

Ernest Bevin College



Equality information and objectives

*Bevin believes in...
respect, opportunity, happiness,
resilience, tolerance*

September 2016

College statement on equality

Ernest Bevin College is committed to equality both as a service provider and an employer:

- We strive to ensure that everyone is treated fairly and with respect.
- We aim to create a safe, secure and stimulating environment in our college.
- We recognise that equality does not mean treating everyone exactly the same; to this end we work to make adaptations and offer support, where reasonable, to facilitate students and staff fulfilling their potential.
- We aim to consult representatives of different groups when making decisions.
- We aim to ensure that no-one experiences harassment, less favourable treatment or discrimination due to any of the protected characteristics. These are age, disability, ethnicity, colour or national origin, gender, gender identity or reassignment, marital status, pregnancy or maternity, religion or beliefs, or their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 which is reflected in our daily work and our specific duties to publish information about our college population and our objectives which show how we plan to tackle particular inequalities. Linked to this is our duty under the 2006 Education and Inspections Act to promote community cohesion.

We recognise the focus taken by OFSTED upon narrowing gaps in attainment by the following groups;

- Pupils from certain ethnic or cultural backgrounds,
- Pupils from low income households and eligible for free school meals,
- Pupils who are disabled,
- Pupils with special educational needs,

In addition to this statement and the report and objectives which follow the college has a full policy statement on equality. This is available upon request.

For more information please contact:

Patrick Sullivan, Assistant Principal.

Caroline Dowdell, Vice Chair of Governors

Part 1: Information about the pupil population

All data from Raise Online Report published March 2016 unless otherwise stated. This reflects the college in the previous academic year.

Number of pupils on roll at the college	1257
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This is a stable figure. The college has a fairly low rate of pupil mobility. We are an all boys school in years 7 to 11 with a mixed Key Stage 5.

Disability

These are 20 pupils at the college with disabilities or needs as defined by the Equality Act (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). These 20 have a statement of special need or an Education, Health and Care Plan (EHC). There are pupils at the college with the following disabilities:

- Physical impairments such as limited use of limbs,
- Hearing impairment,
- ADHD.

Special Educational Needs

	Percentage of the college population
Students with Special Needs Support	18.1%
Statement / EHC	1.9%

There has been a small increase in the number of students with EHCP plans. We are very close to national average levels on the statements and EHCP and above national average for SEN Support.

More detail on the numbers of pupils with various needs is available on RAISEonline.

Ethnicity and Race

The college has 92.8% of pupils from minority ethnic backgrounds. This has remained fairly stable in recent years.

Group	Percentage of the college population	National Average
Bangladeshi	3.8	1.7
Indian	5.6	2.7
Other Asian background	10.2	1.7
Pakistani	21.6	4.1
Black Caribbean	10.5	1.3
Black African	18.5	3.5
Other Black background	1.3	0.7
Chinese	0.6	0.4
Mixed White and Asian	1	1.1
Mixed White and Black African	1.4	0.6
Mixed White and Black Caribbean	3.3	1.4
Other mixed background	3.4	1.7
White British	7.1	70.4
White Irish	0.1	0.3
Traveller of Irish Heritage	0	0.1
White other	6.4	5.1
Other Ethnic Group	3.5	1.6
Refused / Not known	1.3	0.5

There are few dramatic changes in ethnic groups at Ernest Bevin. There does appear to be a trend towards an increase in white other, black African and Pakistani and a reduction in black Caribbean. Raiseonline data does not show individual groupings within black African – but our own data shows an increase in Somali pupils and also Polish within white other.

With the exception of Chinese and Mixed White / Asian the population of Ernest Bevin has a very different ethnic make up than national average.

Pupils with English as an additional language

The college has 53.6% of pupils who describe themselves as having a first language other than English. Over 50 languages are represented in the college. This is well above national average (15.1%)

However the majority of pupils have good spoken and written English.

Languages with over 30 pupils are:

Urdu
Tamil
Somali
Arabic
Bengali
Gujurati

Pupils from low income backgrounds

43.8% of pupils receive or have received free school meals – and are classified as Pupil Premium. This is significantly above the national average of 28.7% but has fallen slightly in the past year.

Looked after pupils

We have 2 looked after pupils (all in year 11) – they have a specific member of staff (Mr McCarthy) who is responsible for their progress and wellbeing. Info from SIMS data Sept 16.

Young carers

We have 7 pupils described as young carers; this can be quite difficult to define. They are across several years.

Exclusions

Our fixed term exclusions were 6.22% which is lower than national average at 6.87%. The college works very hard to manage pupils constructively, improve behaviour and avoid exclusion. Our permanent exclusions were 0.48% which is a little higher than the national average of 0.12%.

Pupils in the groups mixed white and black Caribbean, mixed white and Asian and Indian had a higher than average rate of exclusions whilst Pakistani pupils had a lower than average rate. The numbers of pupils here are fairly low so these figures should be treated with some caution.

Pupils with an EHCP have a lower than expected rate of exclusion whilst those on SEN support have a higher than average rate.

Pupils on free school meals have a lower than average rate of exclusion.

Attendance

Our overall rate of attendance was 95% which is higher than national average at 94.8%. This is a strong basis for comparisons of groups of pupils.

The data for most groups attendance reflects this average – with free school meals pupils having a better than average rate.

Data sets for SEN pupils' attendance are very close to national averages.

Most ethnic groups have attendance rates a little higher than average – balanced by slightly lower rates for White British, Mixed White and Black Caribbean and Pakistani.

Achievement / Outcomes and destinations

In this cohort we had no NEET students leaving year 11, this is a measure of young people Not in Employment, Education or Training. Interventions were focussed upon our most vulnerable pupils during year 11 to avoid NEET status. This obviously compares well with national averages for all groups of pupils.

Our year 11 students achieved 56% 5 A* to C including English and maths which compares strongly to the national average for boys of 51%. Our FSM pupils achieved 37% on the same measure which is a gap we acknowledge but their achievement is above average for FSM pupils, 36%.

SEND pupils achieved at or above national averages.

Most ethnic groups achieved in line with national averages, clearly the significance of statistics from groups with very small numbers is limited. Of the larger groups Pakistani pupils achieved strongly whilst black Caribbean and black African pupils achieved slightly below average.

Part 2: Our main equality challenges

This is a summary of the main issues we are concerned about. This will link with our equality objectives.

- The incidences of homophobic language from the pupils and the perception that this is acceptable whilst racist language is not.
- To close any gaps in attainment particularly between FSM and non FSM pupils and between some ethnic groups.
- Although we have had few issues, none serious, we are aware of rising racial tensions in the country and are vigilant. We have a curriculum which promotes our values including respect and tolerance and we intervene positively and appropriately with any issues which arise.
- The physical structure of the building is not wheelchair friendly.

Part 3: How we demonstrate due regard for equality

This information provides examples of how we work towards equality for pupils:

- A broad balanced curriculum which differentiates according to pupil needs. OFSTED rated us outstanding in 2011.
- Pupil Premium funds are allocated and spent on academic and motivational activities.
- An Inclusion department who work to support pupils, especially those with special needs. All staff are expected to make adjustments for SEND pupils in their lessons, this is one of the key measures used in lesson observations.
- An English as an additional language team works to support those pupils who are working to acquire English, especially those in the early stages. This is now integrated with Inclusion within the college structure.
- Where the college is able to meet the needs of a pupil with a disability or special need we do so and make every effort to adapt our practice to the benefit of the pupil.
- A robust pastoral system which supports pupils' social needs and challenges behaviour which would undermine the wellbeing of other pupils.
- The college has a weekly meeting of a Welfare Panel which coordinates interventions for students from the most challenging backgrounds. Likewise an inclusion panel which coordinates work with pupils who are or might struggle to achieve in college.

- A programme of assemblies and a citizenship scheme of work which educate pupils about their rights and responsibilities in relation to equality.
- Respect is shown towards pupils' backgrounds and beliefs; for example a prayer room is provided for Muslim pupils and accommodation is made for pupils to attend Friday prayers. Vegetarian meals are available every day.
- Intervention is taking place for pupils on FSM and or Pupil Premium and with low prior attainment; literacy and numeracy sessions, off site visits etc

For staff:

- Applications and appointments comply with equality legislation in relation to protected characteristics.
- Reasonable adaptations have been made to accommodate staff with disabilities – for example a stairlift has been installed to support a member of staff who became a wheelchair user.
- The college has been prepared to make adjustments for staff who are experiencing chronic or acute health problems for example in the location of their work (avoiding stairs) or in part time working.
- The maternity and paternity rights of staff are respected with good grace and flexibility.
- Staff who experience difficult personal situations are treated generously and respectfully.
- Staff beliefs are respected for example in relation to leave for days of religious observance.

Part 4: Consultation and engagement

We have consulted with stakeholders in order to inform our decision making or to make adaptations to our practice.

Stakeholders	Dates	Adaptations
Tooting Islamic Centre and Gatton Road Mosque	Ongoing	Allowing pupils to attend prayers at the local mosque, taking into account seasonal variance.
Tooting Islamic Centre and other representatives of Islam.	Ongoing	Allowing days of observance for Eid – staff and pupils.
Travellers educational welfare service	March 2012	Working towards balancing the lifestyles of traveller pupils with their educational needs. (At present we have no traveller students)
Hospital education service – Wandsworth and Lambeth	Ongoing	Liaising in order to meet the needs of pupils, for example a student with profound mental health issues

Part 5: How we have considered equality issues in our decision making

Date	Policy or decision	Equality issues considered	Action taken
November 2012	Interpretation of staff leave provision	Religious observance days.	Staff allowed paid leave for religious observance, more generous provision than LA guidance.

Part 6: Our equality objectives:

Objectives for Spring 2015 to Summer 2016 (for review in autumn 2016):

Equality objective	Success criteria / date	Current baseline	Progress made
Attendance: To maintain improved attendance of White British Students.	Maintain at above 90% to summer 2016	91%	At 94.2% - above target but still around 1% point below college average.
Attainment: To maintain current progress made with outcomes for Pupil Premium students	Maintain PP outcomes at KS4 at level of rest of cohort	Within 2%	Raise online has changed the reporting figures – using attainment 8 – disadvantaged pupils scored 46.36 against 49.77 for the whole cohort and 52.66 for non disadvantaged.
Tolerance: To record and reduce intolerant incidents	Maintain accurate records of intolerant or extreme behaviours and attitudes (racism, sexism, homophobia etc)		This record is being kept.

Objectives set September 16 – for review September 17

Equality objective	Success criteria / date	Current baseline	Progress made
To close the gap between attainment at KS4 between FSM and non FSM pupils	Progress 8 better than -0.05 for FSM pupils	-0.09 – Raise online 2016	
To close the gap in attainment for black Caribbean and black African pupils	Progress 8 is better than – 0.5 for black Caribbean and 0 for black African	-0.84 for black Caribbean, 0.04 for black African – Raise online 2016 data	
To create links with local community groups representing a broader range of cultures.	Links established.		