

Equality, Diversity, Inclusion and Justice Objectives

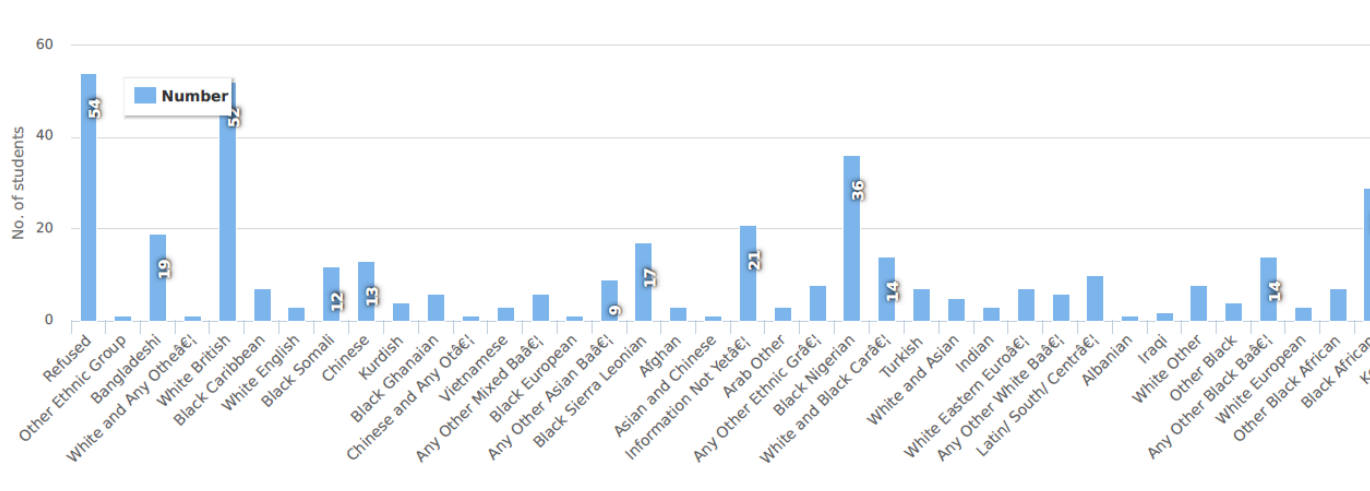
Our school strives to ensure that all members of our community feel welcome and valued. Our vision and values promote inclusion and equality and tackle discrimination. We have high expectations for all our pupils irrespective of their age, disability, gender reassignment, social and economic background, race, religion or belief, sex or sexual orientation. Our equalities statement is guided by some core principles:

- We are one community of unique learners
- We recognise, respect and are proud of our differences;
- We show understanding, compassion and care to all
- We foster positive attitudes and relationships and a shared sense of community and belonging;
- We observe good practice and aim for representation across our staff and governing body;
- We aim to reduce and challenge barriers to equality that already exist.

In line with the PSED (Public Sector Equality Duty) of the Equality Act 2010, we publish the following data:

Characteristic	Breakdown
Number of pupils	439 M: 211 F:228
Number of staff	79 M:4 F:75
Number of governors	15 M: 4 F: 11
Religion	Non-denominational school
Attainment on entry	Around 40% of children enter in line with the national average on entry in Reading, Writing and Maths from a catchment area which is mainly Walworth.
Pupil Mobility	27 of the current number on roll joined the school during the last academic year from other schools. 9 children left the school as they moved out of the area in the last academic year.
Free School Meals Eligible for Pupil Premium	154 (35%)
English as additional language	73 (17%)
Special Education Needs	97 (22%)

Ethnicity



Objectives

Objective 1: To increase the number of disadvantaged children attaining combined Age- Related Expectations (ARE) and the higher standard of attainment. (the disadvantage gap index 2022 was 3.23, up from 2.91 in 2019)

Why: MF is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We aim to reduce and remove inequalities and barriers that already exist. We have chosen this objective because compared to other children nationally the number of disadvantaged children achieving combined ARE is lower, even fewer achieve the higher standard of attainment.

How: Thorough analysis of progress and achievement data termly and at Pupil Progress meetings. Interventions and extra support will be focused and strategic. Please see our Pupil Premium Strategy for more information.

Outcome: The number of disadvantaged children achieving ARE and above will increase.

Objective 2: To continue to nurture an acceptance of people with protected characteristics (age, disability, gender reassignment, race, religion or belief, sex or sexual orientation) and social and economic background through a rich and broad curriculum, SMSC (Spiritual, moral, social and cultural development) and assemblies which promote tolerance, acceptance and understanding of others as well as combatting discrimination. To support and educate members of the school community who demonstrate a reluctance for children to learn about LGBTQ+ communities within our curriculum and SMSC provision.

Why: The Equality Act 2010 states that everyone in Britain should be protected from discrimination, harassment and victimisation, based on 9 characteristics; age, disability, gender reassignment, race, religion or belief, marriage or civil partnership, sex, sexual orientation. At MF we want our learners to feel safe and happy in order to achieve their best.

How: Through the curriculum, school ethos, governors' meetings, parent workshops, parent leaflets and information. We aim for our staff to be reflective of the school community that it serves, which includes ensuring there is a diverse interview panel.

Outcome: Members of our school community will consistently report that they feel safe and celebrated: staff and parent surveys will reflect this. Reported incidents of discrimination, harassment and victimisation will be reduced.

Objective 3: To improve speech and language skills of vulnerable groups of children including those with SEND, EAL or who are considered disadvantaged by their protective characteristic or social economic background.

Why: The school recognises the strong link between speech and language development and children's educational outcomes, especially those that have been identified as SEND or disadvantaged. Educational research and statistical evidence show how children with poorly developed speech and language skills do not perform on an equal footing as their peers.

How: To develop and ensure that a strong Oracy curriculum is implemented across the school to maximise progress for vulnerable groups including those who are SEND and disadvantaged.

Outcome: Vulnerable groups will make accelerated progress and achieve in line with the rest of their peers (disadvantaged gap index 3.23)