

Equality Objectives and Action November 2017

The Equality Objectives are currently under review November 2017. It is to be taken to the Governors Full meeting in December, SLT, the school council and the parent/ carer forum.

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone. Advice from the Department for Education (DfE) explains that the Act means that it is "no longer a requirement for schools to have an equality action plan". However, it says schools that already have an action plan may find it helpful to continue with this approach, adapting it to take the updated legislation into account. It also explains that the regulations require schools to: publish information to demonstrate how they are complying with the PSED, and prepare and publish equality objectives.

Every school has to prepare and publish its equality objectives. The objectives have to be relevant for the school. Our objectives have been reviewed and discussed at SLT and now to be for the consideration of the pupils (the school council), Parents / Carers (via the newsletter) and the Governors.

The review of our equality objectives has resulted in updating our vision and leadership strategy, making equality integral and explicit in all that we do, and our new revised list as seen in the table below.

Equality Strand	Action	Review and Evaluation October 2017	Next Steps 2017 - 2019	Equality Objectives 2017 – 2019 Draft
All	Publish and promote the Equality Plan through the school website, newsletter, parent/carers forums and at subject evenings.	Equality has become integral to everything that we do. School council has become more vocal and proactive on equalities issues.	Update vision, mission and leadership strategy so that equality is no longer viewed as a 'bolt-on'. Further support the work of the school council on Equalities issues. Ensure Assembly programme is implemented and celebrates Black History Month, LBGQTQ , International Women's Day etc; and different faiths.	The review of our equality objectives has resulted in our new revised list as seen below. 1. Ensure Equalities objectives are more explicit in the whole school SDP (rather than a bolt-on) 2. Continue to close all attainment and progress school
All	Ensure all staff are aware of the equality objectives	All groups are considered when evaluating outcomes. However danger that equality objectives not explicit as they are integral to all that we do.	Ensure all staff are aware of the relevance of the equality objectives to their everyday working practice. Work. Use CPD equality sessions to raise	

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			<p>awareness of need and unconscious bias.</p> <p>When drawing up the next 3 year plan (2018-2021) ensure Equality Objectives are explicit and prominent part of Equality policy.</p>	<p>gaps with the national.</p> <p>3. Continue to close all attainment and progress gaps in school.*</p>
All	<p>Increase our sophistication of monitoring and analysing pupil achievement / outcomes by ethnicity, gender, FSM and Special Educational Needs and Disability and act on any trends or patterns in the data that require additional support for pupils.</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 WBR has improved.</p> <p>Behaviour has improved - Exclusions have fallen</p> <p>The progress of white British students has fluctuated (some years in line with national and in others below)</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>Review and further research the progress of white British students to ensure good progress is sustained (or other factors identified to explain the fluctuation)</p> <p>To raise the attainment and accelerate the progress of our SEND students.</p> <p>Ensure all teaching staff are aware of any underachieving pupil (and group) and intervention strategies are routine at classroom level (as well whole school) – ensure part of regular line management discussions about progress.</p> <p>Ensure staff and pupils are less reliant on after school / weekend / holiday intervention.</p> <p>Review and increase explicitly plan for 'underachievement on entry' (Catch-up Premium)</p>	<p>The school is committed to reducing the gaps in three distinct ways:</p> <ul style="list-style-type: none"> • Rates of progress for groups is above national rates of progress (as measured through progress 8) • The attainment 8 score for groups is above national outcomes • The basics indicator (achieving a grade 4/5 or above in both English and Mathematics) is above national outcomes
All	<p>During the review of policies there is a reflection and reference to the equality plan.</p>	<p>Review of policies indicates this action</p>	<p>Sustain</p>	
All	<p>When decisions are made in school consideration must be made in relation to the question- is anyone being discriminated against or negatively affected by this action?</p>	<p>Non-discriminatory practice evident in all that we do</p>	<p>To be discussed at SLT meetings to consistent enable implementation</p> <p>Minutes of meetings</p> <p>Action points of meetings</p>	<p>4. Explore deeper (the reasons for fluctuations) and develop further strategies to accelerate the progress of White British Students.*</p>
All	<p>Ensure that the curriculum and assembly programme promotes role</p>	<p>Assembly and tutor annual programme now explicit and part of</p>	<p>Every subject area can identify at least one explicit positive role model</p>	

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	models and heroes that young people positively identify with, which reflects the school's diversity in terms of ethnicity, gender, sexual identity, gender identity, Special Educational Needs and disability, social class.	the school calendar. Curriculum development reflects diversity The understanding of the issues of sexualities and gender/sexual identities has increased and now more explicit in assembly programme and display.	per year group.	5. Accelerate the progress of pupils entering below national expectations in year 7. 6. Celebrate the achievements of under represented groups and challenge unconscious stereotyping across the curriculum.
All	Ensure that displays in school environment, classrooms and corridors promote diversity in terms of ethnicity, gender, sexual orientation, gender identity, and special educational needs and disabilities.	Diversity in displays evident in main street	Ensure display on main street refreshed and updated. Diversity reflected in school displays across all year groups all over the school in all curriculum areas. Ensure displays celebrate role models from underrepresented groups and challenge stereotyping.	7. Enhance the contribution made by pupils to our equalities work.
All	Ensure all pupils 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, fund raising etc.	School council now explicitly has sub groups to consider and progress equalities work across the school.	Ensure the excellent work of the school council continues to be widely celebrated and published on the school website and newsletter.	8. Ensure all acts of discrimination are reported and appropriate action taken, through Promoting the use of the 'Confide' button to all.
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	Governors reports include an analysis of the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches have led to a decrease in incidents, and repeat perpetrators rare	Promote the use of 'Confide' button (online reporting) to ensure we are supporting and identifying all incidents / vulnerable individuals.	9. Undertake an analysis of recruitment data and pay trends with regard to race, gender and disability by July 2018, and report on this to the staffing and pay sub-committee of the governing body in October 2018
All	Identify, respond to and report incidents relating to sexual orientation, gender identity, gender, disability, and beliefs.	Governors report include an analysis of the data to assess the impact of the school's response to incidents has led to a decrease in incidents, and repeat perpetrators very rare.	Promote the use of 'Confide' button (online reporting) to ensure we are supporting and identifying all incidents / vulnerable individuals.	
All	Enhance our faith input into each	Assembly programme explicit part of	Enhance the celebration of different	

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	assembly by providing an opportunity to reflect on moral issues from a personal and faith based perspective.	the school diary	faiths and faith based / spiritual reflection on moral issues. Reduce the use of assembly for whole school notices – use tutor time, website and email	
All	Build on our current links to ensure we provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;	INSPIRE festival (cultural arts across the borough) has borough different schools and communities together.	Continue to develop links with different schools and communities	
All	Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.	Action points minutes from meetings indicate involvement	Student council will discuss the single equality plan explicitly and provide feedback. Parents / Carers will be consulted with via the school newsletter.	
All	Working within the employment laws the school will actively seek to recruit staff who will reflect the diversity of the school community and those who may have disabilities and support them in their work and career development.	The Diversity of staff has continued to increase. However we are concerned by lack of ethnic diversity in leadership positions.	Ensure ECS is promoted as a diverse community in advertising and via school website where everybody can be supported in their career development.	

*ECS recognises that the achievement at the end of KS4, in terms of the number of GCSEs obtained, is different for different groups of students, and nationally, and in Barking and Dagenham, Disadvantaged and White British students do not gain as many GCSE qualifications as the average for their age group.

Therefore:

- Our Disadvantaged equality objective is to reduce this difference in achievement for ECS students at the end of year 11 to zero. That is, the % of Disadvantaged students gaining the Basics (2 grades 4-9 in English and Mathematics) will be the same as the overall year group.
- Our White British equality objective is to reduce this difference in achievement for ECS students at the end of year 11 to zero. That is, the % of White British students gaining the Basics (2 grades 4-9 in English and Mathematics) will be the same as the overall year group.

Impact statement:

The Basics Indicator (Grade 4-9 in English and Mathematics) for:

- Disadvantaged students in 2017 was 63% compared to a school performance of 66%. This gap has closed from -9% in 2015, - 3% in 2016, and remained at -3 % in 2017. Our Progress 8 scores gap has closed from -0.16 in 2015, -0.01 in 2016, and remained at -0.01 in 2017.
- White British students in 2017 was 60% compared to a school performance of 66%. This gap has closed from -15% in 2015, -11% in 2016, to -6% in 2017. We are currently investigating the fluctuations in our overall Progress 8 scores.

We will publish the full data when it is released in January 2018.