

Maryland Primary School Equity Statement and Objectives 2021 - 2024



Maryland School is a two form entry school with a Nursery and a Children's Centre. It is located in a high density and socially deprived area of Newham. There is strong ethnic diversity in the area and this is reflected in the main school population of 439. At Maryland School, 36 different languages are spoken with 46 different dialects.

Profile of Pupil population:

Total number on role = 439	
Boys = 231	Girls = 208
Total number of Special Need Pupils and disability on role = 38	
Boys = 26	Girls = 12
Education Health and Care Plan = 4	SEND Support = 35
Free school meals	122

Religion	
Buddhism	0.6%
Christianity	42%
Islam	43%
Hindu	2%
Sikh	0.4%
Other Religion	1%
No Religion	8%
Blank	3%

Ethnicity	
White: <ul style="list-style-type: none"> • British • Irish/Traveller of Irish background • Gypsy Roma 	33
Other white background: <ul style="list-style-type: none"> • Kosovan, • Turkish • Eastern European • White other 	101
Mixed- <ul style="list-style-type: none"> • White and Black Caribbean • White and Black African • White and Asian • Another mixed background 	42
Asian- <ul style="list-style-type: none"> • Indian • Pakistan • Bangladeshi • Sri Lankan Tamil • Any other Asian background 	131

Black: <ul style="list-style-type: none"> • Caribbean • African <ul style="list-style-type: none"> -Nigerian -Somali -Ghanaian -Other Black African • Any Other Black background - 	95
Chinese	3
Other ethnic background <ul style="list-style-type: none"> • Afghan • Filipino • Iranian • Iraqi • Other Arabic background • Vietnamese • Latin, South or Central American 	32
Refused	2

Maryland is committed to ensuring equality of opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life. We aim to provide our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

Maryland pioneers the Education4Change (E4C) Charter Mark programme to equip staff with skills to address issues around the existence and impact of racism and help children and young people develop their understanding of racism and unconscious bias within society. The programme is currently being piloted in 95 schools in Newham. It has been endorsed by the local authority.

We know that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us. Therefore, we:

- do our best to ensure that everyone is treated fairly and with respect;
- make sure the school is a safe, secure and stimulating place for everyone.
- recognise that people have different needs and understand that treating people equally does not always involve treating them all exactly the same.
- recognise that for some people, extra support is needed to help them to achieve and be successful.
- do our best to make sure that people from different groups are consulted and involved in our decisions; for example, through talking with pupils, parents and carers, and through our School Council.
- As a lead E4C school, teachers seamlessly weave diversity and anti-racism into curriculum and conversations, building in opportunities to expand horizons, tackling unconscious racial bias and activating change

Legislation and guidance

Under the Equality Act 2012, the school is expected to comply with the Public Sector Equality Duty (PSED). This requires us to:

- **eliminate unlawful discrimination**, harassment and victimisation and other conduct under the Act.
- **advance equality** of opportunity between people who share a protected characteristic and those who do not.
- **foster good relations** between people who have a shared protected characteristic and those who do not.

How we meet the Equality Duty requirements

Eliminate discrimination/harassment:

- We have a school behaviour policy that treats all children fairly and takes into account specific needs.
- We deal promptly and effectively with all incidents of bullying and harassment and keep records of actions.
- We have a SEND policy that outlines school provision.
- All policies relating to the recruitment and employment of staff are in line with Local Authority guidance.
- We promote British values by emphasising the importance of tolerance and respect.

Advance equality:

- Data demonstrates that most groups of pupils make progress that is broadly in line with the national value.
- Staff training supports specific issues, such as unconscious bias, emotional coaching, lesson study etc.
- All pupils have the opportunity to express their point of view through the School Council.
- Our Accessibility Plan supports our aim to be an inclusive school.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs

- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

Foster good relations:

- Our RE curriculum includes the study of key religious groups within the UK.
- We link with groups, organisations and projects in the local community.
- Maryland school promotes the spiritual, moral, social and cultural development of all pupils through all aspects of the curriculum and school life
- We develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

Roles and Responsibilities

The role of governors

- The governing board will continue to do all it can to ensure that Maryland School promotes equality and rejects unfair discrimination;
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The role of the headteacher

- It is the headteacher's role to implement the school's Equality Plan and she is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher will promote the principle of equal opportunity when developing the curriculum.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect;
- All staff will strive to provide material that challenges stereotypical images and promotes positive images of race, gender and disability;
- All staff will challenge any incidents of prejudice or discrimination, and record any serious incidents, drawing them to the attention of the headteacher.

Responding to and reporting incidents

It is clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Publishing the objectives and demonstrating compliance

In order to meet the statutory requirements to publish information, to demonstrate how they comply with the Public Sector Equality Duty and to prepare and publish objectives, we will publish this scheme and our objectives on the school website.

Workforce

The school produces a workforce census annually. Data from the workforce census is scrutinised by the school leadership team and governors. School Staffing England Regulations (2003) sets the Local Authority as the employer; however, schools exercise a responsibility as direct employer. The school has adopted the Local Authority HR Policies related to Recruitment, CPD and other areas of employer responsibility.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Collective Worship Policy
- Safeguarding Policy
- SEND Policy

Our Objectives 2018-22

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 evidence. 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.

Objective	Action	Personnel involved	Time scale	Resources	Impact
Continue to ensure good & outstanding achievement of all groups across the school by narrowing gaps and ensuring expected progress by tracking previous key stage attainment.	<ul style="list-style-type: none"> -Track progress of all pupils and groups across the school -Use pupil progress meetings to discuss progress and agree next steps. -Intervention groups and 1:1 support 	Assessment PH,SLT and Teachers	Starting from 2018/19	<ul style="list-style-type: none"> -Assessment software -Manipulatives and other for maths and other relevant scheme. - 	Pupils' progress is in line with national and local expectations.
Eliminate discrimination and other conduct prohibited by the Equality Act	<ul style="list-style-type: none"> -Ensure school policies and procedures. promote equality of opportunity. -Ensure all staff are aware of our responsibility with regards to the equality act. -Ensure our school curriculum promotes tolerance of all groups. 	DSLs, SLT, Teachers	Ongoing		School environment continues to be conducive to all stake holders.