



<b>BELIEVE</b>	IN A HEALTHY MIND AND BODY IN STRIVING TO BE THE BEST WE CAN BE IN RESPECTING EACH OTHER AND OURSELVES
<b>GROW</b>	THROUGH LEARNING IN HUMANITY AND KINDNESS THROUGH EMBRACING OUR OPPORTUNITIES
<b>SUCCEED</b>	IN MAKING OTHERS PROUD IN BUILDING POSITIVE RELATIONSHIPS IN BEING RESILIENT AND COURAGEOUS

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# Equality Information & Objectives Policy

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Version 20.6

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## Document Control

Date	Version	Author	Notes
29/01/2020	20.1	B Marsden	Updated
01/07/2020	20.6	B Marsden	Objectives Updated

### 1. Aims

Our school aims to meet its obligations under the public sector equality duty 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 body 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, parents/carers and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Meet with the designated member of staff for equality every term 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 body regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- The designated member of staff for equality (Deputy Headteacher BM) will support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the 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 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 meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

#### **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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times) Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school 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, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 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 Religious Education (RE) and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies to deal with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute.
- Working with our local community. This includes 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. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in a variety of school activities, such as sports clubs. We also work with parents/carers to promote knowledge and understanding of different cultures.

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 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:

Is accessible to pupils with disabilities

Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. 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.

## 8. Equality objectives

**BON**

### **Objective 1: Being a school with 52 % of EAL pupils how does the entire curriculum successfully support their learning of English?**

Why we have chosen this objective: Our EAL learners overall make positive progress. However, the demands of GCSEs are proving to be quite a challenge, particularly for those who are New to English, Category A & B. Most of our EAL learners are new to the country and it is important that they feel included and that their cultural experiences are valued. This also ties in with our anti-racism curriculum.

To achieve this objective, we plan to: Look at how suitable the curriculum is for our EAL learners in KS3, as a starting point.

**Update: 29.06.20**

We plan to ensure that our new EAL Coordinator receives the appropriate support and CPD, including working closely with the EAL Subject Advisor at BDSIP. The school calendar will also include days where we celebrate each other's cultures.

Identified pupils have had a slightly modified curriculum where they complete projects. We are planning to celebrate different days of culture.

**JT**

### **Objective 2: To work towards ensuring that the achievement gap is closed for SEN and disadvantaged pupils.**

Why we have chosen this objective: 2018 GCSE results showed underachievement for disadvantaged students. Current Teacher Assessment data shows the trend is continuing.

To achieve this objective, we plan to: Carry out a detailed analysis after each teacher assessment (TA) and implement measures which demonstrate the gap is narrowing for equality groups.

**Update: 29.06.20**

Leading up to the 2019 GCSE exams, we analysed teacher assessments of disadvantaged pupils regularly and discussed pupils with heads of achievement, learning mentors, inclusion coordinator, SENCO and safeguarding leads to develop bespoke strategies for underachieving disadvantaged pupils.

This included: timetable adjustments; working with parents/carers; individual time for pupils as members of the inclusion form; THRIVE and other targeted therapeutic interventions, academic mentoring; counselling; extra lessons for English, maths and science; targeted interventions for pupils struggling with specific exam questions or topics; testing for underlying difficulties with literacy and exam concessions for pupils with specific learning difficulties.

GCSE exams results were especially pleasing for children on the SEND register. English grades for both language and literature were significantly above those of the previous year because children had benefitted from 5 years of precision teaching. Children on the SEND register exceeded expectations in maths, science, art and food technology.

## AS

**Objective 3: To expand the programme of study and curriculum offered in the sixth form to produce an inclusive offer which accommodates students in the ARP to progress from Level 1 onto Level 2 qualifications**

Why we have chosen this objective: Currently the pathway for ARP pupils to progress onto Key Stage 5 at Dagenham Park is level 1 only.

To achieve this objective, we plan to: Expand the sixth form curriculum to offer a level 2 programme of study which will enable ARP pupils who have successfully completed year 12 with their Level 1 qualification to progress onto year 13 and strengthen skills, assisting progression onto Level 2 qualifications and appropriate employment with emphasis on life skills and preparing pupils beyond education.

Progress we are making towards this objective: At this time additional staffing requirements are being met and the course has been marketed for recruitment. The intention is for this to be implemented for the 2020/21 cohort.

### **Update: 29.06.20**

For September 2021 we have achieved this objective. The curriculum now includes Level 1 programme of study for ARP pupils' progression and will also include Level 2 programme of study. This means that the year 12 pupils who have completed the Level 1 programme of study in 2020 are progressing onto the Level 2 programme of study in year 13. This will meet the aim of strengthening skills, assisting progression onto Level 2 qualifications and appropriate employment with emphasis on life skills, work experience and preparing pupils beyond education.

Additional staffing requirements have been met and the course has recruitment from the Level 1 student cohort of 2019-20. This objective is now met and complete and both the Level 1 and 2 courses are running and providing an inclusive offer suitable for the progression of ARP pupils.

## RB

**Objective 4: Ensuring that our criminally exploited young people are safeguarded, in terms of contextual safeguarding, to the same extent as those facing safeguarding risks from within the home.**

Why we have chosen this objective: We recognize the changing nature of the challenges facing our young people with regard to safeguarding. The risk of harm to young people has shifted from within their homes, to outside; the dangers of outside influence, exploitation and criminality need to be highlighted and addressed with our young people to ensure that we are keeping them as safe as possible.

To achieve this objective, we plan to: Provide a robust and comprehensive timetable of assemblies, workshops and themed events.

Ensure that our PDE curriculum is mapped to cover all aspects of exploitation and safeguarding, repeatedly, according to its KS3 and KS4 audiences.

Work proactively with outside agencies to refer pupils on an individual basis according to their presenting needs.

Progress we are making towards this objective: The school has developed and is continuing to develop a programme that aims to promote awareness of exploitation and prevention. The PDE curriculum responds to the context of the community and the lived experiences of the children that attend Dagenham Park Church of England School. The Subject Leader of PDE works closely with the Exploitation Lead to ensure that students follow a curriculum that promotes awareness and prevention of exploitation, this also includes assemblies, form time and workshops.

The curriculum is adapted at any point in the year to focus on emerging concerns within the community. The school continues to build strong relationships within multi agencies and local schools to identify early any students who may be at risk of exploitation and ensure that any student identified is offered support this can also extend to supporting parents/ carers.

The school endeavours to provide ongoing training to relevant professionals to ensure that staff working directly with the most vulnerable students have a greater knowledge of the challenges affecting young people, to ensure students at risk are identified early and referrals to relevant agencies are made. The school continues to use contextual safeguarding to identify students who may be at risk.

#### **Update: 29.06.20**

The school is confident in the programme that has been developed to promote the awareness of exploitation and prevention. The mapping of students at risk is a rigorous process that involves support and advice from multi agencies and early intervention. The school has developed targeted support for students who may have been identified as at risk and we continue to use Multi Agency support and programmes that engage students in 1-2-1 and group work. We continue to work closely with parents and carers to support and educate them on the risks and signs of exploitation, delivering workshops within school and signposting parents and carers to other sessions that are running within the borough.

The school's relationship with the East Area Gangs Unit and the Youth at Risk Team are vital relationships that allows for not only the sharing of information but targeted and specific support for those most at risk. The school has actively been involved in working parties within the borough to promote the safety of children and young people, including a campaign to target parents around the 'lost hours,' between 3-6pm after school, contextualised safeguarding and the experiences of children living within the Borough of Braking and Dagenham. All projects are aimed at the prevention of exploitation.

During this academic year information and training has been disseminated to all staff regarding contextual safeguarding, context of the school and spotting the signs of exploitations in the classroom. This strategy will continue to be the focus of the next academic year. The PDE curriculum continues to respond to the context within Barking and Dagenham and the experiences of our pupils. The school's Exploitation Lead and PDE Lead work closely and effectively to ensure that concerns are addressed within PDE lessons, assemblies, form time and through workshops.

**ZL**

**Objective 5: As part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures. Global reading texts are specifically chosen, for English lessons and the library, to address divisions and develop empathy.**

Why we have chosen this objective: Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school is very important for us. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds.

To achieve this objective, we plan to: Encourage all students to participate in the school's activities, such as sports and debate clubs. Clubs, like Debate Mate, provide a safe space to discuss matters facing people from different backgrounds. To continue to work with parents/carers to promote knowledge and understanding of different cultures.

Progress we are making towards this objective:

Library books have been ordered to promote global reading and topics on racism, equality, discrimination in fiction and non-fiction. The English department has changed their curriculum to focus on books that promote these values – and has ordered texts such as:

- Noughts + Crosses the play in Y8 to look at racial discrimination, prejudice.
- Animal Farm in Y9 to understand equality, class treatment, flaws of communism/capitalism in the treatment of the working class.
- Y7 will study Poems from Other Cultures Spring 2020 half term (poets include Imtiaz Dharker, Maya Angelou, Benjamin Zephaniah, John Agard)

Additionally, all Year 7 pupils were given a free book - this year's books highlight themes of prejudice, discrimination, difference, bullying, inequality.

**Update: 29.06.20**

The English department have begun posting a book + film every week which promotes the voices and perspectives of writers/directors of colour.

This year saw an increase in pupils with disabilities join our Debate Mate weekly club and partake in Debate competitions across the borough, working closely with their team to plan arguments supporting their side of challenging motions. A range of clubs, trips and extracurricular activities were offered throughout the year and lots of encouragement, praise, BGS Awards for those participating regularly were awarded.

**Objective 6: To ensure that the PDE curriculum and the extra -curricular pupil led groups Equalities Ambassadors and Anti-Bullying Ambassadors uphold diversity, promote community cohesion and celebrate multiple identity. The PDE department and its extra -curricular groups aim to lead all other curriculum areas to ensure that fundamental British values such as acceptance and tolerance are embedded throughout the school.**

Why we have chosen this objective: In PDE we aim to lead on matters of equality and ensure that Dagenham Park is an all-inclusive school where all pupils feel safe and valued for who they are.

To achieve this objective, we plan to support the work of the school on equalities issues in the assembly / tutor time programme and PDE lessons. We hope to raise awareness , celebrate diversity and open all minds to such important movements and issues such as Black History Month, LGBTQ History Month, International Women’s Day, different faiths and cultures, mental health discrimination and all those groups that fall into the nine protected characteristics in The Equalities Act 2010.

**Update: 29.06.20**

Progress we are making towards this objective: As part of the PDE extra-curricular provision, we have developed opportunities for pupil leadership within the school through The Equalities Group and the Anti-Bullying Ambassador Group. The young people in these groups have been provided with the opportunity to become role models /champions for equalities and diversity; other pupils can positively identify with this. These young people will reflect the school’s diversity in terms of ethnicity, gender, sexual identity, gender identity, faith and culture.

Throughout the year, the Equalities Group promoted LGBTQ rights through assemblies, pupils delivered speeches in staff briefings, events were organised, posters and information across school and on the media walls were used to raise awareness. A flashmob for Diversity was organised at breaktime which saw staff and pupils dancing in the auditorium to raise support. A safe space (a room) was set up for people to go to and be supported by the Equalities group. Trips and speakers /workshops were successfully organised for the equality group.

The main aims for these groups will continue to:

- Provide peer support to minority groups within the school.
- Challenge stigma, stereotypes and prejudice.
- Challenge and report any racially motivated, homophobic, transphobic or biphobic bullying.
- Take an active role in the assembly / tutor time programme.
- Be a role model and champion for diversity and equality.
- Promote diversity and equality around the school in the form of displays and campaigns.
- Provide a safe space where pupils can talk freely and explore their identity without fear of judgment or recrimination.

## 9. Additional Equality Opportunities have been celebrated:

- All clubs and trips for pupils with disabilities have been popular throughout the year and pupils have made fantastic memories with staff and their peers. For example, Trewern Outdoor Adventures trip, and trips organised by the SEND department.
- Yoga mornings during form time have been organised for 9R with a plan to extend to 8R.
- Muslim pupils are able to pray at prescribed times in private in school and on school trips.
- The pupil and staff Wellbeing committee have worked hard to organise events to raise awareness and funds for Mental Health Week. Male staff grew moustaches for Movember and raised money for the charity. In addition, pupils organised a cake sale which raised funds for Mind Charity. Other events e.g.random acts of kindness jars were created and these plus positive quotes were handed out in forms and at break which had an excellent effect on staff and pupils.
- The Wellbeing and Mental Health pupil committee met throughout the year and were invited to the LBBD Mental Health conference at Jo Richardson School where they partook in workshops and learnt how to support pupils in our school. As a result of this workshop, the Year 9 pupils in the Wellbeing committee devised a drama performance and performed in the Y7 and Y8 assembly to promote Mental Health week.
- ZL created a term of Wellbeing Tutor Time activities to initiate discussions about self-care and positive coping strategies; students spent 30 minutes every week working through reduce the stigma surrounding mental health.
- Staff training was organised by the Inclusion team to establish a group of staff 'Listening Champions' – a group of staff who have a sign on their doors and lanyards to indicate they are specially trained to have supportive conversations with pupils struggling or needing a listening ear. This was advertised in all assemblies for pupils.
- Welfare calls with pupils have been made by Heads of Achievement, teachers and tutors throughout lockdown to have a fuller idea of wellbeing and mental health.
- A member of SLT (RJ) has been allocated Lead of Anti-Racism and has created a strategic plan to ensure the school's ethos and curriculum takes an anti-racist stance. MC is setting up a pupil and staff Racial Equalities group to initiate discussion and an action plan.
- A full audit is to be had by all departments on the curriculum and SLT are supportive of ensuring our schemes of learning and school ethos is inclusive to all pupils and our school community.
- ZL and MC have partaken in Zoom Webinar CPD training where a panel discuss what curriculum pupils needs and steps to decolonising the curriculum, teaching the truth to support wellbeing of all pupils. This has been fed back to RJ and will inform staff training and curriculum reflection.

## 10. Monitoring arrangements

The Headteacher will update the equality information we publish, at least every year.

This document will be approved and reviewed by the governing body at least every 4 years.

## 11. Links with other policies (This document links to the following policies):

- Accessibility plan and Risk assessment
- Anti-racism strategic plan 2020/21 (currently in draft stage)