

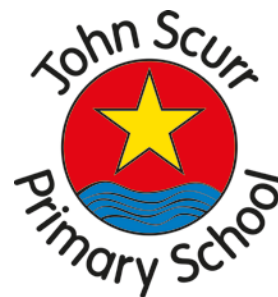
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Headteacher: **Ms Maria Lewington**



EQUALITY INFORMATION & OBJECTIVES POLICY

Reviewed by:	Governing Body
Implementation Date:	2025
Review dates:	2025
Next Review	2026
Ratified by Governors:	Maria Lewington & Kevin Hinde
Governor Signature:	



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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 2 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

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, our 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 training sessions for all staff on tackling discrimination.

The Deputy Headteacher leads on tackling discrimination with pupils.

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 that are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

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 and implement actions in response
- Analyse and share achievement, extra-curricular, behaviour, exclusion and suspension data to show how different groups may be under or over-represented
- Analyse the above data to determine strengths and areas for improvement and implement actions in response
- Make evidence available identifying improvements for specific groups.

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 (CPSHE) education, but also curriculum choices across all subjects
- Holding assemblies dealing with relevant issues
- Working with our local community. This includes consulting with community leaders, employing a Somali family liaison worker, inviting community groups to be part of whole school events and school trips based around the local community
- Regularly reviewed seating plans that ensure that all our young people learn with and from the diverse range of communities represented in the school.

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 trip or activity is being planned, the school considers whether the trip:

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

8. Equality objectives

Objective 1: to reduce the incidence of discriminatory language and behaviour amongst pupils in Years 7-13

Why we have chosen this objective: Reducing incidents of discriminatory language and behaviour is important for young people's well-being and educational success. Pupils who are treated unfairly or discriminated against are more likely to have:

- negative attitudes to school
- lower levels of motivation and academic achievement
- a higher risk of dropping out of formal education
- experience of bullying
- mental health problems.

To achieve this objective, we plan to:

Action	Milestone 1	Milestone 2	Milestone 3
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Continue to prioritise training for all staff in this area, further develop systems and practice in response to incidents and complete annual evaluation of impact to inform future action	September 2022 Review with all staff the data on discriminatory incidents and revisit strategies and guidance from previous year's training (to include recognising discriminatory language and behaviour and how to respond effectively)	September 2022 – July 2023 Develop provision of interventions to support pupils who have used discriminatory language	May – July 2023 Conduct anti-discrimination survey for Years 7-13 and analysis of reported incidents to compare with benchmark data
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How we will know that we have achieved this objective: Reduction in both the number of reported incidents of discriminatory language / behaviour and improvement in pupils' perceptions of discrimination as evidenced by the survey

Objective 2: to ensure that all groups are represented in extra-curricular activities and trips

Why we have chosen this objective: Historically, identified groups have been underrepresented within extra-curricular activities and trips

To achieve this objective, we plan to:

Action	Milestone 1	Milestone 2	Milestone 3
To further develop tracking systems and involvement of key staff to increase a broader range of pupils taking up extra-curricular activities and trips	September 2022 Review and develop broader provision of extra-curricular activities for Years 7 and 12. Improved systems for monitoring and tracking attendance and uptake. Engagement with key staff to support engagement of underrepresented groups.	January 2023 Publish analysis of representation of groups in year to date. Carry out further survey of key stakeholders where appropriate. Review offer based on outcomes of analysis and survey.	September 2023 Broaden the scope of the review and development to include Years 8 and 13.

How we will know that we have achieved this objective: the enrichment programme with include a broader range of activities that engage a wider range of pupils as evidenced by the participation data

Objective 3: to further develop our inclusion practices to enable all SEND pupils to achieve excellent outcomes

Why we have chosen this objective: we recognise the importance of having highly skilled and knowledgeable teachers and support staff to better understand and plan for young people with additional needs. We also recognise that within the finite resources of a school we need to ensure that we make best use of the capacity available.

To achieve this objective, we plan to:

Action	Milestone 1	Milestone 2	Milestone 3
To further develop systems for sharing SEN information in a timely manner	September 2022 Review and update SEND information available on SIMs	September 2022 – July 2023 Fortnightly sharing of SEND information and strategies at staff	September 2023 Review revised systems to investigate if further changes are required.

		briefings. Regular training on SEND provision. Revised procedure for tracking all interventions relating to SEND, SEMH and underachievement in English and Maths.	
To ensure a more integrated approach across the inclusion teams in the school	September 2022 Review and revise line management of three inclusion teams	January - July 2023 Review and revision of interventions to avoid unnecessary duplication and increase range of needs addressed.	September 2023 Review SEND attainment, behaviour and progression data to inform further priorities.

How we will know that we have achieved this objective: attainment, behaviour and progression data will demonstrate that pupils with SEND make excellent progress from their starting points

9. Monitoring arrangements

The headteacher will update the equality information we publish, described in sections 5 to 7 above, at least every year.

This document will be reviewed by staffing committee of the governing body at least every 2 years.

This document will be approved by governing body.

10. Links with other policies

This document links to the following policies:

- Recruitment and Selection Policy
- Employment Policy
- Maternity Benefits
- Adoption, Parental Leave and Shared Parental Leave Policy
- SEN policy
- Code of Conduct
- Flexible Working Policy