



Walthamstow School for Girls

"Neglect not the gift that is in thee"

Policy Document

Equalities Statement and Objectives 2024 – 25

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I. AIMS

Our school is committed to equality. This is embedded in our ethos, culture and aims as well as being encapsulated in our motto, “Neglect not the gift that is in thee”.

The 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.
- The protected characteristics that relate to young people, as identified in The Equality Act 2010 are:
 - age;
 - disability;
 - gender reassignment;
 - pregnancy and maternity;
 - race;
 - religion or belief;
 - sex;
 - sexual orientation.

For the avoidance of doubt, “gender reassignment” is not synonymous with “gender identity” in the definitions outlined in the Equality Act 2010.

Walthamstow School for Girls is committed to achieving the highest standards of effort, behaviour and commitment so that all students realise their full potential. As a school we inspire a love of learning and a genuine respect for all members of our multi-cultural, multi-faith community. Our commitment to a quality education for all girls acknowledges our special responsibility in the education of girls so that they can play a full part in society.

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, students, parents and carers;
- ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every four years; and

- delegate responsibility for monitoring the achievement of the objectives on a day-to-day basis to the headteacher.

The equality link governor is Lucy Kallen. They will:

- meet with the designated member of staff for equality at least annually, and other relevant staff members, to discuss any issues and how these are being addressed;
- ensure they're familiar with all relevant legislation and the contents of this document;
- attend appropriate equality and diversity training; and
- report back to the full governing body regarding any issues.

The headteacher will:

- promote knowledge and understanding of the equality objectives amongst staff and students; and
- monitor success/progress in achieving the objectives and report back to governors.

The designated member of staff for equality will:

- support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and students;
- meet with the equality link governor if necessary to raise and discuss any issues; and
- 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 at the start of the academic year as well as during the year when appropriate.

All incidents between students which have any discriminatory dimension to them are logged and recorded. Staff work with the students to develop their mutual understanding and to resolve issues.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate. The Headteacher's termly report to the Governing Body includes a section on racist and homophobic incidents involving students and will be broadened to include staff.

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. students with disabilities, or LGBTQ+ students 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 students to pray at prescribed times); and

- encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school societies).

In fulfilling this aspect of the duty, the school will:

- publish attainment data each academic year showing how students 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); and
- publish further data about any issues associated with protected characteristics, identifying any issues which could affect our own students.

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 MFL, Religious Education and Personal, Social, Health and Economic (PSHE) Education; activities in other curriculum areas, for example, in English, students will be introduced to literature from a range of cultures; and emotionally intelligent approaches to working within a diverse community during, for example, discussions, plenaries, meetings and sharing of ideas.

- **Holding assemblies dealing with relevant issues**

Assemblies led by middle and senior leaders are frequently related to contemporary and international issues linked to equality, as well as demonstrating our values. Students are encouraged to take a lead in such assemblies, and we also invite external speakers to contribute where appropriate and follow due diligence.

- **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 students within the school**

For example, all students are encouraged to participate in the school's activities, such as sports clubs and arts productions. We also work with parents to promote knowledge and understanding of different cultures.

We encourage self-regulation and leadership through our ethos and systems. Strong, trusting relationships between students and staff enable students to raise concerns and gain support in initiating their approaches to reducing and resolving tensions.

- **We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.**

One example would be our professional development series with Education4 Change. We ensure due diligence is undertaken and that all links with people and groups are with those who adhere to the legislative guidance.

7. EQUALITY CONSIDERATIONS IN DECISION-MAKING

The school ensures it has due regard to equality considerations whenever significant decisions are made.

For example:

- The school always considers the impact of significant decisions on particular groups. For example, when the annual school calendar is planned, including parent/carer evenings and other events, full consideration is given to religious holidays and festivals observed by our community of staff, students and families.
- When a school trip or activity is being planned, the school considers whether the trip:
 - Cuts across any religious holidays
 - Is accessible to students with disabilities or other needs.

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.
- Curriculum and syllabus decisions always consider diversity and ensure a breadth of knowledge and skills counter a singular perspective.

8. STUDENT INFORMATION RELATED TO PROTECTED CHARACTERISTICS

Commented [RF1]: @James Buchan

Number of students on roll at the school: 894

Year Group	Number on Roll	% Free School Meals	% Minority Ethnic Group	% First Language not English	% Special Educational Needs	Children Looked After
7	178	24%	80%	17%	13%	0
8	180	23%	79%	16%	11%	2
9	180	22%	78%	17%	15%	1
10	177	19%	79%	15%	11%	0
11	179	20	84%	23%	13%	0

Looked After Students (LAS)

Regular meetings take place with carers and social workers, as well as with other agencies when necessary. All students are overseen by the Designated Teacher to track progress and to ensure that everything possible is in place to maximise learning and achievement.

Religion and Belief

	Year 7	Year 8	Year 9	Year 10	Year 11	Total	%
Buddhist	4	2	0	0	2	8	1%

Christian	42	40	40	45	44	211	24%
Hindu	2	8	5	3	6	24	3%
Jewish	2	0	0	1	0	3	0%
Muslim	65	70	85	83	87	390	43%
No Religion	55	54	42	41	39	231	26%
Other Religion	5	4	4	3	1	17	2%
Refused	2	0	3	1	0	6	1%
Sikh	1	2	1	0	0	4	0%
{None}							

Pupil Premium

The school receives additional funding for students eligible for free school meals and for Looked After Students. Information on the use of the Pupil Premium is here:

<https://www.wsfg.waltham.sch.uk/pupilpremium>

9. EQUALITY OBJECTIVES

OBJECTIVE 1- SEND students

To increase levels of support and challenge for students with SEND so that they are sufficiently ambitious

Why we have chosen this objective:

Our data shows that students who have SEND are making less progress than their peers.

To achieve this objective, we plan to:

- There will be a CPD strand across the year which focuses on the inclusive classroom. These sessions will enable staff to engage with evidence-based research to support high quality teaching in the classroom, including the 5-a-day principle. Chosen blogs and articles will allow staff to broaden their understanding of different needs. We will arrange for an external SEND specialist to deliver some of the sessions in conjunction with our SENDCO.
- The introduction of Go4Schools will allow us to quickly identify underachieving students with SEND.
- We will introduce Student Passports for those on the SEND register. The Passports will be created by the LLD team, parents/carers and the student. The Passport will detail the student's strengths and likes, their difficulties and what strategies staff should employ in the classroom to support them. The LLD team will review the success of Student Passports in the classroom.
- Introduce SENCO drop-in advice sessions every Wednesday for staff. However, staff can seek guidance outside of this allocated time.
- The LLD team will conduct student voice of those students on the SEND register – to gain a greater understanding of their experiences in the classroom.
- The LLD team will use the Staff Bulletin to keep staff up to date with information regarding students with SEND, as well as signposting any new evidence-based research available.

Commented [RF2]: to be updated for this year

Commented [RF3]: This probably needs removing

Commented [RF4]: Is there an update on this and next steps?

Commented [RF5]: Update on this and next steps?

Commented [RF6]: Do these happen?

Commented [RF7]: Is this still a relevant action?

- We will relaunch the Graduated Approach with staff and embed the Assess Plan Do Review (APDR) model after each data drop and for all targeted interventions carried out.

Progress we are making towards this objective:

Staff taking part in the CPD strand which focuses on High Quality Teaching for SEND have covered 3 out of the EEF's '5-a-day principle' so far and have been putting into practice the evidence-based research in their case studies. Gary Aubin, SEND Specialist and author of the blog '5-a-day', has led on two of the training sessions.

We are aware of the students on the SEND register who are underachieving, and teachers are employing the APDR process.

The LLD team is currently reviewing the success of Student Passports.

New evidence-based research articles are published in the Staff Bulletin and new information re. students on the SEND register is shared.

Next steps:

- Complete the CPD programme and review the case studies completed by staff
- Ensure all students on the SEND register have a Student Passport which is updated annually
- Complete a SEND progress review
- Ensure the progress of students with SEND is discussed in line management meetings

OBJECTIVE 2 – Pupil Premium

Develop our use of monitoring systems to identify low progress and implement effective and targeted strategies for our students who attract the Pupil Premium Funding

Why we have chosen this objective:

Our data shows that students who attract the Pupil Premium funding are making less progress and therefore not attaining in line with their peers.

In January 2023 we conducted a Progress Review with our Y9 cohort which included: a whole cohort data probe; a book/learning outcome review for six students (three PP and three non-PP from each prior attainment band; and student voice. An action plan was devised from this to cover the three main areas identified by the EEF as key drivers to improve outcomes for disadvantaged students.

Commented [RF8]: Is this something we do?

Commented [HM9R8]: Yes

Commented [RF10]: Needs updating

Commented [RF11]: @Helen Marriott Is this something we should do again?

Commented [HM12R11]: We will do a SEND progress enquiry as part of the SEND review. We could do another PP one at a later date.

To achieve this objective, we plan to:

Review the Pupil Premium data tracker at least termly and analyse the findings to implement interventions for this group.

Progress we are making towards this objective:

The data tracker has been set up by the data manager and links to our data systems so it can be efficiently updated regularly. It includes data on: academic progress; attendance; engagement with extra-curricular activities; behaviour (positive and negative) points; and information on SEND and other factors.

Next Steps:

- To share findings from the termly review and to devise interventions.
- To develop comparative analyses to measure impact

OBJECTIVE 3 – Diversifying leadership**Develop leadership to increase diversity****Why we have chosen this objective:**

We want our leadership to reflect our school and to provide role modelling for our students. 9% of senior leadership positions are held by people of colour and 23% of middle leadership positions are held by people of colour. This does not reflect closely enough our student population.

We know that diverse leadership teams get better results.

To achieve this objective, we plan to:

Ensure a person of colour is listed on the Safeguarding team

Have interviews/ focus groups with BAME staff

DEI Training for HR

Review recruitment process and target recruitment

Run open door sessions to support candidates with interview prep/ career progression

Progress we are making towards this objective:

We meet with the Global Alliance Representative. Two members from GA attended an SLT.

We have read extracts and embedded ideas from Inclusion on Purpose by Ruchika Tulshyan.

We have conducted a wellbeing survey which includes questions related to inclusion.

Next steps:

- Evaluate progress so far at the end of the academic year and after two more years.
- To broaden the baseline to include other minority groups
- Repeat processes followed e.g. diversity interviews with staff

10. MONITORING ARRANGEMENTS

The governing body and headteacher will review the equality information we publish, (described in sections 4-9 above), at least every year and update it as appropriate.

This document will be reviewed by the governing body and headteacher at least once every four years.

This document will be approved by the governing body.

11. LINKS TO OTHER POLICIES

It is our aim to ensure equalities are considered centrally in our strategic leadership and policy documentation. In future, all policies will be consciously considered and constructively critiqued with the equalities lens.

This document directly links to the following policies:

- Accessibility Plan
- Anti Bullying Policy
- British Values Statement
- Careers Education and Guidance Policy
- CPD Policy
- Disciplinary Policy
- Performance Management Policy
- Positive Behaviour for Learning Policy
- Relationship and Sex Education Policy
- Safeguarding Policy
- School Support Staff Appraisals
- SEND Policy
- Teaching and Learning Policy

12. REFERENCES

The Equality Act 2010 and Schools May 2014

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Equality Act 2010: Part 11 Chapter 1, legislation

<https://www.legislation.gov.uk/ukpga/2010/15/part/11/chapter/1>

Public Sector Equality Duty (PSED) Guidance for Schools in England (last revised Nov 2022)

<https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty-guidance-schools>