



St Mary
Magdalene
Academy

Equality Information and Objective Statement

St Mary Magdalene Academy is a Christian community of learning. We aim to nurture young people to become high achievers and to discover their vocation in the global society.

“Show by a good life that your works are done by gentleness born of wisdom”
James 3.13

ST MARY MAGDALENE ACADEMY

The St Mary Magdalene Academy Trust follows and is compliant with the 2014 School Admissions Code published by the Department for Education (DfE) under Section 84 of the School Standards and Framework Act 1998.

Approval Committee:	Full Governing Body
Review Committee:	Community Relations & Student Welfare (CR&SW)
Author/responsible person:	Headteacher
Last reviewed:	06 December 2016
Next review date:	December 2020
Required to publish on website?	Yes
Statutory?	Yes

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1. Introduction, aims and values

1.1 All pupils are entitled to equality of educational opportunity irrespective of ability, background, disability, race, colour, nationality, ethnic or national origin, religion or belief, gender or sexuality, gender reassignment, pregnancy or maternity (Protected Characteristics) and are encouraged at all times to make the maximum possible progress.

1.2 All staff members are made aware of the Academy's legal obligations under the Equality Act 2010.

1.3 The following policy is drawn to the attention of all staff, governors, parents/carers and pupils. The support of all in maintaining and further developing the equal opportunities policy is enlisted.

1.4 The Academy fosters respect, tolerance, understanding and friendship amongst all members of its Christian community in order to prepare pupils for life in our multi-cultural and multi-skilled society.

1.5 The Academy recognises that staff expectations affect the achievement, behaviour and status of pupils and, as such, places great emphasis on positive behaviour by all staff towards pupils.

1.6 The Academy encourages awareness amongst staff and pupils of role stereotyping and discrimination and ensures that the impact of such behaviours is understood.

1.7 Aims / Values

1.7.1 We promote good relations and equality through the aims and ethos of the Academy. This is achieved by:

1.7.1.1 creating a positive and disciplined learning environment;

1.7.1.2 ensuring that pupils feel respected, valued, reassured and comfortable in their own unique identity;

1.7.1.3 creating a safe, caring, Christian environment;

1.7.1.4 promoting mutual respect and tolerance of those with different faiths and beliefs; and

1.7.1.5 counteracting any negative messages of fear, hatred and ignorance. The Academy will make sure that it in no way harbours or nurtures such beliefs.

1.7.2 We recognise that in order to put this policy into practice we need to ensure the following:

1.7.2.1 everybody in the Academy is promoting equality and good relations; and

1.7.2.2 all sections of the Academy community (including parents and carers) are made aware of and involved in understanding and contributing to this policy.

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

1.8.1 **Eliminate unlawful discrimination, harassment, victimization** and any other conduct prohibited by the Equality Act 2010.

1.8.2 **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it

1.8.3 **Foster good relations** between people who share a protected characteristic and people who do not share it.

Part 2: Pupil Population Information

2.1 How many pupils do we have on roll?

Females	Males	Total		
601	665	1266		
Ethnicity		F	M	Total
Any other Asian background		10	10	20
Any other Black background		26	34	60
Any other White background		61	74	135
Any other ethnic group		45	71	116
Any other mixed background		28	35	63
Bangladeshi		24	25	49
Black - African		45	42	87
Black - Ghanaian		2	0	2
Black - Nigerian		3	1	4
Black - Somali		1	3	4
Black Caribbean		38	31	69
Black and any other ethnic group		2	0	2
Chinese		10	11	21
Indian		2	2	4
Information Not Yet Obtained		3	1	4
Iranian		1	0	1
Japanese		0	1	1
Latin/South/Central American		0	1	1
Other Asian		1	0	1
Other Black African		2	1	3
Other White British		0	1	1

Other mixed background	2	1	3
Pakistani	1	2	3
Portuguese	0	1	1
Refused	5	9	14
Turkish	2	0	2
Turkish/Turkish Cypriot	1	3	4
Vietnamese	0	1	1
White + any other Asian Backgrnd	0	1	1
White - British	208	214	422
White - English	13	31	44
White - Irish	2	3	5
White European	1	2	3
White Other	1	1	2
White and Asian	5	4	9
White and Black African	7	10	17
White and Black Caribbean	19	26	45
White and Pakistani	1	0	1
White and any other ethnic group	1	1	2
Yemeni	0	1	1
{None}	28	10	38
Total	601	665	1266

SEND					
	EHCP	SEN Support	SEN Support + Pupil Passport	Statement	Total
Cohort	11	125	50	6	192
Percentage	6%	65%	26%	3%	100%

2.2 Sensitive information on some pupils with protected characteristics

2.2.1 Some information in relation to protected characteristics we regard as sensitive. It is not appropriate for us to collect information from pupils or their families in relation to some protected characteristics such as gender identity and sexual orientation. However, we are aware that there may be a number of equality issues for these pupils and we are committed to understanding these.

Part 3: How we have due regard for equality

3.1 The information provided here aims to show that we give careful consideration to equality issues in everything that we do in school.

3.1.1 We are committed to working for the equality of all our pupils. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimization and other conduct towards pupils with protected characteristics prohibited by the Act eliminating discrimination harassment on account of race, religion or belief, gender or gender identity, disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

3.1.2 Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / where necessary to a senior leader.

3.2 Below are listed some of the policies the Academy has in place that help us show due regard to the need to the need to „eliminate unlawful discrimination, harassment, victimization and other conducted prohibited by the Act“.

3.2.1 Special Educational Needs (SEN) Policy;

3.2.2 Accessibility Plan;

3.2.3 Disability and Accessibility Plan/Policy;

3.2.4 Risk Management Policy;

3.2.5 Safer Recruitment Policy

3.2.6 Teaching and Learning Policy

3.2.7 Anti-Bullying Policy;

3.2.8 Sex and Relationships Education Policy;

3.2.9 Drugs and Alcohol Abuse Policy

3.2.10 Child Protection Policy

3.2.11 Staff Handbook;

3.2.12 Application Forms for prospective employees;

3.2.13 Information pack for prospective employees.

3.2 Disability

3.2.1 We are committed to working for the equality of people with and without disabilities. We demonstrate this, supporting disabled learners and staff to meet their individual needs by:

3.2.2 taking steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils. These include the use of specialist equipment, planning academic interventions to support disabled pupils;

3.2.3 involving disabled learners, their families and disabled staff in the changes and improvements we make and consulting them on issues affecting them, rather than with people acting on their behalf. For example frequent parent consultations regarding Pupil Passports and SEN Support Plans;

3.2.4 developing a curriculum that supports all pupils to understand, respect and value difference and diversity. In PHSCE/Citizenship Education pupils learn explicitly about valuing diversity;

3.2.5 enabling all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience;

3.2.6 ensuring that the curriculum has positive images of disabled people;

3.2.7 holding termly Pupil Progress Reviews to evaluate and assess pupil progress and attainment and use the evaluation to inform decisions about individual children and groups, including disabled pupils. In addition, class teachers and senior leaders have pupil progress targets set in their performance management; and

3.2.8 ensuring that there are efficient interventions to support these pupils with SEND. We break down our assessment of them so that we can see and celebrate even the smallest achievement that some children make, expecting to see others make more- depending on the individual needs of every child in this group.

3.3 Ethnicity and race

We are committed to working for the equality of all ethnic groups. We demonstrate this by:

3.3.1 monitoring the attainment and progress of all our pupils by ethnicity;

3.3.2 setting targets to improve the attainment and progression rates of particular groups of pupils;

3.3.3 identifying and addressing barriers to the participation of particular groups in learning and other activities by analysing needs and targeting interventions;

3.3.4 involving parents, carers and families in initiative and interventions to improve outcomes for particular groups;

3.3.5 promoting links with groups, organisations and projects in the local community;

3.3.6 developing a curriculum that supports all pupils to understand, respect and value difference and diversity;

3.3.7 ensuring that the curriculum challenges racism and stereotypes;

3.3.8 comparing ourselves to other schools locally and nationally, expecting that our children will do as well as if not better than other children; and

3.3.9 working closely with parents, providing interpreters when necessary.

3.4 Gender

We are committed to working for the equality of all pupils. We demonstrate this by:

3.4.1 monitoring the attainment and progress of all our pupils by gender;

3.4.2 recognising difference and taking affirmative action when appropriate;

3.4.3 ensuring inclusivity for pupils who identify as transgender;

3.4.4 setting targets to improve the attainment and rates of progress of particular groups of boys and girls;

3.4.5 identifying and addressing barriers to the participation of boys and girls in activities;

3.4.6 encouraging both male and female parents and carers to be involved in the work of the school and contribute to their children's learning and progress;

3.4.7 ensuring we respond to any sexist bullying or sexual harassment in line with the school policies;

3.4.8 developing our pupils understanding of the experiences of different genders in society and challenging sexist and negative stereotypes; and

3.4.9 ensuring the inclusion of positive, non-stereotypical images of different genders across the curriculum.

3.5 Religion and Belief

3.5.1 St Mary Magdalene Academy is distinctively but not exclusively Christian. As well as being open minded to other faith and world views, through

prayer and reflection our pupils are offered a Christian experience and outlook on personal, local and world events. Local community leaders and religious leaders will be invited to provide input to the Headteacher on areas that they believe affect their community.

- 3.5.2 The Academy takes every opportunity to promote the spiritual, moral, social and cultural development of all pupils and strategically plans events.
- 3.5.3 The school's curriculum, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- 3.5.4 The school seriously deals with all bullying or harassment on the basis of faith and belief and tackles prejudices around racism and xenophobia, including those that are directed towards religious groups and communities. Logs are maintained of all such incidents.

Part 4: Consultation and engagement

4.1 Our actions to advance equality include:

- 4.1.1 gathering feedback from the annual parent and pupil questionnaires, parents' evening;
- 4.1.2 weekly newsletter is an efficient form of communication;
- 4.1.3 our regularly updated website;
- 4.1.4 input from staff surveys or through staff meetings / INSET;
- 4.1.5 feedback from the school council, PSHE/Citizenship Education lessons, Family time, whole school surveys on children's attitudes to learning and pupil voice meetings;
- 4.1.6 issues raised in annual reviews or reviews of progress on Individual Education Plans/ Pupil Passport/SEN Support Plan mentoring and support;
- 4.1.7 feedback at governing body meeting; and
- 4.1.8 our School Improvement Plans.

Part 5: Our main equality challenges and objectives

5.1 The Equality Act 2010 requires us to publish one or more specific and measurable equality objectives at least every four years. We aim to address areas where we need to take action to improve equality and tackle disadvantages. The objectives will be reviewed annually as part of the ongoing school evaluation and development planning.

Equality objective 1: Maintain equally successful outcomes irrespective of gender.

Equality objective 2: Maintain equally successful outcomes irrespective of ethnicity.