Equality: Andy Ward

Tel: 0208 385 4040

Email: a.ward@preston-manor.com

School Governor with overview of Equality: TBC

The Equality Act 2010 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 quality 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.

Part 1: Information about the pupil population

Number of students on roll at the school: **1882**

Information on students by protected characteristics

The Equality Act protects people from discrimination on the basis of “protected characteristics”. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’

Number of students with disabilities: **5**

There are students at our school with different types of disabilities and these include:

- ADHD (Attention-deficit/hyperactivity disorder)
- Visually Impaired

Pupil Special Educational Needs (SEN) Provision		
	Number of students	Percentage (%) of school population
N - No Special Education Need	1695	88%
K - SEN Support	168	9%
E - Education, Health and Care (EHC)	34	2%
S - Statemented	23	1%

Ethnicity and race							
	Boys	Girls	Total		Boys	Girls	Total
Asian or Asian British	345	305	650	Mixed	42	38	80
Bangladeshi heritage	15	13	28	Other mixed heritage	22	18	40
Indian heritage	143	124	267	White and Asian	4	8	12
Other Asian heritage	91	83	174	White and Black	5	0	5
Pakistani heritage	96	85	181	White and Black Caribbean	11	12	23
Black or Black British	265	237	502	Any Other Ethnic Group	221	158	379
Ghanaian heritage	15	8	23	White	102	103	205
Nigerian heritage	3	12	15	British heritage	18	17	39
Somali heritage	101	106	207	Irish heritage	0	1	1
Caribbean heritage	97	75	172	White Other	83	85	168
Other Black heritage	49	36	85	Gypsy/Roma	1	0	1
Chinese	4	2	6	Traveller of Irish heritage	0	0	0

Information withheld	6	Information not yet obtained	92
-----------------------------	----------	-------------------------------------	-----------

Pregnancy and maternity	
	Number of students
Students who are pregnant	0
Students who have recently given birth	0

Religion and Belief

We do not collect data on students religion and belief. As a multi-faith school, we present all religions as having equal value and do not seek to promote one religion as more or less valid as the others. However, as a multi-faith school, we recognise that people of religion and belief may experience discrimination and harassment.

Gender identity or reassignment

We do not collect data on students who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

Sexual orientation

We do not collect data on the sexual orientation of our students. However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual students.

Information on other groups of students

Ofsted inspections look at how schools help “all students to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support.”

In addition to students with protected characteristics, we wish to provide further information on the following groups of students:

Pupil with English as an additional language (EAL)				
	Boys	Girls	Total	Percentage of school population
Number of students who speak English as an additional language	562 615	573 605	1135 1220	60.3% 64.8%
Number of students who are at an early stage of English language acquisition	8	4	12	0.02%

PLEASE NOTE:

The school condition for EAL is when the language is set to anything other than English or OTH and OTB.

RED is YES for EAL and **BLUE** is YES and Unclassified!

Number of students eligible for Free School meals				
	Boys	Girls	Total	Percentage of school population
Number of students eligible for free school meals	184	162	346	18.39%

Looked after children Upper School 22 Lower School 1

Young carers 3 (Upper or Lower School)

Part 2: Our main equality challenges

This is a summary of the issues that we are most concerned about.

We are already developing strategies and interventions to tackle some of these concerns.

For some of these issues we have also set and published **equality objectives**. Details of these are in Part 6.

Part 3: How we have due regard for quality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us or visit our website, if you require further information and would like to see copies of any of our school policies.

As a school, we are aware of the requirements of the Equality Act 2010 and understand that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage. Our governing body has had training on the Equality Act 2010. All staff have had whole school training on the Equality Act 2010. We try to keep an accurate record, when possible and appropriate of the protected characteristics of our students and employees.

We have Staff Code of Conduct which addresses issues about being respectful and professional behaviour to all staff and students.

We have a School Behaviour Policy that ensures that all students are both rewarded and sanctioned appropriately and is viewed fairly and positively by the staff and students alike.

We have a Bullying & Harassment Policy and deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.

We have a designated student behaviour panel that run an anti-bullying campaign each year to give it high profile within the school community. The panel members carry out surveys on bullying issues e.g. homophobia. They also support students who are being bullied in order to rectify the situation and help those students succeed in school.

We have a curriculum provision that is highly positive, offering memorable experiences and rich opportunities that contribute very well to students spiritual, moral, social and cultural development. Notably, staff work extremely hard to ensure that the student option interviews are primarily guided by student interests and ability rather than any gender, cultural or social stereotypes that students may have.

We have clear procedures for dealing with staff discipline.

We have an anti-racist policy. Tackling bullying or harassment on the basis of race, ethnicity and culture is achieved by ensuring all incidents of this nature are logged and investigated fully. Appropriate sanctions are put in place and then parents are involved to ensure they are aware of the nature such incidents.

Reconciliation happens between the parties involved so that the unacceptable nature of such incidents is made clear and incidents are suitably resolved. Records of incidents are reported to the borough.

Our Grievance Policy and procedure clearly sets out clear guidance for staff who wish to make formal complaints.

Our Staff Equal Opportunity Policy – covers the school's employees (permanent, temporary, casual, part time and those on fixed term contracts), job applicants and to individuals such as agency staff and consultants and volunteers who are employees but who work at the school. We observe and implement the principles of equal opportunities and non-discrimination in our employment practices.

Our Accessibility Plan increases the extent to which all students can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled students. We organise individual pupil transition arrangements between lessons and at break/lunchtimes, specialist chairs purchased for student with Achondroplasia (Dwarfism) and timetabling of classes on the ground floor for students with reduced mobility.

Our Admissions Policy adheres to the guidelines as set by the borough and is strictly followed. Our Complaints Procedure sets out how we deal with any complaints relating to the school and can be accessed online or obtained at the main reception.

We have a Special Educational Needs Policy that outlines the provision the school makes for students with special educational needs. We work endeavour to offer all students access to the national curriculum, to teach and to assessment that is appropriate to their aptitude, attainment and any special need they might have. The policy was devised in light of the revised Code of Practice for the Identification and Assessment of Special Educational Needs (DFE 1994, Revised 2001).

The School has an E-Safety Policy that takes all E-safety issues very seriously. Through assemblies, ICT days and lessons, students and staff are made aware of suitable internet conduct. Subsequently, "Acceptable – Use" policies are signed and adhered to by all students and staff.

Through our Citizenship and PSHEE education, we work hard to eliminate discrimination, harassment and victimisation through its broad range of areas of study within its curriculum.

We have a comprehensive curriculum that addresses SMSC mainly through the teaching of RS and Citizenship, students are encouraged to think about the world in which they live. Students are encouraged to broaden their understanding of others beliefs, cultures and faiths.

We have a vibrant and well-represented student council body that ensures that students have a direct voice to discuss matters that relate to their concerns and overall wellbeing in school and immediate environment. The school council is strong and articulate, contributing to whole school decision making with students.

We have a well-attended Parent Association & PTA respectively, which represents families across all key stages. Parents share initiatives and discuss concerns with invited members of the school community. We have a successful strategy for engaging with our parents and carers, including those who might traditionally find working with the school difficult.

We have an extensive learning mentoring programme set up to support targeted groups of boys and girls with issues ranging from; confidence, self-esteem, social skills, working with others, assertiveness, public speaking, sense of achievement, sexual health and life skills. Notably, the boys mentoring group is instrumental in keeping some students in school that are on the verge of permanent exclusions.

We have a Food Policy that recognises a culturally diverse cuisine and ensures that all students receive a healthy meal each day. Additionally, we address issues related to SMSC through our (SNAG) School Nutrition Action Group. Our food policy reflects our commitment to healthy lifestyle and responsibility to our environment regardless of one's socio-economic background.

We understand that attendance plays an integral part in students achievement at school. Thus, through our Attendance & Punctuality Policy, we investigate any discrepancies that may occur and address inequalities appropriately.

Under the Equality Act 2010, we are required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of students.

Disability

We are committed to working for the equality of people with and without disabilities.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of students)

Lower School:

We do not have any disabled children in the lower school in our current year groups. However we do have a number of children who are short-sighted and so teachers ensure that they sit near the board during “carpet time” in order to see the board as well as the other students. There are also some children in our reception classes who have poor motor skills (fine and gross). We have an intervention programme run by the Teaching Assistants for these children three times a week called PST (Precision Skills Test).

Upper School:

At GCSE statement students consistently achieve and/or target grades. There is room for improvement for students on School Action Plus; this has been identified by the Learning Support Department and the leadership team, with steps in place.

Key workers of all statemented and high need students liaise with class teachers, LSAs, pastoral teams and parents/carers to ensure students needs are understood and met. Home is regularly informed about forthcoming academic (e.g. controlled assessments, modular and mock exams, revision classes for Year 11) and non-academic events.

Generally, the relationships between disabled students and others is very positive. Students have responded positively and maturely in whole class autism awareness sessions and as members of peer support groups for selected students. Generally, students are very tolerant of students with SEN/LDD. Recently, particular attention has been given to students with MLD and poor global cognitive in order to ensure that these students are not prone to being teased by younger students.

How we advance equality of opportunity:

We support disabled learners by meeting their individual needs e.g. we provide 1:1 withdrawal lessons with specialist learning support staff. Additionally, Individual Programmes of Study are devised to address students learning needs and to enable access to mainstream curriculum e.g. through adapted resources, multi-sensory learning programmes for students with specific learning difficulties, highly differentiated work for students working at P levels – NC2, etc.

We take steps (reasonable adjustments) to ensure that disabled students are not put at a disadvantage compared to other students, through our use of learning support assistants e.g. large team of LSAs, several with specialist training (e.g. in ASD, Behaviour Management) and we support students in class in order to promote access to the curriculum.

We provide additional support for those with disabilities: therapeutic group interventions that are run by trained learning support staff working in the school's 2 x ARPs (e.g. Introductory Social Skills and Expressive Language Strategies groups) as well as other learning support department staff (e.g. Anger Management groups). Other therapeutic interventions e.g. drama therapy, music therapy are organised by the learning support department and delivered by outside specialist.

Textbooks and teacher hand-outs are adapted (re-typed and enlarged) for VI Form students with visual impairment. Specialised laptops with magnifying capabilities and electronic copies of textbooks are also provided.

All students with Education Health and Care plans are offered Work Experience placements in Year 10. Most other students find their own.

LSAs support students with EHCPs at all careers events 'Year 8 girls' challenging perceptions; Year 8 boys Future lives; Year 10 much interviews; Year 11 Careers day.

Every 2 years we invite parents of SEND students to attend a Transition evening with the PMS Careers Coordinator and the support teams from Brunel and Stanmore College.

We involve disabled learners and their families in the changes and improvements we make. We consult them on issues affecting them, rather than relying on people acting on their behalf e.g. parental and pupil views are included in the statutory annual review documentation. Students have the opportunity to identify strategies/resources/staff which help them get on better and identify areas where they still require support.

We carry out an accessibility plan for each disabled pupil e.g. provision of alternative ways of recording information for students with poor motor skills and specific learning difficulties e.g. Alpha Smart, iPad and special transition arrangements between lessons and at break/lunchtimes (e.g. students escorted by LSA join the class a few minutes after the lesson starts and leave a few minutes before it finished to avoid crowded corridors).

We support disabled students participation in the more physically challenging areas of the curriculum. In PE, disabled learners are support with differentiated lessons, specialist equipment and varying assigned roles depending on the level of their disability.

How we foster good relations and promote community cohesion:

The work that has been done to develop high aspirations and a culture of success in the school also contributes to students SMSC development. Through the modelling of mutual respect and promotion of strong moral values within the school community, the staff and governors are working hard to ensure learners receive consistent messages through all aspects of school life.

We continue to develop a curriculum that supports all students to understand, respect and value difference and diversity through using a variety of training opportunities; e.g. SENCO, teachers in charge of the Speech and Language Base and Compass have delivered training sessions on "Differentiation" and "Assessing of students working at P levels – NC 2".

We enable all students to learn about the experiences of disabled people and the discriminatory attitudes those with disabilities may experience, using themes within our PSHEE & Citizenship programme.

We ensure that the curriculum has positive images of disabled people; e.g. positive images are displayed. When appropriate, we use awareness as a tool for tackling bullying or harassment in the cases of special education needs or disability e.g. in circle time or conflict resolution meetings, these are discussed. We tackle prejudice and any incidents of bullying based on disability.

Independent Adviser sees all students on EHCPs and attends transition reviews.

What has been the impact of our activities? What do we plan to do next?

Statemented students consistently achieve and/or exceed target grades at GCSE.

Parental feedback and relationships with the learning support department are very positive.

There has been successful inclusion of ASD students into mainstream classes.

Our selective mutism intervention programme enabled one student to reduce her level of anxiety and she is now beginning to project her voice (detailed assessment and recourses used during intervention available at Compass).

There has been a positive reaction from main school staff to INSET/training/support provided by the Compass team and Speech and Language Base team.

Future plans include an Autism Surgery (drop in sessions for teachers).

We are planning future parents' training sessions.

We continue to work closely with all departments to enhance differentiation.

Students with statements have successful Year 10 work experience placements.

Ethnicity and race (including EAL students)

We are committed to working for the quality of all ethnic groups.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of students)

In recent years students have entered Year 7 with prior attainment levels broadly in line with national averages, although more are now entering the school with lower prior attainment. Students come from a wide variety of ethnic and socio-economic backgrounds reflecting the local community; 60% of learners have English as an additional language. Although few of the EAL students are beginners, literacy levels are low in comparison to national averages.

Our EAL challenges are as follows:

- Ensuring high achievement and expectations for EAL students who are new to English and accelerating language learning by a variety of provisions.
- Ensuring wellbeing and enjoyment of EAL students attending our school, especially those who are new arrivals to the country.
- Maximising EAL students chances of achieving 5 A* - C by enhancing opportunities of bilingual students who are fluent in their mother tongue (community language).
- Ensuring support with all subjects via introducing structured and timetable support option at KS4.
- Providing an opportunity for an additional English language qualification such as IGCSE in ESL accredited by Cambridge University or ESOL "Skills for Life" (Edexcel) which enhances students changes of continuing in further education should they wish to.

Overall in 2014 83% of students made expected progress in English (national average 70%), while 43% made greater than expected progress (national average 32). Many groups are well above national expectations on this measure, and according to RAISE none are significantly below. We acknowledged that many groups were above average progress and all other groups in line with average with the exception of Pakistani groups. Additionally, we are working to close the gap in attainment for those of Black Caribbean origin.

We recognise that considerable work has been done to raise the achievement of all of our targeted groups of students. However, whilst there are examples of individual success and achievement, Black Caribbean and White & Black African students are still doing slightly less well than the national mean for this group.

We regularly consult families and link communities from a range of diverse cultural backgrounds in order to support the learning of our students e.g. “2020 Dreams”, “Envision”, “Walking Tall”, the Afghan Women’s Society and ACES charities respectively. Parents are kept informed every step of the way, and invited in to discuss student progress and involvement in these projects. Subsequently, some projects have had a “Family Day” or concerts where students work and achievements within the project are displayed and celebrated. We work hard to involve parents and families e.g. consultation and support evenings for parents of particular student groups are arranged.

We encourage all students to become involved in pupil forums. We promote diversity on the student council body and have representation in the local “Brent Youth Parliament” programme.

How we advance equality of opportunity:

Year 11 EAL students have their own Post-16 options lesson in October.

We monitor the attainment and progress of all our students by race and ethnicity through the data analysis process e.g. exam analysis also includes a breakdown according to race and ethnicity.

We set targets to improve the attainment and progression rates of all students, and regularly meet with parents at formal parents’ evenings and more informally throughout each term.

We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups e.g. parent workshops and of coffee morning initiatives.

We have introduced a variety of programmes targeting underachieving students; e.g. Breakfast Literacy Club, Booster revision classes, “Boys to Men” and “Black Boys Can” workshops etc.

We have a well-structured and embedded Literacy Intervention Programme

We are revising initiatives to tackle the motivation and engagement in learning of particular groups; e.g. our well-structured Learning Mentoring programme provides Sixth Form peers to act as supportive role models. A staff Development group was established to recognise and coordinate an initial 5 program timetabled approach to address our equality Objectivities. The group is and will continue to be led by AW/HE with support from key pastoral staff (e.g. All KS3/4 Post – 16 DSDs, ADSDs, PSA, EAL, L.LM & the Inclusion manager). Quality resources and hand-outs have been distributed within the SDG. Additionally, to use more local and experienced organisations etc. (e.g. Somali Education support Centre, Welbodi partnership & the Reach Society to present, thus provide social context alongside staff CPD opportunities.)

EAL students are consulted annually using EAL questionnaires, regarding their views on provision and the support they receive from the EAL department. Parents are informed about the support their child is receiving from the EAL department. Parents are informed about support their children are receive (including withdrawal sessions) and the after-school opportunities available. Staff contact details are given to all EAL parents to that they are able to contact staff with any queries throughout the academic year.

EAL teachers also take part in coffee mornings which target parents from various ethnic groups represented in school e.g. this year Romanian and Polish KS3 parents. This year we will be seeking views of the EAL parents on the support we provide and their views of the school.

We identify and address barriers to the participation of particular groups in learning and other activities. For example, it was recognised that an increasing number of in year transfers were students from outside of the UK. A “New Arrivals” transition group was set up to help support these students in their move into the UK as it was recognised that these students would share experiences of moving to a new country and the challenges of learning a new language whilst trying to study at school.

Throughout the curriculum, schemes of work provide students with opportunities to learn about the experiences and achievements of different communities and cultures e.g. in History, Year 8 students study “Black Peoples of the Americas” which covers the history of West Africa, the Caribbean and the USA. This unit deals with important themes such as slavery, the abolition movement and civil rights. Also, in Year 8, students study the Mughal Empire which allows them to examine aspects of Indian history and make comparisons to England/Britain in the Tudor and Stuart periods.

How we foster good relations and promote community cohesion:

The school promotes the spiritual, moral, social and cultural development of all students through assortment of learning opportunities and experiences e.g. citizenship education explores the topics of diversity, immigration and community cohesion. All students in KS3 are provided with the opportunity to learn about the experiences of different communities and cultures through their PSHEE and Citizenship programme of study. Additionally, PSHEE study in KS3 involves cultural identity, dealing with discrimination and developing your “sense of self”.

We provide all students with opportunities to learn about the achievements of different communities and cultures e.g. in English, all students learn about different cultures and traditions. At Key Stage 3 students study a poetry unit taking in poems from all over the world, and Year 9 study a dedicated Black Literature unit. Our choice of texts ensures racism and discrimination is tackled: reading texts like “To Kill a Mockingbird” and completing the associated activities encourages students to think empathetically and actively warns of the dangers of stereotyping. The writers we study come from many different backgrounds, and this is reflected in their work. Students are increasingly required to write about the background context in which texts are written and received, meaning there is an increased focus on diverse cultures.

We are developing a curriculum that supports all students in understanding, respecting and valuing difference and diversity e.g. KS4 students explore the issue of race and ethnicity through their drop down day for Ethics and Citizenship. All students work with “2020 Dreams” on the topic of “Race & Perception”. Additionally, we regularly challenge the area of racism and stereotypes, and have also worked with outside organisations to explore this issue in depth.

In the lower school, we have books and stories from various cultural backgrounds. As part of this we organise food-taster sessions from different cultures and ethnicities. As part of our RE curriculum, we look at festivals celebrated around the world. The children feel happy to celebrate their own cultural events with their friends and teachers and also learn about others.

Assemblies and the “Thought for the Day” programme give a daily insight for students to learn about the experiences and achievements of different communities. Citizenship registration is also created by the students, e.g. popular registration themes often include race, religion, environment, media and society.

Our curriculum offering and school experience consistently challenges racism and the many associated stereotypes e.g. the annual involvement of our Year 10 Citizenship representatives in the Holocaust Memorial Day serves to remember the past and modern day issues of racism, religion and the angry motivations behind genocides. The focus of this day is building students understanding of empathy for others and active voices for change and cultural tolerance. Additionally, citizenship registrations and lessons have been used to explore the issue of refugees in Britain.

Across the lower and upper school, we acknowledge diversity in cultural experience and recognise contributions made by others e.g. Refugee Week, LGBT & Black History Month.

Through MFL, we have established a firm link with schools in Morocco through taking part in "Connecting Classrooms" initiated by the British Council. This has served to enlighten students on international culture.

We have organised numerous and enthusiastically supported celebrations of international music and dance e.g. "One World" and many other equally inspiring theatre/drama performances.

The curriculum is supported by resources which provide positive images reflecting the diverse communities of modern Britain e.g. the issue of Modern Britain is covered through a SOW which looks at "Diversity and Being British". This develops the idea of the students self-image and placement in modern Britain.

What has been the impact of our activities? What do we plan to do next?

At Preston Manor, the cohort of students whose language is believed to be other than English achieved better in terms of 5A* - C including English and Mathematics than their English as a first language speaking counterparts and also surpassed national percentages with regards to the above (See RAISE online).

We have a respected literacy intervention programme that continues to have a positive impact across all areas of the curriculum. We have cultural diverse community of boys and girls who value their cultural difference and appreciate their many similarities. We are proud that incidents of racist bullying are negligible to nil, but we are not complacent.

What we plan to do EYFS/KS1

Increase progress of students through implementation of monitoring and intervention strategies.

KS3

Increase VA for all students using the level 5+ English and Mathematics measure with a particular focus on lower ability girls and boys.

KS4

Continue to address the gender gap in 5 A* - C (inc. English and Mathematics) of boys attainment by further refining the KS4 curriculum and looking at student grouping procedures, progress monitoring and targeted interventions Increase Ebacc A* - C of some student groups e.g. Black Caribbean by increasing participation through KS3 - 4 advice and guidance Improve progress for lower ability boys and girls in the 5+ A* - C including English and Mathematics and VA measures (FFT 3 yr trend) Refine targeting of underachieving groups to increase VA for lower ability boys, Pakistani and Black Caribbean groups to above average while at least maintaining the VA for other student groups Drive forward literacy and teaching and learning initiatives to ensure further progress in all subjects and across all phases.

KS5

Maintain the exceptional performance achieved at A Level over the past three years. Continue to monitor the appropriateness and effectiveness of the Sixth Form Curriculum.

Gender

We are committed to working for the equality of women and men.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of students).

Boys and girls achieve well at Preston Manor. There is a gap in boys attainment to girls when looking at obtaining 5 - A* - C (inc. English and Mathematics.) However, we recognise this national trend, and continue to work hard to reduce any differences. In particular, by further refining the KS4 curriculum and looking at student grouping procedures, progress monitoring and targeted interventions.

There are more boys than girls in the school e.g. in Yr 11 it is 60% boys and 40% girls. In English, we are identifying and addressing barriers to the participation of boys and girls in activities. In particular, as we replace some KS4 texts, we are identifying works of literature which may appeal more to boys. We ensure that gender stereotypes in subject choices, careers advice and work experience is avoided.

Raise online report 2014 shows that for Ebacc subject area thresholds our girls and boys both outperform girls and boys nationally, with our girls significantly above national average at 87% achieving the science threshold for ebacc compared to 74% nationally (boys 73% to 71%). Less boys achieve the ebacc threshold for science than girls at Preston Manor (73% to 87%). Across the courses offered in science boys and girls performed equally well in core, applied, additional science and Physics. In Biology and Chemistry girls outperformed boys. 53 girls took Triple Physics in 2014 with over 50% achieving the top grades of A/A*.

KS3 monitoring shows no current achievement gap between boys and girls. However, there is a significant gap in the challenging behaviour displayed and the number of exclusions between boys and girls. Through positive reinforcement, we are working hard to prevent any possible gaps in future attainment between boys and girls as a result of challenging behaviour.

We regularly involve and consult boys and girls on issues that might affect their achievement or wellbeing, through a variety of student voice activities. In particular, each tutor group has two year council reps (one girl and one boy) and this ensures that both genders are equally represented at the year council meetings and their differing views can be expressed equally. Consultation also happens through the school's Citizenship Club and student surveys are carried out in the summer term.

Each term, form tutors choose two students who deserve recognition for their continued hard work or progress shown that term – one girl and one boy. There are also PSA, DSD and SLT awards and great care is taken to ensure those chosen represent both genders and that their achievements represent positive actions and role models for their peers.

How we advance equality of opportunity:

Year 8 PSHEE careers lessons on challenging occupational stereo types.

Year 8 girls challenging perceptions women's work events.

We monitor the attainment and progress of all our students, and use gender in the data analysis process. We take a "Which boy? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups, e.g. there is an emotional management group for girls, targeting girls with low self-esteem and those who have difficulty managing their emotions.

We have a very successful boys' cooking club that was set up for boys with challenging behaviour.

We set targets to improve the attainment and rates of progress of particular groups of boys and girls.

We are identifying and addressing barriers to the participation of boys and girls in activities.

We ensure that gender stereotypes in subject choices, careers advice and work experience are avoided. In particular, our KS3 careers education programme focuses on "Girl's Aspirations", challenging gender stereotypes in the job and labour market. This is designed to increase girls' uptake of Maths and Science related subjects.

Parents, carers and families are given opportunities to contribute to aspects of the development, delivery and evaluation of the school's gender equality initiatives through formal parents meetings, parent council and coffee mornings with female professionals on the STEM fields.

We are developing particular initiatives to tackle boys' attitudes to school and learning e.g. our popular learning mentoring programme provides positive male role models who work with the younger students. Notably, ex-students of Physics (boys and girls) have also come back to Preston Manor to promote the choice at KS5, with a particular focus on encouraging more girls to apply.

We work in partnership with other organisations, including CNWL and HE institutions, to develop inventive ways of tackling gender segregation in subject and career choice e.g. all girls in Year 8 receive a "Careers Event" on a topic involving women speakers who currently work in the fields of Science, Technology, Engineering and Mathematics (STEM). Additionally, our staff work extremely hard to ensure that the Yr 9 students option interviews are primarily guided by pupil interests and ability rather than any gender, cultural or social stereotypes that students may have.

We are in the process of developing a Year 8 "Careers Event" for boys only; looking at jobs, careers and skills used in female dominated professions and occupations. Both parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress. In all contact with home, tutors try to converse with both parents as appropriate. If parents are estranged, tutors attempt to keep both parents informed of issues at school and invite both parents in for discussions as appropriate.

PSHEE and Citizenship develop and discuss the issues facing boys and girls in several ways. The PSHEE SOW focuses on the issues for both genders in relation to "Emotional & Physical Health" as well as "Sexual Education". The challenges of this are in catering for an adequate learning environment for students to learn in mixed and single sex environments.

How we foster good relations and promote community cohesion:

The school promotes the spiritual, moral, social and cultural development of all students through the PSHEE and Citizenship programme e.g. the “Thought of the Day” is read out in the morning registration and in the weekly assembly (themes of the assembly also promote these areas.)

We ensure the inclusion of positive, non-stereotypical images of women and men, girls and boys in PSHEE, citizenship and assembly through careful selection of the materials used to teach a variety of themes. Assemblies promote positive, non-stereotypical images throughout the year.

We work hard to ensure the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum. All departments challenge sexism and negative stereotypes e.g. in Year 9 History, there are a number of opportunities for students to learn about “Women’s History in the UK”, for example the increased rights of women in the late nineteenth century, the “Suffragette Movement” and the role of women in the First and Second World Wars in 2014, the school successfully recognised International Woman’s Day.

In RE, the GCSE topic “Community Cohesion” looks at the traditional and modern roles of men and women in society and religion and considers reasons for views on roles of men and women. Additionally, an A2 Ethics topic “Sexual Ethics” looks at how religion has influenced attitudes towards the relationship between men and women and considers traditional and modern interpretations.

We respond to any sexist bullying or sexual harassment in line with the school policies. Incidents are recorded and followed up with all parties involved.

What has been the impact of our activities? What do we plan to do next?

Continue to address gender gap in 5 A* - C (inc. English and Mathematics) in boys attainment.

Continue to drive forward literacy and teaching and learning initiatives to ensure further progress in all subjects and across all phases for all.

Improve progress for lower ability boys and girls in the 5+ A* - C including English and Mathematics and VA measures (FFT 3 yr trend)

Challenge further the stereotypes of gender within the current SOW to allow for greater depth of study within Citizenship and PSHEE education.

More girls looking for Engineering work experience placements than 3 years ago.

Careers to monitor the impact careers work has had on girls taking A Level Physics.

Gender identity or reassignment

We are committed to ensuring that students and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of students)

Gender identity or reassignment

We do not collect data on students who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergone a process to reassign their gender may experience discrimination and harassment.

Pregnancy and maternity

We understand that students who are pregnant or who have recently had a baby can experience discrimination, and barriers to accessing or continuing their education.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of students)

Pregnancy and Maternity

At present, we do not have any students who are pregnant or on maternity. However, we recognise students who are pregnant or on maternity may experience discrimination, and barriers or continuing their education.

Religion and belief

We are committed to working for equality for people based on their religion, belief and non-belief.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of students)

The Key Stage 3 RE curriculum follows the Agreed Syllabus for RE produced by Brent SACRE. (See front page of each Scheme of Work). The SACRE includes local representatives from a range of faith communities.

The GCSE specification that we follow (Edexcel, Units 1 and 8) is designed to “give all students, of any religious persuasion or none, the opportunity to demonstrate their attainment” (specification page1).

The A/S and A2 specification that we follow (OCR G571, G572, G581, G582) is designed to support a course of study which is suitable for candidates from any religious background (or none)” (specification page 1).

The Citizenship and PSHEE department develop SOW which includes reference where possible to religion, belief and non-belief.

PSHEE has optional areas of study to allow for those students who have been withdrawn from Sexual Education due to religious belief.

We have been able successfully able to consult families and students from different faith communities, e.g. the introduction of the “Meat Free Monday” initiative and issues around Halal and Non Halal encouraged an informed debate.

How we advance equality of opportunity:

In addition to learning about religion, students are also given opportunities to learn from religion. This enables students from all backgrounds to reflect on the questions/issues raised by religion and develop their own responses and ideas. For those students who have been withdrawn from PSHEE “Sex Education” study, there is additional work which focuses on the development of self.

Students are supported in their development of their sense of identity and belonging through PSHEE and Citizenship study. Particular lessons on sense of self, decision making, emotional literacy, lifestyle choices and cultural identity directly support this aspect of learning. The five year programme of study builds on these aspects with the intended outcome of a confident child who is able to make healthy decisions.

The National Framework for RE lists “identity, diversity and belong” as a key concept in RE (Key concept 1.4). This concept is particularly addressed in “Symbol and Story” and “Pilgrimage” (year 7); “Judaism” (year 8); “Sikhism” (year 9); and “Religion and Community Cohesion” in GCSE Unit 1 (Year 10).

Learning and undertaking activities in citizenship contributes to the achievement of all three of the curriculum aims for all young people to become successful learners, confident individuals and responsible citizens. As well as contributing to attainment of the Every Child Matters outcomes.

How we foster good relations and promote community cohesion:

Promoting spiritual, moral, social and cultural education is at the heart of RE. Spiritual – students from all backgrounds are encouraged to reflect on the questions/issues raised by religion and develop their own responses and ideas. (See schemes of work, particularly “Intro to RE” (Year 7); “Puzzle of God” (Year 8); and “Puzzle of Life” (Year 9). The GCSE, A/S and A2 specifications also contain many opportunities for reflecting on these issues.

Assessment Objectives 2 of the GCSE is to “use evidence and reasoned argument to express and evaluate personal responses” (specification p.91)

Moral – we cover practical ethnics and ethical theory. See “Ethics” (Year 9); “Matters of Life and Death” and “Marriage and Family” (GCSE Unit 1 Year 10); “Rights and Responsibilities”, Environment and Medical Ethics”, “Peace and Conflict” (Unit 8 Year 11); G572 A/S “Religious Ethics” (Year 12) and Unit G582 A2 “Religious Ethics” (Year 13).

Cultural – we use examples from different cultures (e.g. creation myths from different cultures), and emphasise the diversity within religion. We also consider how culture can be used to express religious belief (e.g. “Symbol and Story” Year 7 and “Hinduism” Year 9 schemes of work).

At Key Stage 3, the curriculum includes the study of the six main world religions, as well as thematic units which allow students to explore similarities between religions (e.g. “Pilgrimage” Year 7).

The GCSE specification is flexible in that it requires the study of Christianity and one other religion. We allow students individually to choose the other religion that they would like to study, supporting this with reference to the information on Islam, Judaism, Hinduism and Sikhism in the textbooks.

At Key Stage 5, the focus is on Philosophy and Ethics. Students analyse and evaluate religious and non-religious arguments and points of view.

As a multi-faith school, we present all religions as having equal value, and do not seek to promote one religion as more or less valid as the others. We also encourage students to develop tolerance for religions and cultures which are different from their own. As such, if students express stereotypical views or have misconceptions about religious beliefs/practices, we challenge these and attempt to provide a balanced/more accurate presentation of such religious beliefs/practices.

The Edexcel GCSE RS Unit 1 (Year 10) contains a topic on “Religion and Community Cohesion” which allows students to understand the benefits of living in a multi-faith, multi-cultural society, and how some of the problems of such a society can be addressed, as well as looking at the role of religion in modern UK.

Recent extra-curricular events include: “Food and Festivals”, which allowed Key Stage 3 students to look at the role of special/symbolic food in celebrating religious festivals; and “Encountering Faith” workshops run by “Three Faiths Forum”, which allowed our GCSE students to meet and ask questions of representatives from different faith communities.

Citizenship Education focuses on developing Preston Manor’s involvement in the local community. Opportunities are provided to raise students involvement and engagement in local issues and the world around them in order to promote their spiritual, moral and cultural development.

For several years, we have worked with JFS as part of Holocaust Memorial Day. This involves KS4 students joining with other schools across Brent in remembering

those involved in the Holocaust and develops their understanding of modern day genocides. This day takes in many religious and non-religious beliefs and includes speakers such as Holocaust Survivors and BNP mole, Ray Hill.

Remembrance Day is marked through a whole school two-minute silence. Links are made from Remembrance Day to modern day issues and reasons for remembrance through Citizenship Registration Activities.

Citizenship Reps from Yr 7-11 have meet with local Brent councillors to discuss issues within the local community and learn more about the role of the council to explore shared values.

SEWA days is celebrated in Preston Manor through Citizenship Registration Activities and Yr 7 Active Citizenship with donations of clothing and items from home to be given to St Luke's Hospice – a local community charity.

African Child, a charity to support people in the local community, come in and work with KS4 as part of developing young people's healthy relationships. This includes workshops on lifestyle choices and beliefs.

Envision work with students in KS4 to develop their understanding of Active Citizenship through questioning and learning about shared values under the umbrella of challenging discrimination and prejudice.

Body and Soul actively challenge students own prejudices and discrimination of young people affected by HIV and AIDs. Their work is with KS4 students. Two representatives from Preston Manor were chosen to attend AIDs Awareness Day at the Mayor's Office.

What has been the impact of our activities? What do we plan to do next?

In general, students enjoy RE and are willing to learn about beliefs that are different from their own.

There is significant uptake of this subject, especially in Year 12 and 13.

Results have been consistently outstanding, especially at GCSE.

Preston Manor's growing involvement in the local community and with outside providers continues to impact positively in developing students understanding of local community and wider global issues.

Next steps

Consider how to make sure the "Agreed Syllabus" for RE is delivered to all students at Key Stage 4 (in line with statutory requirements).

Further development of the Citizenship Representatives in Citizenship Registrations and planning of event in the local community and local schools to further develop spiritual, moral and cultural understanding.

Sexual orientation

We do not collect data on the sexual orientation of our students. However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual students.

Part 6: Our equality objectives

The Equality Act 2010 requires us to publish specific 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.

Objective 1: To close the gap in the number of fixed term exclusions of Somali and Afro-Caribbean students in comparison to their peers.

Objective 2: To ensure that high aspirations are equitable between boys and girls - and as a consequence reduce the performance gap between each group.

Objective 3: To demonstrate value, respect for all and to teach tolerance in line with British and shared values where all students feel safe in.

Part 7: Information about our employees

If we have more than 150 employees we are required to publish information about them. This information aims to provide a profile of our school workforce, as our employment practices and achievements.

Confidentiality

Guarantees of confidentiality are given to all staff who provide monitoring information or who take part in staff surveys. Names and data are anonymised and we observe the convention not to report where there are 10 or fewer respondents in any grouping.

As of 31 January 2018, the school employs 233 staff. Our staff are employed in the following main groups:

Teaching staff
Support staff

Age

	Under 21	21 - 30	31 - 40	41 - 50	51 - 60	61 - 70	71 - 79	Age unavailable
Number	1	53	68	65	37	9	0	0
%	0.92	22.74	29.18	27.89	15.87	3.86	0	0

Disability

Disabled	0
Not disabled	233
Not given / Unknown	233

Ethnicity and race

	Number	% of staff		Number	% of staff
Asian or Asian British	65	27.89	Any other	7	3.00
Black or Black British	54	23.17	White	93	39.91
Chinese	0	0	Prefer not to	0	0
Mixed	6	2.57	Not stated	8	3.43

Gender

	% of all staff
Female	78
Male	22

Sexual orientation

We do not collect data on the sexual orientation of our staff.

However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual staff.

Gender identity or reassignment

We do not collect data on staff who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

Pregnancy and Maturity

4

Religion and Belief

We do not collect data on staff members' religion and belief. As a multi-faith school, we present all religions as having equal value, and do not seek to promote one religion as more or less valid as the others. However, as a multi faith school, we recognise that people of religion and belief may experience discrimination and harassment.

Additional information

Policies and procedures

The staff Equal Opportunity Policy covers; School employees (permanent, temporary, casual, part time and those on fixed term contracts; job applicants and individuals such as agency staff and consultants and volunteers who are not employees but who work at the school. The Equal Opportunity policy also covers everyone who comes into contact with the school not just employees. Through our whole school approach this includes students, parents and third parties such as wider community stakeholders.

Recruitment and selection of staff

Recruitment procedures are reviewed from time to time to ensure that individuals are treated on the basis of their relevant merits and abilities. Job selection criteria are reviewed from time to time to ensure that they are justifiable on non-discriminatory grounds as being essential for the effective performance of the job.

The school takes steps to ensure that knowledge of its vacancies reaches a wide labour market to recruit from the widest pool of candidates reasonably practicable and may, where relevant, take positive action measures to attract applications from all sections, especially from those that are underrepresented in the workforce.

Vacancy advertisements include an appropriate short statement on our “Equal Opportunities and Diversity Policy” and a copy of this policy is sent to those who enquire about vacancies.

The school takes steps to ensure that any recruitment agencies acting for the school are aware of its requirements not to discriminate and act accordingly in carrying out recruitment activities for and on behalf of the school.

To ensure that this policy is operating effectively, and to identify groups that may be underrepresented or disadvantaged, the school may monitor applicants. Ethnic groups, gender, disability, sexual orientation, religion and age are monitored as part of the recruitment procedure. Provision of this information is voluntary and does not adversely affect an individual's chances of recruitment or any other decision related to their employment.

The information is removed from applications before short listing, and kept in an anonymous format solely for the purposes stated in this policy. Analysing this data helps us take appropriate steps to avoid discrimination and improve equality and diversity.

From 1 January 2010 it was mandatory that any appointments of school staff are made by a recruitment panel which includes at least one person who has been trained in safer recruitment. Recruitment & Selection training is covered in the Safer Recruitment training.

Activities that promote equality for our employees

The school aims to ensure that no member of staff or applicant is subject to unlawful discrimination on the basis of their gender, sexual orientation, marital or civil partner status, gender reassignment, race, religion, or belief, colour, nationality, ethnic or national origin, disability or age, pregnancy or trade union membership or the fact that they are a part time worker or a fixed term employee (“Protected Characteristics”).

Providing a workplace free from harassment, bullying and victimisation.

Religious Festivals and Observance.

Employees who have particular religious or cultural needs which conflict with normal working arrangements will be allowed to take annual leave, flexi leave where applicable or unpaid leave subject to service needs, or working religious festivals coincide with the school term shall be granted leave that complies with the legislation.

Family Friendly Policies.

Care First.

Anti-Stress Policies – Providing support and services, such as occupational health, for staff affected by or absent by reason of stress.

Grievances and disciplinary procedures

The school encourages all employees to settle complaints either informally or by formal mediation. Mediation is voluntary and will only take place with the agreement of both parties. Where mediation is agreed once the formal grievance procedure has been started, the formal procedure will be adjourned whilst the mediation takes place. In the event that no mutually acceptable solution is reached through mediation, the procedure will be reconvened at the point of adjournment.

Pay gap information

In the process of being updated.

What our employees say about equality issues

In our most recent Staff survey, staff were very positive about how the school worked to address and recognise the importance of the Equality Act and the integral role it plays in the working environment.

Equality and diversity training for staff

We have provided staff training that includes aspects on “Equal Opportunities”.

It has been identified that there is a gap in this area for support staff to receive training.

(A timetable is in the process of being set up to address the key issues.)

We are looking at creative ways for staff to access the “Equalities & Diversity training” (Brent) e.g. online, face to face, action learning sets or twilight from 5-6pm.