EQUALITY POLICY, INFORMATION and OBJECTIVES

October 2019

Reviewed by: Mrs Marie Hardie, Deputy Headteacher
Date: October 2019
Ratified by Governors: TBC
Next review date: October 2020 (information); October 2023 (objectives)

Contents

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need 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.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that the information is reviewed and updated at least once every four years and that the objectives are reviewed annually
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is tbc. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:
- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, the school's policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every tbc.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. ensuring access and inclusion for pupils with disabilities, or ensuring that homophobic bullying is not tolerated)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim members of staff time off at Eid)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

For 2019-2020, the following areas for development will be worked on to promote advancement of opportunity for all groups:

- As part of the school development plan for 2019-2020, the school will be looking for ways to further support boys' learning and closing the gap between boys and girls attainment in the EYFS GLD and in KS1 and KS2 reading, writing and maths.
- No particular ethnic group has been identified as consistently attaining lower than another across the year groups, this data will continue to be analysed as data is given in and pupil progress meetings take place.
- Attendance of children with disabilities will continue to be monitored and parents supported.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school visits and activities based around the local community (for example, each year group attending at least one place of worship on an educational visit each year)
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures, values and beliefs
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school visit or activity is being planned, the school considers whether the visit:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school is developing the recording of a written record (known as an Equality Impact Assessment) to show the equality duties have been actively considered. This should be recorded at the same time as the risk assessment when planning school visits and activities. The record will be completed by the member of staff organising the activity and be stored electronically with the completed risk assessment.
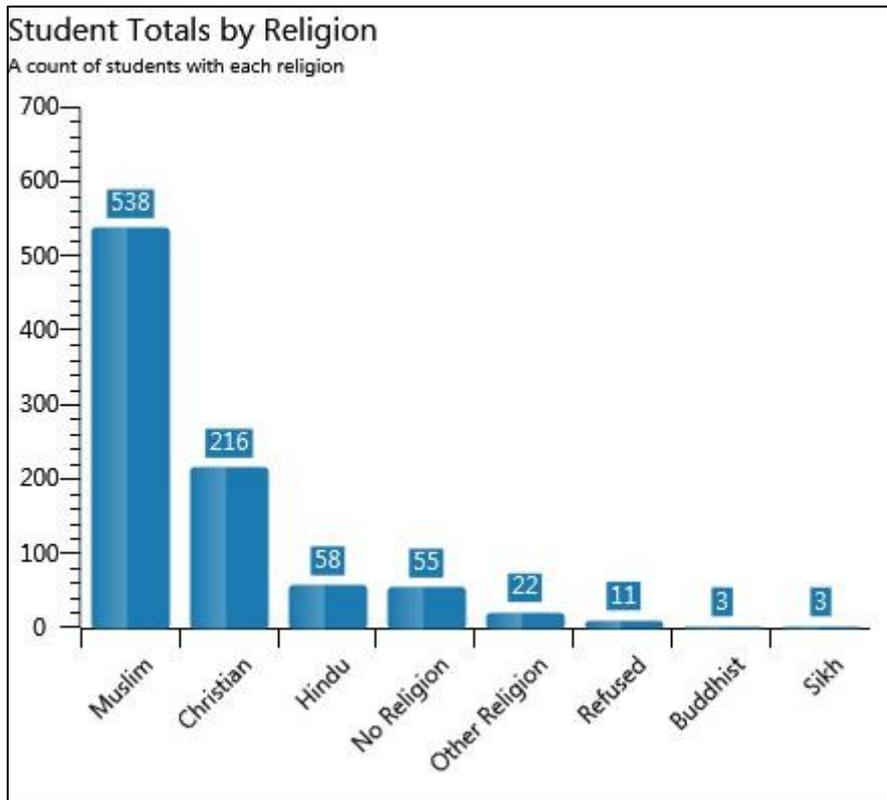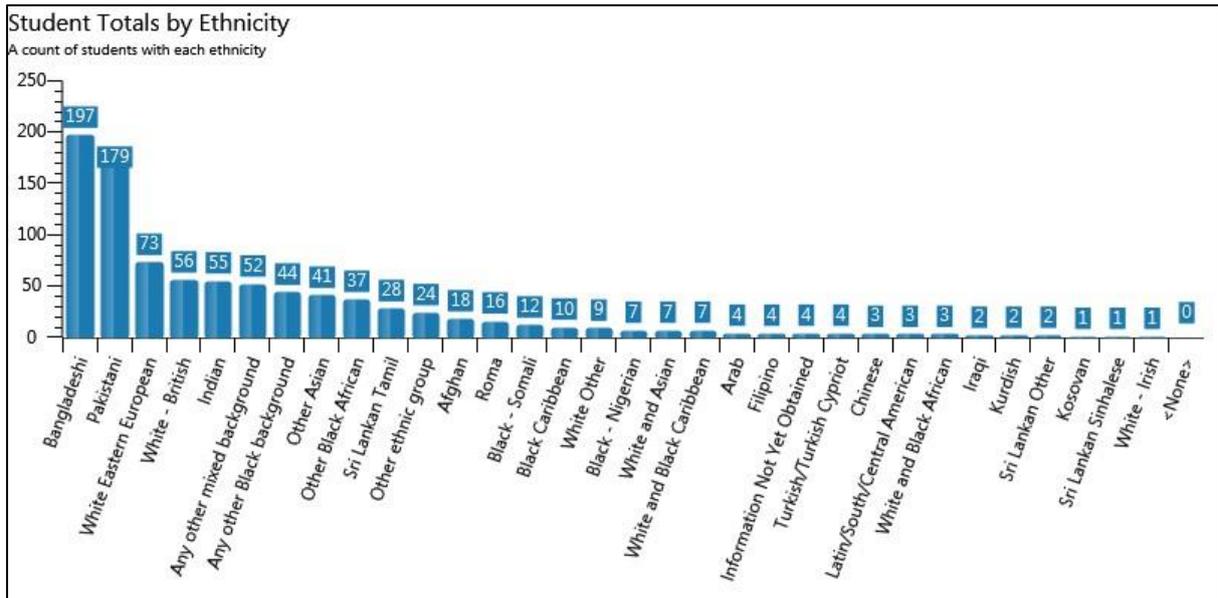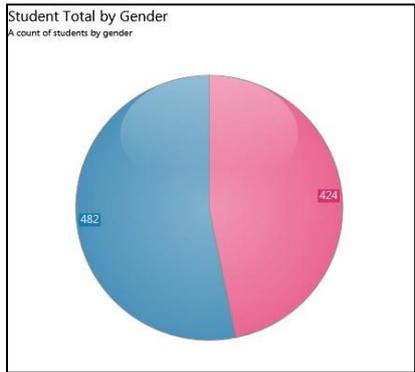
Protected Characteristics:
- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Gender Reassignment

There are also 2 other protected characteristic that schools do not have a direct duty:
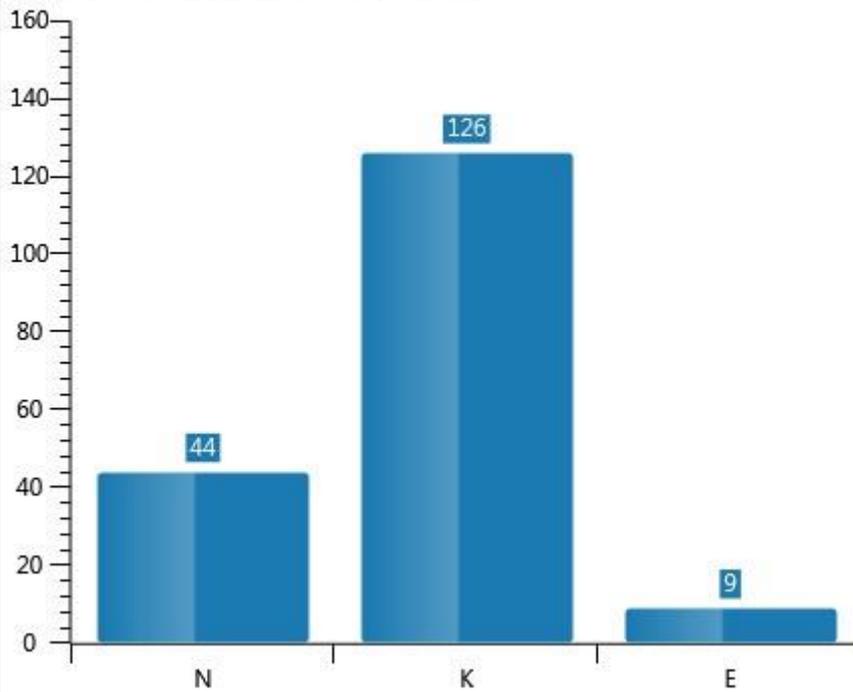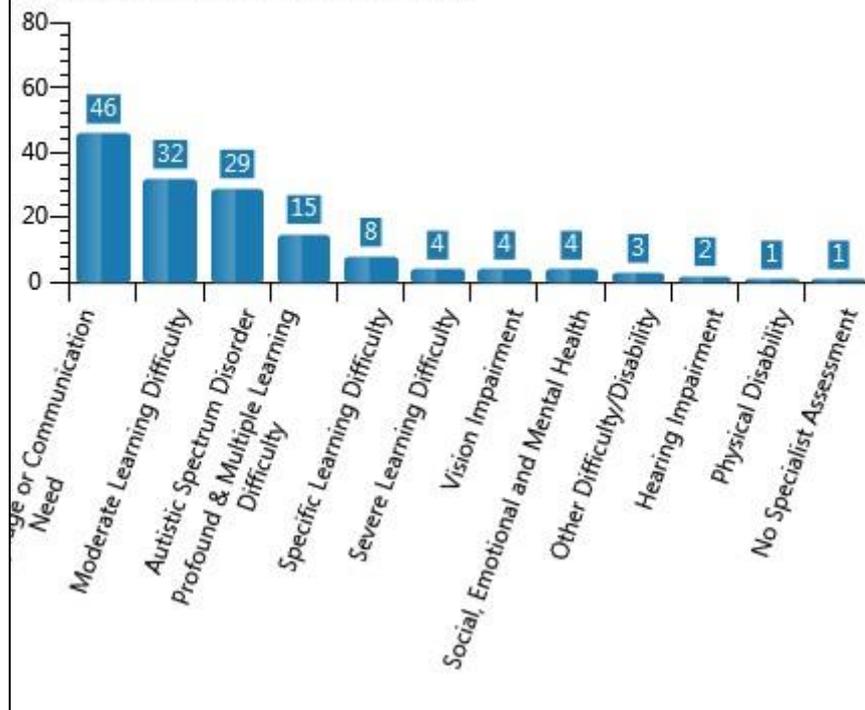- Age
- Marriage and Civil Partnership

Pupil Numbers:

Student Total by Gender

A count of students by gender

Male: 482
Female: 424

Student Totals by Ethnicity

A count of students with each ethnicity

Ethnicity	Count
Bangladeshi	197
Pakistani	179
White Eastern European	73
White - British	56
Indian	55
Any other mixed background	52
Any other Black background	44
Other Asian	41
Other Black African	37
Sri Lankan Tamil	28
Other ethnic group	24
Afghan	18
Roma	16
Black - Somali	12
Black Caribbean	10
White Other	9
Black - Nigerian	7
White and Asian	7
White and Black Caribbean	7
Arab	4
Filipino	4
Information Not Yet Obtained	4
Turkish/Turkish Cypriot	4
Chinese	3
Latin/South/Central American	3
White and Black African	3
Iraqi	2
Kurdish	2
Sri Lankan Other	2
Kosovan	1
Sri Lankan Sinhalese	1
White - Irish	1
<None>	0

Student Totals by Religion

A count of students with each religion

Religion	Count
Muslim	538
Christian	216
Hindu	58
No Religion	55
Other Religion	22
Refused	11
Buddhist	3
Sikh	3

Student by SEN Status

A count of students with special educational need status

N	44
K	126
E	9

Students by SEN Need Type Category

A count of students by their SEN need type category

Category	Count
...ge or Communication Need	46
Moderate Learning Difficulty	32
Autistic Spectrum Disorder	29
Profound & Multiple Learning Difficulty	15
Specific Learning Difficulty	8
Severe Learning Difficulty	4
Vision Impairment	4
Social, Emotional and Mental Health	4
Other Difficulty/Disability	3
Hearing Impairment	2
Physical Disability	1
No Specialist Assessment	1

8. Equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

1. Advance equality of opportunity between people who share a protected characteristic and those who do not as defined by Equality Act 2010					
School Objective	**Current situation**	**Success criteria**	**Lead Person/People**	**Links to school policies, school development plan or other documents**	**Date Action Taken**
Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	-Update website -Parents' group to look at the plan	-Regular staff meetings highlight the objectives and ensure everyone is aware -Induction for NQTs -Staff are familiar with the principles of the Equality Plan and use them when planning lessons and creating classroom displays -Parents are aware of the Equality Plan	-Headteacher -Designated member of staff	Inclusion policy SDP	To be added to the website in November 2019 - immediately after agreed by the governing body
Close the gap in achievement between boys and girls at the end of EYFS, KS1 and KS2	-Currently boys attainment is lower than the girls attainment and this has been a trend -Interventions and tuition plans in place for children who need support	-Training on how to support boys' achievement -Year group action plans will show how each year group intends to address the issue -End of year data will show that the gap is closing	-Headteacher -Assessment Leader -Year Group Leaders -Class teachers -Curriculum Leaders	Assessment Policy Performance Management	Gary Wilson to lead a twilight session on Thursday, 12th December 2019 Summer 2019

To improve the use of assessment to support learning for all pupils through gap analysis.	-Provision mapping -Pupil progress meetings -Phase data -Attainment analysis of different at EYFS, KS1 and KS2	-Analysis of teacher assessments / annual data demonstrates the gap is narrowing Progress measures for all groups of children show that children make expected or better progress	-Class teachers -Inclusion Team -Assessment Lead	Assessment policy SDP SEF	Ongoing
To monitor the impact of the curriculum to ensure that it promotes role models which pupils will positively identify with and who reflect the school's diversity in terms of race, gender and disability.	-Collective worship/ assemblies include musicians and artists who the pupils can aspire to -The school celebrates Black History month -Inspiration Day activities (e.g. finding out about Mary Anning and Walter Tull) -Curriculum explicitly teaches about role models the pupils can look up to	-Notable increase in participation and confidence of targeted groups -Inspiration people overview map demonstrates how the school promotes role models -Overview of positive role model visitors to the school	-Curriculum Leaders -Collective Worship Lead -All class teachers	SDP Curriculum maps	Ongoing Curriculum maps to be on website by December 2019
To improve the attainment of vulnerable pupils by raising their self-esteem and self-confidence and building their resilience.	-Intervention groups for academic subjects -Social interventions groups -Online homework access, e.g. MyMaths and Bug Club	-Children's self-esteem and self-confidence are raised and their resilience increased -All pupils are attempting to complete their homework	-English and Maths Curriculum Leaders -CP and Pastoral Support Manager -Learning Mentors -Class teachers	Inclusion Policy Learning Mentor Referral Form Homework Policy Nurture group and HeadStart baseline and	Summer 2019

	-RWI workshops for parents -Nurture groups -HeadStart Bounce Back -Achievement assemblies linked to PSHE		-Inclusion Team -Nurture Group Leader	end of session evaluations	
To improve the attendance of children with disabilities	-Attendance is monitored -Parents are supported with medical needs -Support staff provide high quality care -The majority of teaching is at least good and the children receive a high standard of education	-Children enjoy coming to school and make good progress based on their starting points -Attendance of children with SEN improves	-Inclusion Team	Inclusion Policy Attendance Policy	Summer 2019

2. Foster good relations between people who share a protected characteristic and those who do not as defined by Equality Act 2010 and between people with different protected characteristics					
School Objective	**Current situation**	**Success criteria**	**Lead Person/People**	**Links to school policies, school development plan or other documents**	**Date Action Taken**
To foster good relations between people with conflicting characteristics	-Some parents have concerns about relationships education due to their religious beliefs	-No children withdrawn from any subject in the curriculum -Regular meetings between parents from different groups promotes an open dialogue and relationships are built	-PSHE Curriculum Leader -RE Curriculum Leader -SLT members -Extended Schools Lead	PSHE Policy Jigsaw Scheme of Work Coffee morning rota Parents' meetings log	PSHE Policy to be added to the website when agreed by Governors in November 2019
To increase understanding of equality to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act'	-SEN support INSET delivered -Equality objectives written -Parents' meeting about relationships education held Collective worship/assemblies addresses protected characteristics (e.g. understanding autism assembly)	-Teachers can talk about the achievements of individuals and groups within their class in relation to the National exemplification -Gap analysis informs changes to planning and provision at individual, group, class and year group level	-Inclusion Manager -Collective Worship Lead -All class teachers -SLT	Inclusion Policy SDP	Ongoing
To ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity	-Spanish exchange visit display -Dual language labels -Signalong displays	-All classroom displays and outside displays represent and celebrate the successful work samples from the	-Art and Design Curriculum Lead -Class teachers -Phase Leaders	Art Policy	Ongoing

		protected group of pupils			
To provide opportunity for all pupils to make a positive contribution to the life of the school; e.g. through involvement in the school council, class council assemblies, end of term assemblies, fund raising etc.	-All pupils are included in the assemblies and fundraising events -All children take part in educational visits	-Class council contributions from PMLD and ASD children	-School Council Lead -Class teachers -PMLD Teacher -ASD Teacher	Inclusion policy	Ongoing

3. Eliminate unlawful discrimination, harassment and victimisation as defined by the Equality Act 2010					
School Objective	Current situation	Success criteria	Lead Person/People	Links to school policies, school development plan or other documents	Date Action Taken
Continue to encourage girls to take up sport outside the curriculum requirements	-Girls' football team is very successful -All children enjoy Parkour	-An increase in girls participating in after-school sports clubs	-PE Curriculum Leader -Extended Schools Lead	PE Policy Inclusion Policy	Ongoing
To identify, respond and report racist incidents and report the figures to the governing body/local authority on a termly basis.	-Safeguard system in place to electronically log any concerns -Children of all ages articulately explain safeguarding issues such as how to keep themselves safe and what to do if they feel unsafe, showing an understanding of the processes in place in school to support. -Regular anti-bullying events and assemblies -Displays of the school rules to remind pupils of the expectations in school	-All teaching staff are aware of how to respond to racist incidents and how to log them -Consistent nil reporting is challenged by the governing body	-Headteacher -CP and Pastoral Support Officer -Behaviour Lead	Child Protection and Safeguarding Policy Behaviour Policy Inclusion Policy	Ongoing
Celebrate cultural events throughout the year to increase pupil awareness and understanding of	-RE lessons that follow the Newham Agreed Syllabus	-Increased awareness of all communities through special events for pupils and their families	-Class teachers -Curriculum leaders	Events Planner for the year	Ongoing

different communities e.g. Diwali, Eid, and Christmas.	-In the news assemblies		-Extended Schools Lead		
	-Celebrations incorporated into the curriculum (e.g. Chinese New Year)		-SLT		

9. Monitoring arrangements

The school equality lead will regularly update the equality information published based on new information from the government and from analysis within school.

This document will be reviewed by governors at least every 4 years and the objectives will be reviewed annually.

This document will be shared with all governors, staff and parents and will have to be approved by the Chair of Governors.

10. Links with other policies

This document links to the following policies:

- Accessibility plan policy
- Risk assessment policy
- Inclusion policy
- Behaviour policy
- PSHE policy