

APPENDIX A (appendix to the Equality Information and Objectives Statement)

St Marylebone School information about how we are meeting the aims of the general Public Sector Equality Duty (PSED) Reviewed May 2020; next review date June / July 2021.

Equality Objectives	How are we meeting these objectives?				
	2017-18	2018-19	2019-20	2020-21	2021-22
<p>1. To monitor and seek to increase the numbers of students who could be considered disadvantaged who are making expected or greater than expected progress at GCSE. This includes those eligible for the Pupil Premium, students with SEN, Children Looked After, students with EAL or students in a minority such as boys in the Sixth Form.</p>	<ul style="list-style-type: none"> - Additional resource has been put into supporting PP students in Y11 notably in Maths. - Increased support for academically vulnerable students progressing from Y9 into Y10 (eg Y9 RS SEN support) - PEP meetings for CLA students; resources identified to support progress - Individualised support plans for 6th Formers struggling with study skills, organisation and learning behaviour - Ongoing meticulous progress tracking and intervention with SLT roles designated to this <p>For further information:</p> <ul style="list-style-type: none"> - <i>Pupil Premium Report and Targets</i> - <i>CLA Report</i> - <i>Examinations Report</i> 	<ul style="list-style-type: none"> - Sustained efforts to support PP students in their learning across the curriculum, as reported to Governors - PP students achieved very well compared to national PP achievement at GCSE 2018; there is a gap between them and non-PP peers which the School continues to interrogate. - Thoroughness of support for LAC praised by Virtual Head WCC - Boys achievement monitored with care; enrichment and intervention personalised; enrichment such as football v successful - SEN - full report taken to Governors - Fair Access students with notable EAL receiving high level support as they enter 	<ul style="list-style-type: none"> - PP students achieve exceptionally well at GCSE, reaching P8 score of +0.4. Non-PP peers do twice as well; the School still strives to close this gap while recognising that P8 +0.4 for PP students is exceptional. Work on establishing academic confidence and cultural capital is underway, notably through A&C programme - There are no data trends to suggest that there are any notable groups being underserved by the School. - During COVID-19 school closure, efforts to provide for the vulnerable and disadvantaged are stepped up; laptops provided, work posted home, regular phone contact with members 	<ul style="list-style-type: none"> - Nationally, students' academic performance at GCSE and A-Level was not measured in the usual way in 2020, due to the pandemic. - However, the Centre Assessed Grade process took into account the additional barriers experienced by students with SEN and EAL, as was clear in the grading narratives provided by every department. Consideration was also given to LAC and students eligible for PP. - Attention to disadvantaged students has been paramount during the pandemic, with additional physical and human resource directed to students with SEN and EAL, PP and LAC, remotely and live on-site during the school closure. 50 - 60 	

		<p>UK system with little English</p> <ul style="list-style-type: none"> - KS5 passport includes sessions on organisation and study skills; early identification of students struggling with this adds to our ability to do effective intervention. <p><i>For further information, see:</i></p> <ul style="list-style-type: none"> - SEN Report - PP Report - LAC Report - Exams Report 	<p>of the Pastoral / SEN teams; LA Safeguarding lead pleased with provision.</p> <p><i>For further information, see:</i></p> <ul style="list-style-type: none"> - SEN Report - PP Report - LAC Report - Exams Report 	<p>vulnerable students across KS3,4,5 attended on-site during the school closure; ICT was provided to many families to enable learning at home.</p> <p><i>For further information, see:</i></p> <ul style="list-style-type: none"> - Head's Reports Term 3 and 4 in particular - SEN Report - PP Report - LAC Report - Exams Report 	
<p>2. To monitor the involvement of students in the extra-curricular life of the School, ensuring that equal access is enabled and that students from all backgrounds and regardless of need, are participating.</p>	<ul style="list-style-type: none"> - Disadvantage funding (EP Fund) is used regularly for activities from instrumental lessons to residential international trips (34 applications this year so far) - Monitoring of PP involvement in clubs shows that PP are well - represented in PE, Dance and Drama clubs - Departmental and Careers Advisors' targeting of students for enrichment is active; needs a whole-school co-ordination - To address this on a whole-school level, 	<ul style="list-style-type: none"> - EP Fund continues to support participation; active and successful fundraising for this means it can be used very well - As per A&C report to Governors, participation of PP students in enrichment is high priority area; tackling a year group at a time; Y7 PP uptake demonstrable - All July Activity Week plans were made with experiences of the disadvantaged in mind - Behind the Brand visits target PP students 	<ul style="list-style-type: none"> - EP Fund continues to be very well used (52 applications to-date 2019/20) - A&C Lead regularly reviews data on enrichment participation - Trip leaders actively push trip letters to PP families; this has to remain a priority action - DofE and World Challenge presentation to Governors shows range of participants from different backgrounds - Regrettable COVID-19 disruption to 	<ul style="list-style-type: none"> - Disruption due to COVID-19 has limited extra-curricular activity, when schools were open and when closed. - Staff and StLT provided remote enrichment during school closure, keenly taken up. Evidence of impact in StLT report to Governors, Bulletin and Messenger. - Ongoing NewsTues and the creation of Student Channel and podcast SMS Speak provide further platforms for student voice and review of extra-curricular, with 	

	<p>newly-appointed Aspiration and Challenge post will lead audit and analysis</p>	<p><i>For more information see A&C Report to Governors</i></p>	<p>participation in trips and enrichment <i>For more information see Term 4 full Head's Report to Governors and DofE presentation</i></p>	<p>particular emphasis on reaching less-represented groups - (Re-) establishment of student Ambassadors really important facet to extra-curricular offer: Diversity, Mental Health and Relationships Ambassadors play an important role in addressing difficulties, embracing change and reaching diverse breadth of student cohort. - As activities gradually resume, careful targeting of students is being done, eg in debating, DofE, theatre workshops / trips, UCAS activity. Targeting to ensure diversity in extra-curricular must remain a priority action.</p> <p><i>For more information see:</i> - <i>Term 4 full Head's Report to Governors.</i> - <i>StLT Report to Governors</i> - <i>C&P minutes</i></p>	
<p>3. To ensure equality of opportunity in recruitment, both in external</p>	<p>- We collect equality monitoring information from a section on job</p>	<p>Process as per last year remains in place.</p>	<p>Process as per previous years remains in place.</p>	<p>Significant developments in this area:</p>	

<p>and internal recruitment processes.</p>	<p>application forms which is removed before short-listing.</p> <ul style="list-style-type: none"> - Recruitment procedures are reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities. - Job selection criteria (for internal and external vacancies) are reviewed to ensure that they are justifiable on non-discriminatory grounds as being essential for the effective performance of the job. - All candidates are assessed equally against the criteria without exception or variation. - At least two people carry out short-listing against a set of predetermined criteria. - At least two people conduct interviews. This avoids bias and stereotyping of applicants and ensures consistency. - We offer more than the national minimum wage. 	<p>Clarity of process reflected in feedback from recruitment processes and exit interviews.</p> <p>Efforts to make internal recruitment processes clear and transparent recognised. School cannot be complacent about this.</p> <p>Series of maternity-cover HR managers meant these processes had to be more rigorously in-place than ever.</p>	<p>Permanent new HR Manager in place, sustaining ACAS-approved practices.</p> <p>The School recognises that its staff are not as ethnically or racially diverse as its student cohort. The workforce census collects this data. We are seeking advice on forum in which we could promote our recruitment opportunities to wider audiences.</p> <p>Exit interviews suggest that staff recognised the opportunities for career progression are open and clear; every effort being made to ensure opportunities are made even if there is not a formal or financially-rewarded post.</p>	<ul style="list-style-type: none"> - review of recruitment processes and advice taken from organisations expert in promoting diversity and inclusion - staff and student voice engaged in discussion of need to increase staff diversity - all applications entirely anonymised ahead of shortlisting - selection criteria are reviewed to ensure that they are justifiable on non-discriminatory grounds as being essential for the effective performance of the job. - all candidates are assessed equally against the criteria without exception or variation. - adverts posted in wider range of places to reach wider breadth of candidates, including BMEjobs, LGBTjobs and Disability-job - Unconscious Bias training for staff and Governors - SLT year-long training on Race and Identity 	
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<p>4. To make reasonable adjustment wherever relevant to ensure the school sites are accessible for students, staff and visitors with disabilities.</p>	<ul style="list-style-type: none"> - Adjustments made (eg to rooming and timetable) where appropriate to meet individual staff health / disability need - Rooming for (eg) physically disabled student considered in timetable; correct seating and equipment procured - Hearing loop in Church and hearing aids in lessons made available for students with hearing impairments - When possible, a signer is brought to parents' evenings and performances for deaf parents. <p>For further information: <i>Accessibility Policy Health and Safety Policy</i></p>	<ul style="list-style-type: none"> - As per last year. - Pastoral teams identify barriers to learning and act within all reason to help students overcome these, eg hearing loop, new hearing impairment technology for classrooms - HR vigilance for individual staff health / disability needs has to be sustained during period of temporary HR Manager staffing (Headteacher overseeing maternity HR roles) 	<ul style="list-style-type: none"> - Adjustments made to support individuals as previously. - Permanent new HR Manager in place, sustaining ACAS-approved practices. - HR Manager and line-managers all stepping up contact and support for vulnerable / isolated staff during COVID-19 spread and school closure 	<ul style="list-style-type: none"> - Individual risk assessments were carried out and adjustments made to support any and all staff who were categorised as Clinically Extremely Vulnerable (CEV) and in some cases Clinically Vulnerable (CV) as a result of COVID-19. - Adjustments included minimising movement, variation to rooming, reduced timetable, working from home, additional PPE, flexible working arrangements, access to toilets and other facilities. - HR Manager sustains ACAS-approved practice in supporting individual staff / volunteers / visitors; examples include extended 	

				<p>attendance review, flexibility with interview arrangements, rooming and ICT provision</p> <p>For more information: <i>Accessibility Policy</i> <i>Staff Code of Conduct</i> <i>Staff Guidelines and communications related to re-opening June 2020, Sept 2020, March 2021</i></p>	
<p>5. To tackle professionally and confidently any incidents of discrimination relating to any of the protected characteristics, in line with the inclusive, compassionate, CE ethos of the School.</p>	<ul style="list-style-type: none"> - Systems for reporting and following up on any such incidents are robust; pastoral updates to Governors show this. - The Pupil Achievement team is abreast of all LGBTQ+ best practice and updates the whole staff regularly. The Anti-Bullying log for this year shows no incidents of this type of behaviour. - TFTD, assemblies, PSHEE, Feminist Society, RS curriculum, Think Tank, Politics / History Society all used to champion non-discriminatory, inclusive behaviours - Staff conduct and professionalism is 	<ul style="list-style-type: none"> - Systems remain robust, supported by clear policies, reviewed as appropriate by Governors - Logs for Anti-Bullying, Racist Incidents / Homophobic incidents or any incidents of intolerance of race, gender, faith, sexuality kept up to date; sanctions applied as appropriate - Worship programme proactively addresses issues of discrimination, as does PRIDE Week, Feminist Society, Politics Society and many speaker talks, weekly assemblies, Jack Petchey Awards. 	<ul style="list-style-type: none"> - As per 2018/19, all records kept up-to-date <p><i>For more information, see:</i></p> <ul style="list-style-type: none"> - <i>Pastoral Updates to Governors' C&P Committee</i> - <i>Annual Safeguarding and CP Report</i> - <i>Head's Reports to Governors</i> 	<ul style="list-style-type: none"> - As per previous years, records kept up-to-date - Pastoral updates to Governors include specific incidents where appropriate; Link Governors for Safeguarding and Behaviour kept informed; LADO involved as appropriate - Advice taken as appropriate on incidents relating to sexual violence and race discrimination <p><i>For more information, see:</i></p> <ul style="list-style-type: none"> - <i>Pastoral Updates to Governors' C&P Committee</i> 	

	<p>excellent; no such incidents to report; a Staff Code of Conduct is in place to support this</p> <ul style="list-style-type: none"> - SIAMS inspection May 2018 recognised bold and joyful inclusivity of the School <p>For further information: <i>Staff Code of Conduct</i> <i>Anti-Bullying Policy</i> <i>Safeguarding Report</i> <i>SIAMS Report</i></p>	<p><i>For more information, see:</i></p> <ul style="list-style-type: none"> - <i>Pastoral Updates to Governors' C&P Committee</i> - <i>Annual Safeguarding and CP Report</i> - <i>Head's Reports to Governors</i> 		<ul style="list-style-type: none"> - <i>Annual Safeguarding and CP Report</i> - <i>Head's Reports to Governors</i> 	
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