



Little Ilford School: Equality Information and Objectives Policy

Adopted/Reviewed by Governing Body: 2nd July 2026

Data Profile Effective Date: 24th June 2026

Next Comprehensive Review: June 2027

Equality Information Data Cycle: Updated Annually

1. Introduction & Legal Framework

The Governing Body of Little Ilford School is committed to the principles of equality, diversity, and inclusion for all in terms of employment and in the provision of teaching and learning. We take pride in our diverse community and all the cultural richness that it brings. We proactively assert that we are an anti-racist, inclusive community, committed to addressing all forms of inequality and discrimination within our school community, and to providing a robust response to any issues raised.

As outlined within the Department for Education (DfE) guidance on the Equality Act 2010, we are dedicated to advancing equality of opportunity by ensuring that staff and governors are well-informed about current legislation concerning equality and diversity. They will also have a clear understanding of the school's responsibilities towards individuals and groups within the protected characteristics defined under the Act:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership (in employment only)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex

We aim to address issues of prejudice, unlawful discrimination, and victimisation within the school community. The Governing Body is dedicated to achieving its objectives relating to the promotion of equality and inclusion.

2. Core School Aims & Commitments

We aim to develop a strong, sustainable, inclusive, and cohesive school community. We will continue to develop and promote policies and systems that ensure that every member of the school community is treated equitably. We are committed to fulfilling the duties within the Equality Act 2010 through strong leadership, fostering an inclusive school culture, and ensuring equitable access to the curriculum and participation for all students.

Our Core Commitments:

- **Promoting Opportunity:** Promoting equality of opportunity for all individuals within the school community.
- **Inclusive Culture:** Promoting and fostering a diverse and inclusive working culture that values all perspectives.
- **Challenging Discrimination:** Actively addressing unlawful discrimination, opposing all forms of racism, xenophobia, racial prejudice, and racial harassment.
- **Fostering Good Relations:** Encouraging and promoting good relations between people from different backgrounds, ensuring mutual respect and understanding.
- **Cultural and Religious Appreciation:** Promoting cultural understanding, awareness, and knowledge/appreciation of different religious beliefs, or none.

- **Community Cohesion:** Promoting community cohesion between different cultural groups within our school and wider community.
- **Belonging:** Making the school a place where everyone, taking account of race, language, religion, ethnic or national origin, feels welcomed and valued and feels a sense of collective and community identity.
- **Mental Health Support:** Promoting a whole-school approach towards mental health awareness and developing appropriate interventions where necessary.
- **Closing Gaps:** Actively putting in place systems to close gaps in attainment and achievement between groups of students; especially students eligible for Pupil Premium, students with special educational needs and disabilities (SEND), looked after children (LAC), and students from minoritised groups.
- **Site Accessibility:** Continuing to improve accessibility across the school site for students, staff, and visitors with disabilities.
- **Curriculum Representation:** Continuously reviewing and revising the curriculum so that it represents our diverse cultures and the wider community.

3. Section 1: Who Comes to Our School? (Student Demographic Profile)

To demonstrate compliance with the Public Sector Equality Duty (PSED), the school reviews and publishes its student demographic information annually. The student community is comprised of **1,748 pupils currently on roll** with the following characteristics:

Demographic Indicator	School Metric (Count / Percentage)
Total Pupils	1,748 students
Gender Split	1,103 Male (63.10%) / 645 Female (36.90%)
English as an Additional Language (EAL)	1,432 students (81.92%)
Free School Meals (FSM)	1,013 students (57.95%)
Pupil Premium / Disadvantaged	1,026 students (58.70%)

Special Educational Needs & Disabilities (SEND)	469 students (26.83% total SEN Status)
<i>K-SEN Support sub-cohort</i>	<i>369 students (21.11%)</i>
<i>Education, Health & Care Plan (EHCP) sub-cohort</i>	<i>100 students (5.72%)</i>
Medical Conditions	87 students (4.98%)
Students in Care (LAC)	11 students (0.63%)

4. Section 2: Who Works in Our School? (Workforce Demographic Profile)

In accordance with statutory specific duties for public authorities with over 150 employees, the following data reflects the school's internal staffing profile as of **24th June 2026**. This data is monitored to ensure the school provides a wide range of positive role models for our student population.

A. Staff Staffing Breakdown

- **Total Workforce:** The school permanently employs 206 total staff members (123 teachers and 83 support staff).
- **Teaching Staff Diversity Profile:**
 - Of the 123 teachers, 82 individuals (67%) are of African, Caribbean, or Asian origin.
 - 86 teachers (70%) are female.
 - 0.01% of teaching staff have a recorded disability.
- **Support Staff Diversity Profile:**
 - Of the 83 support staff, 52 individuals (63%) are of African, Caribbean, or Asian origin.
 - 61 support staff members (73%) are female.
 - 0.02% of support staff have a recorded disability.

B. Targeted Workforce Action and Recruitment Monitoring

To maintain a balanced, diverse, and inclusive staffing establishment, the school actively implements the following equal opportunities recruitment protocols:

- **Local Advertising:** Support staff vacancies are advertised in the local press (e.g., Recorder Group, Newham News) and explicitly feature positive action statements.
- **Community Outreach:** Vacancy details are shared directly with the parent community via noticeboards and school newsletters to promote local hiring.
- **Diverse Teaching Pipelines:** The school targets teaching practice placements from London colleges that possess a high proportion of ethnic minority students.
- **Removing Unjustified Criteria:** Personnel specifications for all open vacancies are routinely reviewed to eliminate barriers and hidden discrimination.
- **Internal Mobility:** Positive action training is considered to equip existing minoritised or underrepresented staff for internal promotion pathways.

5. Section 3: Plans for Development & PSED Action Tracking

To ensure that our core commitments translate into measurable progress, the school has implemented targeted development streams:

A. Quality of Education & SEND Support

- **Sticky Knowledge:** The academic framework explicitly targets embedding learning into long-term memory.
- **Lesson Standards:** All lessons are structured to form secure foundations, with a strict institutional target of 80% of lessons demonstrating impactful, purposeful practice and effective adaptation for all students.
- **Retrieval Routines:** Retrieval-based 'Do Nows' are mandatory across all Key Stage 3 and Key Stage 4 subjects to routinely evaluate and assess the recall of core takeaway knowledge.
- **Targeted SEND Provision:** Regular reviews ensure that students on SEN support genuinely require provision beyond quality-first teaching, maintaining high expectations. Differentiated instruction is audited using targeted drop-ins and SEND-focused learning walks.

B. Behaviours, Attitudes, and Inclusion

- **Suspension Reduction:** The school is rolling out Trauma-Informed Practice (TIP) training for staff alongside a consistent timetable for pastoral small group sessions across all year groups.
- **The Respect Campaign:** This acts as our primary operational mechanism for actively challenging discrimination, supplemented by dedicated curriculum blocks for all year groups focused strictly on anti-racism.

- **Attendance & Engagement:** To support vulnerable groups, a new Attendance Officer has been appointed, parental communication channels have been enhanced, and an updated morning late process has been introduced.

C. Personal Development & Leadership

- **Extracurricular Equity:** Staff track, monitor, and target student attendance at extracurricular clubs, careers events, and educational visits to ensure broad, balanced participation across all demographic groups.
- **Values-Led Culture:** Led by Headteacher Andrew Finn, all stakeholders operate under a core focus of commitment, courage, and compassion, utilising an Embedded Formative Assessment (EFA) programme to drive professional growth.
- **Student TnL Voice:** A diverse student Teaching and Learning (TnL) team—composed of 44 students spanning both key stages—directly represents various gender, SEN, and ability groups to give feedback on their classroom experience.

6. Specific and Measurable Equality Objectives (2026–2030)

To meet the statutory requirements of the PSED, the broad qualitative goals of the school have been translated into explicit, quantifiable, and time-bound targets driven by our 2026 data profiles:

Objective 1: Classroom Adaptation and Attainment Equity

- **Objective:** To narrow gender and SEND attainment gaps by ensuring that equity of access is embedded into classroom delivery.
- **Measurable Target:** Achieve and maintain a baseline where a minimum of 80% of reviewed lessons demonstrate impactful purposeful practice and effective adaptation. Progress will be monitored via termly SEND-focused learning walks and targeted lesson drop-ins.
- **Target Population:** The 26.83% SEND student cohort and the broader student body.

Objective 2: Co-Designed Diversity in the Curriculum

- **Objective:** To systematically ensure students see themselves authentically represented in the curriculum to improve their sense of belonging and community identity.
- **Measurable Target:** Utilise the 44-student Teaching and Learning (TnL) team—maintaining strict representative balance across gender, SEN status, and academic ability—to complete an annual diversity audit of Key Stage 3 and Key Stage 4 schemes of work.
- **Target Date:** Review completed by July of each academic year through 2030.

Objective 3: Parity of Access in Personal Development

- **Objective:** To guarantee that disadvantage or additional needs create no barriers to wider school enrichment and community access.

- **Measurable Target:** Ensure that tracking and monitoring data for extracurricular activities, careers events, and educational visits reflects a participation rate for Pupil Premium students (58.70% of roll) and SEND students (26.83% of roll) that is inline with or exceeds our general school population percentages.
- **Target Date:** Full parity achieved and reported by the end of the 2026–2027 academic year and sustained through 2030.

Objective 4: Active Elimination of Prejudice-Related Incidents

- **Objective:** To minimise discrimination, eradicate inappropriate language, and ensure staff and student safety within the school environment.
- **Measurable Target:** Deploy the 'Respect Campaign' and year-group-specific anti-racism blocks to achieve a targeted **15% year-on-year reduction** in documented prejudice-related behavior logs.
- **Success Metric:** Verified via student surveys handled by pastoral small groups and feedback loops.

7. Implementation, Evaluation, and Monitoring

With the help of feedback from students, staff, and the wider school community, we will continue to develop arrangements to monitor, review, and evaluate the effectiveness of our employment policies and provision of teaching and learning. If our monitoring reveals any gaps in our policies or provision, we will take swift, necessary action.

The effectiveness of this policy will be confirmed by its impact upon the raising of students' levels of attainment, together with an increased inclusive atmosphere for all stakeholders. In alignment with employment equity, we work toward maintaining an appropriate gender, disability, and racial balance within our staffing establishment, including at the senior leadership level. Inappropriate language between staff members will be firmly addressed, and professional workforce wellbeing remains a core tenet of our leadership evaluation.

Where appropriate, we work alongside external organisations to provide excellent teaching and learning with a focus to gain access to employment, while promoting equal opportunities to all. We build on good practice, establishing communication structures such as our Alumni Network to actively connect the school's history and values with positive local community outcomes.

8. Linked Institutional Policies

This Equality Information and Objectives document operates in direct conjunction with the following statutory and non-statutory school policies:

- **Accessibility Plan**
- **Admissions Policy**
- **Anti-racist Policy / Equality Policy**
- **Behaviour Policy**
- **Code of Conduct – Governors**
- **Code of Conduct – Staff**

- **Recruitment and Selection Policy**
- **SEND Policy and Report**
- **Whistleblowing Policy**