

Equalities Objectives 2018-2021 DRAFT

Since April 2012 all schools have been required by law to publish equality objectives, or – as the term might be, equality directions of travel. They are part and parcel of the public sector equality duty (PSED), which is stated briefly in section 149 of the Equality Act 2010. The PSED consists of a) a general duty and b) two specific duties. The purpose of the general duty, the government has said, is:

“to ensure that consideration of equality issues forms part of the routine, day-to-day decision making and operational delivery of public authorities, and the purpose of the specific duties is to ensure better performance of the duty.”¹

Having due regard to the need to advance equality of opportunity is defined in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- To publish information to demonstrate how they are complying with the equality duty.
- To prepare and publish one or more specific and measurable equality objective.

Our equality working group, student group and senior leadership team have agreed that equality work permeates all we do and is intrinsic to individual good practice. Where it is effective, there may not always be a clear quantitative indicator. As such, where there are statistical measures, we have included them, but not to the exclusion of our wider aims. This is a reflection of the fact that we believe equality is for all and some of the most impactful work may not have a statistical counterpart – this does not undermine its importance. Most especially, our routine consideration of equality issues and the dissemination of this practice to whole-staff, is an embedding that arguably makes the most difference to staff and student experience, but cannot be, within one school’s data, statistically linked to all the areas in which it will impact.

Aims	Current picture	Objective: What will we measure?	How will we get there?	Review
Embed equality policy into SDP, CPD, displays and all school work (curricular and pastoral)	Our assembly programme and significant equality dates are an explicit part of the school diary. We want to further staff awareness of unconscious bias and prejudiced language, driven in part by our work with the Opening Doors project. We especially wish to focus on eliminating any culture of ‘banter’ among students. Our student survey results indicate that 72% feel equality is being actively and	Survey staff again: 80+% of staff to indicate they receive useful equality training and understand the policy in 2018. Staff participation – to record attendance to equality sessions and aim to increase working group to 25 members by 2021.	Equality training is now part of our CPD diary and we will be a hub school for equality work in the SE from April 2018. Our equality policy has been shared with all stakeholders and summarised for ease of access, as well as used in staff training. During the review of policies there is a reflection and reference to the equality plan. Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through	January 2020: Working group fluctuates about 22 members. Equalities gold award submitted. Staff led CPD is embedded within the training cycle. Displays need to be audited

	productively worked on in the school.		<p>input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.</p> <p>Equality group publish weekly bulletin piece (staff awareness)</p> <p>Equality agenda point in all SLT meetings – is there any discrimination or negative impact for a group/individual in any actions from meeting?</p> <p>Homogeneity of materials for all areas of diversity and equality work increases visibility and presence, as well as embedding attitude of ‘equality for all’.</p> <p>Displays updated and subject displays audited by working group member to ensure they promote positive role models and challenge stereotypes.</p> <p>Individual departments will set an equality objective that is in line with this plan, e.g. in science relating to addressing gender imbalance in A level subject choice.</p>	<p>and updated to reflect eh changing groups.</p> <p>Weekly bulletin piece was not having the impact due to the size of the bulletin.</p> <p>Departments reviewed the policy from a departmental perspective and added their own target. This will be reviewed in 2021.</p>
<p>Close attainment and progress gaps for all groups: to use our own and other local, regional and national data and research to build a full picture of differences in achievement between different characteristics as defined in the Equality Act 2010. To use this full data to track and set proactive interventions based</p>	<p>The progress of disadvantaged students has improved and now in line with non-disadvantaged nationally.</p> <p>% of top grades A*-A / 7-9 has increased.</p> <p>The attendance of under-achieving ethnic group (WBR) has improved but their outcomes have fluctuated around the national average.</p> <p>All evaluation and discussion of outcomes explicitly considers different ‘groups’.</p> <p>Growing confidence in the use of SISRA by all teaching staff</p>	<p>We will report on outcomes for all groups:</p> <p>Ethnic</p> <p>Gender identity</p> <p>SEN/D</p> <p>FSM</p> <p>Disability (where known)</p> <p>We aim for 2021 results: Disadvantaged students’ progress to be in line with non-disadvantaged students at a national level.</p> <p>Ethnic groups to make similar progress (Q1-Q2, P8 score of 0.1+)</p> <p>SEN/D progress to reach 0 (those with SEN support to move from Q3 to Q2 at least,</p>	<p>Departmental follow up training in use of SISRA.</p> <p>Line management agenda point – intervention on individual student basis.</p> <p>Embedding identification and intervention in classroom practice to reduce non-class time sessions (for wellbeing, life-work balance and promotion of quality first teaching).</p> <p>Students underachieving across subjects to be identified early for whole-staff awareness – not particular groups by protected characteristic.</p> <p>Review of departmental practice – how can we better monitor underachieving individuals in subject teams?</p>	<p>SISRA training is ongoing, with HODs leading.</p> <p>2019: Disadvantaged groups are not in line in all areas, we considerably above the national average. Similarly for SEND pupils.</p> <p>See the published data for the complete breakdowns.</p>

<p>on national or regional trends or priorities in order to offset any potential inequalities in attainment and attendance that are not currently identified.</p>		<p>SEN statement/EHC pupils to move from Q4 to Q2) Girls and boys' progress to be 0.1+</p>	<p>SLT to put forward ethos of intervention and HoDs to disseminate.</p>	
<p>Celebrate and enhance the student contribution to equalities work</p>	<p>School council now explicitly has sub groups to consider and progress equalities work across the school. The mental health ambassador scheme means we have students trained to support others with wellbeing issues and raise awareness of stigma. 66% feel they know about student equality work already, with our equality group established in November 2017.</p>	<p>Aim for 90+% student awareness of equality work in 2021. Data-check: behaviour record for vulnerable students on transition – set targets for incoming vulnerable students to check for impact.</p>	<p>Student council work will be reported in all staff briefings, newsletters and bulletins. Student group will be kept updated with all events/activities to celebrate individual equality-related calendar events to ensure they can take a lead on promoting within the student body. Mental health ambassadors to get referrals from CP team for low level wellbeing issues. Student council and MHAs to present in assemblies and form times. MHA scheme expanding in 2018-19 to pair mentors with vulnerable incoming students.</p>	<p>Achievement is regularly celebrated in the press and across the school. Equalities group continue to shine with the work they are doing.</p> <p>Transition support pupil group set up for Y6 pupils before they come to Eastbury. Has supported them in their first 10 weeks of Y7.</p> <p>MHAs group has re-established and is now working with Y9 referrals.</p>
<p>Ensure that recruitment, promotion and pay is fair</p>	<p>The diversity of staff has continued to increase. However, we are concerned by lack of ethnic diversity in leadership positions and want to further our work to ensure that middle and senior leadership positions are applied for by as diverse a range of candidates as possible.</p>	<p>TBC once analysis of recruitment and pay trends has taken place.</p>	<p>Ensure ECS is promoted as a diverse community in advertising and via school website where everybody can be supported in their career development. Undertake an analysis of recruitment data and pay trends with regard to gender and disability by November 2018, and report on this to the staffing and pay sub-committee of the governing body in June 2019. Race and religious belief will be reported on by June 2020</p>	<p>Ongoing look at pay gap and ascertaining the reasons for it. Gender representation disparity is not reflected in leadership and the pay gap is more to do with the types of position taken. This is still on going in terms of deeper reason and potential solutions.</p>

<p>Ensure reporting and resolution of all prejudiced incidents, bullying and discrimination Eliminate disproportionality in behaviour statistics</p>	<p>Behaviour has improved - exclusions have fallen. Our FTE and PE are well below national average. We have identified a disproportionality with regard to: gender (male dominated), SEN/D and ethnicity (black or mixed, African or Caribbean dominated). This is in line with national data and we do not have a disproportionality for our FSM students. However, we want to: Ensure all prejudiced language events are effectively logged Question, review and address gender and ethnic disproportionality even where small.</p>	<p>Reduce M:F ratio of internal and external exclusions from >5:1 to 3:1 by 2020 – as part of reducing exclusions overall. Increase reporting of prejudiced language. Lower % of students that feel they hear gendered, racist or homophobic language to <5% from staff, <25% from students. To reduce ethnic disproportionality in behaviour events, with specific quantitative targets to be set after consultation.</p>	<p>Conversation cards to be introduced in 3rd equality training session, AA equality visibility for staff support in broaching conversations. Language-based posters e.g. ‘Should I...?’ flowchart to be prominent throughout school & discussed in form time. Share statistics with whole staff in briefing/bulletin to encourage reporting and balanced event logging. Update CMIS mechanisms to simplify choice of behaviour category. Working group to investigate ethnic disproportionality and propose strategy for consultation with stakeholders to establish reasons and solutions.</p>	<p>Displays are current and reflect the drive for equality for all. Language based posters still relevant, will review in 2021. BROMCOM now reflects more succinctly the behaviour categories. Disproportionate reporting looked into and strategies to reduce impact on learning devised.</p>
<p>Cultivate positive relationships between different communities and groups, in- and out- of school</p>	<p>Student survey results: Our students feel confident that the school provides them with opportunity regardless of background and that they are encouraged to think about other people’s experiences, who may think or identify differently to them. However, only 48% of students feel equality is discussed at home and 23% strongly disagree.</p>	<p>To increase conversations at home, so that in 2019, 60+% of students feel equality is discussed at home.</p>	<p>INSPIRE festival (cultural arts across the borough) brings different schools and communities together. Wellbeing summit 2018 brings students from across East London together to plan for action in their own schools (raising awareness and de-stigmatising mental illness) East London Women’s Museum – our students will be contributing to the launch of the museum and curating their own mini-museum for all school stakeholders. At parents’ evenings, mental health and equality representatives will distribute leaflets to explain work at the school and the importance of equality. They will offer opportunities for stakeholders to speak with student or staff equality representatives.</p>	<p>INSPIRE Festivals ongoing, we are now a creative futures hub and RCS hub sharing the ethos of participation for all. Links with holocaust groups and mental health charity SANE has promoted the work ECS does and these relationships continue to grow. Attempts to reach out to parents have been made and will need to be revisited.</p>