

# St Mary Magdalene CE Primary School

## Statement on Equality



St Mary Magdalene CE Primary School is committed to equality both as an employer and a service-provider. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity and orientation.

### **We are committed to**

- Ensuring that everyone is treated fairly and with respect.
- Making our school a safe, secure and stimulating place for everyone.
- Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers and through our School Council.
- Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.

We welcome the emphasis in the Ofsted inspection framework on the requirement for leaders to promote equality of opportunity and diversity, resulting in a positive school culture, working together to prevent discriminatory behaviour.

We welcome our duty under the Equality Act 2010 which requires us 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.

This statement meets our specific duty to publish information every year which sets out how we are doing this.

### **Please also see our Accessibility Plan**

**The Equality Act 2010 replaces all of the previous anti-discrimination acts and regulations which went before it and brings all of the requirements together in one place.**

### **Under this Act schools have two duties**

#### **Schools have a general duty to**

- a) **eliminate** discrimination, harassment and victimisation on the basis of any of the protected characteristics
- b) **advance** equality of opportunity between people who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between people who share a relevant protected characteristic and persons who do not share it.

**They also have a specific duty**

- to **publish information** which shows how they are meeting their general duty (outlined above). This must be updated annually
- to **prepare and publish** one or more specific and measurable objectives in pursuit of the duties above (to be reviewed every four years)

**The following are protected characteristics**

- Age
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

## **Part 1: Information** (Data for 2022-2023)

### **Pupil population**

Total number of pupils on roll: 114

Boys: 50

Girls: 64

SEND Support: 45

SEND EHCP: 8

Ethnicity:

Black African 28

Any other Black background 30

Black Caribbean 17

Any other mixed background 8

Black and any other background 6

Black Nigerian 3

Any other white background 3

White British 4

**Prejudice related incidents and bullying: 0**

**Exclusions: 0**

## **Part 2: How we are meeting our equality duty to advancing equality, eliminate discrimination and foster good relationships**

The information and data provided shows that we give careful consideration to advancing equality in everything that we do and the steps we are taking to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

### **Training**

Reviewed code of conduct May 2023

Updated Staff Handbook Sept 2023

### **Record keeping and monitoring**

We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.

We keep a record of prejudice related incidents and bullying.

We keep a record of exclusions

### **Policies which particularly contribute to the promotion of equality**

- School Behaviour Policy
- Anti-bullying and harassment (this includes cyber-bullying and prejudice based bullying)
- Special Educational Needs Information Statement
- Complaints Procedure - sets out how we deal with complaints relating to our school.
- Staff discipline and grievance
- Online safety Policy
- Relationship and Sex Education Policy

## Our Curriculum

- Is highly positive, offering memorable experiences and rich opportunities that contribute to pupils' spiritual, moral, social and cultural development.
- Includes a broad range of areas of study within Citizenship, PSHE and Well Being Education, to eliminate discrimination, harassment and victimisation.
- Encourages children to think about the world in which they live and to broaden their understanding of others' beliefs, cultures and faiths.
- Promotes British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.
- Makes use of resources which challenge stereotypes.

### Engagement/consultation

- We have an enthusiastic School Council which represents the profile of our school population and ensures that pupils have a direct voice to discuss matters that relate to their concerns and overall well-being
- We have a successful strategy for engaging with our parents and carers, including those who might traditionally find working with the school difficult. We do this through: class dojo, parent workshops, coffee mornings, staff on the gate am and pm, phone calls, developing positive relationships.

## Disability

We are committed to working for the equality of people with disabilities

Please see Accessibility Plan, SEN Information statement and policy for supporting children with medical needs (insert hyperlinks)

### Data summary of achievement and progress of pupils with SEND and those without

% At Expected standard or above at end of KS2 in 2022

Numbers	Reading	Writing	Maths	RWM
EHCP (1/23)	0%	0%	0%	0%
SEND SUPPORT (6/23)	67%	33%	33%	17%
NO SEND (16/23)	88%	75%	69%	63%

### Data on participation in after school clubs

Number	% who attend an after school club
EHCP (4/8)	50%
SEND Support (11/36)	31%
No SEND (25/69)	36%

## What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

We support learners with disabilities by meeting their individual needs, through meeting with parents and carers with specialists to draw up individual support plans. These needs are then cascaded to all staff who come into contact with the child to ensure their needs are fully met.

Children with disabilities are supported and enabled to take part in all school events, trips and sports days.

We use assemblies and curriculum resources to provide positive images and perceptions of people with disabilities e.g. Paralympians,

In planning any maintenance and refurbishment we consider 'general' adjustments which may be needed for pupils with disabilities.

### **Ethnicity and race (including EAL learners)**

We are committed to working for the equality of people from different ethnic and racial backgrounds

#### **Summary data on achievement and progress at EYFS, KS1 and KS2 of pupils by ethnic group (due to very small cohorts, numbers are very small)**

% At Expected standard or above at end of KS2 in 2022

Numbers	Reading	Writing	Maths	RWM
Black African (7)	86%	86%	71%	71%
Any other black background (6)	67%	67%	67%	50%
Black Caribbean (3)	100%	33%	67%	33%
Any other mixed background (2)	100%	50%	50%	0%

% At Expected standard or above at end of KS1 in 2022

Numbers	Reading	Writing	Maths	RWM
Black African (5)	40%	20%	60%	20%
Any other black background (6)	57%	57%	71%	57%
Any other mixed background (2)	100%	50%	50%	50%

% At Expected standard or above at end of EYFS in 2022

Numbers	GLD
Black African (3)	0%
Any other black background (3)	33%
Black Caribbean (2)	50%
Any other mixed background (2)	50%

*Other ethnicity groups are too small to include.*

## Data on participation in after school clubs

Number	% who attend an after school club
Black African (12/28)	43%
Black Caribbean (6/17)	35%
Black any other background (11/30)	37%
White British (0/4)	0%

## What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

We have identified achievement gaps and steps being taken to address barriers to learning

We celebrate the heritage of our pupils by ensuring that they are represented at all levels of school life; ensuring the food we search appeals to our children's tastes; adapt the curriculum to ensure that it promotes diversity in light of the Black Lives Matter and Southwark Stands Together agenda.

We hold special events eg Spanish Day, Black History Exhibition, Show Racism the Red Card day; international evening; class and school productions and sports days which help to promote community cohesion and pupil's understanding of different cultures and ethnic backgrounds

We arrange a myriad of visits to eg. Buddhist temple, Cathedral, Black Archives; Museum of London.

We believe that the curriculum supports all pupils to understand, respect and value difference and diversity and ensure that the curriculum challenges racism and stereotypes.

## Gender

### Summary data on achievement and progress at KS2 of pupils by gender

% At Expected standard or above at end of KS2 in 2022

Numbers	Reading	Writing	Maths	RWM
Boys (9)	78%	67%	67%	67%
Girls (14)	64%	79%	50%	36%

% At Expected standard or above at end of KS1 in 2022

Numbers	Reading	Writing	Maths	RWM
Boys (8)	63%	50%	75%	50%
Girls (9)	44%	33%	44%	33%

% At Expected standard or above at end of KS2 in 2022

Numbers	GLD
Boys (9)	20%
Girls (14)	50%

## Data on participation in after school clubs

Number	% who attend an after school club
Boys (22/50)	44%
Girls (18/64)	28%

## **What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships**

When planning our curriculum, we plan topics which are non-gender specific and which we believe will appeal to both boys and girls. We actively choose high quality texts with strong main characters irrespective of gender (we ensure there is a balance). Whilst the majority of our teaching relies on mixed gender groupings, we reserve the right to teach sensitive subject matter eg puberty and sex education in single sex groups to help children feel more comfortable.

Where we find that one gender is under represented in an activity eg singing, football clubs etc we proactively invite a broader range of children to join.

We ensure that images used in collective worship and through the curriculum include positive, non stereotypical images of men and women, girls and boys as well as inviting a range of visitors (eg. inspirational speakers) to the school. We have recently made our Uniform policy non gender specific.

## **Religion and belief**

At St Mary Magdalene CE Primary School we are committed to working for equality for people based on their religion, belief and non-belief. We respect the religious beliefs and practice of all staff, pupils and parents and we comply with reasonable requests relating to religious observance and practice.

## **What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships**

Our curriculum is planned to support pupils to build their sense of identity and belonging, which help them flourish within their communities as citizens in a diverse society. Our PSHE and RE curricula in particular help children to develop their sense of self. We promote tolerance and celebrate diversity. Through collective worship we identify inequalities in the world and explore the impact of these as well as thinking about how we can make small changes in our school to help to improve inequality in the future.

We promote inclusion for all our faith groups in all parts of the curriculum. We plan visits to local places of worship and opportunities to engage with different religious and spiritual communities around us (e.g. our local Mosque, Church and Temple).

Our RE curriculum, whilst predominantly Christian, also teaches children about other world faiths and helps them to find similarities and compare differences between their own and other faiths.

We involve parents and families in celebrations based on the different religions where we can for example with displays, talks and sharing experiences and customs around significant festivals.

## Sexual identity and orientation

We are committed to advancing the equality of people whatever their sexual identity or orientation and promoting good relationships among them.

### What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

We work to eliminate bullying/harassment/name calling on the basis of sexual identity and orientation by following the steps laid out in our anti-bullying policy. Bullying of any kind is taken seriously and dealt with in line with our core values and all homophobic, trans-phobic, bi-phobic bullying is reported to the local authority.

We have arrangements in place to support pupils with gender identity issues. We have recently introduced a non-gender specific uniform policy. Our PSHE curriculum, and more specifically our RSE policy, focuses on relationships based on love. The Bible tells us to “Love thy Neighbour” and this inspires us to teach tolerance, understanding and equality.

### Part 3: Our equality objectives

Our Equality Objectives	
<p><b>The Equality Act 2010 requires us 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.</b></p>	
Objective 1	Success Criteria
<p>To improve the quality of children’s spoken and written vocabulary – with a particular focus on Tier 2 and Tier 3 language - especially in geography, history and science curricula for all children</p>	<p>All curriculum leaders will ensure tier 2 and tier 3 vocabulary have priority in medium term planning and is taught well and is used well by the children in spoken and written work.</p> <p>Classrooms will display a wide range of vocabulary which children refer to and use in their own work.</p>
<p><b>Evaluation – July 24</b></p>	
Objective 2	Success Criteria
<p>To improve the attendance of children with SEND and those eligible for Pupil Premium</p>	<p>Attendance of SEND and PP children improved and the gap between them and all children narrows. Punctuality improves for SEND and PP children.</p>
<p><b>Evaluation – July 24</b></p>	
Objective 3	Success Criteria
<p>To develop cultural capital for Pupil Premium children to ensure that they receive a rich range of experiences which equip them for life at secondary school and beyond.</p>	<p>All children (including Pupil Premium) will have: experience of wide range of music and art genres; visited museums, galleries and the theatre; taken part in wide range of sports; taken part in debates; learned to play a musical instrument; learned a foreign language; developed resilience; have a core set of Christian values;</p>



	<p>developed strategies to promote good mental health;  experienced school journey;  learned to grow plants/fruit/vegetables;  experienced inspirational speakers to motivate and  develop aspiration.</p>
<b>Evaluation – July 24</b>	
<b>Objective 4</b>	<b>Success Criteria</b>
<p>Ensure LGBTQ+ is represented in imagery, texts, language used to promote tolerance and acceptance in our community.</p>	<p>Ensure that same sex families are represented in images and stories around the school and part of our “Love thy Neighbour” approach to community cohesion.  Ensure that homophobic language is dealt with swiftly and effectively and children are taught tolerance and understanding around LGBTQ+.</p>
<b>Evaluation – July 24</b>	