

## Lady Margaret School

### Information demonstrating how the school is meeting the aims of the general public sector equality duty

Reviewed June 2023 - Next Review Date June 2024

#### How we are meeting the aims of the general public sector equality duty

#### Lady Margaret School Equality Information and Objectives

1. To close gaps in attainment and achievement between students and all groups of students; especially girls eligible for Pupil Premium and Pupil Premium +, students with special educational needs and disabilities, looked after children and students from different ethnic groups.

March 2020 – July 2020	2020 – 2021	2021 – 2022	2022 - 2023	2023 - 2024
<ul style="list-style-type: none"> <li>• All staff have a target related to the progress of students in receipt of PP funding</li> <li>• PP coordinator and Heads of Years continue to monitor progress of students</li> <li>• Provision for vulnerable students and effective communication with carers and key workers central to work of DSL and HOYs during lockdown</li> <li>• SEND team and LSAs work closely with HODs on supporting SEND cohort and ensuring staff are updated regularly</li> </ul>	<ul style="list-style-type: none"> <li>• All staff continue to have a Performance Review Target related to the progress of students in receipt of PP funding.</li> <li>• Heads of Years continue to monitor progress of disadvantaged students through the year and report back to SLT on student progress. HOYs supported these students closely during lockdown Jan-Mar 2021</li> <li>• SEND team continue to work closely with teaching staff and SLT on supporting SEND students. LSAs in school every day during Lockdown Jan-Mar 2021 to support</li> </ul>	<ul style="list-style-type: none"> <li>• All staff continue to have a Performance Review Target related to the progress of students in receipt of PP funding.</li> <li>• Targeted training in place for middle leaders has focused on monitoring students in disadvantaged groups, from both curriculum and pastoral perspectives</li> <li>• Internal assessment data for Years 11 and 13 show that students in disadvantaged groups are making good/excellent progress across subjects</li> <li>• Pastoral leaders work closely with students</li> </ul>	<ul style="list-style-type: none"> <li>• All staff continue to have a Performance Review Target related to the progress of students in receipt of PP funding. These targets are reviewed alongside exam results</li> <li>• CPD for staff includes focus on PP students and the targeted support they need</li> <li>• Student Profiles for all PP students have been made and circulated, indicating recommended strategies for individual students</li> <li>• All 'Deep Dive' exercises and Book Looks include a focus on work completed by PP students, to ensure</li> </ul>	

	<p>students and the impact of their work clear with successful transition once school resumed for all March 2021.</p>	<p>who find school difficult</p> <ul style="list-style-type: none"> <li>• SENCo gives regular and detailed updates to staff to support progress of SEN students</li> <li>• Programme of lesson observations and learning walks supports the development of consistent excellent practice in this area</li> <li>• LSAs continue to work very effectively with students with identified SEN</li> <li>• We are preparing for a significant increase in the number of students who have an EHCP. From September 2022 we expect to have 20 students with an EHCP. Our work to support these students reflects the inclusive approach of the school</li> </ul>	<p>thorough monitoring and sustained focus from staff</p> <ul style="list-style-type: none"> <li>• Internal assessment data continues to show students making good/excellent progress and analysis being done regularly of achievement in all year groups of PP students</li> <li>• School Chaplain and School Counselling service expanded this year which contributes to pastoral support targeted at PP students</li> <li>• LSAs and SEN team continue to work closely with students with particular learning needs to manage the increase in students with an EHCP</li> </ul>	
2. To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.				
<b>March 2020 – July 2020</b>	<b>2020 – 2021</b>	<b>2021 – 2022</b>	<b>2022 - 2023</b>	<b>2023 - 2024</b>
<ul style="list-style-type: none"> <li>• During Lockdown, daily emails to students reinforce school</li> </ul>	<ul style="list-style-type: none"> <li>• Daily emails resumed for period of Lockdown Jan-Mar 2021.</li> </ul>	<ul style="list-style-type: none"> <li>• Collective Worship programme has been in place for this academic</li> </ul>	<ul style="list-style-type: none"> <li>• School Chaplain has developed strong links with students and staff this year. She has run</li> </ul>	

<p>priorities and values for all</p> <ul style="list-style-type: none"> <li>• In school, support to continue, for example, for students fasting during Ramadan</li> <li>• Head of RS has communicated to all students following events May-June 2020 in relation to Black Lives Matter campaigns.</li> </ul>	<ul style="list-style-type: none"> <li>• Support for students continued in school for those fasting.</li> <li>• Rev'd Helena works closely with HOYs to support students of all faiths</li> <li>• Interfaith discussion event held via Zoom May 2021 organised by Rev'd Helena</li> <li>• Heads of Departments have reviewed curriculum in light of BLM movement and this has been reported to governors December 2021.</li> </ul>	<p>year and has run very successfully</p> <ul style="list-style-type: none"> <li>• School Chaplain works closely with Worship Reps from across all key stages</li> <li>• Support continues to be put in place for Muslim students fasting</li> <li>• Heads of Departments have reflected on their curriculum areas to ensure that the voices and stories of a wide range of people are embedded in our curriculum</li> <li>• School Chaplain continues to work with Heads of Years to support students of all faith backgrounds.</li> <li>• Whole school participation in LDBS Equality and Diversity Survey June 2022</li> <li>• 'International Food Hall' events (March 2022 and July 2022) have celebrated the diversity of the whole community</li> </ul>	<p>'Student Voice' activities with different groups of students, including those from non-Christian backgrounds</p> <ul style="list-style-type: none"> <li>• Adjustments made to include and support Muslim students fasting during Ramadan</li> <li>• Senior Order have run two 'International Food Hall' events, which have been hugely popular</li> <li>• Black History Month assemblies involved a range of students</li> <li>• We have had a significant increase in visiting speakers this year, for a range of reasons. This has increased in diversity and purpose</li> <li>• Student leadership team, 'Senior Order' continues to reflect the diversity of the school.</li> </ul>	
--	--	---	--	--

3. To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership and student voice opportunities, especially students with special educational needs or those identified as Pupil Premium.

March 2020 – July 2020	2020 – 2021	2021 – 2022	2022 - 2023	2023 - 2024
<ul style="list-style-type: none"> <li>• Head of PE and Wellbeing appointed for September 2020</li> <li>• Line management meetings include focus on trips and extra-curricular provision</li> <li>• During Lockdown, Heads of Departments have promoted online resources and lecture available to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Head of PE and Wellbeing has worked with HOYs on PSHE programme</li> <li>• No trips have run this year because of Covid19 restrictions</li> <li>• Extra-curricular activities have been restricted to year group bubbles because of Covid19 restrictions BUT have run for all year groups</li> <li>• Online learning has developed hugely for all year groups with live learning during Lockdown Jan-Mar 2021</li> <li>• Staff continue to promote online resources, particularly for those in Sixth Form to prepare for university</li> </ul>	<ul style="list-style-type: none"> <li>• Extra-curricular activities have resumed this academic year; tutors and Heads of Years have worked hard to encourage students from all backgrounds to take part</li> <li>• Whole school Fun Run, Walk for Wellbeing (Summer Term 2022) are two examples of events that are inclusive and which many students from different backgrounds have taken part</li> <li>• PSHE programme planned for September 2022 to ensure broad and balanced curriculum in this subject</li> <li>• Student Voice has become a regular feature of staff reflection and evaluation. When setting up Student Voice, care is taken to</li> </ul>	<ul style="list-style-type: none"> <li>• Extra-curricular trackers set up for all year groups</li> <li>• Heads of Years work with staff running extra-curricular activities to support all students to participate</li> <li>• Student Voice activities done regularly as part of the internal 'Deep Dive' programme</li> <li>• We continue to have whole school events in which students from all backgrounds are involved, eg Walk for Wellbeing, Fun Run, 'Jump!', school production</li> <li>• PSHE programme reviewed 2022 and now in place. Heads of Years monitoring content to ensure curriculum is relevant and valued by all</li> <li>• Careers Provision has developed this year, to ensure all students have access to a coherent and engaging</li> </ul>	

		<p>involve a wide range of students</p> <ul style="list-style-type: none"> <li>Destinations data continues to reflect the high expectations and aspirations that staff have for all students</li> </ul>	<p>programme, including visiting speakers for Years 8-13. Links are emerging with LMX to engage former students with this programme</p> <ul style="list-style-type: none"> <li>Destinations Data continues to reflect the high level of engagement and ambition in our student body, supported and encouraged by staff</li> </ul>	
--	--	---	---	--

4. To support the education and personal development of vulnerable students including LGBTQ+ students.

March 2020 – July 2020	2020 – 2021	2021 – 2022	2022 - 2023	2023 - 2024
<ul style="list-style-type: none"> <li>Plans for Pride Week at LMS to be amended given Lockdown arrangements</li> <li>Support for individuals facing gender identity issues on a student by student basis.</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral work of Heads of Years continues to be vital to support students in vulnerable groups</li> <li>Access arrangements in place for GCSEs and A Levels as appropriate</li> <li>Support for individuals facing gender identity issues dealt with on a student by student basis</li> </ul>	<ul style="list-style-type: none"> <li>Heads of Years have continued to support students in vulnerable groups through regular monitoring, developing positive relations with parents/carers and working closely with Children’s Services</li> <li>Pastoral teams monitor the ethnicity of students who are issued with exclusions to identify any patterns emerging</li> <li>Access arrangements in place for GCSE and A Level have been set up appropriately</li> </ul>	<ul style="list-style-type: none"> <li>See above – pastoral support is exceptional, with the establishment of Place2Be as a counselling service and support from School Chaplain</li> <li>Ethnicity of students issued with suspensions is being monitored at governor level and has not raised concerns this year</li> <li>Access arrangements in place for students for GCSE and A Level as needed</li> </ul>	

- Pastoral, emotional and spiritual support given to students as needed by individuals.

5. To reduce the incidence of the use of homophobic, sexist and racist or extremist language by students in the school through the promotion of our Christian faith and British values.

<b>March 2020 – July 2020</b>	<b>2020 – 2021</b>	<b>2021 – 2022</b>	<b>2022 - 2023</b>	<b>2023 - 2024</b>
<ul style="list-style-type: none"> <li>• Heads of Years and SLT continue to respond swiftly and decisively to all incidences of bullying</li> <li>• All assemblies and thoughts for the week reflect the Christian ethos of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Heads of Years and SLT continue to respond swiftly to all incidences of bullying</li> <li>• Heads of Years monitor closely following any incidents to ensure relationships are restored</li> <li>• HOYs and SLT work with colleagues at H&amp;F as necessary to ensure best intervention in place for students</li> <li>• Rev'd Helena supports HOYs with students as appropriate</li> <li>• All assemblies and thoughts for the week continue to reflect the Christian ethos of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Heads of Years and SLT continue to respond swiftly to all incidences of bullying</li> <li>• Heads of Years monitor closely following any incidents to ensure relationships are restored</li> <li>• All staff and governors have undertaken Prevent CPD</li> <li>• All assemblies and Thoughts for the Week continue to reflect the Christian ethos of the school</li> </ul>	<ul style="list-style-type: none"> <li>• This work is ongoing, with similar strategies to 2021-22:</li> <li>• Heads of Years and SLT continue to respond swiftly to all incidences of bullying</li> <li>• Heads of Years monitor closely following any incidents to ensure relationships are restored</li> <li>• All staff and governors have undertaken Prevent CPD</li> <li>• All assemblies and Thoughts for the Week continue to reflect the Christian ethos of the school</li> </ul>	