



MARSHLAND HIGH SCHOOL

Public Sector Equality Duty

Marshland High School is committed to eliminating unlawful discrimination, to advance equality of opportunity and to foster good relations.

Policies which should be read in conjunction with this statement are:

Accessibility Plan
Admissions Policy
Anti-Bullying Policy
Single Equality Policy
Special Educational Needs and Disability Policy
and
Spiritual, Moral, Social and Cultural Development Policy

Marshland High School recognises and supports the following facts:

It is unlawful for a school to discriminate against, harass or victimise a member of staff, student or prospective student by treating them less favourably because of their

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

It is also unlawful for a school to discriminate against a member of staff by treating them less favourably because of their

- age
- marriage or civil partnership

The information we publish and analyse must be clearly linked to the three General Duties of the Public Sector Equality Duty.

General Duties

The three aims of the Public Sector Equality Duty are to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The school's Single Equality Policy clearly sets out the school's commitment to meet all three of these aims. It also summarises the data the school gathers routinely to monitor the school's effectiveness in implementing these duties, what progress the school has made so far with regard to objectives set and an action plan of on-going activities designed to enable us to continue meeting these duties. The policy also sets out clearly the responsibilities of different groups of staff and how staff should report any racist incident to enable it to be followed up rigorously. The policy is reviewed and updated annually, including information about the profile of the school's population compared with Norfolk's profile.

Specific Duties and Equality Objective

The Single Equality Policy's Action Plan sets out clear actions which are on-going and reviewed annually to ensure the school is meeting the general aims outlined above.

Additionally, the school set a specific objective in March 2012:

To improve the accessibility of the school to students with disabilities and specific medical conditions, in terms of the curriculum, the physical environment and the care and support provided.

This objective was set because we were aware we had a number of students with a variety of medical conditions and disabilities due to come to the school over the following 2 years and we wanted to improve the attendance of SEND students. The action plan to achieve this objective is set out below.

| Action | Timescale | Resp | Impact | Evaluation |
|---|------------------|-------------|--|---|
| Reception re-modelled. | By Sept '12 | MJ | Reception hatch is accessible to wheelchair users. | Re-modelling completed Aug '12. Many visitors have commented favourably about it. |
| Train teachers in teaching profoundly deaf. | By Sept '12 | EL | All teachers aware of how to interact effectively with profoundly deaf person. | Completed Sept 12. Teachers aware of and considerate about problems experienced by profoundly deaf student, even with TA signing for her. |
| Install sound systems to aid hearing for hearing impaired students. | By Sept '12 | MJ | Profoundly deaf student (with implant) and those with impaired hearing can hear teacher more easily. | System only fitted in four rooms currently (Dec '13) but can be moved according to students' timetables each year. |
| Employ a TA who can use British Sign Language. | By Sept '12 | ED | Profoundly deaf student able to access the curriculum, assemblies etc. | TA started Sept '12. Student accesses lessons, assemblies and extra-curricular clubs. BSL club started too (open to all students). |
| Timetable two students with cystic fibrosis so that they do not have lessons together. | By Sept '13 | MFO | Risk of cross-contamination minimised. | In place for Sept '13. Students have no lessons together and use different toilets. On-going attention is needed to ensure they sit well apart in assemblies. |
| Vulnerable students placed in tutor groups whose rooms are close to the support centre. | By Sept '13 | AK | Students get additional support easily and gradually learn how to access the whole school independently. | In place for Sept '13. All students now settled and able to access whole school independently. |
| Painting of pillars in corridors, radiators and other hazards. | By Sept '13 | MJ | Student with Stargardt's disease (visual impairment) is able to move around the school safely. | Completed Aug '13. Student moves around school safely. |
| Provide laptop with appropriate software | Be Sept '13 | KD | Student able to access the curriculum as effectively as | Laptop provided (Dec '13) and software installed (Mar '14, after |

| | | | | |
|---|---------------|--------|---|---|
| installed to support student with Stargardt's disease. | | | possible. | delay with network problems and Windows 8 issues). |
| Change locks on door of toilets for the disabled so emergency access cannot be used by mischievous students. | By Sept '13 | MJ | Disabled students have privacy, but emergency access (for staff only) is still possible. | Completed Nov '13. Disabled students now confident about going to the toilet unaccompanied, giving greater independence and privacy. |
| Attendance officer meeting with SENDCo once a fortnight. | From Sept '13 | AW/RCU | Discussion of SEND students' attendance and strategies for improving it. SENDCo also raises attendance issues at students' review meetings as relevant. | 3 students with very poor attendance have improved their attendance this term. Truancy officer involved with students whose parents condone their absence. (Dec '13) |
| Train teachers in supporting a student who is registered blind. | By Dec '13 | EL | Teachers aware of effect of condition and what strategies are most helpful. | Completed Nov '13. Teachers aware of extent of problem and how to support most effectively. |
| Train reception staff in helping students to manage diabetes | By Dec '13 | EL | Students with diabetes are appropriately supported in their management of their condition. | Completed Oct'13. Students are able to manage their condition themselves due to support of staff. Only one student is dependent on staff to manage condition for them. |
| *Well-being plans written for all students with disabilities or medical conditions. | By Mar '14 | JHD | Staff aware of correct and safe procedures for all students with specific medical needs. | Support enables students to feel safe and welcomed. Also facilitates continuity of care and increasing independence. |
| Contact parents of all students with allergies, diabetes etc. to explain how they can adjust the settings on the cashless catering system for their child to help them support/control their condition. | By April '14 | BMA/HD | Parents of students with medical conditions which are affected by what they eat are made aware of how they can use the cashless catering facility to support their child in managing their condition. | Cashless catering installed Nov '13. All parents advised of allergy settings, but not all contacted about how to monitor and support for conditions such as diabetes yet. (Dec '13) |
| Employed senior TA for medical conditions; separate from senior TA for physical needs. | Nov '14 | ED | Students are better cared for as each designated TA has fewer to oversee. | Students with physical needs and with medical needs receive more individualised attention and staff are able to be more specialised. |

*Well-being plans are being produced for all students with Health Care Plans (for conditions such as allergies, diabetes, epilepsy etc) but also for students who have not been given a Health Care Plan but have conditions which require staff to be aware and supportive of e.g. Tourette's, susceptible to urinary accidents, etc. The organisation of the files (one in SEND department and one in reception) places emphasis on providing key information that is accessible quickly, keeping a record of all medication/support/treatment given and being set out in such a way that other staff could take over the overseeing of the plans easily. All students with a well-being plan have a key TA and their need for a well-being plan is reviewed systematically.

Analysis of outcomes of students with protected characteristics.

Attainment - Class of 2013

| | | Marshland | | National Average 5+ A* -C inc E&M | Difference between Marshland & National |
|------------|--------------------------|-----------|-------------------|---|--|
| | | Numbers | 5+A*-C inc E&M | | |
| | All students | 158 | 55.7% | 58.9% | - 3.2% |
| Gender | Boys | 77 | 49.4% | 54.2% | - 4.8% |
| | Girls | 81 | 61.7% | 64.2% | - 2.5% |
| | Gap btwn boys and girls | | 12.3% | 10% | -2.3% |
| SEND | No SEND | 122 | 68.9% | 68.8% | +0.1% |
| | School Action | 29 | 10.3% | 27.4% | -17.7% |
| | School Action Plus | 1 | 100% | 21.6% | +78.4% |
| | Statement | 6 | 0% | 9.1% | -9.1% |
| | All SEND | 36 | 11.1% | 22.4% | -11.3% |
| | Gap btwn no SEND & SEND | | 57.8% | 46.4% | -11.4% |
| Ethnicity* | Gypsy Roma Traveller | 3 | 33.3% | 15.2% | +18.1 |
| | Not Gypsy Roma Traveller | 155 | 56.1% | 60.5% | -4.4 |
| | Gap btwn GRT and non-GRT | | 22.8% | 45.3% | +22.5% |

*The only statistically significant ethnic group in the school other than White British is Gypsy Roma Traveller.

Attendance

| | | Student group | 2011-12 | | 2012-13 | |
|-----------|---------------------------|---------------|---------|------|---------|-------------|
| Gender | All students | | 94.1% | | 93.9% | |
| | Male | | 94.2% | Gap | 93.8% | Gap |
| | Female | | 94.0% | 0.2% | 94.0% | 0.2% |
| SEND | SEND – school action | | 93.0% | | 92.2% | |
| | SEND – school action plus | | 89.1% | | 86.5% | |
| | SEND – statemented | | 92.0% | | 93.1% | |
| | All SEND | | 91.5% | Gap | 92.5% | Gap |
| | No SEND | | 94.7% | 3.2% | 94.5% | 2.0% |
| | Not pupil premium | | 94.3% | | 94.2% | |
| Ethnicity | Gypsy Roma Traveller | | 88.8% | Gap | 86.5% | Gap |
| | Not GRT | | 94.2% | 5.4% | 94.0% | 7.5% |

Exclusions

Number of sessions (half days) lost to fixed term exclusions

| | | Student group | | | 2011-12 | | 2012-13 | |
|-----------|---------------------------|---------------|-----|------|---------|-----|---------|--|
| Gender | All students | 269 | | | 378 | | | |
| | Male | 105 | 39% | Gap | 275 | 73% | Gap | |
| | Female | 164 | 61% | -22% | 103 | 27% | +46% | |
| SEND | SEND – school action | 62 | 23% | | 154 | 41% | | |
| | SEND – school action plus | 46 | 17% | | 40 | 11% | | |
| | SEND – statemented | 40 | 15% | | 41 | 11% | | |
| | All SEND | 148 | 55% | Gap | 235 | 62% | Gap | |
| | No SEND | 121 | 45% | +10% | 143 | 38% | +24% | |
| | Not FSM | 171 | 64% | | 169 | 45% | | |
| Ethnicity | Traveller | 30 | 11% | Gap | 63 | 17% | Gap | |
| | Not traveller | 239 | 89% | -78% | 315 | 83% | -66% | |

Evaluation Dec '13

The attendance of SEND students has improved, which suggests the objective to improve the accessibility of the school in terms of the curriculum, the physical environment and the pastoral care and support provided to students with disabilities and specific medical conditions has been successful and had the impact required. (The attendance of the students who are 'School Action Plus' is very adversely affected by 2 students.)

However, the attainment gap between students with SEND and students with no SEND is poor and students with SEND are also more likely to get excluded for a fixed period than those with no SEND. This is particularly the case for those students who are 'School Action'. While it is understandable that this group of students is more likely to achieve less and be excluded more frequently than other students because of the behaviours they display, their achievement and exclusion rates compare poorly with School Action students nationally, so clearly there is a need for the school to support this group of students further.

The attendance of the Gypsy Roma Traveller students has got slightly worse, but the number of half days lost to exclusions has reduced when compared with the exclusions across the rest of the school.

Analysis of outcomes of students with protected characteristics.

Attainment - Class of 2014

| | | Marshland | | National Average 5+ A* -C inc E&M | Difference between Marshland & National |
|------------|--------------------------|-----------|----------------------|---|--|
| | | Numbers | 5+A*-C inc E&M | | |
| | All students | 157 | 40.8% | 58.2% | -17.4% |
| Gender | Boys | 80 | 30.4% | 53.2% | -22.8% |
| | Girls | 77 | 47.1% | 63.6% | -16.5% |
| | Gap btwn boys and girls | | 16.7% | 10.4% | -6.3% |
| SEND | No SEND | 118 | 49.2% | 61.8% | -12.6% |
| | School Action | 27 | 11.1% | 22.6% | -11.5% |
| | School Action Plus | 2 | 0% | 18.3% | -18.3% |
| | Statement | 10 | 10.0% | 7.4% | +2.6% |
| | All SEND | 39 | 10.3% | 18.4% | -8.1% |
| | Gap btwn no SEND & SEND | | 38.9% | 43.4% | +4.5% |
| Ethnicity* | Gypsy Roma Traveller | 3 | 0% | % | |
| | Not Gypsy Roma Traveller | 154 | 40.3% | % | |
| | Gap btwn GRT and non-GRT | | 40.3% | % | % |

* National figures for GRT not yet available.

Attendance

| | | 2011-12 | | 2012-13 | | 2013 - 14 | |
|-----------|--------------------|---------|--------|---------|-------|-----------|-------|
| Gender | All students | 94.1% | | 93.9% | | 95.1% | |
| | Male | 94.2% | Gap | 93.8% | Gap | 95.1% | Gap |
| | Female | 94.0% | 0.2% | 94.0% | 0.2% | 95.0% | 0.1% |
| SEND | School Action | 93.0% | | 92.2% | | 94.0% | |
| | School Action Plus | 89.1% | | 86.5% | | 89.1% | |
| | Statemented | 92.0% | | 93.1% | | 94.5% | |
| | All SEND | 91.5% | Gap | 92.5% | Gap | 94.1% | Gap |
| | No SEND | 94.7% | - 3.2% | 94.5% | -2.0% | 96.4% | -2.3% |
| | Not pupil premium | 94.3% | | 94.2% | | 95.4% | |
| Ethnicity | Traveller | 88.8% | Gap | 86.5% | Gap | 84.2% | Gap |
| | Not traveller | 94.2% | -5.4% | 94.0% | -7.5% | 93.3% | -9.1% |

Exclusions

| Student group | | 2012-13 | | | 2013 - 14 | | |
|---------------|---------------------------|--------------------------|-----|----------|--------------------------|-------|----------|
| | | Number of half days lost | | | Number of half days lost | | |
| All students | | 378 | | | 379 | | |
| Gender | Male | 275 | 73% | Gap +46% | 260 | 68% | Gap +37% |
| | Female | 103 | 27% | | 119 | 31% | |
| SEND | SEND – school action | 154 | 41% | | 77 | 20% | |
| | SEND – school action plus | 40 | 11% | | 36 | 9% | |
| | SEND – statemented | 41 | 11% | | 50 | 13% | |
| | All SEND | 235 | 62% | Gap +24% | 163 | 43% | Gap -14% |
| | No SEND | 143 | 38% | | 216 | 57% | |
| Ethnicity | Traveller | 63 | 17% | Gap -66% | 6 | 1.5% | Gap -97% |
| | Not traveller | 315 | 83% | | 377 | 98.5% | |

Evaluation Dec '14

Girls performed better than boys, which reflects the national picture, but the gender achievement gap was bigger at Marshland than nationally last year and bigger than Marshland's gap last year. This is therefore an area for us to focus on.

The gap between the attainment of students with Special Educational Needs or Disabilities and those without has reduced this year and is now better than the national gap last year. The figure for School Action students is statistically insignificant due to the very small number of students in this group. The attainment of School Action students is slightly better than last year, but is still an area we need to improve.

Overall attendance is better than last year. The gap between boys' and girls' attendance is even narrower than the last two years.

The gap between the attendance of our SEND students and the attendance of our non-SEND students has got slightly bigger even though the attendance of all groups of SEND improving. The non-SEND students' attendance has improved even more, so the gap has widened a little. We need to monitor this and make sure it doesn't widen further.

The gap between our traveller and non-traveller students has increased. We used to have good support from traveller education support, which we do not now, and as the laws have changed making it harder to fast-track and prosecute quickly, this is an area that is increasingly difficult to address as the informal challenges that have been effective on other students have not had the impact required on this group of students. It is an area we continue to focus on.

The number of half days lost to exclusion for SEND students has reduced significantly, despite tougher sanctions being put in place which resulted in the overall exclusion numbers increasing. The gap between SEND and non-SEND students has therefore closed strikingly. Even more impressive is the reduction in days lost to exclusion for the Gypsy Roma Traveller students.

Log of racist incidents

Racist Incidents log 2012/13 and 2013/14

| | Date | Type of abuse | Victim | | | Perpetrator | | |
|----------------|------------|---------------------------------|---------------|--------|-----------|-------------|--------|-----------|
| | | | Year grp | Gender | Ethnicity | Year grp | Gender | Ethnicity |
| 2012/13 | 17/09/2012 | Verbal | Supply | F | AOMB | 8 | M | WB |
| | 19/09/2012 | Verbal | 7 | M | C | 7 | M | WB |
| | 21/09/2012 | Verbal | 7 | M | C | 7 | M | WB |
| | 27/09/2012 | Verbal | 7 | F | AOWB | 7 | F | WB |
| | 23/10/2012 | Verbal | Adult visitor | F | MWBA | 11 | M | WB |
| | 13/03/2013 | Verbal | 7 | M | MWA | 7 | F | GRT |
| | 18/03/2013 | Verbal | 7 | F | GRT | 7 | M | WB |
| | 15/05/2013 | Verbal | 7 | M | BA | 7 | M | WB |
| 2013/14 | 11/10/2013 | Verbal | 7 | M | AOWB | 7 | M | WB |
| | 14/11/2013 | General racist comment in class | | | | 8 | F | WB |
| | 09/12/2013 | Verbal | 7 | M | AOWB | 8 | M | WB |
| | 11/03/2014 | Verbal | Supply | F | BC | 9 | M | WB |
| | 03/04/2014 | Verbal & Physical | 7 | M | AOMB | 7 | M | WB |
| | 20/06/2014 | Verbal | 8 | F | AOWB | 8 | M | WB |

Key to Ethnicity Codes

| | | | |
|------|---------------------------------|------|----------------------------|
| WB | White British | MWA | Mixed White and Asian |
| WI | White Irish | B | Bangladeshi |
| GRT | Gypsy Roma Traveller | C | Chinese |
| BC | Black Caribbean | AOWB | Any other white background |
| BA | Black African | AOMB | Any other mixed background |
| MWBC | Mixed White and Black Caribbean | AOBB | Any other Black Background |
| MWBA | Mixed White and Black African | AOA | Any other Asian |

Log of Bullying incidents

| | Autumn term | Spring term | Summer term | Total |
|-------------|-------------|-------------|-------------|-------|
| 2011 – 2012 | 23 | 24 | 42 | 89 |
| 2012 - 2013 | 39 | 15 | 10 | 64 |
| 2013 - 2014 | 33 | 13 | 13 | 59 |

The number of racist incidents has reduced from last academic year. It is also interesting to note that by far the majority of perpetrators are younger students (in year 7 or 8), suggesting that the longer students are here the better they understand and endorse the values we uphold.