

Eastlea
COMMUNITY SCHOOL

Equalities Information and Objective Statement

Leadership Team Responsibility:	Deputy Headteacher
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1. Equality Statement

This equality statement draws upon a number of other school policies which deal with aspects of how Eastlea ensures equality in more detail. The policy is compliant with, and written in accordance with the 2010 Equality Act and the DfE's advice from The Equality Act 2010 and schools.

2. Aims

Equality of opportunity at Eastlea Community School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of our school community — students, staff, governors and parents/carers. Our equality statement is based on the following core values: Aspiration; Respect; Integrity; Curiosity and Enjoyment.

3. Our approach to promoting equality

The equality statement outlines the commitment of the staff and Governors of Eastlea Community School to ensure that equality of opportunity is available to all members of the school community for our school, this means not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of students in school, celebrating and valuing the achievements and strengths of all members of the school community. These include: -

- Students
- Parents/carers
- Governors
- Community
- Multi-agency staff linked to the school i.e. NPW services staff, school improvement services staff etc .
- Visitors to school.
- Students on placement

4. We want all our students to:

- Experience a broad and balanced curriculum
- Develop lively enquiring minds and a love of learning
- Have high self esteem
- Work with independence
- Value and care for others
- Be successful
- Have their achievements celebrated
- Feel safe
- Become good citizens
- Become positive contributors to the international community
- Care for their environment
- Be self-disciplined and courteous
- Be tolerant and respectful of others

5. We want staff to:

- Continue to raise our high standards of teaching and learning
- Develop professionally
- Feel valued and supported
- Be successful

- Have job satisfaction
- Enjoy a healthy work-life balance

6. We want all parents/carers to:

- Feel welcomed at Eastlea
- Work in partnership with staff
- Be well informed by clear communications

7. We want governors to:

- Work as critical friends and partners with the school community
- Know the school and staff well
- Offer constructive advice
- Promote the school in the wider community

8. We want the wider community to:

- Develop good relations with the school
- Support the school

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

9. Race Equality

We are fully committed to meeting our obligations under the 2010 Equality Act and this is reflected in the equality statement above. To meet the specific duties of the Act we shall:

- Ensure that all students and staff are encouraged and able to achieve the best of which they are capable
- Respect, embrace and value differences between people
- Prepare students for life in a diverse society
- Make the school a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued
- Promote good relations between different racial and cultural groups within the school and within the wider community
- Ensure that an inclusive ethos is maintained
- Acknowledge the existence of racism and take steps to prevent it
- Oppose all forms of racism, racial prejudice and racial harassment
- Be proactive in tackling and eliminating unlawful discrimination

10. Disability Equality

We aim to ensure that wherever possible disabled staff or students have the same opportunities as others in their access to education and to prevent any form of unlawful discrimination on the grounds of disability. Appropriate measures will be taken to ensure that students and prospective students with a disability are not treated less favourably than other students and we shall take reasonable steps to avoid putting disabled students at a substantial disadvantage. In addition, steps will be taken to ensure that employees support the governing body in meeting their duties and do not act in such a way that is, or could, be deemed discriminatory. There may be occasions where the treatment of disabled children is different from that of other students. In such cases the school will be able to demonstrate that such treatment is justified. The reason for the different treatment will be both material to the circumstances of the particular case and substantial (e.g. health and safety reasons). The school will also demonstrate that all reasonable steps have been taken to avoid the disabled student

being placed at a significant disadvantage. Where at all possible we will do all that we can to ensure that all disabled students can access the curriculum and participate in activities and educational visits.

Careful consideration will be taken to how participation can be best facilitated. A range of factors may be part of this consideration including:

- The need to maintain academic, musical, sporting and other standards
- Health and safety requirements
- The interest of other students
- The extent to which it is practicable to take a particular course of action
- The financial resources available and the cost of a particular action

The consideration of these factors may lead to the adoption of certain reasonable adjustments instead of others

We recognise that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against disabled students. Examples of the specific measures we will be taking include:

- Ensuring providers of facilities for academic educational visits and extra-curricular activities can accommodate disabled students before making bookings
- Reviewing staffing arrangements to ensure that the school is in a position to administer medication if required in exceptional circumstances
- Ensuring there are special arrangements in place for disabled students who are taking examinations
- Ensuring all our policies and procedures have due regard for disability equality
- Working closely with parents/carers and disabled students to identify potential barriers to participation and devising reasonable adjustments to overcome them
- Ensuring that staff are briefed on the Equality Act 2010

We will also take reasonable steps to find out whether prospective or existing students have a disability. This will include:

- Creating an ethos and culture which is open and welcoming so that parents/carers and students feel comfortable sharing information about the disability
- Asking parents/carers during the admissions process about the existence of any disability
- Providing continuing opportunities to share information (e.g. when seeking permission to go on an educational visits)
- Monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist, and external agencies where appropriate

We carry out accessibility planning for disabled students that increases the extent to which they can participate in the curriculum, improve the physical environment of the school and increases the availability of accessible information to disabled students

We shall continue to improve the accessibility of the physical environment within the resources available in response to arising needs of our students and staff

We identify and monitor the performance of different groups of students: Boys/girls; minority ethnic groups; SEND; disabled students; Looked After Children; EAL; chronic medical conditions

Our assessment procedures take into account the SEND Code of Practice (2015). We have procedures for involving all students in their own learning and we monitor their involvement and their outcomes

11. Gender Equality

- The school promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sex discrimination and harassment. Conditions for learning (e.g. environment, teaching and learning, resources, social and emotional aspects of learning) provide equal access and opportunities to all
- We monitor the attainment of all our students by gender. We take a "Which group of boys? Which group of girls?" approach to address underachievement, neither boys nor girls are treated as homogeneous groups. We set targets to improve the attainment and rates of progress of particular groups of boys and girls
- We are identifying and addressing barriers to the participation of boys and girls in activities
- We ensure that gender stereotypes in subject choices, careers advice and work experience are avoided. We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment
- We work in partnership with school partners and other external organisations to develop innovative and inventive ways of tackling gender segregation in subject and career choice
- We are developing particular initiatives to tackle boys' attitudes to school and learning, for example by engaging with fathers/male guardians and inviting them into school life
- Parents, carers and families are given opportunities to contribute to the development, delivery and evaluation of the school's gender equality initiatives. Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress

12. Gender reassignment and sexual orientation

- We challenge all discrimination and prejudice towards gay, lesbian and bisexual members of the school community
- We promote acceptance and understanding of these groups through such things as assemblies
- We do not collect data on these groups currently
- We ensure that all gender variant students, or the children of transgender parents/carers, are not singled out for different and less favourable treatment from that given to other students. We check that there are no practices which could result in unfair, less favourable treatment of such students

13. Behaviour and Bullying

- We have a behaviour policy that is equitable and consistent in its aims and procedure
- We have an anti-bullying policy that provides clear guidance on creating equal opportunity
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation
- We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents

14. Religions and Belief

- The school promotes the spiritual, moral, social and cultural development of all students through whole school assemblies and the curriculum

- Our curriculum, including RE, supports students to be accepting of one another's lifestyles and beliefs, as well as exploring shared values
- The RE curriculum enables students to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination
- We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as anti-Semitism and Islamophobia

15. Our Curriculum

Eastlea Community School aims to ensure that:

- Planning reflects our commitment to equality in all subject areas and themes promoting positive attitudes to equality and diversity
- Students will have opportunities to explore concepts and issues relating to identity and equality
- We take the necessary steps to ensure that all students have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all students, their linguistic needs are taken into account and their learning styles are considered
- We provide opportunities for students to access qualifications which recognise attainment and achievement and promote progression
- We have an inclusive and rich curriculum offer to meet the needs of all learners

16. Our Ethos and Atmosphere

- Eastlea Community School is aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community
- We provide an 'openness' of atmosphere which welcomes everyone to the school
- The students are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school reflect diversity of equality of opportunity and are frequently monitored
- Provision is made to cater for the spiritual needs of all the children through assemblies, pastoral tutor based and external activities

17. Our Resources and Materials

The provision of good quality resources and materials within Eastlea Community School is a high priority. These resources should:

- Reflect the diverse nature of all students of protected characteristics
- Reflect a variety of viewpoints
- Show positive images of both males and females in society including people with disabilities
- Reflect non-stereotypical images of all groups in a global context
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of school community consistent with health and safety
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials

18. Reasonable Adjustments

The school is fully committed to Inclusive education and has a number of structural adjustments in place. There are lifts and toilets for students and staff with disabilities throughout the site. This allows the school to be accessible. There are a number of height adjusting tables, emergency evacuation chairs, and accessible computer facilities for students to use. Other adjustments are made on a case by case basis with suitable adjustments decided

on within the annual review meetings and implemented across the school. These are monitored by the SENCO. Our SEND students eat, learn and play with their peers.

We will proactively encourage disabled staff to declare their disability so the school can ensure that any access requirements are met. This may include a range of adjustments including:

- Adjustments to furniture
- Adjustments to computers and telephones
- Access to personal assistants or supporters
- Altering working hours
- Changing a place of work (e.g. level of classroom)

19. School Facility Lettings

The site is used by the community and arrangements have been made for access and disability parking

20. Social Relationships

The school is a fully inclusive school. Students with SEND are represented at every level within the school from study clubs, Exam Skills, sports and enrichment clubs, breakfast club, school council and student leadership group.

21. Employing, promoting and training staff with disabilities

The staff employed, within Eastlea Community School are from multicultural backgrounds and as an inclusive school all staff are treated equally concerning promotion and training

22. Our Roles and Responsibilities

22.1 **The Governing Body** is responsible for ensuring that: -

- The school complies with all equalities legislation relevant to the school community
- That procedures and strategies related to the equality statement are implemented and followed
- The Interim Executive Board (IEB) will have an overview, on behalf of the governing body, on all racist incidents or incidents which are a breach of this statement and ensure that appropriate action is taken in relation to these incidents

22.2 **The Head of School and Senior Leadership Team** are responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality
- Overseeing the implementation of the Equality Information Statement
- Coordinating the activities related to equality and evaluating impact
- Ensuring that all who enter the school are aware of, and comply with, the Equality Information Statement
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination
- Monitoring the progress, attainment and exclusions of vulnerable groups of students e.g. Black and minority ethnic students, SEND students, SEMH students etc.

22.3 **All staff** are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- Not discriminate on grounds of race, disability, or other equality issues such as protected characteristics
- Keeping up to date with equalities legislation by attending training events organised by the school, the Local Authority or recognised training provider

We ensure that the commitments embodied in our equality statement permeate the full range of our policies and practices:

- Equal opportunities
- Students' progress attainment and assessment
- Behaviour discipline and exclusions
- Students' personal development and pastoral care
- Teaching and learning
- Induction
- Admissions and attendance
- The curriculum
- Staff recruitment and retention
- Governor/staff training and professional development
- Partnerships with parents/carers and communities
- Visits and visitors
- Staff appraisal and performance management

23. Monitoring Equality

The school will collect information and report annually on:

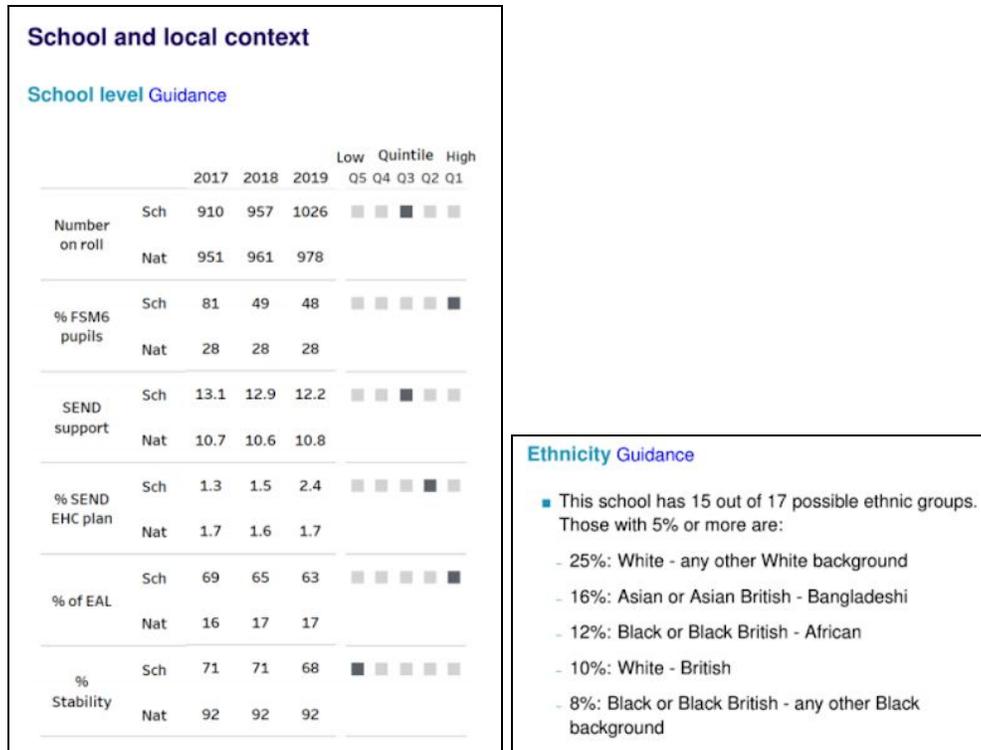
- All students, staff, governors and other school users where appropriate
- Attainment levels, exclusions and attendance data of students by ethnicity, disability and gender
- Number of prejudicial incidents and the actions to address them

24. Published Information

The Equality Act 2010 requires schools to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it

24.1 Information about our student population:



	F	M	Total
Buddhist	0.37	0.18	0.55
Christian	21.61	18.59	40.20
Hindu	1.37	1.37	2.75
Muslim	17.95	14.47	32.42
No Religion	7.42	4.49	11.90
Other Religion	3.57	2.66	6.23
Refused	0.55	0.46	1.01
Sikh	0.18	0.18	0.37
{None}	2.75	1.83	4.58
Total	55.77	44.23	100.00

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Buddhist	0.09	0.09	0.09	0.27	0.00	0.55
Christian	6.96	6.04	7.88	9.25	10.07	40.20
Hindu	1.01	0.55	0.37	0.82	0.00	2.75
Muslim	5.49	6.59	6.04	8.33	5.95	32.42
No Religion	3.02	2.29	2.38	1.92	2.29	11.90
Other Religion	0.46	2.47	0.82	1.19	1.28	6.23
Refused	0.00	0.64	0.18	0.09	0.09	1.01
Sikh	0.09	0.00	0.00	0.27	0.00	0.37

{None}	2.75	0.37	0.09	0.64	0.73	4.58
Total	19.87	19.05	17.86	22.80	20.42	100.00

Prior attainment Guidance

Well above national Well below national In line with national Small cohort

	Year 7	Year 8	Year 9	Year 10	Year 11
Reading	Below	Below	Below	-	Below
Writing	Below	Below	Below	Below	Below
Mathematics	Below	Below	Below	-	-

SEND characteristics Guidance

Type of resourced provision: Resource Provision
Number of pupils with SEND who are also disadvantaged: 95

SEND primary need	SEND Support (125)					EHC Plan (25)				
	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11
Specific Learning Difficulty	0	1	2	4	3	0	0	0	0	0
Moderate Learning Difficulty	5	1	6	12	9	0	1	0	0	0
Severe Learning Difficulty	1	1	0	0	0	1	1	1	2	1
Profound & Multiple Learning Difficulty	1	2	0	0	0	1	1	1	0	1
Social, Emotional & Mental Health	9	5	3	7	9	0	1	0	1	0
Speech, Language and Communication Needs	5	5	5	3	1	1	0	0	0	1
Hearing Impairment	0	0	0	0	1	0	0	0	0	0
Visual Impairment	0	0	0	0	1	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0
Physical Disability	1	0	1	0	1	0	0	0	2	0
Autistic Spectrum Disorder	5	4	3	1	1	2	1	2	2	0
School Support NSA	3	0	0	1	1	0	0	0	0	0
Other Difficulty/Disability	0	0	0	0	1	0	1	0	0	0
Year group totals	30	19	20	28	28	5	6	4	7	3

25. Our Main Equality Challenges

This is a summary of the issues that we are most concerned about. The school has developed an action plan with strategies and interventions to tackle some of these concerns.

25.1 Challenge A - Progress and achievement is our central concern and equality issue

Our primary concern is that all individuals, irrespective of their background, make good academic progress in order for them to secure good qualifications, to have the choice to a career and become worthwhile global citizens. Given the low starting point of most of our students, they are required to make exceptional progress to 'close the attainment gap' to that of others. Without this progress our students will not have the equality of opportunity to progress and receive similar opportunities post 16.

Given this context, we have a great deal of strategies to address this equality issue, some of which are detailed below:

- Operate an extended school day through targeted interventions for exam year groups
- Analyse progress data of individuals and the various discrete groups, write evaluations and create action plans at a departmental level and school level, to ensure that there are interventions to support students at risk of underachieving.
- Silent reading in lessons to boost literacy and engender a love of reading

- Ensure that all teachers plan for progress.
- Planned interventions for students who are making insufficient progress or who are failing to meet the required standards
- Provide interventions for students who are facing difficulties at home or are struggling with their own behaviour

25.2 **Challenge B - High quality of teaching from all teachers is a central equality issue**

Given this area of concern we want to ensure high quality of teaching and learning across every department/class for every member of staff. We hope to secure excellent outcomes for all our students by ensuring that every teacher is consistently teaching lessons of a high quality and every student can be sure of having an equal opportunity of achieving and making good progress. This is a real challenge but a very important one. In short, every student should expect to have the same chance of securing a good grade no matter who teaches them.

We do this through the following:

- Embedding co-planning within year groups across all year groups, so that all teachers learn together and this can ensure consistent and high quality resources and activities
- Training for staff is part of our weekly cycle and the focus is teaching and learning
- A support programme for colleagues whose teaching is judged to require improvement
- Analysis of attainment and progress across and within departments by gender, ethnicity etc.

25.3 **Challenge C - Exemplary standards of behaviour are central equality issue**

Whilst teaching and learning is our primary concern, we also want to ensure that behaviour is exemplary in all lessons in order that everyone's equal opportunity to learn and make progress is not interrupted.

No student should be allowed to behave in a way that prevents others from learning. Without this expectation being made clear and realised there can be no equality of opportunity for all students to learn. However, we are also keen to ensure that no group receives discrimination through disproportionate and unfair sanctions or rewards. We recognise that behaviour is a form of communication and that high quality intervention can support a student in improving their behaviour and life outcomes. Therefore, there will need to be close analysis of rewards and sanction, including exclusion data. At Eastlea we are determined that no groups or individual students receives discrimination or treated unfairly. We want all our students to be treated equally and fairly.

Some of our strategies are as follows:

- An introduction and embedding of the Eastlea Expects
- A comprehensive staff duty rota to ensure students are supervised within unstructured times
- A comprehensive rewards and sanctions system (ClassCharts) which embed our core values
- Five non-teaching staff who support our students pastorally and help them to express and deal with their emotions and difficulties around behaviour
- An analysis of all sanctions and rewards data by individual students, discrete group, teacher etc.

25.4 Challenge D - Outstanding attendance and punctuality are key equality issue

Central to raising standards in teaching and learning, behaviour and our students' achievement and progress, we want to ensure all students can fulfil their potential outstanding attendance and punctuality. We are aware that students need to attend school regularly in order to benefit from our provision at Eastlea.

We also understand that poor attendance and punctuality to school and lessons leave students vulnerable to falling behind. Students with poor attendance and punctuality at Eastlea tend to make progress below that of other students with good attendance (95% or above).

Some of our strategies to tackle attendance and punctuality are as follows:

- Promote good attendance and reduce absence, including persistent absence
- Act early to address patterns of absence and punctuality
- Assist parents/carers to perform their legal duty by ensuring their child attends regularly
- Develop a simplified flowchart of Whole School Attendance and Procedures
- Create a Google Dashboard that reports the daily attendance for all students including vulnerable and 'at risk' students including MPA, PP, MAS, SEND, Year Group, Gender, vulnerable groups etc.
- Lead staff training and development during INSET/Learning Days/Twilights about relevant attendance procedures and expectations
- Provide half termly whole school attendance reports on student absence for SLT, ALs and Tutors by year group to include: Gender, Absence code, MPAs, Ethnicity, etc.
- Update and review Attendance Policy to ensure it is in line with DfE and LEA policies and practice

26. Consultation and Engagement

We aim to engage and consult with students, staff, parents/carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve the service we provide.

Consultation	Frequency	Summary
Parents/Carers	Twice each year	Garnering the views and contributions of parents/carers about the school.
	Every Half-Term	Host workshops where parents/carers discuss and ask questions about the running of the school and upcoming learning and events
	Every Half-term	Parent Forum meets to discuss issues feedback to Senior Staff to act accordingly
Staff	Twice each year	Complete anonymised staff survey which allows senior leaders to understand staff views of the school, including issues of equality

	Every Term	A representative group that provide feedback to senior leaders about the operational delivery of the school and staff wellbeing
Students	Annually	Annual student survey which provides feedback on equality issues across the school
	Every Half-term	The school leadership groups, prefects and school council meet and discuss issues around improving the school
	Every Half-term	Students present issues surrounding equality through PSHE, SMSC initiatives during tutor time and assemblies

27. Our Equality Objectives For 2020-21

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

27.1 **Equality Objective 1:** Improve the progress and achievement for all disadvantaged students, and ensure we close the attainment gaps between boys and girls

27.2 **Equality Objective 2:** Embed the school's Behaviour policy and minimise the rate of fixed term exclusions for SEND students and other vulnerable groups. Regularly review prevalence of exclusions by ethnicity and aim to address over-representation in certain groups through early intervention.

27.3 **Equality Objective 3:** Improve attendance and punctuality across the school. Regularly review attendance data by groups and aim to address over-representation in certain groups through early intervention.

27.4 **Equality Objective 4:** Review the curriculum content across the school and consider how it can be more representative and inclusive of our local community. Consider how the curriculum can be used to address and tackle issues of systemic racism, gender bias and other areas of inequality

27.5 **Equality Objective 5:** Raise awareness within the school community of unconscious bias and plan for positive ways to address this with both staff and students.

28. Equality Impact Statement

We will do all we can to ensure that this equality statement does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our practice. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include,

but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity.

29. Links with other school documents, plans and policies:

The School Improvement Plan

The Equal Opportunities Policy

Equalities Monitoring procedure

Anti-Bullying Policy

Behaviour Policy

Assessment Policy

Attendance Policy

Protection of Employees and associated documents (including Grievance/Whistle Blowing etc.)