



Lister Equalities Report

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1. Lister Community School Equality Objective 1

Ensure that Lister Community School is a school where neither students, nor staff face discrimination.

To achieve this objective we plan to:

2. Maintain a zero-tolerance approach to any peer on peer discriminatory behaviour as outlined in our behaviour policy.
3. Organise annual training for staff and governors to remind them of their responsibilities under the Equality Act 2010.
4. Appoint an equality link governor to work alongside the designated member of staff for monitoring equality issues.
5. Remind staff annually of how to report any acts of discrimination as outlined in the whistleblowing policy and ensure that any allegations of discrimination are taken seriously and are dealt with in line with 'Newham Model Disciplinary Policy and Procedure for Schools'.
6. Ensure where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
7. Address unconscious bias through training and wider reading for staff and students.

Progress towards this:

- A pastoral curriculum taught through form time and assemblies which addresses how we should treat others. This is under constant review.
- A PSHRE curriculum which teaches students about protected characteristics under the Equality Act 2010. This is under constant review.
- Clear sanctions and interventions for perpetrators of peer on peer discriminatory behaviour
- Annual inset day training focuses on staff expectations under the staff code of conduct which include the whistleblowing policies.
- Frameworks in place to ensure that allegations of discrimination are investigated and dealt with appropriately in line with relevant policies.
- Annual inset day training focuses on staff expectations under the staff code of conduct.
- Students taught about unconscious bias through the PSHRE and pastoral curriculum.
- Staff professional development opportunities about unconscious bias.
- Unconscious bias training has been agreed in CPD calendar for 2024/2025.

2. Lister Community School Equality Objective 2

Foster good relations between all members of the school community so that each and every member of the school community is able to feel valued and safe and thus participate fully in school life.

To achieve this objective we plan to:

1. Review our RSHE and SMSC curriculums to ensure that we are maximising opportunities to encourage tolerance and respect for our diverse school community.
2. Ensure effective use of assemblies and the tutor time programme to promote whole school celebrations of national and international celebrations.
3. Re-establish the role of Anti-Bullying Ambassadors and the school council to support the functioning of a cohesive and democratic school community.
4. Create a staff working group which aims to work towards diversification and decolonisation of the school curriculum.
5. Strengthen links with parents and re-establish links with the local community lost during the Covid-19 pandemic.
6. Monitor and promote the involvement of all groups of students in the extra-curricular life of the school.

Progress towards this:

- PSHRE and pastoral (SMSC) curricula are reviewed annually to ensure that we are maximising opportunities to encourage tolerance and respect for our diverse school community.
- **PSHRE curriculum has embedded BSL in topics to create a more inclusive approach**
- Assembly schedule reviewed annually in light of feedback from all stakeholders to ensure they are used effectively and promote whole school celebrations of national and international celebrations.
- **The school held an iftar event to celebrate the month of Ramadan. Students and staff of all cultures and backgrounds attended.**
- Second Eid celebrations held at Lister in June 2024
- Anti-Bullying Ambassadors are appointed annually through a rigorous application process, and student parliament elections take place through a democratic process. Both groups work towards ensuring we have a cohesive and democratic school community.
- Parental workshops and regular opportunities to meet with senior leaders are embedded. A weekly newsletter is now sent to parents. **Parental workshops are scheduled for Summer 2.**
- An electronic register system is used to analyse extracurricular club attendance data. Extracurricular clubs are promoted through form time, google classrooms, in class and students are encouraged to attend to obtain their character award.

- A trust staff working group Create a staff working group which aims to work towards diversification and decolonisation of the school curriculum has been established, and all staff across the Trust were asked if they wanted to join.

3. Lister Community School Equality Objective 3

Advance equality of opportunity for both students and staff.

To achieve this objective amongst staff we plan to:

1. Maintain a wide range of pathways into teaching, from Schools Direct to the HLTA programme, to encourage diversity within the school and the wider teaching workforce.
2. Offer a wide range of professional development opportunities, which is also targeted.
3. Create a support staff appraisal system.
4. Review application and recruitment process to identify any ways to promote absolute equality of opportunity at the point of application e.g. ensuring that the 'Equalities and Diversity Monitoring Information' Form is removed from all completed application forms before handing to senior colleagues for shortlisting.
5. Endeavour to ensure diversity in the staff body, especially in leadership roles.

To achieve this objective amongst students we plan to:

1. Ensure that the pastoral system effectively explores a wide range of intervention for students in order to eliminate the gap between groups of students who receive Fixed Term Exclusions or Permanent Exclusions.
2. Ensure monitoring and accountability systems are in place to track and monitor progress of all students and therefore narrow the progress gaps between groups with protected characteristics and those without, especially students eligible for free-school meals and students with special educational needs and disabilities.
3. Ensure a high quality and consistent approach to teaching and learning, underpinned by the great teaching toolkit alongside monitoring and accountability systems to ensure that where teaching is not at least good appropriate action is taken.
4. Ensure teachers are aware of the needs of their learners and plan carefully in order to meet these needs.
5. Work with external partners in order to provide assessment for exams access arrangements.
6. Eliminate the attendance gaps which exist between key groups of students.

Progress towards this with staff:

- Staff train with us through a wide range of pathways including PGCE, Teach First, Assessment Only Route and SCITT (to start in September 2024).
- A wide range of professional development opportunities are offered to staff including NPQs, coaching, joint planning time, a varied twilight programme and funded specialist courses offsite.
- Staff are provided with opportunities to change whole school remits or roles to support their professional development.
- The support staff appraisal has now been rolled out fostering a culture for professional development across the entire workforce at Lister.
- A diverse staff body and diversity within the leadership team- this is a continued piece of work. Update: There is currently a variation of diversity within the leadership team at Lister.
- The Trust is looking into ways that absolute equality of opportunity at the point of application can be established.

Progress towards this with students:

- A wide range of internal and external intervention is used with students. Fixed term suspension numbers decreased by 50% and permanent exclusions have remained constant despite the school increasing in size.
- Line management structures and raising standards meetings mean monitoring and accountability systems are in place to track and monitor progress of all students with the aim of reducing the progress gaps between key groups including those with protected characteristics and those without. We continue to work on this to see further impact.
- The EDP programme is in its second year and ensures there is a consistent but supportive approach to teaching and learning and that where teaching is not at least good appropriate action is taken.
- Annual training sessions and shorter student spotlights ensure teachers are aware of the needs of their learners and plan carefully in order to meet these needs. This is under constant review.
- External assessors are used to ensure students receive the necessary access arrangements for exams.