

Equality Objectives



Reviewed by Governors: March 2024

Next review: September 2025

Introduction

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 DfE guidance on the Equality Act, 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 (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.

Aims

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. We will achieve this through strong leadership, fostering an inclusive

school culture, and ensuring equitable access to the curriculum and participation for all students.

- Promote equality of opportunity for all individuals within the school community
- Promote and foster a diverse and inclusive working culture that values all perspectives
- Activity address unlawful discrimination
- Encourage and promote good relations between people from different backgrounds, ensuring mutual respect and understanding

We are committed to:

- Promoting cultural understanding, awareness and knowledge/appreciation of different religious beliefs, or none
- Promoting cohesion between different cultural and ethnic groups within our school and wider community.
- Promoting a whole school approach towards mental health awareness and develop appropriate interventions where necessary
- Actively putting in place systems to close gaps in attainment and achievement between students of all groups of students; especially students eligible for Pupil Premium, students with special educational needs and disabilities, looked after children (LAC) and students from minoritised groups.
- Continuing to improve accessibility across the school site for students, staff and visitors with disabilities.
- Continuously reviewing and revising the curriculum so that it represents our diverse cultures and the wider community.

This will be achieved through:

- High quality and adaptive teaching in all curriculum areas
- Regularly monitoring and reporting on protected characteristics data for staff and students.
- Act and intervene on any emerging patterns or concerns related to this data.
- Continue to implement measures that promote fundamental British values
- Assemblies, form time, RSHE and PSHE
- Workshops
- Extra-curricular/enrichment activities
- Tracking, intervention and outcomes
- Students personal development
- Parental and community engagement
- Staff development and wellbeing

Expected Outcomes for students

- Students need to see they are represented in the curriculum and other areas of school life which will engender a sense of belonging.

- Positive improvement in the attainment of disadvantaged students to ensure equal opportunities and equitable educational provision for success.
- Being committed to equity by actively addressing and removing any barriers faced by students to ensure equal opportunities for all.
- Close the gap between male and female students' attainment
- Positive improvement in the progress and attainment of SEND students
- Ensure all students are given the opportunity to make a positive contribution to the life of the school (e.g. through involvement in the School Council by election or co-option, class assemblies, fundraising etc.)

Expected outcomes for staff

- Treated fairly and equitably
- our staff are not unlawfully discriminated against.
- The effectiveness of the policy will be confirmed by its impact upon the raising of students' levels of attainment, together with an increased inclusive atmosphere for all stakeholders and towards particular goals such as maintaining the gender/disability/racial balance within the staffing establishment, including at sen level.
- Inappropriate language between staff members will be addressed
- Well-being

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/provision, we will take the necessary action.

Where appropriate we will work alongside other organisations to provide excellent teaching and learning with a focus to gain access to employment, whilst promoting equal opportunities to all. We will build on good practice, and promote this whilst consulting and involving the local community. We will ensure that there are no barriers preventing anyone from accessing our school community.

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