

**Maryland Primary School
Equality 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 432. At Maryland School, 36 different languages are spoken with 46 different dialects.

Profile of Pupil population:

| | |
|--|--------------------------|
| Total number on role = 432 | |
| Boys = 229 | Girls = 203 |
| Total number of Special Need Pupils and disability on role = 39 | |
| Boys = 27 | Girls = 12 |
| Education Health and Care Plan = 4 | SEND Support = 35 |
| Free school meals | 116 |

| Religion | |
|-----------------------|-------------|
| Buddhism | 0.6% |
| Christianity | 42% |
| Islam | 43% |
| Hindu | 1% |
| Sikh | 0.4% |
| Other Religion | 1% |
| No Religion | 9% |
| 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 | 41 | Asian- <ul style="list-style-type: none"> Indian Pakistan Bangladeshi Sri Lankan Tamil Any other Asian background | 124 |
| 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 - | 96 | Chinese | 3 |
| Other ethnic background <ul style="list-style-type: none"> Afghan Filipino Iranian Iraqi Other Arabic background Vietnamese Latin, South or Central American | 31 | Refused | 3 |

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.

The climate of the school promotes courageous conversations amongst staff and pupils to ensure that differences are treated with respect.

Legislation and guidance

Under the Equality Act 2010, 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.
- We model teaching and learning behaviours that develop a growth mindset

Advance equity

- 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.
- 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.
- The school has organised a dedicated interpreting and translating team to support our community drawing on the skills of Maryland staff.
- There is a dedicated Equality and anti-racism link governor.

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 the governing body

- The governing body 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 and the leadership team

- 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.
- Maryland has a commitment to ensure the staff body, including the leadership team reflects the demographics of the local community.

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
- Codes of conduct (staff and parents)
- Complaints policy
- Recruitment policy
- Pay policy

Anti-racism

Maryland pioneers the Education4Change, E4C 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 school embeds racial equality and eliminates racial discrimination. The school is committed to identifying and removing discriminatory practices and any form of racism or racist behaviour. The school has written its own pledge in order to tackle racism, inequality and disproportionality.

“We believe in a world where everyone should be treated with respect, fairness and equity and as educators, we will actively work to combat all forms of racism that stand in the way of this belief. We will educate our children and young people to recognise and reject racism and provide a safe environment for them to speak about and speak out against injustice.”

This goes alongside Newham’s pledge on Tackling Racism, Inequality and Disproportionality. (See Newham website)



We will demonstrate a commitment to the pledge through:

1. Maryland School Values

Teamwork, Resilience, Respect, Ambition, Courage, Kindness

Our assembly programme written for year R to year 6 is built around our six values. They are designed to intertwine the protected characteristics of the Equality policy, for example there are awareness assemblies on:

Identity Justice Fairness Equality Equity Inclusion Diversity

Migration Respect Skin tone Hair discrimination

2. British Values

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for (and tolerance of) those with different faiths and beliefs, and for those without faith

We have put our own brackets around the phrase **(and tolerance of)** as the word tolerance indicates *'putting up with'* or *'the ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with.'*

Instead we stress the 'respect' part of the value in that we do not all share the same beliefs, faiths or ideals but we should respect others, and feel respected and safe in whatever we choose to do.

We build British Values into the curriculum seamlessly, not just through CPSHE.

Every class has a visual reminder and what it means to them and teachers plan how to bring the values to life in the curriculum in a way that is 'not added on'.

3. The Learning environment

Representation and diversity are reflected throughout the school for ALL children. The school climate reflects the pupil population so the children see themselves in their school.

4. Learner attitudes and personal development

Building 'equality and justice' into all we do at Maryland gives the children a different moral script for life. We can change their concept/philosophy of what the status quo is, so that everyone has an understanding of their value to society.

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

- treat everyone fairly and with respect;
- make sure the school is a safe, secure and stimulating place for everyone.

5. Teaching and learning

As an 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

6. Community and partnerships

Maryland works closely with our local community by recognising the different cultural groups that make up the school population, for example the rising Eastern European community. This includes inviting leaders of local faith groups to speak at assemblies and organising school trips and activities based around the local community

Our Objectives 2021-24

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 on next steps. - Intervention groups and 1:1 support | Assessment PH,SLT and Teachers | Starting from 2020/21 | <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 stakeholders. |