



# Equalities Policy and Objectives

Approved by: Full GB

Date: March 2024

Next review due by:

March 2025

New objectives:

March 2028

Signed  
Headteacher:

Date  
:

Signed CoG:

Date  
:

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### **KOBI NAZRUL EQUALITY, DIVERSITY AND INCLUSION VISION AND STATEMENT**

Kobi Nazrul Primary School is a place to not only feel welcomed but valued for what you bring to our school; we are a place that learns from each other and we know that you can make a positive difference to everyone just by being you and sharing who you are.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from discrimination, harassment and victimisation.

### **ABOUT OUR OBJECTIVES**

Our Equalities objectives were developed through a consultation process formally with children, parents / carers, staff, governors and local community. However, that is just one way; a formal way, to ensure we hear the views of as many people as possible.

Very importantly, we are also very careful to listen and take note of issues or ways to develop this throughout school life. For example, through parent / carer coffee mornings, leadership and management meetings and pupil voice events.

We believe that by capturing this throughout the school experience, we generate an authentic set of objects and actions which are then meaningfully woven throughout priority planning in the School Development Plan. We believe that to truly strive for, and achieve greater equality, equity, inclusivity and diversity these objectives should not be stand alone.

## 1. Aims

The Kobi Nazrul Primary School 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](#).

## 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 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're 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 Headteacher Belinda King, will:**

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Report discriminatory incidents or issues termly to the Full Governing Body
- Monitor success in achieving the objectives and report back to governors
- Communicate with the Equalities link governor (Leadership), two times per year to raise and discuss any issues

**The Phase Leaders are the designated members of staff for equality. They will:**

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among 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.

**Our pupils/students will:**

: · be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability

- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

**Our parents/carers will:**

- be given accessible opportunities to become involved in the development of the Policy
  - have access to the Policy through a range of different media appropriate to their requirements · be encouraged to actively support the Policy
  - be encouraged to attend any relevant meetings and activities related to the Policy · be informed of any incident related to this Policy which could directly affect their child
- Our school staff will:
- be involved in the development of the Policy
  - be fully aware of the Equality Policy and how it relates to them
  - understand that this is a whole school issue and support the Equality Policy
  - make known any queries or training requirements

**Relevant voluntary or community groups and partner agencies will:**

- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy

## 4. Eliminating discrimination

Kobi Nazrul Primary School 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 non 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. Responding to hate or prejudice based bullying

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to sex, race, disability, religion or belief, gender identity, sexual orientation or

pregnancy or maternity. We will take action to prevent, challenge and eliminate any such behaviour. We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability. Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses. We will record all hate incidents and prejudice-based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities. All hate incidents and prejudiced based bullying are reported to the responsible teacher who investigates these incidents and completes an Incident Logging Record Form (see Appendix A) for template as well as the online safeguarding log (CPOMs). The responsible teacher offers support to victims and speaks to perpetrators. Parents of all children involved are called to a meeting with the designated teacher and/or the Headteacher as soon as possible. All incidents are formally reported to Tower Hamlets.

## 6. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Kobi Nazrul Primary School 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.

## 7. Fostering good relations

Kobi Nazrul Primary 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.
- 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

## 8. 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 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 related to new projects and review of policies. This for example 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](#)

## 9. Equality objectives

The Kobi Nazrul Primary School 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 – To continue to develop the depth of inclusivity and the equality of opportunity in our curriculum and provision for ALL children


<p><b>This means we will:</b></p> <p>A. use the curriculum and events to address stereotyping of different groups (link to our key concept of identity and belonging)</p> <p>B. adapt the curriculum for individuals or groups to allow them to access the curriculum and to meet and/or exceed expectations set</p> <p>C. provide all pupils with opportunities to develop their social and cultural capital skills</p>	
<p><b>Why we have chosen this objective:</b></p>	<p>We can already see the positive impact of a more inclusive curriculum. For example;</p> <ul style="list-style-type: none"> <li>● children state that they are happy to see they are more represented in texts</li> <li>● more children access PE at a deeper level due to the sports premium</li> <li>● investment of having support staff work with our PE coach.</li> </ul> <p>Inclusivity and equality of opportunity in the curriculum is something that will never be satisfied is done and we will always reflect, review and reset development priorities for this.</p>
<p><b>To achieve this objective we plan to:</b></p>	<p>A</p>



	<ul style="list-style-type: none"> <li>● Build on the Jigsaw lessons around stereotyping to allow children a deeper understanding and awareness of it. Eg: through assemblies; event workshops such as interfaith / anti-bullying</li> <li>● Review our 'safe spaces' around the school. Are they still right? Can we further enhance them?</li> <li>● Are our equalities values and principles clear in our vision, values and overview documents? (Review)</li> </ul> <hr/> <p><b>B</b></p> <ul style="list-style-type: none"> <li>● To ensure that there is a gender balance in the curriculum offer (the topics and resourcing) through an audit and follow up set of actions</li> <li>● To increase the number of girls participating in sporting activities during lunchtimes and after-school clubs by 30%</li> <li>● There are more regular inter-school competitions that are both gender specific and mixed.</li> <li>● Wider SEND sports competitions increase confidence and participation</li> <li>● Specific trips and workshops are planned where appropriate to cater for children with additional needs.</li> <li>● EQIA assessment of playtimes</li> </ul> <hr/> <p><b>C</b></p> <ul style="list-style-type: none"> <li>● Development of a framework with supporting language structures to discuss controversial topics</li> <li>● Develop more whole school cultural opportunities for children to explore and understand different cultures; including through assemblies</li> <li>● Review and adapt our RE scheme of work to develop children's understanding around the history and similarities between faiths. This includes re-establishing (post-pandemic) the consistency of schedule for visits to religious buildings</li> <li>● Use and build our partnerships locally and with different sectors to further opportunities for children to apply their learning and understand how it can be used in context or 'the real world'. For example; music visits to Clifford Chance / day in the life with our BT partners.</li> </ul>
<p><b>Progress we are making towards this objective:</b></p>	<ul style="list-style-type: none"> <li>● Developing a shared understanding as to what an 'adaptive curriculum' is.</li> </ul>

## Objective 2 - Leadership priority to ensure our practice reflects the diversity in the composition of our community


<p><b>This means we will:</b></p> <ul style="list-style-type: none"> <li>A. enhance the Professional Development opportunities for all staff teams</li> <li>B. further improve the representation of male members of staff across the staffing teams</li> <li>C. provide opportunities to ensure all families feel included regardless of ethnicity</li> </ul>	
<p><b>Why we have chosen this objective:</b></p>	<p>At Kobi Nazrul, everyone is a teacher and we know that for this to be exemplary we need to support and develop our staff and our families so that together we can provide the best outcomes for our children; both with their learning and their own personal growth and development.</p> <p>We are also 'never done' at Kobi Nazrul. We have a well-embedded curriculum which we build over a six-year period. However, as we learn new things and as</p>

	context and cohorts change, we need to adapt and develop; as does our curriculum and teaching and learning skills. This is an investment we can't afford not to make.
<p><b>To achieve this objective we plan to:</b></p> 	<p>A</p> <ul style="list-style-type: none"> <li>• There is a bespoke induction procedure for each individual.</li> <li>• Training materials are adapted to meet the individual's needs.</li> <li>• There is weekly communication with staff where equality and safeguarding issues are included.</li> <li>• Roles and responsibilities include ensuring all groups are positively represented. The performance development process will identify strengths and areas for individual development.</li> <li>• Access to formal accreditation and qualifications will be encouraged through the appraisal process.</li> <li>• Develop a tracking model of CPD to ensure that opportunities are equal (commensurate to roles and responsibilities)</li> </ul> <hr/> <p>B</p> <ul style="list-style-type: none"> <li>• Review our recruitment marketing to reflect our robust recruitment policy which encourages applications from underrepresented groups.</li> <li>• Recruitment and promotions data is analysed by different groups at all stages, including applications and shortlisting.</li> <li>• External partnerships are made to attract underrepresented groups</li> </ul> <hr/> <p>C</p> <ul style="list-style-type: none"> <li>• Plan for family involvement in the increased cultural learning opportunities for children</li> <li>• Establish a cultural focus for our family breakfast to engage families of underrepresented groups</li> <li>• Review communication channels for parents; are there ways we could be more inclusive of new families?</li> <li>• Facilitate ESOL provision for our families</li> </ul>
<p><b>Progress we are making towards this objective:</b></p>	<ul style="list-style-type: none"> <li>• We have been developing our coaching skills (not training to become coaches) so that we can use and apply this learning to support each other and also the children</li> <li>• We have an established calendar with events on a two-year cycle where the focus can be changed depending on school needs. For example, family breakfast</li> <li>• We have excellent engagement and collaboration between staff and families; this fantastic working relationship is strong grounding to support any work towards the relevant objectives above</li> </ul>

### Objective 3 Equality of opportunity allows ALL of our children have high aspirations of themselves

<p><b>This means children:</b></p> <p>A. aspire to have careers in jobs they are passionate about</p> <p>B. are equipped to navigate the journey towards their goals / aspirations</p> <p>C. have access to the right information to allow them to access opportunities (this includes their families)</p>	
<p><b>Why we have chosen this objective:</b></p>	<ul style="list-style-type: none"> <li>• We know that many of our children have limited opportunities beyond school to see the world beyond their local area</li> <li>• Many of our families need support in navigating systems set up to support children's educational journeys</li> </ul>



	<ul style="list-style-type: none"> <li>We want children to have the confidence beyond their own locality and in new situations to communicate effectively with others and have a curiosity to ask questions and know more</li> </ul>
<p><b>To achieve this objective we plan to:</b></p> 	<p>A</p> <ul style="list-style-type: none"> <li>Review the E curriculum and clarify the purpose of Enterprise within it</li> <li>Re-establish the Enterprise curriculum on a larger scale</li> <li>Develop further links within business and use these to give children aspirational opportunities to apply what they learn in lessons</li> </ul> <hr/> <p>B</p> <ul style="list-style-type: none"> <li>The extended and enrichment curriculum is constantly reviewed to respond to children's interests within the current context</li> <li>Children can confidently talk about their learning and where else they may be able to use this learning or these skills</li> </ul> <hr/> <p>C</p> <ul style="list-style-type: none"> <li>Parent and carer coffee mornings show parents the further opportunities</li> <li>STEM curriculum is developed to show children how the skills they learn across subjects can be applied to the same outcome and to show how these skills are used in other professions</li> </ul>
<p><b>Progress we are making towards this objective:</b></p>	<ul style="list-style-type: none"> <li>Adapt the curriculum where needed to make sure all learners can access it and see themselves being able to use knowledge and skills learnt beyond the classroom.</li> <li>Review STEM aspects of the curriculum to provide opportunities for children to learn subjects together within meaningful units or projects</li> <li>Identify and review how we explicitly teach equalities within the Excellence and Enjoyment 'E' curriculum</li> </ul>

## 10. Monitoring arrangements

This policy was published on November 2023. It will be actively promoted and disseminated.

This policy will be published on the school website: [www.kobinazrul.towerhamlets.sch.uk](http://www.kobinazrul.towerhamlets.sch.uk) and notification of its publication will go to parents and the wider community in a letter and in the school newsletter.

Staff will receive a copy of the policy in a meeting after publication. Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups. This policy will be discussed at governors' meetings and in staff meetings. We will have an ongoing dialogue with parents and other stakeholders through discussions and newsletters.

## 11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Behaviour & Anti-bullying
- Inclusion
- Risk assessments

- Safer Recruitment

## 12. Appendices

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

Written assessments are completed by members of staff organizing 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 (EQIA).

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 Kobi Nazrul Primary School Shared Policies Drive

Existing policies to be reviewed on a rolling timetable.

Date ??

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 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.	

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.

6. If the effect on different groups is not justifiable, what solutions can we come up with to overcome this situation?