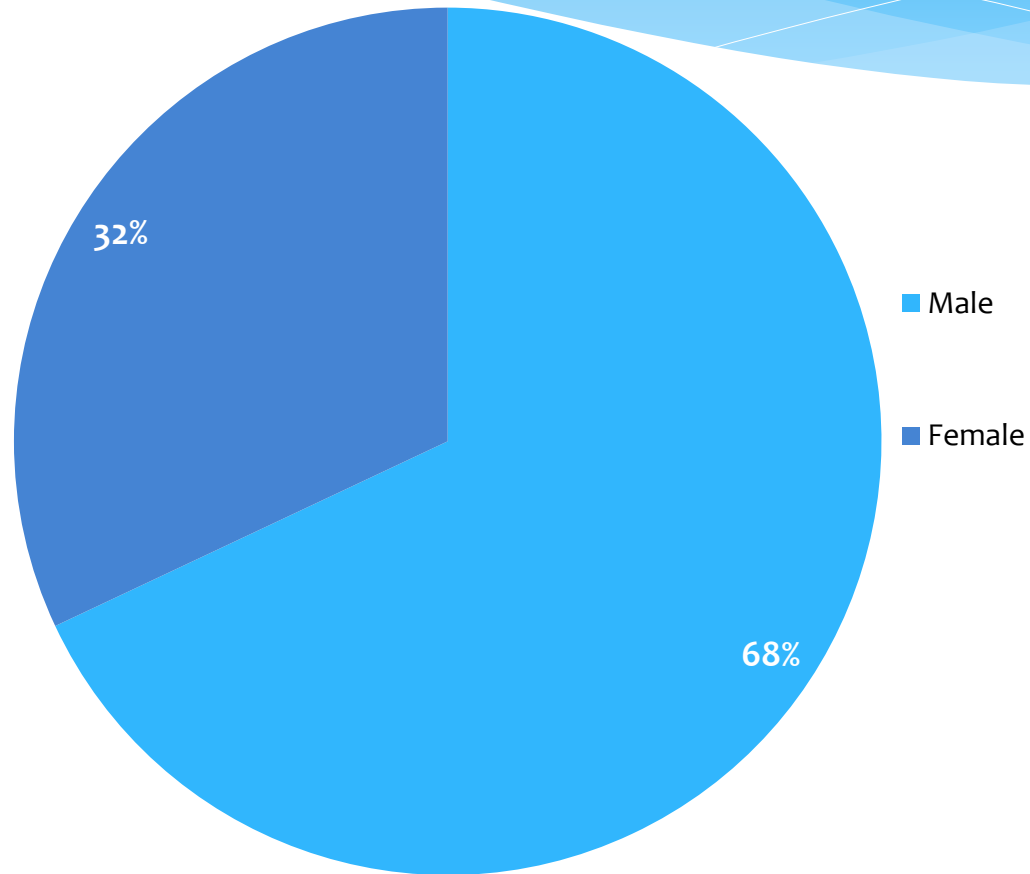




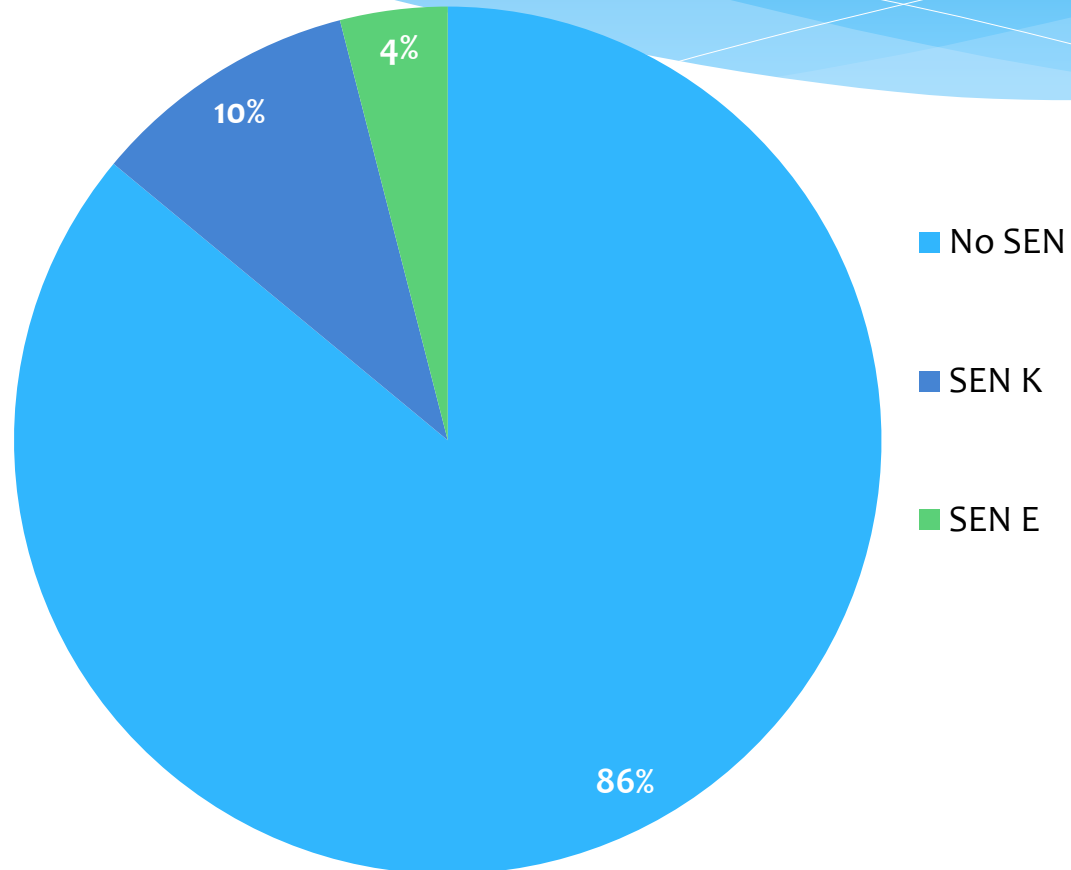
Equalities Report

Feb 2019

Gender



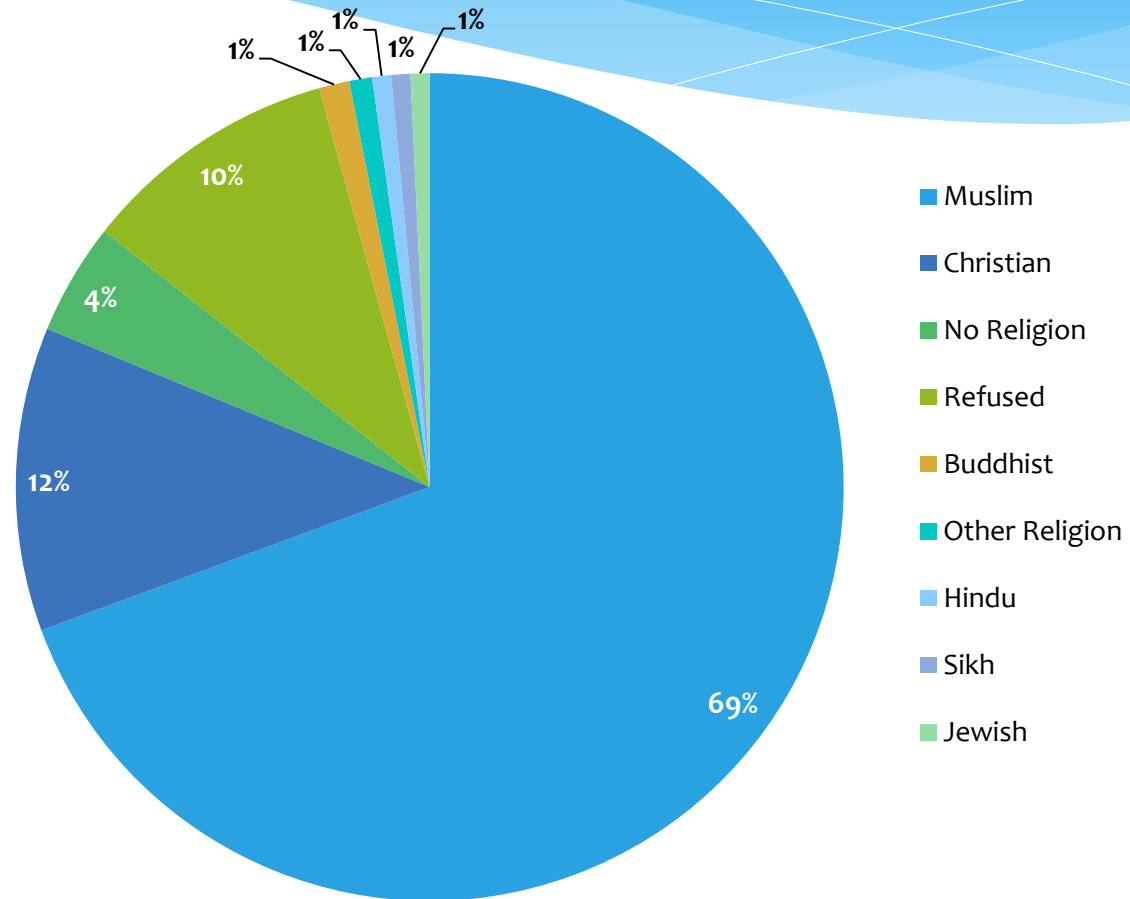
SEND



Ethnicity

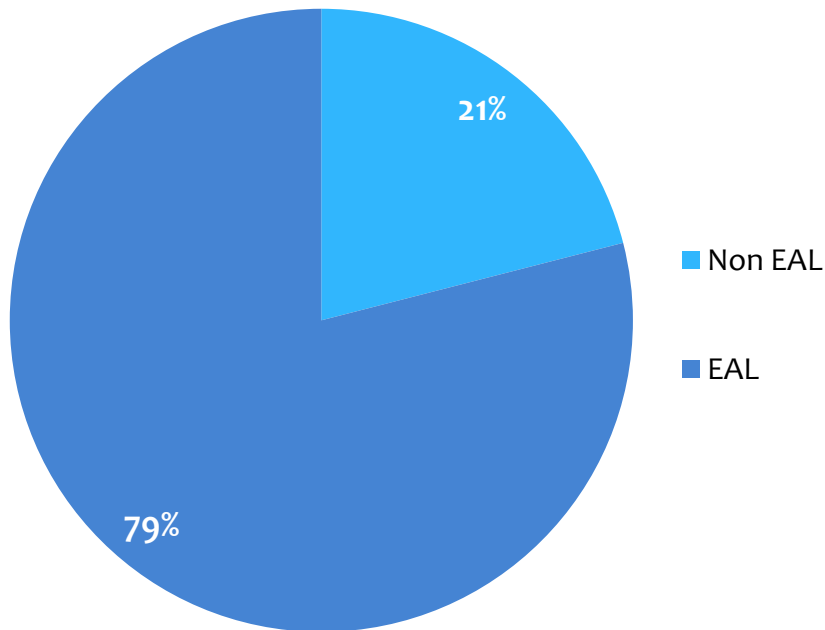
Ethnicity		Ethnicity	
Afghan	0.1%	Other Chinese	0.1%
Arab	0.4%	Other ethnic group	0.4%
Asian and any other ethnic group	0.1%	Other mixed background	1.9%
Bangladeshi	61.4%	Other Pakistani	1.5%
Black - Ghanaian	0.2%	Other White British	0.2%
Black - Nigerian	0.2%	Portuguese	0.1%
Black - Somali	4.3%	Refused	0.2%
Black and any other ethnic group	0.1%	Traveller of Irish heritage	0.1%
Black and Chinese	0.1%	Turkish	1.2%
Black Caribbean	1.5%	Vietnamese	0.8%
Chinese + any other ethnic group	0.1%	White - English	8.5%
Egyptian	0.2%	White - Irish	0.3%
Indian	1.3%	White + any other Asian Background	1.0%
Italian	0.2%	White and any other ethnic group	0.2%
Latin/South/Central American	0.3%	White and Black African	0.9%
Moroccan	0.3%	White and Black Caribbean	2.7%
Other Asian	0.9%	White and Indian	0.1%
Other Black	0.5%	White Eastern European	0.4%
Other Black African	3.1%	White European	3.0%
		White Other	1.5%

Religion

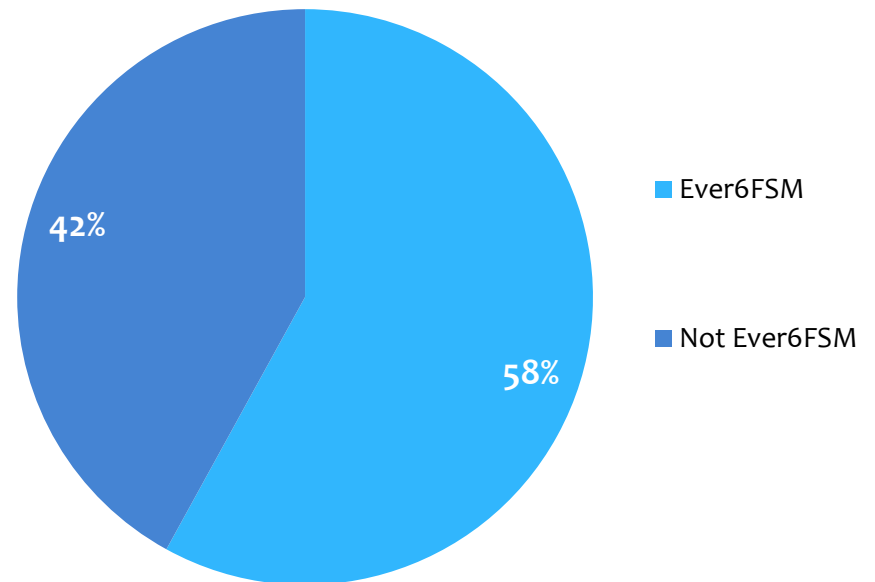


Unprotected Characteristics

EAL



Ever FSM (6 Years)



Objective	What we said we would do	What we did
<p>To improve outcomes for all students including those with protected characteristics so that they make progress at least in line with expectations based on their prior attainment and ability.</p>	<ul style="list-style-type: none"> Analyse the progress of all students regularly, looking at the progress of groups with protected characteristics and other groups, which are not protected, for example, FSM (Ever 6) Report the progress of all students, including those with protected characteristics, and implement timely interventions where required. If the progress of a particular protected group is a cause for concern work will be done with this cohort as a group. Carry out regular quality assurance checks through the school's monitoring, evaluation and review processes, ensuring that all colleagues who are a part of this process give due regard to those groups with protected characteristics. Where applicable use external examination results and internal data analysis to set up interventions to improve outcomes, reviewing outcomes for any groups for whom intervention has occurred, whether they are protected or not. 	<ul style="list-style-type: none"> All exam results and data capture are analysed by groups, including those that contain students with protected characteristics Behaviour and Attendance data is analysed by groups, including those that contain students with protected characteristics Analyses of information from partner groups such as Place2Be and Step Forward is done by protected characteristics – gender and ethnicity MER systems check shows that staff are aware of needs – medical and learning in relation to groups with protected characteristics Interventions such as RAP/RAMPs and attendance interventions are in place from exams analysis Learning support interventions in place in all year groups <p>What we still need to do</p> <ul style="list-style-type: none"> Continue to analyse all data by protected characteristics Start to analyse those students who fall into more than one group – for example, underachievement, behaviour and attendance. Put in place interventions and action plans to support students underachieving in more than one category.

Objective	What we said we would do	What we did
<p>To enable all students including those in groups with protected characteristics, to make a positive contribution to school life.</p>	<ul style="list-style-type: none"> Identify students who do not participate regularly in curricular or extra-curricular activities and work with their parents to improve participation. This will include participation in school trips residential experiences and after school clubs. Analyse school attendance data and school behavior data to identify students or groups of students where interventions will support their involvement in school life. Ensure that all attendance and behavior data (including exclusions data) is reported regularly to Governors, including data relating to student within groups with protected characteristics To report to parents, via the school newsletter and website, all activities that take place giving students’ positive experiences, especially where these relate to equality and diversity. Increase the ways in which student voice is heard around equalities issues, particularly, gender, sexuality and ethnic origin. Increase the number of students who have the leadership opportunities within the student body, regardless of ethnicity, special educational needs, gender, or sexuality. 	<ul style="list-style-type: none"> BowExtra coordinator analyses participation data for all extra-curricular activities Behaviour and Attendance data being analysed – identification of interventions and support being completed Regular termly reporting to governors includes details of attendance and behaviour of groups of students with protected characteristics Equalities Officer has a regular piece in each school newsletter; Women’s Education Officer regularly reports activities in newsletter and on website Equalities officer has set up monthly themes and is training Diversity Ambassadors to support student voice in relation to diversity 6th Form Drop Day Committee plans activities for the 6th Form; Prefects have provided feedback on the Drop Day curriculum Whole school consultation on new anti-bullying policy. School AEP has clear focus on supporting students to participate fully in school life
		<p style="text-align: center;">What we still need to do</p> <ul style="list-style-type: none"> Co-ordinate and map the range of leadership opportunities that exist across the school Analyse trips and visits data to ensure all students are receiving equal opportunity to participate in trips and visits

Objective	What we said we would do	What we did
<p>To promote mental health and well-being so that all members of the school community are valued and supported, regardless of special educational needs and disability, gender, ethnicity, and sexual orientation.</p>	<ul style="list-style-type: none"> • Develop an ethos where all members of the community respect each other, work together and embrace the diverse nature of their school community. • Design a broad and balanced PSHE and Drop Day curriculum which will focus and support the students' well-being and give them the relevant skills to stay safe and happy in school and in their wider lives, regardless of their ethnicity, gender, sexuality, religion and special educational needs and disability. • Ensure that all students across the school have equal access to group and 1:1 counselling services provided as part of the school offer. • Monitor referrals to counselling and other services to do with supporting well-being through our Student Highlighting Panel (SSP) • Analyse referral data to internal and external services to ensure that any specific issues related to a group with protected characteristics are picked up and acted upon. • Ensure that the student voice is heard in relation to policy and process around anti-bullying, especially in relation to gender, ethnicity and sexuality. • Where required, specific groups – both with protected characteristics and without – will receive interventions designed to promote their health and well-being as a group. 	<ul style="list-style-type: none"> • Increased the number of days of support for students who need counseling support <ul style="list-style-type: none"> - Place2Be - Step Forward - Caspari - XLP Mentors • Engaged a volunteer Art Therapist • Improved analysis of participation data • Full review of anti-bullying policy – governor, staff, student and parent voice • Bow is a Stonewall school; Changed reporting on bullying data to report specific areas of bullying • Staff training program with CAMHS for Inclusion staff in mental health issues <p style="text-align: center;">What we still need to do</p> <ul style="list-style-type: none"> • Complete case studies in all areas of mental health support to ensure that students are identified and signposted • Develop a list of students known to be receiving support from CAMHS • Work with Health professionals to ensure that information on mental health issues is shared between agencies where appropriate, to the benefit of young people

Objective	What we said we would do	What we did
<p>To develop processes around all transition points for all students, including those in groups with protected characteristics to ensure that appropriate advice, guidance and support is in place to ensure successful transition to next steps.</p>	<ul style="list-style-type: none"> All Heads of School will work with Year Learning Managers to ensure that all transition points are planned for all students – entry to Key Stage 3 and secondary school; transition from Key Stage 3 to Key Stage 4, including Options; transition from Key Stage 4 to Key Stage 5, vocational education, or apprenticeships and the world of work; and the transition from Key Stage 5 to University, further study, Apprenticeships and the world of work. This will also include in-year admission as a transition point for any student who joins Bow later than September of Year 7. At Key Stage 4 and Key Stage 5 we will report on and analyse all destinations data to ensure that all groups, including those with protected characteristics are receiving the highest quality advice and guidance on next steps We will ensure where transition points lead to a student leaving Bow School that all relevant information is passed on to their destinations to give them the best possible support in their new setting. This is particularly important for all students belonging to a group with protected characteristic and other non-protected groups such as Children Looked After. All staff are made aware of individuals at transition, including with specific needs, the best ways to support those needs and the relevant colleague to whom they should report any concerns or issues 	<ul style="list-style-type: none"> SEND transition processes will often begin in Y4 for students with EHCPs SENDCO or Deputy SENDCO attends annual review of Y6 students Visits to primary schools to aid information gathering for all Y6 students In-year admissions for students with SEND completed by SENDCO; Head of EAL involved in in-year admissions for all transferring EAL students; exit interviews for students/parents leaving Year 9 Pathways events to support transition for all students Continuing development of a Key Stage 4 offer for SEND students Attendance of Bow Staff at LBTH AP Providers Information event Impartial careers and guidance advice for students from the LA Careers and guidance events organized by Careers coordinator; feature of Drop Days and PSHE KS5 analyses of destinations data; KS4 analysis of destinations data LAC, PEP and e-PeP meeting processes improved <p>What we still need to do</p> <ul style="list-style-type: none"> Improve analysis of destinations data at both KS4 and KS5 Develop analysis of reasons students leave Bow Continue to improve processes for in-year and admissions via the FAP

Objective	What we said we would do	What we did
<p>To promote equal working conditions for all staff regardless of disability, race, ethnicity, sex, religion, pregnancy, marital status, sexual orientation or gender re-assignment.</p>	<ul style="list-style-type: none"> • Monitor and evaluate the impact of our recruitment practices • Introduce a wide ranging CPD programme for all staff and support those from under-represented groups who have been identified as having the potential and aspiration to gain promotion • Offer development opportunities to all staff that develop their leadership skills, targeting groups that are under-represented in our workforce • Increase awareness of equalities, diversity and inclusion through communications and training • Ensure that all new employees undertake equality training and all managers undertake training in unconscious bias. • Complete exit interviews with all staff that address issues of equality and diversity explicitly in order to improve practice. 	<ul style="list-style-type: none"> • Staff exit interviews were completed for staff leaving Bow from Summer 2017 • CPD Program in place for all staff • School appraisal processes support staff in gaining promotions and developing leadership in all roles within school – teaching, support and admin. • Leading and Participating in ‘Women in Leadership Program’ with partner schools in LBTH • 3 tier leadership program in place for teachers • Bespoke training program and leadership structure in place for TAs – including moving into teaching roles • Appointment of Equalities Officer • Continued employment of Women’s Education Officer and BowExtra! Coordinator • Continuing HR training and support for all school leaders <p style="text-align: center;">What we still need to do</p> <ul style="list-style-type: none"> • Equalities training program to be developed for all staff • Analysis of staff exit interviews and staff recruitment to be reported to SLT and governors