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Marlborough St Mary's CE Primary School



MARLBOROUGH
ST MARY'S
PRIMARY SCHOOL

Equality Information and Objective

Together we believe, learn and achieve

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Our Vision

Our Vision is of an inclusive, happy, and successful school at the heart of the local community. Together, our families and staff help our children to become confident, independent learners that care for themselves, each other, and the environment around them. Be brilliant, be bold, be kind and ... 'Together we will believe, learn and achieve'

Our Vision draws inspiration from the story of Jesus and the Fishermen which is found in the New Testament Luke 5:1-11 Matthew 4:18 -22

Subject Leader: Miss Georgia Derbyshire

Equality Statement

At Marlborough St. Mary's Primary School, we are dedicated to upholding equality of opportunity for all pupils, staff, parents, and caregivers, regardless of their race, gender, disability, belief, sexual orientation, age, or socio-economic background. Our goal is to cultivate an inclusive and diverse culture in which everyone associated with the school takes pride in their identity and their ability to fully participate in school life.

We actively combat discrimination by promoting equality positively, challenging any instances of bullying or stereotypes, and fostering an environment that champions respect for every individual.

At Marlborough St. Mary's Primary School, we firmly believe that diversity is a source of strength that should be embraced and celebrated by all who learn, teach, and visit us.

We are committed to not discriminating against, harassing, or victimising any pupil, prospective pupil, or any other member of our school community on the basis of:

1. Gender.
2. Race.
3. Disability.
4. Religion or belief.
5. Sexual orientation.
6. Gender reassignment.
7. Pregnancy or maternity.
8. Socio-economic background.

Marlborough St. Mary's Primary School does not tolerate any form of prejudice-related incidents. Whether such incidents are direct or indirect, we address discrimination against all members of our school community with the utmost seriousness. When an incident is reported through our comprehensive reporting procedure, our school is dedicated to taking appropriate action and implementing a resolution that is both fair and resolute. We employ a restorative justice approach, guided by our school values of fairness, kindness, love, courage, perseverance and friendship.

Equality in Teaching and Learning

We ensure that all our pupils have the opportunity to succeed and reach their highest level of personal achievement by:

1. Ensuring equal access for all pupils and preparing them for life in a diverse society.
2. Utilising educational materials that reflect the diversity of our world without perpetuating stereotypes.
3. Promoting attitudes and values that challenge any discriminatory behaviour or prejudice.
4. Creating opportunities for pupils to embrace their own culture and celebrate the diversity of other cultures.
5. Encouraging the involvement of all parents in supporting their child's education.
6. Implementing teaching approaches that are inclusive and reflective of our diverse pupil population.

Equality in Admissions and Exclusions

Our admissions and exclusions procedures are set in accordance with Wiltshire council and are fair, transparent, and free from discrimination based on race, gender, religion, belief, disability, or socio-economic background.

Our Environment and Ethos

Our school is committed to not only eliminating discrimination but also enhancing understanding and appreciation for diversity. We believe that greater success for both pupils and staff can be achieved by recognising the uniqueness of individuals. Creating an environment free from prejudice, where individuals feel confident and at ease, is of great importance to our school.

We will achieve this environment by:

1. Upholding our school rules and embodying our values.
2. Treating all members of the school community with fairness at all times.
3. Fostering an understanding of diversity and its advantages.
4. Embracing an inclusive attitude.
5. Implementing an inclusive curriculum accessible to all.
6. Promoting compassion and open-mindedness.
7. Create a diverse curriculum that promotes representation of self for all pupils.

At Marlborough St. Mary's Primary School, our pupils are encouraged to be:

1. Understanding of others.
2. Celebratory of cultural diversity.
3. Eager to realise their full potential.
4. Inclusive.
5. Know what constitutes discriminatory behaviour.

Equal Opportunities for Staff

All staff appointments and promotions are made solely based on merit and ability, in compliance with the law. We are committed to ensuring that the composition of our staff reflects the diversity of our community.

The school's employees will not:

1. Discriminate against any member of the school.
2. Treat other members of the school unfairly.

The school's employees will:

1. Promote diversity and equality.
2. Encourage and adopt an inclusive attitude.
3. Lead by example.

Celebrating our Successes

- The school has an excellent reputation for supporting children with significant behavioural issues, often arising from social issues or issues around special educational needs
- The school has many Bilingual TAs who aim to assist in the progression of learning for children with English as an additional language.
- The introduction of a system of Restorative Behaviour Practice and the new implementation of Five-to-Thrive training has been very successful and has led to conflict resolutions on the basis of mutual respect.
- Our values of Respect, Fairness and Love (along with Friendship, Courage and Perseverance) underpin everything that we do and support the school ethos of inclusivity. *'Pupils show respect and care for each other. They are fully inclusive and celebrate each other as unique individuals.'* Ofsted June 2019
- We have worked to increase the involvement of boys in music and have greatly increased the number of boys participating in the school choir
- Children from our Complex Needs Resource Bases are accepted as key members of the community of Marlborough St Mary's and involved in all areas of school life
- The school has been involved in the 'Inspire' Educational Mental Health and Well Being project
- Our team of Emotional Literacy Support Assistants and Pastoral Support Lead work with many children across the school. At the recent Ofsted Inspection, it was reported that, *'Pupils told the inspectors that they feel safe and are well looked after. Pupils speak highly of the pastoral team and feel that they can go to staff with any problems, including from home. Pupils who met with the lead inspector say this school is, 'fair where everyone is treated well.'*

Sex (Gender) – Boys and Girls

The underachievement of boys compared with girls persists both nationally and in Wiltshire. In Wiltshire, the attainment gap is marginally under 8 percentage points, with 68% of girls achieving the expected standard in all of reading, writing and mathematics compared to 60% of boys.

In Wiltshire, the sex (girls/boys) attainment gap for the broad 'major' ethnic category All Black Pupils is larger at 10 percentage points with 62.7% of girls and 52.6% of boys achieving the expected standard in Reading, Writing and Maths.

Two thirds of the gender gap in achieving the expected standard in Reading at age eleven is attributable to the fact that boys have lower levels of language and attention at age five.

This school knows that intervention targeting early language and attention have potential for improving outcomes for all children. Boys benefit from such interventions because they are more likely to have these problems to begin with. ⁱⁱ

Minority Ethnic Pupils

Many minority ethnic groups of pupils do well but there are also groups where underachievement persists. Underachievement for the groups highlighted in this report are a national as well as a Wiltshire concern and have been an ongoing issue since ethnic monitoring was introduced.

Very small numbers of minority ethnic pupils in Marlborough St Mary's mean that individual pupil-targeted approaches must be used to identify both underachievement, and to celebrate successes. LA and national attainment data provide a valuable source of information to identify potential areas of concern.

All Black Pupils Major Ethnic Monitoring Category

LA data has highlighted concerns about the attainment of the All Black Pupils major ethnic monitoring category and for the Black Caribbean minor ethnic monitoring category. ⁱⁱ

Wiltshire Key Stage 2 data for 2019 shows attainment was lower for pupils in the All Black Pupil major ethnic monitoring category compared with the White British pupils minor ethnic monitoring category. Fewer boys (8 percentage points lower) in the All Black Pupil category achieved the expected standard in Reading, Writing and Maths compared with boys in the White British ethnic category. Attainment for Black Caribbean pupils was 14 percentage points lower than the attainment of White British pupils.

A lower proportion of Wiltshire pupils in the All Black Pupil major ethnic monitoring category achieved a Higher Standard in the Reading, Writing and Maths assessments compared with White British pupils. Pupils in the All Black Pupil were 3.7 less likely to have achieved the Higher Standard compared to White British Pupils.

Our curriculum, teaching, policies and practices are regularly reviewed and updated. The Black Lives Matter movement has provided a new impetus to this important work. This school is also receiving regular guidance and information from the LA as well as sharing best practice with other Wiltshire schools.

Gypsy/Roma/Traveller Pupils

Gypsy/Roma and Irish Traveller pupils are the lowest achieving ethnic groups.

In Wiltshire, just under 18% of Gypsy/Roma pupils achieved the expected standard. ⁱⁱ Small numbers mean the attainment of Wiltshire Traveller pupils is not being published. While the overwhelming majority of Wiltshire Gypsy/Roma/Traveller pupils choose to attend primary school until the end of Year 6, it remains a concern that a majority of Wiltshire

Gypsy and Traveller families choose to home educate their children during the secondary school years. ⁱⁱ

A House of Commons Briefing Paper (September 2017) reported that education issues for Gypsies and Travellers include prejudice, discrimination and discriminatory attitudes. The issues also include the schools' responses to discrimination, and high levels of self-exclusion from mainstream education because of discrimination. ^{iv}

National research published in 2018 suggests there has been a significant increase in the number of Gypsy/Roma and Irish Traveller children who are being cared for by local councils. The data shows an increase of 900% for the numbers of Gypsy/Roma children and 400% for Irish Traveller children since 2009. One of the reasons suggested is that Gypsy/Roma and Traveller families are less likely to be offered or to access early help and support and this is important as it is an area in which schools are able to help. ^v

English as an Additional Language

In Wiltshire schools, the same proportion, 64%, of pupils for whom English is known to be their first language and those for whom it is an additional language achieved the expected standard. ⁱⁱ

It should be noted that children with EAL have widely varying levels of English proficiency. Some children have no English and some are fluent multilingual English-speakers and may have lived in English-speaking countries or have been educated in English throughout their childhood. Attainment is also affected by first language; for example, there are significant differences between Tamil and Chinese speakers, who, on average, perform better than Pashto and Turkish speakers.

In addition, prior education and arrival time impacts on attainment. ^{vi} The Wiltshire Ethnic Minority and Traveller Achievement Service advise on best practice for individual pupils to ensure those most vulnerable to poor attainment are to fulfil their academic potential.

Religion and Belief

Data is not collected for monitoring purposes on Religion and Belief, and so there is no information available to compare the attainment of pupils who have/or do not have a religion or a belief.

Marlborough St Mary's recognises how important faith and belief can be as part of a young person's developing identity, whether this relates to a specific faith or belief, or whether this relates to wider belief systems, morals and ethics.

Marlborough St Mary's is committed to supporting all our young people as they develop a personal relationship with their own values and beliefs, and to supporting, in the context of the Human Rights agenda, the role this plays in the moral and ethical choices they make in life.

This school takes incidents of prejudice-related bullying seriously and is committed to working closely with parents/carers to create a school environment which is nurturing, friendly and supportive for all our children. Our school has established a procedure for recording all incidents of prejudice-based bullying, and this includes bullying related to

religion and belief. Comments from young people about bullying include the following, “Encourage and celebrate difference – don’t single us out if we are different, have difficulties, or have different beliefs and views”, the Wiltshire Anti-Bullying Charter. <https://www.wiltshirehealthyschools.org/core-themes/emotional-health-and-wellbeing/anti-bullying-practice/> This school is vigilant in maintaining an awareness of, and appropriate responses to, this possibility. Marlborough St Mary’s is aware that negative faith-based media attention can have an impact on all children, and recognises the importance of ensuring that pupils are provided with accurate and appropriate information. Marlborough St Mary’s ensures that all pupils gain knowledge of and respect for the different faiths in Britain as part of our role to prepare pupils for modern life in a diverse Britain. As part of a whole school activity, pupils celebrate different religious festivals and learn from religious representatives from various communities. Marlborough St Mary’s recognises that discrimination on the grounds of religion or belief is a global concern. This school is aware that Islamophobia and anti-Semitism (discrimination or prejudice against people because they are Muslim or Jewish) is increasing and that it displays many of the same traits as racism. This school will continue its work to inform and actively promote acceptance and respect. Nationally, between 2015/6 and 2016/7 there was an increase of 37 per cent in the numbers of faith or belief-based incidents reported to the Police either on school property or near to school property.^{vii}

11% of Islamophobic incidents happen in educational institutions^{viii}, including name-calling, jibes about so-called Islamic State, violence, and victimisation when wearing a hijab^{ix}. Many Muslim young people say abuse is so commonplace it is normalised^x. Childline has recorded a spike in race- and faith-based bullying with victims reporting that they feel isolated, withdrawn and lack self-esteem^{xi}.

Marlborough St Mary’s ensures all pupils gain knowledge of and respect for the different faiths in Britain as part of our role to prepare pupils for modern life in a diverse Britain. As part of a whole school activity, pupils celebrate different religious festivals and learn from religious representatives from various communities.

Gender Identity and Sexual Orientation (LGBT)

Marlborough St Mary’s uses the Jigsaw PSHE/RSE scheme and has also benefited from the work undertaken by the Church of England and published in the document “*Valuing All God’s Children*”.^{xv} This document provides a framework that helps our school to address all issues of bullying behaviour and discriminatory language, and includes homophobia, biphobia and transphobia.

Disability (Special Educational Needs and Disability)

SEN pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'. In Wiltshire in 2023, 20% of pupils at the end of key stage 2 have a special educational need and 4% have a statement or education, health and care plan.ⁱⁱ

Marlborough St Mary’s school is required to publish information on the attainment of SEN pupils. The focus of this section of this Equality Information document is disability. The disability areas being highlighted in this report have been adapted to reflect our current

pupil profile. *Please note that as schools must adhere to data protection protocols in order not to breach the confidentiality of individual or small groups of pupils, this may mean that our school is limited in the data it is able to publish in this section.*

The achievement of pupils with SEND is a whole school priority and is supported with expert advice from our SEND education specialists. Marlborough St Mary's also knows that a strong partnership with parents/carers is important, and will continue to work collaboratively to support parents/carers as they seek to provide their children with a stimulating home-learning environment.

SEND Pupils and the link with Poverty

This school is aware that there is a strong link between poverty and disabilities that negatively impact on educational attainment.^{xvi} Children from low-income families are more likely than their peers to be born with inherited special educational needs and disabilities (SEND), are more likely to develop some forms of SEND in childhood, and are less likely to move out of SEND while at school. Also, children with SEND are more likely than their peers to be born into poverty, and, in addition, more likely to experience poverty as they grow up.

Marlborough St Mary's has made the achievement of pupils with SEND a whole school priority and is supported with expert advice from our SEND education specialists. Marlborough St Mary's School also knows that a strong partnership with parents/carers is important, and will continue to work collaboratively to support parents/carers as they seek to provide their children with a stimulating home-learning environment.

Pupils with Mental Health Concerns

There is an increasing understanding of the negative impact of social, emotional, and mental health difficulties (SEMH) on the educational attainment of pupils. The incorporation of mental health into the Equality Act 2010 has helped to highlight this important issue.ⁱ

Marlborough St Mary's uses our PSHE scheme of learning to address wellbeing and mental health within our classes. We have three trained Emotional Literacy Support Assistants (ELSA), who work with pupils with emotional problems. We also employ a Pastoral Support Lead and Parent Support Advisor who works with children and families.

Marlborough St Marys CE Primary School Equality Objective

Equality Objectives

Marlborough St. Mary's Primary School is dedicated to promoting the well-being and equality of all its staff, pupils, and other members of the school community. To achieve this, the school has established the following objectives:

1. Monitor changes to the curriculum to ensure they result in positive outcomes for pupils in all vulnerable groups.

2. Enhance pupil knowledge of equality and diversity by integrating these topics more clearly into our school lessons and ethos.

3. Improve the quality of support through adaptive teaching to raise levels of attainment in core subjects for all children that have protected characteristics.

We will implement these using a SMART target tracking system. We will analyse and review this Objective annually during the four-year period, and evaluate its effectiveness.

The Equality Objective will be achieved at the end of the four year period at which time it will be reviewed and renewed.

Additional Equality Objectives will be identified during the four-year period if appropriate.

Marlborough St Marys CE Primary School Equality Objective

March 2023 –2027

OBJECTIVE	Enhancing the curriculum to ensure positive outcomes for vulnerable groups by diversifying the curriculum and integrating topics that are reflective of our society.
Specific	Marlborough St Mary's School will work to diversify and adapt the curriculum to ensure that education in equality and diversity is explicit, reflective of our diverse school community and our society. We will ensure additional support is introduced to raise the levels of attainment in core subjects for children that are part of the protected characteristics group.
Measurable	<ul style="list-style-type: none">• Marlborough St Mary's will encourage visits with our local community to raise awareness of the importance of equality and diversity education.• We will update and improve our supportive methods for vulnerable children using adaptive teaching resources to support children to achieve.• We will liaise with outside agencies to help develop and diversify our curriculum so that all children see themselves reflected in their school.
Attainable	We will be supported by the local authority through training and the provision of contacts and resource materials to make sure this Equality Objective is achieved in our school, enabling us to identify the issues and champion the best educational outcomes for all our pupils.
Relevant	Marlborough St Mary's School knows that it is important for minority pupils and staff with protected characteristics to see themselves reflected in the curriculum. In order to foster a sense of belonging in children, the curriculum needs to address issues of race, as well as other protected characteristics more widely. We are living in a multi-national society with a vast array of languages, cultures and traditions. Marlborough, which can possibly be described as a predominantly Caucasian area, still needs to address the racial discord that currently exists.
Time-Bound	We will analyse and review this Objective annually during the four-year period, and evaluate its effectiveness. The Equality Objective will be achieved at the end of the four year period at which time it will be reviewed and renewed. Additional Equality Objectives will be identified during the four-year period if appropriate.

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- iii Understanding the Gender Gap in Literacy and Language Development: Professor Gemma Moss and Dr Liz Washbrook, University of Bristol 2016 <https://www.bristol.ac.uk/media-library/sites/education/documents/bristol-working-papers-in-education/Understanding%20the%20Gender%20Gap%20working%20paper.pdf>
- iv Gypsies and Travellers, House of Commons Briefing Paper Number 08083, 28 September 2017 <http://researchbriefings.files.parliament.uk/documents/CBP-8083/CBP-8083.pdf>
- v The Fragility of Professional Competence, A Preliminary Account of Child Protection Practice with Romani and Traveller Children in England, January 2018, University of Salford, Manchester <http://usir.salford.ac.uk/46146/1/the-fragility-of-professional-competence-january-2018.pdf>
- vi Educational Outcomes for Pupils who have English as an Additional Language: The Education Policy Institute, The Bell Foundation, Unbound Philanthropy by Jo Hutchinson, Director for Social Mobility and Vulnerable Learners (February 2018) <https://www.bell-foundation.org.uk/research-report/educational-outcomes-of-children-with-english-as-an-additional-language/>
- vii https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/652136/hate-crime-1617-hosb1717.pdf
- viii Tell Mama, 2017
- ix NSPCC, 2018
- x British Youth Council, 2016
- xi NSPCC, 2018
- xii <https://www.equaliteach.co.uk/wp-content/uploads/2018/04/FAITH-IN-US.pdf>
Funded by the Home Office Hate Crime Communities Project Fund
- xiii LGBT History Month, <https://www.stonewall.org.uk/lgbt-history-month-education> celebrated in February each year.
- xiv Stonewall School Report, 2017, The Experiences of Lesbian, Gay, Bi and Trans Pupils in Britain's Schools <https://www.stonewall.org.uk/school-report-2017>
- xv Valuing All God's Children, 2017, https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf
- xvi Joseph Rowntree Foundation, Special Education Needs and their Links to Poverty, 26 February 2016 <https://www.jrf.org.uk/report/special-educational-needs-and-their-links-poverty>