



## **Lister Community School Public Sector Equality Duty April 2016**

You will find here information about how the school ensures it meets its specific Equalities Duties (These are things our school **must** do).

The **Public Sector Equality Duty** requires our school to publish information about Equalities.

The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

### **Protected Characteristics – school must take into account when publishing information**

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender

There are also 2 other protected characteristic that schools do not have a direct duty.

- Age
- Marriage and Civil Partnership

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve).

### **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.

## **Specific Duties**

Much of the information and analysis will relate to the school improvement plan, evaluations and student data – we intend to use the information to improve education for all groups in the school. We want to make sure we know which students are doing well and less well so we can plan and improve.

A lot of this information is already being used by the school to develop the school and improve what we are doing. We will use information which tells us we could be doing better to plan for the future and include these actions in our Equalities Objectives.

## **Section 1. Who Comes to Our School?**

This is our school population. These are the groups of people we need to plan services for. As a school our main function is to provide good access to educational opportunities and help/support our pupils to do well at school (attain). We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views.

		Lister		National Data
		Number	%	%
Gender	Girls	546	41	49.7
	Boys	786	59	50.3
Ethnicity	Asian - Bangladeshi	405	30.4	1.7
	Asian - Pakistani	193	14.5	4.1
	Asian - Indian	138	10.4	2.7
	White Eastern European	118	8.9	Not available
	Black-Somali	84	6.3	Not available
	Black - Caribbean Heritage	49	3.7	1.3
	Any other Black background	41	3.1	0.7
	White British	33	2.5	70.4
	Any other mixed background	30	2.3	1.8
	Other White and European	21	1.6	Black African Heritage
	Black-Nigerian	20	1.5	3.5
	Asian - Any Other Asian Background	19	1.4	1.7

	White and Black Caribbean	16	1.2	1.4
	Afghan	13	0.9	0.6
	Latin/South/Central American	10	0.8	1.8
	White and Asian	9	0.7	1.1
	Any other minority ethnic group	9	0.8	4.1
	Refused	9	0.8	1.7
	Arab	8	0.6	1.7
	Sri Lankan Tamil	7	0.5	1.1
	Filipino	7	0.5	Not available
	White and Black African	6	0.5	Not available
	Turkish/Turkish Cypriot	3	0.2	0.4
	Chinese	3	0.2	Not available
	Iraqi	2	0.2	Not available
	Kosovan	2	0.2	Not available
	Gypsy Roma	1	0	Not available
	Vietnamese	1	0	Not available
	White Irish	0	0	0.3
	Irish Traveller	0	0	Not available
Special Educational Need	No Special Educational Needs	1165	87.4	79.5
	SEN Support	150	11.3	12.4
	Statement	13	1	1.8
Profile of Need	MLD	138	10.4	24.9
	SLCN	74	5.6	26.5
	SEMH	56	4.2	
	SPLD	54	4.1	10.2
	BESD	46	3.5	18.5
	OTH	26	2	
	ASD	19	1.4	2
	PD	18	1.4	3.9
	HI	9	0.7	2.2
	VI	6	0.5	1.2
	SLD	5	0.4	1.5
Free School Meal Eligibility	FALSE	1024	76.8	81.9
	TRUE	309	23.2	18.1

Religion/Belief	Muslim	841	63.1	Not available
	Christian	272	20.4	
	Hindu	52	3.9	
	No Religion	52	3.9	
	Other	38	2.9	
	Sikh	18	1.4	
	Buddhist/Taoist	3	0.2	
	Jewish	0	0	

### Analysis/comments:

Lister has a larger male student population compared to the female student population (59% boys, 41% girls). The largest ethnic group is Bangladeshi at 30.4% followed by Pakistani at 14.5%. The school has a significant smaller population of White British students compared to the national average (2.5% at Lister, 70% national average) and this number continues to decrease compared with last year's data. The ethnic group that has seen the most significant increase in number compared with last year's data is White Eastern European 8.9% (8.4% 2014/15).

In terms of religion and belief, the largest group identify themselves as Muslim (63.1%) followed by Christian (20.4%).

Lister has a slightly lower number of students with SEN support needs as compared with the national average. These numbers have decreased compared with last year's data due to the 2015 SEN Code of Practice. Lister has a smaller number of students, 1.0%, with a statement of educational needs compared with the national average at 1.8%. This is because of Newham's system of High Needs Funding.

Lister has a significantly higher proportion of students eligible for Free School Meals (23.2%) compared with the national average (18.1%).

2012/13	Number	School %	National %
<b>Authorised</b>	15195	3.1	5.11
<b>Unauthorised</b>	11971	2.5	1.41
<b>Persistent Absence (below 85%)</b>	65	4.9	6.6

2013/14	Number	School %	National %
<b>Authorised</b>	10387	2.7	5.11
<b>Unauthorised</b>	7957	2.1	1.41

<b>Persistent Absence (below 85%)</b>	50	3.8	6.6
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<b>2014/15</b>	<b>Number</b>	<b>School %</b>	<b>National %</b>
<b>Authorised</b>	12231	3.1	3.5%
<b>Unauthorised</b>	7385	1.9	1.1%
<b>Persistent Absence (below 85%)</b>	42	3.2	5.4%

<b>2015/16</b>	<b>Number</b>	<b>School %</b>	<b>National %</b>
<b>Authorised</b>	10342	3.0	NA
<b>Unauthorised</b>	7238	2.1	NA
<b>Persistent Absence (below 85%)</b>	34	2.6	NA
<b>Persistent Absence (below 90%)</b>	90	6.6	

### **Analysis/comments:**

Things we do well:

There are tiered levels of intervention depending on the needs and attendance patterns of the student including new intervention at 90% in line with government guidance.

The school has significantly reduced the persistent absence rate from 8.6% in 2011/12 to 2.6% (based on data up to end of Spring Term). This has been achieved by a more consistent and rigorous tracking system which has held parents and students to account around their attendance whilst maintaining a balance of targeting support to families when necessary. Weekly meetings take place between the Attendance Lead, the Attendance Officer and the School Home Support Worker where every student with under 90% attendance is reviewed to target persistent absence. Decisions from these meetings are then cascaded to House Support Officers for action.

We have retained the services of the School Home Support worker who targets students with persistent absence, young carers and hard to reach families.

Formal Attendance Surgeries with a Governor and Attendance Management Services have taken place for persistently absent students and their families who have not previously engaged in the support the school has offered.

Penalty notices have been issued via the local authority for students who have had an unauthorised holiday, or for families who have not engaged with the support the school has offered.

Attendance Awareness and Coffee Mornings have been run by the School Home Support Worker for families on her caseload.

The school also used last year's induction period to target potential persistent absence students by inviting students to attend a workshop so that good habits around attendance could be established early on.

Areas we would like to improve:

Further develop strategies to reduce the number of persistent absence in current year 7 and 10.

Further develop each House's ownership of attendance matters and improve consistency between the Houses.

## **Section 2. Advance Equality of Opportunity Between People**

The core purpose of the school is to provide good access to education and to promote achievement and attainment for everyone who comes to our school. We use information (data) to help us do this.

### **Attainment Data**

This is how our school compares at the end of Year 6 (Key Stage 2)

	<b>LCS</b>	<b>National</b>	<b>Difference</b>	<b>Significance</b>
<b>Y11 2015</b>	28.0	27.6	0.4	
<b>Y11 Curr</b>	26.6	27.5	-0.9	Sig-
<b>Y10 Curr</b>	27.8	28.4	-0.6	Sig-
<b>Y9 Curr</b>	27.4	28.6	-1.2	Sig-
<b>Y8 Curr</b>	28.0	28.9	-0.9	Sig-
<b>Y7 Curr</b>	29.2			

### **Attainment and Progress Key Stage 2-4**

This is how different groups in our School achieved at the end of Year 11 (Key Stage 4) for the academic year 2014-15

	<b>Key Stage 4 Outcomes for Different Groups in Our School</b>	<b>School 5 + A* to C including English and Maths</b>	<b>National 5 + A* to C including English and Maths</b>
	Girls	63	60

<b>Gender</b>	Boys	64	51
<b>Ethnicity</b>	White British	60	56
	White Eastern European	57	52
	Mixed Heritage		
	Black - Caribbean Heritage	20	45
	Black- African Heritage	57	55
	Black - Other	33	45
	Asian - Indian	78	71
	Asian - Pakistani	53	50
	Asian - Bangladeshi	72	61
	Asian - Any Other Asian Background	70	64
	Chinese	100	76
	Afghan		
	Turkish/Cypriot		
	Any other minority ethnic group		
<b>Special Educational Need</b>	No Special Educational Needs	69	63
	SEN Support	14	23
	Statement & EHC	0	9
<b>Free School Meal Eligibility</b>	Not Eligible	72	63
	Eligible	58	36

Key developments in our school this year:

1. Continuous rise in GCSE results for 5 years in a row.
2. Robust monitoring of achievement across all subjects. Raising Standards Meeting (RSMs), introduced in 2014-15, for Year 11 and Year 10 every week to track the achievement and progress of students more closely chiefly in English, mathematics and science.
3. Use of Go 4 Schools to target students who are not making expected progress by all staff through Faculty Achievement Meetings (FAMs) and Tutor Learning Conversations.
4. Introduction of 2 sets of mock exams for Year 11 (November and February) to provide them with practice for the GCSE.
5. Targeted intervention after school and during weekends and holidays to close the achievement gap between different groups.

Areas we would like to improve:

1. Development of support for EAL students within the mainstream curriculum.
2. Evaluate the effectiveness of the whole school language development programme and the impact of literacy champions who will shortly complete their LILAC training.
3. Develop the Lister Lower School Baccalaureate programme to accelerate the progress made by pupils' at KS3. Development of curriculum and accurate assessments will be key to the success of the new initiative.
4. Development of a rigorous progress tracking system for SEN students.
5. Develop structured intervention for students who are dyslexic or who have weak literacy

## Promoting opportunities for our school community

Examples	Steps the School has Taken
<b>Teaching and Learning</b>	<p>Substantial continued professional development aimed at improving the quality of teaching and learning. This has included:</p> <ol style="list-style-type: none"> <li>1. Outstanding Teaching Programmes delivered at Valentines High School.</li> <li>2. The Toolkit Training Programme 2015/16 which replaces INSET 4 &amp; 5. The programme involves all classroom based staff completing a minimum of 10 x 1 hour workshops and provides the opportunity for colleagues to participate in training aimed at meeting their own professional development needs and priorities. The range of workshops offered covers Learning &amp; Teaching, Student Achievement &amp; Progress, Inclusion Based, Subject Specific, Tutoring, IT &amp; Other Professional Skills.</li> <li>3. Training Programme developed for all Teach First, School Direct &amp; NQT colleagues, including a residential.</li> <li>4. Teach Meet Event to promote and share outstanding practice across the school.</li> </ol>
<b>Progress and Attainment</b>	<p>Regular Raising Standard Meetings (RSMs), Faculty Achievement Meetings (FAMs), House Achievement Meetings (HAMs), Tutor Learning Conversations and Year 11 RAP meetings to track the attainment and progress of students in all year groups.</p> <p>Introduction of an additional set of mock exams to boost student confidence in light of more challenging linear exams. Shift in balance from attainment to progress to continue the rise in the Progress 8 score. Additional literacy and numeracy lessons for pupils' who are falling behind in their achievement within the respective subjects.</p> <p>Targeted intervention to close the gap among different groups:</p> <ol style="list-style-type: none"> <li>1. Morning tutor group intervention for pupils' in English, Maths, Science and French</li> <li>2. Targeted intervention after school by all subjects</li> <li>3. Focused small group intervention during weekends and holidays</li> </ol>
<b>Admissions and Transfer</b>	<p>Year 6 Induction fortnight continues to ensure year 6 students are well inducted and established in their new school. The 2015 Induction Fortnight had the highest ever attendance and both parents and students reported high levels of satisfaction. We also ran a highly successful parents' information evening for the first time.</p> <p>Open mornings and evenings are offered to Year 6 families both during the week and at the weekend.</p>



	<p>All families of both transfer and mid-phase admissions are interviewed prior to admission.</p> <p>Every feeder primary school is contacted in person or by phone to gather information about students transferring to Lister.</p> <p>School's House system places all siblings in the same House to improve communication and continuity between home and school.</p> <p>The Heads of Deaf Support and Learning Support attend year 5 and 6 annual reviews where appropriate.</p> <p>The Music Department has carried out a significant amount of cross-phase work including weekly ensembles. Cross-phase work has also taken place through the Science Department and is planned to take place through the Maths Department.</p> <p>Attendance at Local Authority SENCO day where primary SENCOs handover key information to secondary SENCOs.</p> <p>Mid-phase admissions are allocated a buddy to support them. Additional support is provided by senior students, Houses, EAL and SEN teams as appropriate.</p>
<b>Participation</b>	<p>Non gender traditional subjects offered e.g. food technology and construction.</p> <p>Extra-curricular activities targeted specifically at the inclusion of high needs SEN or disabled students such as wheelchair basketball, inclusion cricket team, inclusion cheerleading are well established and competitively successful.</p> <p>Students with significant additional needs are taught in small groups for core lessons but are also taught in mainstream lessons for practical subjects and are included in tutor groups and all aspects of school life such as school trips, for example to the Globe Theatre for Shakespeare in Schools.</p> <p>Young Carers: - A trip was organised to raise aspirations and develop understanding of career opportunities through their visit to the BlackRock offices in February 2016. This was to learn about practical routes into employment, to motivate them to work hard at school and understand the connection between education and employment. The session was designed to raise employment aspirations, breaking down barriers around getting a job in a corporate environment and building their understanding of some of the different jobs on offer.</p>
<b>Accreditation</b>	<p>Range of alternative qualifications offered to specific students e.g. ASDAN, Certificate in English, Certificate in Maths, ECDL(European Computing Driving Licence), NCFE Music, BTEC Science, iGCSE English, iGCSE Maths</p>

<b>Pregnancy and Maternity</b>	<p>Ensuring equality of access for students who are pregnant or who have had a baby. Whilst this is extremely rare, the school has the capacity and flexibility to support a young person through pregnancy through the tailored support that can be provided via the Student Support Centre.</p>
<b>Access to Work Placement</b>	<p>Year 10 students have been provided with a 5 day, 'World of Work' Week. This has included practical workshops on interview skills and CV-building, as well as the opportunity to visit numerous city employers (e.g. Barclays &amp; HSBC), colleges and universities (e.g. City University and the University of Greenwich).</p> <p>The week also incorporated workshops led by The Money Charity and The Transformation Trust, which developed students' understanding of financial management, people skills and work skills (through delivery of a condensed version of the Barclays Life Skills programme). Students also participated in a Team Challenge in Tower Hamlets, renovating aspects of both Mile End and Victoria Park for their local communities.</p> <p>The week ended with mock interviews (supported by HSBC and Macquarie), allowing students to put all their new found knowledge to the test in a real life situation.</p> <p>A number of students also had the opportunity to attend lectures, talks and practical sessions on specific careers in finance management, healthcare and law.</p> <p>In addition, various 'one-off' work experience placements have been facilitated, through The Key, CARWOW and the Department for Health.</p>
<b>Transition and Transfer to Post 16</b>	<p>Supported visits to college for targeted students.</p> <p>Liaison with sixth form colleges involving specific year 11 college assemblies.</p> <p>Our Post-16 Pathways Day and Futures Fair provides Year 11 students with the opportunity to meet over 35 further education providers and obtain advice relevant to their individual aspirations.</p>
<b>Careers</b>	<p>The school works with 15 Billion EBP in order to provide individual and objective advice and guidance to all Year 11 students. Career interviews are offered to all Year 11 students, and some in Year 10, with more intensive support offered to students at risk of becoming NEET.</p> <p>30 students from each year group are participating in the IntoUniversity Secondary Focus workshops. The students participate in two workshops over the year tailored to their year group. Examples include Year 7: Approaches to Homework and Choosing Success and Year 11: Education Choices and Introduction to University Life. 14 students from Year 9 and 10</p>

	<p>participated in the Leadership in Focus programme across three days as part of their Senior Student training.</p> <p>Year 7 students attended KidZania at Westfield White City in order to develop their knowledge of the World of Work and financial management.</p> <p>All students in Year 8 have the opportunity to complete a 'Careers Insight Visit'. This year, participating organisations have included Barclays, KPMG, Siemens, McGraw-Hill, ISG, UEL and CMS Cameron McKenna.</p> <p>25 Year 9 students visited the London School of Economics for their Aiming for a College Education (ACE) Programme. The programme is designed to introduce the concept of higher education and the opportunities that attending university will open up to them.</p> <p>There are numerous CEIAG-related activities on the School Diary each week as we seek to develop our offer. We are currently working towards achievement of the 'Investor in Careers' Award, and we are working closely with our Team London Enterprise Advisers on this project.</p>
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**Analysis/comments:**

<p>Key developments in our school this year:</p> <ol style="list-style-type: none"> <li>1. Improved links with a wider range of sixth form colleges.</li> <li>2. Successful targeting of careers advice to targeted students.</li> </ol>
<p>Areas we would like to improve:</p> <ol style="list-style-type: none"> <li>1. Increase range of alternative accreditation for targeted students.</li> <li>2. Develop the support for mid-phase admissions to ensure consistency across the Houses.</li> </ol>

**Section 3. Foster Good Relations Between People**

We want our school community to be a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

Examples	Steps the School has Taken
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**Social and Emotional Wellbeing:**

**School Counsellor**

An effective student self-referral system has been established.

**Young Carers**

School Home Support Worker and Child Protection Officer are allocated to support young carers. Counselling is offered to students as they need it. The two members of staff allocated to work with these students have an open-door policy to seek help, advice or mentoring whenever required.

School Home Support Worker works with hard to reach families on a regular basis to improve attendance and attainment.

Young Carers' Week highlights the issues young carers face to the whole school.

The students have also been taken out on a social/ reward trip to Surrey Quays for Bowling and Pizza.

**Peer Mentoring**

There are trained peer mentors who mentor the younger students.

**SSC - Intervention Groups**

The Student Support Centre runs intervention groups to support student social and emotional well being in a range of areas for example, anger management, self-esteem and social skills. Students are referred to these groups by a well-established 'panel' referral system via their House.

**Pastoral Managers**

Pastoral managers support students social and emotional well being in their house by establishing strong relationships with students and their parents. Pastoral Managers are also responsible for referring students to additional intervention when they are unable to meet a student's needs in their house.

**Year 11 Wellbeing Week**

Heads of House established a well being week for year 11s to alleviate the stress and strains of the exams on the year group.

**Anti-Bullying Ambassadors and House Social Clubs**

Each House has a group of student leaders known as Anti-Bullying Ambassadors to support the students in their House. They are trained in restorative practice and with guidance are able to support conflict resolution with their peers. There are also established social clubs run by ABAs to support those students who may have difficulty integrating with their peers during social times.

**Staff Wellbeing Week**

	<p>A staff well being week is now well established and provides opportunities for staff to engage in a range of activities.</p>
<p><b>Pupil Voice:</b></p>	<p>Active House Councils feed into an active Student Council.</p> <p>Active Student Council have an input into school related decision making, including on the new behaviour policy and arrangements at lunchtimes.</p> <p>Learning Together Action Group survey of students views to develop whole school approach to restorative practice.</p> <p>Headteachers Fora target different groups of students in order to canvas their views and feed into strategic planning.</p> <p>Kirkland Rowell Survey to be completed in the summer term.</p> <p>Year 9 students have been surveyed with Learning Together needs assessment report.</p> <p>Other school leadership groups include Senior Students, Anti Bullying ambassadors, Always Club committee and Peer Mentors.</p>
<p><b>Positive Imagery:</b></p>	<p>Black History month celebrated with a well-attended evening event. Also celebrated and discussed through tutor times and 'Thought for the Week'.</p> <p>FemSoc - a student feminist society is run by students with support from a member of staff and meets regularly. Celebration of International Women's day through tutor time in 'Thought for the Week' and Assemblies.</p> <p>LGBT History month celebrated with positive imagery throughout the school using posters of celebrity biographies; rainbow lanyards worn by staff; positive assemblies on the theme of LGBT and support from the anti-bullying ambassadors. There is also an ongoing student LGBT group.</p> <p>All year 6 students are offered a BSL induction lesson before transferring to Lister.</p>
<p><b>Community Links:</b></p>	<p>Saturday school is now over-subscribed, with c.100 students attending each week.</p> <p>Successful year 5 taster sessions offered to students from E13 primary schools.</p> <p>Each House has voted for a specific charity to support. Over £3000 has been raised so far through various charity events.</p> <p>In 2015, our Community Fair had over 600 attendees.</p>

	<p>Our PTA has been re-branded as the Lister Parents' Forum, and we now have plans to offer ethno-linguistic Parents' Fora in the Summer term.</p>
<p><b>Cultural ideas, religion and belief</b></p>	<p>All students are able to access the prayer room at lunchtimes.</p> <p>The music team has a partnership with "Urban Vani", an exploration of Indian culture including dance and music.</p> <p>Black History Month - celebration which focused on a celebration of cultural artefacts and history with a display of items of cultural relevance.</p> <p>All students study Religious Studies as part of their Humanities lesson allocation in year 7 and as a discrete subject in years 8-11. All students take a GCSE in Religious Studies and the department is highly successful.</p> <p>Religious festivals are recognised and shared through the use of school display and 'Thought for the Week'.</p>
<p><b>Removing Barriers and Reasonable Adjustments:</b></p>	<p>Exam access arrangements are assessed and provided for students that require them. The numbers of students who are entitled to exams access arrangements has increased as we have employed a specialist who is qualified to carry out the assessment inhouse.</p> <p>An academic coach has been employed to provide small group literacy teaching under the supervision of a SEN specialist teacher to students whose reading age is substantially lower than their chronological age at KS3.</p> <p>Personalised evacuation plans for wheelchair users and others with mobility difficulties have been created.</p> <p>To provide access to the profoundly deaf members of the school community Education Communicators sign large events.</p>
<p><b>Partnership with Parents:</b></p>	<p>Parent evenings held for each year group so that parents can discuss their child's progress with teachers.</p> <p>Improved school website provides regular updates on school life.</p> <p>PTA group established with targeted sessions offered to share information on all aspects of school life. Attendance at PTA group has improved significantly. It is now led by parents, for parents.</p> <p>Our PTA was re-branded in September 2015 as the Lister Parents' Forum, and we now have plans to offer ethno-linguistic Parents' Fora in the Summer term.</p>

	<p>The School Home Support Worker holds coffee mornings for parents on her caseload</p> <p>Annual Reviews are held so that the progress of SEN students can be formally discussed in greater detail.</p>
<b>Wider Community Links:</b>	<p>Good use of external partners (Barclays, Conflict and Change, Jack Petchey).</p> <p>Lister works with a broad range of external agencies from across London in order to develop the experiences of our students. This includes local colleges, universities, employers, and charities.</p> <p>The school is host to a Gujarati language school on Saturdays, and a girls' cricket club on Tuesday evenings.</p>

**Analysis/comments:**

<p>Key developments in our school this year:</p> <ol style="list-style-type: none"> <li>1. Well attended parents' evenings (80%+, except year 8).</li> </ol>
<p>Areas we would like to improve:</p> <ol style="list-style-type: none"> <li>1. Improve our visual displays around the school so they reflect the range of diversity across the student population.</li> <li>2. Further develop the school's outreach and charity work.</li> <li>3. Develop the counselling service to offer full week coverage.</li> </ol>

**Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation**

2010/11	Fixed Term Exclusions			Permanent Exclusions
	No. Of Students	No. Of Days	No. Of Incidents	
Year 7	3	87	13	0
Year 8	13	87	18	0
Year 9	43	282	89	0
Year 10	38	289	71	0
Year 11	53	240	66	
<b>Total</b>	150	985	257	

2011/12	Fixed Term Exclusions	Permanent Exclusions
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	No. Of Students	No. Of Days	No. Of Incidents	
Year 7	4	20	6	0
Year 8	15	99	24	0
Year 9	29	192	45	0
Year 10	26	184	42	0
Year 11	23	85	27	1
<b>Total</b>	<b>97</b>	<b>580</b>	<b>144</b>	<b>1</b>

2012/13	Fixed Term Exclusions			Permanent Exclusions
	No. Of Students	No. Of Days	No. Of Incidents	
Year 7	18	151	29	1
Year 8	15	126	35	2
Year 9	29	212	41	1
Year 10	46	233	57	2
Year 11	24	111	29	0
<b>Total</b>	<b>132</b>	<b>833</b>	<b>191</b>	<b>6</b>

2013/14 (up to April 2014)	Fixed Term Exclusions			Permanent Exclusions
	No. Of Students	No. Of Days	No. Of Incidents	
Year 7	3	14	3	0
Year 8	2	15	3	1
Year 9	8	53	13	1
Year 10	3	33	3	0
Year 11	5	58.5	10	0
<b>Total</b>	<b>25</b>	<b>173.5</b>	<b>32</b>	<b>2</b>

2014/15	Fixed Term Exclusions			Permanent Exclusions
	No. Of Students	No. Of Days	No. Of Incidents	
Year 7	3	28	10	2
Year 8	2	18	7	0
Year 9	8	54.5	23	1
Year 10	3	46	12	0
Year 11	5	26	8	3
<b>Total</b>	<b>25</b>	<b>172.5</b>	<b>60</b>	<b>6</b>



2015/16 (up to April 2016)	Fixed Term Exclusions			Permanent Exclusions
	No. Of Students	No. Of Days	No. Of Incidents	
Year 7	4	35	9	0
Year 8	7	39	10	0
Year 9	10	42	13	0
Year 10	10	34	11	0
Year 11	6	24	7	1
<b>Total</b>	<b>37</b>	<b>174</b>	<b>50</b>	<b>1</b>

Examples	Steps the School has Taken
<b>Exclusions Data:</b>	<p>The school's significant reduction in FTEs has been sustained in the academic year 2015/2016. This is despite a higher level of behavioural need than we have seen previously.</p> <p>This has partly been achieved through a complete restructure of behaviour support and the student support to include in house alternative provision and respite as well as targeted support packages for students that have SEMHD needs.</p> <p>Other whole school strategies include a restorative approach to resolving conflict which has also meant that there have been fewer incidents of fighting or assault.</p> <p>There are fewer permanent exclusions this academic year as a result of Newham's approach to Alternative Provision.</p>
<b>Victimisation and Discrimination:</b>	<p>The school investigates and monitors all incidents (staff and students) of alleged victimisation and discrimination with appropriate action taken where needed.</p> <p>Racist incidents are very rare.</p>
<b>Monitoring of Incidents:</b>	
<b>Anti Bullying and Harassment:</b>	<p>The school has a zero tolerance view of bullying. All students sign the Lister Student Pledge when they start. Anti-bullying ambassadors raise the profile of anti-bullying and resolve conflict between students using a restorative approach.</p> <p>The school keeps an anti-bullying log so that incidents and follow up actions can be monitored carefully. Three bullying boxes have been set up around school to allow students to report bullying anonymously.</p> <p>Assemblies and workshops have been offered on the theme of cyber-bullying and knife crime.</p>

	The school's vertical tutoring and House system has enabled students of different ages to interact more regularly.
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**Analysis/comments:**

<p>Key developments in our school this year:</p> <ol style="list-style-type: none"> <li>1. Restructure of Behaviour Support to make intervention more targeted</li> <li>2. Respite and long term alternative provision onsite with a focus on achievement and behavioural change</li> <li>3. Development of an effective Anti-Bullying Ambassador Team</li> <li>4. Use of restorative practice</li> <li>5. Simplification of behaviour policy in line with school ethos</li> </ol>
<p>Areas we would like to improve:</p> <ol style="list-style-type: none"> <li>1. Embed restorative practice as a way of resolving conflict early</li> </ol>

**Section 5. Participation and Engagement**

How we have involved people in developing equalities at our school.

<b>Examples</b>	<b>Steps the School has Taken</b>
<b>School Council:</b>	<p>Active House Councils feed into an active Student Council.</p> <p>Active Student Council have an input into school related decision making, including on the new behaviour policy and arrangements at lunchtimes.</p> <p>Learning Together Action Group survey of students views to develop whole school approach to restorative practice.</p> <p>Other school leadership groups include Senior Students, Anti Bullying ambassadors, Always Club committee and Peer Mentors.</p> <p>Student Leadership Team have worked on how to involve more students in giving their views about the school. School Council now established and active.</p>
<b>Pupil Voice:</b>	<p>Headteachers Fora target different groups of students in order to canvas their views and feed into strategic planning.</p> <p>Super Learning Days and Weekly Debating club are also used to promote student voice through discussion and debate about local, national and global issues.</p>

	<p>Kirkland Rowell Survey to be completed in the summer term.</p> <p>Year 9 students have been surveyed with Learning Together needs assessment report.</p>
<b>Parents/Carers/ Guardians:</b>	Our PTA was re-branded in September 2015 as the Lister Parents' Forum, and we now have plans to offer ethno-linguistic Parents' Fora in the Summer term.
<b>Staff:</b>	Staff have regular opportunities to express their opinions at staff meetings and meetings at other levels e.g. Faculty. Staff also have the opportunity to discuss issues via line management and appraisal meetings.
<b>Governors:</b>	<p>Range of Governor meetings held each half term that focus on student achievement/progress and behaviour/attendance.</p> <p>Governors also participate in staff interviews, internal reviews and attendance panels.</p>
<b>Satisfaction with our service:</b>	The school has a clear complaints procedure.

### **Workforce-staffing and training**

<b>Promoting opportunity</b>	<p>All vacancies and recruitment follow a strict equal opportunities process.</p> <p>There is careful monitoring of continued professional development opportunities to ensure equity amongst staff.</p>
<b>Fostering good relations</b>	<p>Workload Working Group established to discuss issues raised by staff.</p> <p>Staff Well Being week introduced.</p>
<b>Prohibiting harassment</b>	Clear code of conduct established. Recognition of and regular meetings with trade unions.