**Public Sector Equality Duty at Little Ilford School**
**JES May 2022**

This document contains information about how the school ensures it meets its Specific Equalities Duties (These are things our school **must** do).
The **Public Sector Equality Duty** requires our school to publish information about Equalities.
The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

**Protected Characteristics – school must take into account when publishing information**
- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender

There are also 2 other protected characteristics towards which schools do not have a direct duty.
- Age
- Marriage and Civil Partnership

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve.

**General Duties**
The three aims of the Public Sector Equality Duty are:
- 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.

**Specific Duties**
Publish information
- **You will find here information about our school community**
**Equality Objectives – Action Plan**
- **Equality Objectives – Actions we will take after careful thought (analysis)**

All the information and analysis is from school improvement plans, evaluations and student data – we use the information to improve education for all groups in the school. Some of the information may show us that we could be doing better. We use this information to plan for the future and have included these actions in our Equalities Objectives which you will also find published here.

This document should be easy to read and understand.  If you have any concerns about the way it is written, please contact: Andrew Finn (Headteacher)

You will find all the information on the school website, prospectus and staff hand books under 'Equalities'.

## Little Ilford School Equalities Information and Analysis (March 2022)

### Section 1.  Who Comes to Our School?

As a school our main function is to provide outstanding learning opportunities and support to ensure that all of our students attain well at Little Ilford, in line with national expectations.  We use the following information to help us:

**School Census – Updated May 2022**

| | | Little Ilford School 2022 | |
|---|---|---|---|
| | | Number | % |
| | Roll | 1535 | |
| Gender | Girls | 619 | 40.3% |
| | Boys | 916 | 59.7% |
| Ethnicity | White British | 27 | 2% |
| | Other White and European | 106 | 7% |
| | Gypsy Roma/ Irish Traveller/ Other | 2 | 0.1% |
| | Mixed Heritage | 35 | 2% |
| | Black - Caribbean Heritage | 12 | 1% |
| | Black- African Heritage | 80 | 6% |
| | Black - Other | 89 | 6% |
| | Asian - Indian | 204 | 13% |
| | Asian - Pakistani | 275 | 18% |
| | Asian - Bangladeshi | 582 | 38% |
| | Asian - Any Other Asian Background | 65 | 4% |
| | Chinese | 3 | 0.2% |
| | Any other minority ethnic group | 51 | 8% |
| | Information not yet obtained | 3 | 0.2% |
| Free School Meal Eligibility | Not Eligible | 1027 | 67% |
| | Eligible | 508 | 33% |
| Special Educational Need | No Special Educational Needs | 1282 | 84% |
| | SEND Support K | 248 | 16% |
| | EHC Care Plan | 58 | 4% |
| | High Needs Funding | 71 | 5% |

| SEND Profile of Need | Number 2021-22 | % Based on K list and K statemented pupils (392) | School % |
|---|---|---|---|
| Autistic Spectrum Disorder (ASD) | 70 | 23% | 5% |
| Hearing Impairment (HI) | 9 | 3% | 1% |
| Other Difficulty/Disability (OTH) | 12 | 4% | 1% |
| Physical Disability (PD) | 18 | 6% | 1% |
| Severe Learning Difficulty (SLD) | 13 | 4% | 1% |
| Social Emotional and Mental Health (SEMH) | 65 | 21% | 4% |
| Specific Learning Difficulty (SpLD) | 30 | 10% | 2% |
| Speech Language and Communication Need (SLCN) | 128 | 42% | 8% |

## Religion

| | Buddhist | Christian | Hindu | Muslim | No Religion | Other Religion | Refused | Sikh |
|---|---|---|---|---|---|---|---|---|
| **Number of students** | 1 | 135 | 77 | 1036 | 23 | 43 | 2 | 33 |
| % of students | 0.07% | 9% | 5% | 67% | 1% | 3% | 0.13% | 2% |

## Mid Phase Admissions and Leavers

| Year Group | 7 | 8 | 9 | 10 | 11 |
|---|---|---|---|---|---|
| Admissions since Year 7 – Number of students | 14 | 21 | 25 | 39 | 45 |
| Leavers since Year 7 – Number of students | 14 | 33 | 34 | 44 | 58 |

## English as an Additional Language

| Year Group | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|---|---|---|---|---|---|
| **English as an Additional Language –** | 200 | 142 | 88 | 221 | 252 |

| Number of students | | | | | |
|---|---|---|---|---|---|
| | | | | | |

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**Analysis of School Population:**
Little Ilford is extremely fortunate to have such a diverse ethnic population which is celebrated throughout our school. All members of our community recognise that this diversity makes our school a richer place for both students and staff.
- **The SEND team collaborates with primary schools and arranges visits and support for primary to secondary transition**
- Further support is also provided for students and their families in their own language by our Ethnic Minority Achievement Team.
- Little Ilford SEND (Special Educational Needs and Disabilities) Team supports students with a range of identified needs to help support their progress across KS3 and 4 and ensure an effective transition to further study at KS5.
- Little Ilford also runs a Resourced Provision for 25 students with an Education Health and Care Plan who have a diagnosis of autism and significant levels of Communication and Interaction need. The school supports each pupil with specialist staff in developing strategies to self-manage their own ASD and social communication difficulties.

## Prior Attainment:

Changes to the assessment at Key Stage 2 in 2016 means that a new scaled score has been brought in. 100 is now the expected score for a year 6 student with 80 being the lowest scaled score and 120 being the highest. Students are tested in maths, reading and SPAG. Key stage 4 grades will be based on the reading and maths scores.

| | Year 9 | | | Year 10 | | | Year 11 | | |
|---|---|---|---|---|---|---|---|---|---|
| | LIS KS2 Maths Scaled Score Key Stage 2 Validated Result | LIS KS2 Reading Scaled Score Key Stage 2 Validated Result | LIS KS2 GPS Scaled Score Key Stage 2 Validated Result | LIS KS2 Maths Scaled Score Key Stage 2 Validated Result | LIS KS2 Reading Scaled Score Key Stage 2 Validated Result | LIS KS2 GPS Scaled Score Key Stage 2 Validated Result | KS2 Maths Scaled Score Key Stage 2 Validated Result | KS2 Reading Scaled Score Key Stage 2 Validated Result | LIS KS2 GPS Scaled Score Key Stage 2 Validated Result |
| Average | 104.1 | 102.6 | 107.0 | 102.6 | 101.0 | 107.5 | 102.1 | 99.2 | 106.3 |
| % below 100 | 44 (15%) | 75 (26%) | 44 (15%) | 44 (15%) | 65 (22%) | 35 (12%) | 63 (22%) | 83 (28%) | 47 (16%) |
| % 100-110 | 147 (50%) | 132 (45%) | 111 (38%) | 137 (46%) | 146 (49% | 123 (42%) | 135 (42%) | 136 (46%) | 125 (43%) |

| % above 110 | 80 (27%) | 63 (21%) | 117 (40%) | 78 (26%) | 50 (17%) | 103 (35%) | 59 (20%) | 35 (12%) | 83 (28%) |
|---|---|---|---|---|---|---|---|---|---|

Year 9 – 92% coverage
Year 10 - 88% coverage
Year 7 – 87% coverage

## Attendance

The attendance figures below include dates of school closure or partial closure due to lockdown for 2020-2021.

|  | School % 2020 - 21 | National 2020 - 21 |
|---|---|---|
| **Overall absences** | **6.61%** | **5.46%** |
| **Persistent Absence** | **18.36%** | **14.8%** |

## Analysis/comments:

**Developments in our school this year:**

Attendance/Absence: Key actions/developments:
- Attendance has improved since last year as the LA and the DfE went back to interventions and attendance procedures prior to COVID. We have continued to send attendance letters to parents, have resumed attendance meetings with parents and students led by school staff and/or the Attendance Support Officer from the borough and have issued penalty notices to parents of children who refuse to come to school after lockdown or have erratic attendance.
- We have implemented some strategies to help parents and children to return to school following the pandemic. In some cases (anxiety, school refusers, etc.) we offered a later start and/or earlier finish as well as, if relevant, a phased return to school with a reduced timetable.  This has been successful in some cases.
- We have also reinstated late to school detentions to ensure students arrive at school on time and do not miss lessons. Students are also placed on punctuality or attendance reports.
- We have appointed an Attendance Officer who is working with LA and pastoral teams to monitor attendance and support with interventions that need to be put in place.
- The use of Show My Homework and Google Classroom has been embedded across the school to ensure absent students are aware of the work set and homework given.

Prior Attainment/Reading:
- Development of Reading programme in tutor time, targeting students who are below national levels in KS2 scores to access the curriculum.
- The Reading curriculum is launched against the reading age data for all students. This year, we have streamlined the process to add different levels of support for different groups of reading. Students are tested in year 7, year 9 and at the beginning of year 11. Where there is a -2 year difference between reading age and actual age, students are given support within the KS3 library

lessons. Where the reading age is more than -2 below, students are given Lexia support. Where students are above reading age, they are given stretch activities and book bundles via the library.

- The library has provided book bundles for each classroom to ensure that students can utilise reading time with age-appropriate fiction.
- DEAR (drop everything and read) has been running throughout the year with the overall theme of 'marginalised groups'. Students have been reading for 20 mins each day at a specified time for one week each half term. The literature is created and shared with teachers to give structured support for staff to ask age-appropriate questions.
- Long-term rollout of academic literacy strategies with KS4 has been planned in consultation with prior attainment data and in conjunction with the SOL developments for the new curriculum.
- The school is currently undergoing a transition from a 2 to 3 year KS3, which will not only broaden student experience, but will ensure students transfer to KS4 with a greater level of maturity and knowledge.  Furthermore, this root and branch review will help to ensure our KS3 curriculum is truly diverse, and reflects the community to which it serves.
- As part of the KS3 curriculum review, time is being spent on embedding the learnings from cognitive science, ensuring retrieval, interleaving, modelling etc. are common practice across all subject areas, all of which will reduce the demands on working memory and support the progress of all learners. Time has also been spent looking at KS2 provision in each subject area, to ensure the transition between KS2 to KS3 is as effective as possible.
- The school has been expanding its curriculum offer for students through the expansion of more vocational subjects to be offered in KS4 such as Hospitality and Catering, RSL Music Technology and more ASDAN groups.   We also run the English 'Step Up' course for those to whom GCSE English is challenging to access.  The school is planning to increase that offer next year with at least 3/4 more vocational subjects to be offered to students. The subjects we are looking to be offered are: Travel and Tourism BTEC; Sports BTEC. Children's Play, Learning and Development

**Things we would like to improve:**

Attendance: Next steps/areas for development:
- We will continue to use the school systems to monitor attendance and punctuality to school.
- Continue working with LA, CAMHS and other professionals to bring school refusers and students with mental health back into school.
- Continue implementing school attendance protocols in liaison with LA and latest guidelines from the DfE.
- Continue using Google Classroom and Show My Homework as well as other platforms to set work for absent students who are well enough to complete it.

Prior Attainment Next Steps:
- Review options/curriculum pathways for current Year 9 and 10
- Review our curriculum structure at KS4, to ensure pathways are truly suited to the needs of our learners (ready for implementation September 2023)
- Continue implementation of reading-age testing and intervention. Continue to roll out plan for academic literacy/reading in KS4 as part of a switch from 3-2 year curriculum. Restructure the intervention groups within the English timetable to ensure that those who speak EAL and those whose reading ages restrict access to the curriculum are placed within Literacy Intervention Team oversight, sitting in a nurture set beneath the English groups.
- The introduction of an English Intervention Panel, which will review student reading and English data half termly, to look at what interventions can be put in place to support more rapid progression (e.g. reading intervention, English nurture groups, etc.)
- LPA and SEND students are to remain a whole school MER priority for the next academic year, looking at how we can further support and raise their progress.

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|---|---|---|---|---|---|
| | ● Deployment of a Speech and Language therapist to meet the needs of the SEND cohort with SPLD needs. | | | | |

## Section 2. Advance Equality of Opportunity between people (those who share a protected characteristic and those who do not)

As a school we aim to provide good access to education and to promote achievement and attainment for everyone who comes here.  We use information (data) to help us do this.
**Attainment Data**

This is how our school groups achieve at the end of Year 11 2021 (Key Stage 4)

| | Key Stage 4 Outcomes for Different Groups in Our School | No. | % Basics (English and Maths 5+) | Attainment 8 (Average score for the best 8 subjects) | Progress 8 (National progress score is 0) |
|---|---|---|---|---|---|
| Gender | Girls | 114 | 42 | 45.42 | 0.45 |
| | Boys | 152 | 45 | 44.45 | -0.01 |
| Ethnicity | White British | 5 | 20 | 37.70 | -1.11 |
| | Other White and European | 11 | 45 | 39.09 | -0.37 |
| | Gypsy Roma/Irish Traveller/Other | 3 | 0 | 14.67 | 0.8 |
| | Mixed Heritage | 12 | 25 | 41.92 | 0.005 |
| | Black - Caribbean Heritage | 2 | 50 | 37.50 | -0.38 |
| | Black- African Heritage | 25 | 28 | 38.24 | -0.26 |
| | Asian - Indian | 27 | 59 | 54.52 | 0.79 |
| | Asian – Pakistani | 53 | 43 | 44.64 | 0.26 |
| | Asian – Bangladeshi | 99 | 45 | 45.48 | 0.19 |
| | Asian - Any Other Asian Background | 5 | 80 | 54.20 | 1.05 |
| | Chinese | 0 | | | |
| | Any other minority ethnic group | 21 | 57 | 46.83 | 0.39 |
| Free School Meal Eligibility | Not Eligible | 225 | 46 | 45.79 | 0.26 |
| | Eligible | 41 | 29 | 39.80 | -0.22 |
| EAL | EAL | 244 | 44 | 45.06 | 0.23 |

| | | | | | |
|---|---|---|---|---|---|
| | Non EAL | 22 | 36 | 42.67 | -0.28 |
| Special Educational Need | No Special Educational Needs | 198 | 53 | 49.49 | 0.38 |
| | SEND Support | 65 | 17 | 31.53 | -0.40 |
| | SEND with EHC plan | 3 | 0 | 17.33 | -0.94 |

## Promoting Opportunities for Our School Community

| Examples | Steps the School has Taken |
|---|---|
| Teaching and learning: | In 2021-22 one of our key priorities for Teaching and Learning has been Behaviour for Learning.  There has been a clear focus on ensuring that we embed consistent BfL routines within our classrooms, in order to ensure we achieve the best possible climate for learning to flourish.<br><br>Our second priority has been on developing our curriculum;<br><br>● Transitioning from a 2 to 3 year KS3 - completing a root and branch review of our curricular, grounding our work clearly within our learnings from research regarding cognitive science, curriculum development and subject discourses.  A key focus has also been on ensuring our curriculum is fully diverse and reflective of the community to which it serves.<br>● Ensuring that our current curriculum is responsive to the needs of students following the COVID pandemic.  Time has been spent updating and reviewing SoL in response to baseline data, and assessments.<br><br>In 2022-23 we will continue to ensure all staff are consistently delivering on our BfL routines and continue our work on the development of our KS3 and KS4 curriculum.  An additional TnL priority for 2022-23 will be related to 'access to learning' for all students - looking at how we ensure we are accurately assessing student understanding within lessons and strategies to support learning specifically for our LPAs. |
| Progress  and attainment | Data on all students is collected 3 times a year. Their progress is measured against teacher targets (that are based on FFT20 targets). Heads of Department, Heads of Year and the Senior Leadership team rigorously interrogate the data to identify where students are not making progress. This is done in the form of PICs (Progress Inquiry Conversations) and also discussions in SLT line-management meetings. Intervention strategies are put in place to ensure students achieve in line with school targets.  MER is used to evaluate evidence of student progress.  PICs are used to identify individual students and develop appropriate interventions. |
| Admissions and transfer: | A robust induction programme is in place for KS2 to KS3 transfer, which includes taster days, primary and secondary teacher meetings and a range of transition work. For our more vulnerable students several visits and extended activities are organised. Tutor groups are organised to reflect the makeup of our school. Information from primary schools is used to create these groups, |

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|---|---|
| | placing together vulnerable students for targeted support or friendship groups.<br>Mid Phase/managed move students are supported by a specialist team. The process includes interviews and testing in their own language, and an individualised integration programme is planned to ensure effective integration, including buddies; Study Plus English support and counselling/mentoring as necessary. |
| Participation: | Subjects are accessible for the majority of students, regardless of their gender or protected characteristic. This is not the case for our ASD students and some students who are MPAs or who have SEND needs. These students have a curriculum that is more tailored to their individual needs. The curriculum for the ASD RP and Complex Needs Groups has been updated for 2022/23 and will follow the UKS2/KS3 model of the National Curriculum. |
| Accreditation: | There is a range of accreditation to meet the needs of all learners including ASDAN, Life Skills and other level one/two courses such as Hospitality and Catering; RSL Music Technology. The plan is for the year after to add BTECs in Sport, Travel and Tourism and Child development. Many GCSE subjects offer Entry Level too for some learners |
| Pregnancy and Maternity: | Ensuring equality of access for pupils who are pregnant or who have had a baby. The school uses borough services to ensure this takes place. |
| Access to Work Placement: | In line with Gatsby Benchmarks, all students in Year 10 undertake a two-week work placement. They have the opportunity to seek their own placement or access school support in finding placements.<br><br>All SEND students have access to a one-to-one work experience interview with a trained advisor, who supports them in finding suitable placements. Specific support is given to SEND students to enable them to increase their independence whilst on these placements. |
| Transition and transfer to Post 16: | All students receive a programme of careers guidance, which include post-16 assemblies, careers interviews, a college information evening, and careers support via the PSHE programme and the Careers Officer.<br><br>Possible NEETs [Not in Employment, Education or Training] have been assigned individualised support which will continue post 16 to ensure students remain in education, employment and training.<br><br>All priority SEND students have had individualised plans developed for post 16 transition which includes interviews and visits.<br><br>The SEND Team liaises with the London Borough of Newham SEND team to secure post-16 placements at local colleges<br><br>LAC in Year 11 receive prioritised support in careers interviews, college applications, interview techniques and results day support. |
| Careers: | The school careers programme is mapped out for students in accordance with Gatsby Benchmarks, and is delivered across KS3/4.<br><br>Across KS3/4 aspirational trips take place to universities, post-16 education providers and to companies. Our trips to companies take place to give our students the opportunity to experience the world of work. Our students also |

| | have access to the online careers software package called Unifrog which supported<br><br>All KS4 students participate in work experience for two weeks. In year 10 students also take part in World of Work Day with business professionals focusing on CV writing, interview skills and mock interviews.<br><br>All looked after children and our KS4 students have a minimum of one impartial careers interview with an external advisor in addition to support offered in school through the Aspirations & Destinations Coordinator. All students identified as vulnerable are offered more focused support. |
| --- | --- |

**Analysis/comments:**

**Areas our school has developed this year:**
- BfL has been a key focus for the school this academic year. Given the upheaval of the pandemic, the importance of getting students back into effective habits of learning was important. We have therefore spent considerable time, looking at the routines within the classroom that will support in maximising learning for our students.
- Time has been allocated to carefully review and update existing SoL in response to assessment data and gaps in student knowledge - this is completed through JPT and departmental time.
- Over the course of this year we have been reviewing our KS3 curriculum, moving from 2 to 3 years of study, in order to support the broadening of our curriculum, ensuring it is diverse and represents the needs of our community, and provides a firmer grounding for KS4 progression.
- The work on our new KS3 curriculum has drawn heavily on learning from cognitive science; there has been careful consideration of the journey from KS2 to KS4, the rationale for sequencing, the principles of retrieval, working memory and addressing misconceptions. This is clearly evident within new curriculum documentation, and QA summaries.
- Our KS4 vocational offer has expanded this year, to include RSL Music, an increased number of ASDAN courses, and also Hospitality and Catering.
- Our CPD programme this year has been utilised to support the two priorities of BfL and Curriculum development.
- Our PIC process has been reintroduced this year following the pandemic and has been focussed on our LPA and SEND students, considering how effectively the curriculum and learning within lessons is serving these cohorts within every subject area. Alternative forms of accreditation (Functional Skills/Level 1 courses to be in place for students who are unable to access learning, even when it is pitched at the appropriate level.

**Things we would like to improve:**

- The progress of our LPA and SEND students still remains a key focus area, and will be an ongoing priority for our MER 2022-23
- Reading/literacy support for students who enter the school in year 7
- Literacy support for mid-phase entrants for whom English is an Additional Language (EAL)
- BfL systems and structures within the school will be reviewed in 2022-23 in order to provide the most effective support for teachers and staff in managing behaviour within their classrooms and around school.
- Further expansion of our KS4 vocational offer, and review of our curriculum pathways of progression, to ensure students are studying the most appropriate courses
- Review of current Year 9 and 10 options to ensure students are on the most appropriate courses.

- LW focus for 2022-23 - 'access to learning'.
- Re-introduction and extension of our extra-curricular programme following the pandemic and build.
- SEND - after-school study support to narrow the attainment gap between SEND/Non-SEND students
- Development of a centralised Safeguarding team

## Section 3. Foster Good Relations between People who share a protected characteristic and those who do not

We want our school community to be a welcoming and comfortable environment for all who come here.  We want to foster an open environment where people feel they are being treated with dignity and are valued.

| Examples | Steps the School has Taken |
| --- | --- |
| Social and Emotional Wellbeing : | New school vision will encompass aspects of social and emotional wellbeing.<br>In school counsellor<br>Celebration culture, based on praise, to recognise a range of student achievements<br>Wide range of extracurricular activities to meet the needs and interests of students and staff<br>Working with a number of outside agencies:<br>Head Start<br>Power2/Teens and Toddlers course<br>West Ham 'Jigsaw' Mentoring |
| Pupil Voice: | School Council<br>Student Conferences<br>Student Voice as integral part of Department and Year Team Reviews<br>Student Voice as an integral part of Curriculum Team Leaders' (CTLs) and Pastoral Team Leaders' (PALs) evaluation of their practice<br>Student presentations to Governors<br>Celebration events for students to recognise achievements<br>Students involved in staff recruitment<br>Google forms for student voice including for bullying, well being and sexual incidents |
| Cultural ideas, Religion and Belief. Positive Imagery: | Celebration of National Days, posters and flags<br>Celebration displays around the school recognising our diversity<br>Celebration assemblies recognising and valuing our diversity<br>Evening events organised to celebrate diversity (e.g. Black History Month, Iftar gathering, Little Ilford Tea Dance, Fete led by students and staff)<br>Staffing body reflects the cultural diversity of the school. |
| Community Links: | School and Community Fete, Tea Dance, Reading at Old Peoples Home.<br>ELBA links for aspirations<br>Celebration events with a range of these partners to recognise students' involvement and achievement (e.g. Art Show at UEL)<br>Manor Park Schools and Community Partnership and East London Early Years and Schools Partnership joint projects |

| | |
|---|---|
| Removing Barriers and Reasonable Adjustments: | Primary to Secondary Transition partnership between LIS SENCO and primary SENCOs<br>Transition between the Autistic Resourced Provision/Complex Needs Group and mainstream classes<br>Mid Phase Admissions programme<br>Literacy Intervention programme<br>SEND intervention programmes<br>Individualised curriculum pathways<br>Pastoral Support Programmes<br>Celebration and praise to recognise achievement of different groups<br>Lowered door handles for two children of slight stature who have joined the school recently<br>Differentiated fire assembly point sign for the Autism Provision<br>Disabled assembly point buttons on every level at stairwells.<br>Lifts for those with access needs. |
| Partnerships with Parents: | Friends of Little Ilford<br>Triple P parenting courses<br>Parents' Evening and Information Evenings<br>Celebration evenings to recognise a diverse range of attainment and achievements with parents |
| Wider community links | Manor Park Schools and Community Partnership, Teens and Toddlers and East London Early Years and Schools Partnership<br>Russell Group Programme<br>Police via community officer links and Police Cadets. |

**Analysis/comments:**

Areas our school has developed this year:
- Expansion of our in school counselling offer
- Working with new partners to support students e.g. West Ham FC Jigsaw Mentoring Programme
- Training for Pastoral staff via the National College as well as other providers.

Things we would like to improve:

- Review the PSHE and RSHE programme based on the first year's delivery
- Increase the voice of SEND students in the school decision making process, including in student council.
- We make sure that we embed the vision statement: "We promote equality and respect so that we feel safe, looked after and valued" so that all members of our school have zero tolerance approach to any form of bullying, including the use of discriminatory language.

**Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation – as defined by Equality Act 2010**

| Examples | Steps the School has Taken (Case Studies) |
|---|---|

| | |
|---|---|
| Exclusions data: | Reviewed on a termly basis by SLT<br>Reported to Governors every term<br>Review of sanctions system |
| Victimisation and discrimination: | SPARK – Situation, Perception, Automatic Response, Reaction and Knowledge - Used by Year 7-10 to resolve incidents between students<br>Restorative Justice |
| Monitoring of incidents: | Racist and Homophobic incidents reviewed termly by SLT and Governors<br>Racist and Homophobic Incidents reported to the Borough termly |
| Anti bullying and Harassment: | Termly anti bullying weeks<br>Mentoring sessions<br>Whole school assemblies<br>High visibility staffing of social time with a range of staffed areas for students to go to<br>Follow up of all bullying incidents<br>Staff CPD on sexual harassment (x2), one led by students |
| Training and awareness raising | All new staff have a session as part of the induction programme.<br>Training on Equality and Diversity in SLT / CTLM/ PLM and FLIS meetings<br>Students wear Stonewall t-shirts on key days<br>Staff wear LGBTQ+ lanyards<br>Celebration of specific groups/events e.g. Black History Month activities; International Women's Month programme<br>Visits to promote anti-homophobia agenda. |

**Analysis/comments:**

Areas our school has developed this year:
- Work with student council and SSAT Leadership course.
- Student involvement in re-shaping and promoting the new school vision and values..

Things we would like to improve:
- Further work with the student council on the new school vision and the relaunch of the new school values to promote diversity and equality.
- Work with staff and students in writing a new Equalities Policy for the school.

# Section 5. **Participation, Engagement and Satisfaction with our Equal Opportunities Practice**

How we have involved people in developing equalities at our school.

| Examples | Steps the School has Taken |
|---|---|
| School Council: | Creation of sexual misconduct glossary<br>Training identified for peer mediation and support with bullying |
| Pupil Voice: | Pupil voice on bullying; regular meetings between HT and Head Boy / Head Girl; fortnightly prefect meetings; fortnightly school council meetings. |
| Parents/Carers /Guardians: | FLIS meetings: RSHE, Wellbeing, Apprenticeships, Maths at home |
| Staff: | Little Ilford School part of Stonewall School Champions, Education for Change Working Party |
| Local Community: | KCH working with schools across London, including faith schools. |
| Governors: | Involvement in development of school vision.<br>Involvement in Equality and Diversity discussions and policy. |
| Students | Assemblies to celebrate Diversity. Students ambassadors wearing t-shirts/wrist bands.<br>Diversity delivered to our students through our Sex and Relationships days |

**Workforce – staffing and training**

We produce a workforce census annually. Data from the workforce census is scrutinised by the school leadership team and governors. All CPD is planned for the whole workforce and extensive use is made of the National College for courses to support staff in their Continuing Professional Development

| Area of focus | Significant information that we can address for following year |
|---|---|
| Promoting opportunity | -CTLs to look at highlighting a variety of LGBTQ, Sex, Race Disability and Religion resources throughout their subject areas. |
| Fostering good relations | -Reasonable adjustments are made to ensure good relationships are developed between all groups of staff within the school (e.g. change of classrooms or purchase of specific resources to enable staff to fully access all opportunities) |
| Prohibiting harassment | -Staff trained on promoting opportunity for all<br>-Specific systems/policies in place.<br>Staff Induction day for all new staff in July<br>Safeguarding |

**Analysis/comments:**

| **Areas our school has developed this year:** |
|---|
| ● Development of a CPD programme and appraisal system for support staff.<br>● Engagement with parents regarding school ethos and policy on RSE and developments in PSHE curriculum |

- Providing opportunities for CPD for staff on maternity or paternity leave through the Maternity Teacher Paternity Teacher Project's Accreditation.
- Recruitment of apprentices from within the local community.

**Things we would like to improve:**
- Continue to work with the student council on promoting shared ownership of the new school values and vision.
- Develop CPD opportunities for support staff to access university courses relevant to working in school.
- Conduct a workforce diversity audit.

This information was ratified by the governors on 16th May 2022.
Our school information will be reviewed in June 2023.

Signed                Date: 11/07/2022