

Newham Pupil Referral Units

Equality Objectives

July 2016

Objectives reviewed by: **Kirsten MacLeod**
Reviewed Objectives agreed by MC: **Summer Term 2016**
Reviewed objectives shared with staff: **Autumn Term 2016**
Objectives to be reviewed again: **Summer Term 2017**

Questions to ensure equality objectives are SMART	
Specific	What exactly are we going to do and for whom?
Measurable	Can we quantify what we are aiming for?
Attainable	Can we achieve it in the proposed timeframe and with the resources available?
Relevant	Will this objective link to school priorities?
Time-bound	When will the objective be accomplished?

Equality objective 1:

Boys referred to Newham PRUs who are involved with the Youth Justice System or have known Gang affiliation will improve attendance year on year.

Why we have chosen this objective:

- Newham PRUs NEET data from both 14-15 and 15-16 indicates that those pupils who became NEET at post 16 were involved in offending and frequently gang affiliated behaviours.
- White UK and Caribbean boys are the lowest achieving identified groups in Newham. (2015 – 958 VA)
- Students who persist in offending behaviour are at increased risk of poor attendance or onsite Education Group provisions breaking down and being referred for education off-site.
- Students who persist in offending behaviour are less likely to obtain external qualifications before leaving Year 11.
- Students with an offending profile who are not attending school are more vulnerable and at increased risk of being involved in re-offending, causing or coming to harm.
- Pupils who become or are involved in offending behaviours and are NEET at post 16 have significantly reduced likelihood of future engagement in future education, training or employment.
- children and young people who have offended are more likely to have experienced dysfunctional or disrupted childhoods, suffered abuse, neglect or maltreatment, have learning difficulties, disabilities, mental health problems or a history of substance misuse (Office of the Children’s Commissioner, 2011)
- Those who have been excluded or suspended from school are more likely to be NEET than those who have not.
- Approximately three quarters of the children who have served a custodial sentence go on to reoffend suggesting that this is not an effective rehabilitation strategy.

To achieve this objective we plan to:

- Develop range of accredited curriculum provisions to engage pupils both onsite and at locations across Newham to provide access to maximum learning opportunities.
- Provide early targeted intervention for pupils who are identified as at risk of provisions breaking down.
- Target resources at improving the effectiveness of personalised curriculums
- Develop a range of short courses which specifically address barriers to accessing and engaging in learning.
- Forge close working links with partner agencies to develop the offer in place to these students.

Progress we are making towards achieving this objective:

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Equality objective 2:

We will reduce the instances of bullying and the use of derogatory language including gender based bullying.

Why we have chosen this objective:

ANNUAL BULLYING SURVEY 2015: UK BULLYING STATISTICS 2015

- 74% of those who have been bullied, have, at some point been physically attacked. 17% have been sexually assaulted. 62% have been cyber bullied.
- Highest risk to bullying were the following groups: all types of disability, LGBT and low income backgrounds.
- 50% of young people have bullied another person, 30% of which do it at least once a week.
- 69% of young people have witnessed somebody else being bullied, 43% of which see it at least once a week.
- 43% of young people have been bullied, 44% of which are bullied at least once a week.
- Those who have bullied were more likely to be in trouble with the Police (36%) vs. witnesses to bullying (23%) and those who have been bullied (22%).
- As a result of bullying, 29% self-harmed, 27% skipped class, 14% developed an eating disorder and 12% ran away from home.
- 40% of respondents reported being bullied for personal appearance 36% reported being bullied for body shape, size and weight.
- Of those who were bullied, 98% were bullied by another student, 17% from a sibling, 13% from a teacher and 8% from their parents/guardians.
- 55% reporting bullying. 92% to a teacher, 49% were satisfied. 86% to a family member, 82% were satisfied. 69% to a friend, 72% were satisfied.
- 45% did not report bullying. 32% of which felt it would not be taken seriously, 32% were too embarrassed and 26% were scared of it getting worse.
- Data suggests that Young people from the lowest income backgrounds were significantly more likely to experience bullying than others.
- 61.5 % of young people with mental health problems reported being bullied, with 62.5 per cent of bullied participants reporting that being bullied was an important reason for their attendance at the CAMHs

To achieve this objective we plan to:

- Ensure policies and practice consistently contribute to a culture of mutual respect in which unacceptable behaviours, including bullying, are minimised
- Embed and promote a set of clear, inclusive values that are understood and lived by all members of the school community
- Ensure the behaviour policy is explicit about the way in which pupils should treat each other and the messages are consistently reiterated and reinforced
- Ensure staff consistently model positive behaviour in their interactions with each other, with parents and carers, and with pupils
- Support pupils and staff understand the importance of using inclusive and non-derogatory language
- Support pupils to understand the difference between banter and interactions that can threaten or hurt
- Ensure all staff receive appropriate and regularly updated training to give them the knowledge, skills and confidence to teach pupils about diversity and the effects of bullying.
- Consistently and firmly challenge inappropriate interactions, including prejudice-based, gender-based and aggressive language.
- Ensure the curriculum, including PSHE and Character Education curriculum systematically teaches pupils about all aspects of individual difference and diversity, including those related to appearance, religion, race, gender, sexuality, disability and ability
- Analyse school based data and information about bullying to assess whether there are any patterns, trends or issues emerging and use this analysis to plan future actions.
- Develop systems to independently seek the views of pupils, parents and carers and staff on a regular basis to evaluate the effectiveness of the leadership's actions to create a positive school culture for all learners
- Require the school's analysis of bullying and the actions taken to be included in the head teacher's reports to governors, and challenge and support the school accordingly.

Progress we are making towards achieving this objective:

Equality objective 3:

We will increase the participation of girls in school sporting activities

Why we have chosen this objective:

- Evidence suggests that from an early age, differences in gender-based attitudes towards and opportunities for sports and physical activities can have a significant influence on children's participation. This may, in turn, affect later involvement in physically active lifestyles, and the social and health benefits that may result for them. There is a widely held consensus that participation in physical activities can offer a great deal to individuals, communities and nations.
- Many girls do not take advantage of the benefits of regular sports and physical activities due to inequitable access and opportunities. Therefore, a central challenge facing governments, schools, sports groups and communities is to develop forms of physical activity that are sensitive to girls' needs and interests. *World Health Organisation Report GIRLS' PARTICIPATION IN PHYSICAL ACTIVITIES AND SPORTS: BENEFITS, PATTERNS, INFLUENCES AND WAYS FORWARD*
- By age 14, girls are dropping out of sports at two times the rate of boys.
- Girls have 1.3 million fewer opportunities to play high school sports than boys have. Lack of physical education in schools and limited opportunities to play sports in
- Through sports, girls learn important life skills such as teamwork, leadership and confidence.
- Girls active in sports during adolescence and young adulthood are 20% less likely to get breast cancer later in life. *Staurowsky, E. J., DeSousa, M. J., Gentner, N., Miller, K. E., Shakib, S., Theberge, N., & Williams, N.*
- Despite recent progress, discrimination based on the real or perceived sexual orientation and gender identity of female athletes persists. Girls in sports may experience bullying, social isolation, negative performance evaluations, or the loss of their starting position. During socially fragile adolescence, the fear of being tagged "gay" is strong enough to push many girls out of the game.
<https://www.womenssportsfoundation.org/home/support-us/do-you-know-the-factors-influencing-girls-participation-in-sports>

To achieve this objective we plan to:

- Develop sports facilities to meet the expectations that girls might have.
- Consult with girls about what they do not like about physical education, and review the curriculum and sports programme to reflect their responses and encourage increased participation.
- Acknowledge the importance, develop and raise the profile of sport, health and fitness activities across Newham PRUs and secure reasonable allocations of lesson time.
- Encourage PE teachers and Sports Coaches to work with partners, such as local authorities and the Sports Council, in encouraging girls to continue participation in physical activity after they leave school.
- Recruit additional Sports Coaches to facilitate a broader curriculum and provide lesson options with the aim to raise participation levels.
- Demonstrate equal respect for girls' and boys' achievements and participation in physical education and sport
- Make a wider range of activities available, other than traditional team games, including at lunch times and after school

Progress we are making towards achieving this objective:

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Equality objective 4:

Students with a diagnosed mental health disorder and those who have emotional or mental health needs that have not yet been formally diagnosed will be supported achieve their potential within school and improve their emotional wellbeing.

Why we have chosen this objective:

- One in ten school age children has a mental health problem, and many continue to have these problems into adulthood. Half of those with lifetime mental health problems first experience symptoms by the age of 14.
- Among teenagers, rates of depression and anxiety have increased by 70% in the past 25 years.
- One in five children has symptoms of depression and almost a third of the 16-25-year-olds surveyed had thought about or attempted suicide.
- Children are less likely to suffer from serious mental health difficulties in later life if they receive support at an early age.
- Growing evidence indicates that promoting positive mental health also improves a range of positive school outcomes, including attitudes to learning, better attendance and lower exclusion rates.

To achieve this objective we plan to:

- Educate young people about mental health and take a proactive approach to do everything we as a school can to break down stigma and facilitate an open culture, where all young people feel safe to access support and confide in others.
- Raise the profile and prioritise the importance of staff and student wellbeing within the whole school agenda
- Encourage a culture where staff and students can talk about mental health openly
- Have clear policies and protocols and a structured network of support where all issues of mental health are concerned
- Develop a curriculum and culture within school which encourages and supports attitudes and behaviours which ensure that young people flourish and develop their emotional literacy.
- Ensure all pupils have access to confidential emotional and pastoral support through an allocated Student Support Officer (SSO) or specialist counsellor if deemed appropriate.
- Promote positive mental health of our students through nurture and by supporting them to recognise and develop positive peer relationships,
- Provide our students with a curriculum which provides them with skills and promotes an environment to learn confidently and develop resilience
- Provide training on children's mental health and emotional well-being to school staff
- Provide specific therapeutic interventions through use of multi-disciplinary school team and referrals to outside agencies when necessary.
- Deliver parent education and engagement programmes;
- Support parents, children and young people to access and engage with universal and specialist services.

Progress we are making towards achieving this objective:

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