



## WEAVERS FEDERATION PRIMARY SCHOOLS

**Stewart Headlam and Hague**

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# Equality Information and Objective 2024 - 2027

Document edition	Section	Details of Change
Colour Change	All sections	Change all the writing with color to black

Reviewed by	Date
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Chair - Sophie Fanning-Tichborne  	13/11/2024

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## 1. Aims

The SHH Federation schools 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

*Protected characteristics are; sex, race, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity, disability (age, marriage and civil partnerships do not apply to pupils in school as they are under 18)*

## 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.
- This document is also to be read in the context of SEND Code of Practice 0-25 years

## 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 schools, 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 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Heads of School and Executive Headteacher

**The equality link governor, will:**

- Meet with the designated member of staff for equality twice per year, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

**The Executive Headteacher Judy Knappett, will:**

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

**The Heads of School, Alison Goodliffe at Hague and Nilufar Choudhury Stewart Headlam, are the designated members of staff for equality. They will:**

- Support the Executive Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Report discriminatory incidents or issues termly to the Curriculum and Standards Committee
- Communicate with the Equalities link governor two times per year to raise and discuss any issues
- Support the Executive Headteacher in identifying any staff training needs, and deliver training as necessary

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 SHH Federation is aware of its obligations under the Equality Act 2010. 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 meetings. Where this has been discussed during a governors' meeting it is recorded in the minutes.

New members of staff receive training on the Equality Act as part of their induction, and all staff receive refresher training as part of INSET and professional development meetings.

### **Protected Characteristics**

The Public Sector Equality Duty covers eight equally protected characteristics; none have more importance than others and need to be equally considered.

- Age
- Disability
- Gender Reassignment
- Pregnancy and Maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

## **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the SHH Federation aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have e.g. pupils with disabilities, different family backgrounds who are subjected to bullying or disadvantage.

- Taking steps to meet the particular needs of people who have a particular characteristic eg. enabling pupils with a disability to fully take part in the curriculum.
- Encouraging pupils who have a particular characteristic to participate fully in any activities e.g. to be involved in the full range of school clubs, trips and school experiences.
- In fulfilling this aspect of the duty, the school will:
- Publish attainment data each academic year showing how pupils from different groups are performing.
- Analyse data to determine strengths and areas for improvement, implement actions in response.
- Make evidence available identifying improvements for specific groups e.g. declines in incidents of racist or homophobic bullying.

## 6. Fostering good relations

The federation schools aim 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.
- Holding assemblies dealing with relevant issues.
- Working with our local community for example inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## 7. Equality considerations in decision-making

The federation schools ensure they have due regard to equality considerations whenever significant decisions are made.

The schools always consider 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:

- Coincides with any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The schools keep a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions related to new projects and review of policies. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment. See appendix 1

## 8. Equality objectives

The SHH Federation respects our duties as part of the Equality Act 2010 to

1. Eliminate discrimination
2. Advance equality of opportunity
3. Foster good relations

By working to improve relations between pupils, staff and parents within all protected characteristics and no characteristic. The federation has developed these equality objectives in order to work towards these aims and responsibilities.

#### **Objective 1 – Quality of teaching & provision to advance equality of opportunity**

**Writing Focus: To close the gap in attainment for boys and girls so that boys' writing matches that of girls.**

**(To ensure that pupils from disadvantaged backgrounds have an equal chance of making good or better progress from starting points with first quality first teaching and targeted intervention. )**

<b>Why we have chosen this objective:</b>	Boys' writing outcomes lower attaining than girls
<b>To achieve this objective we plan to:</b>	Plan writing tasks and assessments with awareness of gender bias Tower Hamlets Non Fiction Writing Frameworks. Focus on Non-Fiction Teachers to identify underachieving boys and target writing interventions to meet their needs.  CPD: <ul style="list-style-type: none"><li>• Provided training for staff on Unconscious Bias when providing marking and Feedback to be aware of how bias may impact on learning outcomes when teaching writing skills and the content/context for writing.</li><li>• Rosenshine: Effective Instruction Strategies for recall of learning to be applied to writing.</li><li>• Refresh of teacher knowledge of phonics for reading and spelling in KS2</li></ul>
<b>Progress we are making towards this objective:</b>	INSET 22/23 including Unconscious Bias/Rosenshine. Effective Instruction and INSET 23/24 Phonics for writing in KS2 & Introduce and use Tower Hamlets Non Fiction Writing Frameworks.
<b>2024 IMPACT STATEMENTS NEEDED</b>	Data for Girls Boys Writing comparison required

	2023-24	2022-23	2021-22
Hague G			

Hague B			
S Headlam G			
S Headlam B			

## Objective 2 - Leadership priority to eliminate discrimination

**Behaviour:** To ensure that bias and discriminatory behaviour/attitudes/ language is challenged to reduce the small number of discriminatory behaviour incidents.

<b>Why we have chosen this objective:</b>	2020-2022 there was an increase in the use of racist and discriminatory language particularly between older children of same and different heritages.  It is a concern for pupils, staff and parents. Aim to ensure children and families feel confident to report if happening.
<b>To achieve this objective we plan to:</b>	<ul style="list-style-type: none"> <li>Implement the Jigsaw Curriculum, Behaviour and Anti-bullying policies consistently in the light of Sept 2022 data.</li> <li>Review Behaviour and Anti-bullying policies based on updated September DFE Guidance to ensure consistent practice and reporting on CPOMS</li> <li>Ensure the consequences and impact of inappropriate choices are understood by pupils, staff and parents through assemblies, staff meetings and Parent Information Workshops</li> </ul>
<b>Progress we are making towards this objective:</b>	<ul style="list-style-type: none"> <li>Reports of discriminatory behaviour to governors include ethnicity for victims and perpetrators.</li> <li>Tracking the incidents on CPOMS</li> <li>2022-23 fewer incidents in each school.</li> </ul>
<b>2024 IMPACT STATEMENTS NEEDED</b>	2023-2024 4 incidents: 2 of these were from children in year 2 and 3. 1 was by a year 6 boy who understood the full implications of what he was saying and the last was a racist word written on a toilet wall.

### Objective 3 To foster good community relations

<p><b>School leaders provide opportunities for minority and underrepresented parent groups to express opinions on their experiences of SHH Federation schools so that their views are equally considered for development.</b></p>	
<b>Why we have chosen this objective:</b>	<ul style="list-style-type: none"> <li>• Historic incidents of complaints for school leadership to address due to tension between parents based on their children falling out with each other.</li> <li>• Some minority groups feeling isolated or new in the community find it difficult to connect with the wider school community.</li> </ul>
<b>To achieve this objective we plan to:</b>	<ul style="list-style-type: none"> <li>• Explore the issue of ensuring new families and those particularly from minority groups know how to share any concerns or complaints related to inclusion or discriminatory behaviours between peers or adults.</li> <li>• Advertise and promote the Parent Information Sessions/Coffee Mornings hosted alternate half terms at one of the schools</li> <li>• Engage with the Parent Advice/Health Teams</li> <li>• Include sessions for Parent Voice</li> <li>• Identify strategies for equally engaging mums and dads</li> </ul>
<b>Progress we are making towards this objective:</b>	<ul style="list-style-type: none"> <li>• Parent Information sessions started at SH/H alternating termly</li> <li>• New families made welcomed by SMT and class teachers.</li> <li>• Efforts made to translate and speak in home languages.</li> </ul>
<b>2024 IMPACT STATEMENTS NEEDED</b>	<p>The workshops have drifted a little.</p> <p>What more can we do to plan the events based on parents interests so that interest is higher?</p>

### Objective 4 - Towards an Anti-Racist Curriculum TARC Project Leads

<p><b>School Leaders, teachers and support staff working in partnership to develop anti-racist curriculum which is age appropriate for EYFS - Year 6.</b></p>	
<b>Why we have chosen this objective:</b>	Want to ensure that pupils' learn about and experience a broad, diverse and balanced curriculum which reflects excellence in achievements
<b>To achieve this objective we plan to:</b>	<ul style="list-style-type: none"> <li>• Through INSET staff information and awareness:</li> <li>• Build understanding, skills and confidence to incorporate teaching about racism and its history in the classroom.</li> <li>• Consider how racism continues to manifest in our children's day to day lives and plan to help to deal with this.</li> <li>• Explore activities that engage children in questions around</li> </ul>

	<p>racism, discrimination and what can be done to counter them.</p> <ul style="list-style-type: none"> <li>Provide access to a suite of handpicked resources and activities for the classroom.</li> <li></li> </ul>
<b>Progress we are making towards this objective:</b>	<ul style="list-style-type: none"> <li>INSET 2022-23 on developing an Anti-Racist curriculum.</li> <li>TARC group up and running. Action plan being implemented.</li> <li>Equalities Policy being updated.</li> </ul>
<b>2024 IMPACT STATEMENTS NEEDED</b>	<ul style="list-style-type: none"> <li>Developing staff confidence to politely and safely challenge prejudice or racism by asking such questions as 'What do you mean by that?'</li> <li>Anti-racist policy reviewed by TARC Working Party shared with staff.</li> <li>TARC Policy work in progress</li> </ul>

## **9. Monitoring arrangements**

The Heads of School and Executive Headteacher will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by the Curriculum and Standards Committee annually.

This document will be approved by the Curriculum and Standards Committee.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Behaviour & Anti-bullying
- Inclusion & SEND
- Risk assessment
- Safer Recruitment

## **11. Appendices**

- Equality Impact Assessment (EQIA) NEW

### **Appendix 1 Equality Impact Assessment (EQIA).**

Written assessments are completed by members of staff organising projects, reviewing policy and/or practice and any measures taken to ensure it is accessible to all. This process is called an Equality Impact Assessment (EIA).

Schools need to consider whether policy and practice has a disproportionate effect on groups. e.g. if allocating an area of the playground for football only does this impact disproportionately on other groups? Would it be more advantageous to a particular group?

EQIAs should help us to ensure we are not unlawfully or unconsciously discriminating against certain individuals and groups and that we are promoting duties equally and meeting the diverse needs of all pupils so that diversity, equality and inclusion run through all aspects of school life.

It does not mean undertaking EQIAs for all aspects of school life retrospectively but as of now and moving forward.

It is not about more paperwork, it is a common sense approach to check the effect of decisions and thinking on race, disability, sex and other protected groups. The effects could be positive, neutral or negative.

Where possible involving children, staff and members of the community who may be affected by our policy and practice or project will best inform the process for exploration of solutions and implementation.

## EQIA Template:

To be completed as projects/ policies are introduced saved in SHH Federation Shared Policies Drive  
Existing policies to be reviewed on a rolling timetable.

Date	September 2022
KEY QUESTIONS	RESPONSE
1. What are the aims of the policy, practice or project?	
2. What are the specific outcomes you hope to see?	
3. Who are the intended beneficiaries of this policy or practice? (e.g. all staff/students?)	
4. Can you identify any potential adverse or negative effects/impacts in the	

<p>implementation of this policy, practice or project for certain individuals or groups – on the basis of their ethnic origin, cultural background, faith, disability, SEN, sex, sexual orientation, Looked After Children, age, and other criteria (for example EAL, asylum seekers)? Identify whom and how.</p>	
<p>5. Are there any positive effects/impacts? On whom and how? What evidence do you have to inform your thinking? This can include data, e.g. attainment data.</p>	
<p>6. If the effect on different groups is not justifiable, what solutions can we come up with to overcome this situation?</p>	

## Appendix 2

### **INSET Objectives for staff discussion/ consideration THESE ARE THE SUGGESTIONS WHICH INFORMED THE AGREED OBJECTIVES ABOVE>**

#### **Collection of suggestions**

1. To ensure that bias and discriminatory behaviour/attitudes/ language is challenged to reduce the number of behaviour incidents.
2. Review our policies to ensure equality is promoted and hate crime clearly identified within minority ethnic groups.
3. Reducing the number of discriminatory incidents which include children with SEND as victims and or perpetrators
4. Staff to take an active lead through working parties; evaluating curriculum and behaviour in the context of addressing discrimination and equality.
5. To ensure policies which link to the Equalities Policy are updated based on pupil, staff, parent feedback about discrimination issues and understood by all.
  - Anti-bullying

- Inclusion
- Safer recruitment
- Complaints

6. Staff training on understanding unconscious bias, focus on consistency of practice regarding management of behaviour incidents.
7. Narrowing the gap in performance of pupils with disabilities and or characteristics of disadvantage particularly for writing particularly for boys.
  - a. Use Rosenshine's principles of effective instruction so that children have daily review, and engage with strategies to support deeper understanding of strategies for writing including phonics, handwriting, spelling,
8. Increasing understanding between religious groups
9. Raising attainment in writing for boys
10. Ensuring that girls' negative behaviour choices related to emotional bullying are equally reported to CPOMS as that of boys.
11. Anticipating the needs of incoming pupils from a new group, such as refugees.