



St Mary Magdalene Academy

**The Courtyard**

# **THE COURTYARD**

## **Equality Information and Objectives**

### **Statement**

The Courtyard aims to offer an outstanding educational and social provision that will equip our students with the skills and experiences needed to discover and live out their potential.

**EQUALITY INFORMATION AND OBJECTIVES - POLICY STATEMENT**

**ST MARY MAGDALENE COURTYARD  
THE COURTYARD**

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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 Courtyard'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 Courtyard 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 Courtyard 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 Courtyard 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 Courtyard. 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 promoting mutual respect and tolerance of those with different faiths and beliefs; and

1.7.1.4 counteracting any negative messages of fear, hatred and ignorance. The Courtyard 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 Courtyard is promoting equality and good relations; and

1.7.2.2 all sections of the Courtyard 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?**

Count of Ethnicity	Ethnicity Code	Gender		Total
		Male	Female	
Any other ethnic group	OOTH	3	0	3
Any other mixed background	MOTH	3	1	4
Any other White background	WOTH	2	0	2
Black - African	BAFR	6	1	7
Black - Caribbean	BCRB	3	0	3
Information Not Yet Obtained	NOBT	0	0	0
Refused	REFU	0	0	0
White - British	WBRI	12	7	19
White - Irish	WIRI	0	1	1
White and Asian	MWAS	0	1	1
White and Black African	MWBA	0	1	1
White and Black Caribbean	MWBC	4	3	7
		33	15	48

## SEND – 100% of pupils have an EHCP

### Additional needs

	Additional Needs					Pupils with most complex needs (From LA 'moderated' high needs matrix - those pupils with a 4 in one or more areas of need)
	Autism	SLCN	ADHD	Phys. Dis.	SEMH	
2014/15	91.4%	100%	14.3%	5.7%	28.6%	14.3%
2015/16	88.9%	100%	13.9%	8.6%	27.8%	13.9%
2016/17	88.9%	100%	22.2%	8.6%	27.8%	11.1%
2017/18	88.9%	100%	22.2%	8.6%	30.6%	11.1%
2018/19	94.6%	100%	16.2%	10.8%	32.4%	32.4%
2019/20	94.7%	100%	23.7%	5.3%	47.4%	47.4%
2020/21	100%	100%	14.6%	6.3%	52.1%	42.7%

## 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 Courtyard 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/pastoral 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 SEND Support Plans;

3.2.4 developing a curriculum that supports all pupils to understand, respect and value difference and diversity. In PSD/World Studies 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. 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 pupils with additional needs to ASD. 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 The Courtyard takes every opportunity to promote the spiritual, moral, social and cultural development of all pupils and strategically plans events.

3.5.2 The school's curriculum, supports pupils to be accepting of one another's

lifestyles and beliefs, as well as exploring shared values.

- 3.5.3 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 Development 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.