



**St Mary Magdalene C of E School
with
Christ Church C of E Primary School**

EQUALITY INFORMATION AND OBJECTIVES

Let all that you do be done in love
(1 Corinthians 16:14)

This policy was:	Written in	September 2025
	Review date	September 2027
	Formal Review of Objectives Due	July 2029

As a Federation we believe that all people are created in the image of God (Genesis 1:27) and that God loved the whole world and so sent His only son to save it from sin (John 3:16-17).

Promoting equality and celebrating diversity is fundamental to the vision and ethos of the Koinonia Federation and we see discrimination as sinful in the sight of God. We promote respect for difference and diversity through many of our core values including our 3 Fs of Family, Faith and Fellowship as well as our 3 Rs of Respect, Resilience and Responsibility which are at the core of our Behaviour Policies.

In the Koinonia Federation we strive for excellence and high standards through our vision:



We welcome feedback and operate an open door policy for children, young people, parents and staff to talk with us about their experiences, concerns and suggestions for how the schools in our Federation can improve.

Our Federation aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to work towards the:

- > Elimination of discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010
- > Advancement of equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- > Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

The Koinonia Federation seeks to promote diversity and inclusion and does not unlawfully discriminate against anyone in relation to any of the protected characteristics listed above.

LEGISLATION AND GUIDANCE

This document meets the requirements under the following legislation:

- > [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- > [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

ROLES AND RESPONSIBILITIES

The governing board will:

- › Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to our senior leadership

The Federation Strategic Leadership Team (FSLT) will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governors
- › Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics
- › Ensure a clear EDI statement is on all our adverts clearly stating the governing body welcomes all applications to join the Federation.
- › Allocate specific staff training sessions to include the information in this document including our Equalities Objectives and related initiatives

The Senior Leaders for Equalities will:

- › Support the FSLT in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Support the FSLT in identifying any staff training needs, and deliver training as necessary
- › Convene regular EDIB (Equalities, Diversity, Inclusion and Belonging) working parties across the school year for both staff and students
- › Feedback to the FSLT and Governors key messages and suggested actions from the EDBI working parties
- › Ensure informative and relevant EDIB training sessions are provided to all staff members across the school year

ELIMINATING DISCRIMINATION

The Federation is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

The Koinonia Federation aims to eliminate all forms of discrimination, whether racial, religious, sexual, or arising from any other perceived difference and promote equality of opportunity and good race relations across all aspects of school life for our staff and students across all of our campuses.

Discrimination means treating someone less (or more) favourably than a “comparator”. Harassment (which is one form of discrimination) means violating someone’s dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Victimisation means discrimination because of a previous complaint. We recognise that discrimination can occur in the following ways and will actively work to alleviate it:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from disability including failure to make reasonable adjustments and provide auxiliary aids and services
- Harassment
- Victimisation

St Paul in his letter to the Galatians states that there is nothing between us to differentiate ‘For we are all one in Christ Jesus’ (Gal 3:28).

The Federation will ensure it does not unlawfully discriminate against its students, prospective students, staff job applicants or parents/carers in the performance of its duties, policies and practices.

Staff and governors are regularly reminded of their responsibilities under the Equality Act during meetings and professional development. EDIB training features regularly across the school training calendar and all new staff receive training as part of their induction which includes what staff expectations are under the Koinonia Federation Competency Framework. There are specific training sessions based on the Church of England document- Flourishing for All as well as racial literacy training provided by Hemisphere.

ADVANCING EQUALITY OF OPPORTUNITY

‘When Jesus saw the crowds...he began to speak and taught them’ (Matthew 5:1-2)

Our curriculum reflects the attitudes, values and respect that we have for all people which is driven by our faith and our vision to be a family or fellowship for all nations. Our staff are encouraged to be creative in delivering the curriculum and diligent in evaluating subject topics for equality issues.

The Koinonia Federation makes regular assessments of students learning and uses this information to track progress. As part of this process, we regularly monitor achievement by race, gender and disability, to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.

The Federation provide all our students across the campuses with varied opportunities to succeed, and to reach the highest level of personal achievement.

As a Federation we analyse our Federation data to spot trends and evolve our policies for admissions, attendance, attainment, exclusions and prejudice related incidents which in turn informs key priorities for our improvement plans.

We consider how our activities as an employer affect staff with protected characteristics. We publish a Gender Pay Gap report which is reviewed by the Governors Business Committee annually.

We take due regard to our equality duty when advertising for and interviewing staff. We will also ensure that the daily duties of staff are considered in light of their own needs and membership of different groups.

We will not publish any information that can specifically identify any child, parent or member of staff. We understand that continuous work is needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. We have equalities objectives (shared at the end of this document) as a tool to help improve the school experience for all stakeholders.

We support the work of Royal Borough of Greenwich in their Equality and Equity Charter (see Appendix Two) , working towards ‘...eliminating barriers, encouraging a growth mindset, raising aspirations and creating opportunities for growth beyond limit.’

OUR EQUALITIES OBJECTIVES

We have a Federation Equalities Objectives document which informs our Federation Improvement Plan, Secondary Phase Improvement Plan and Primary Improvement Plan. There is an EDIB action plan which sets out our key priorities and actions that help us fulfil our objectives. The Objectives are written every four years as is statutory however our action plans are revised annually to ensure they are relevant and current to the work we carry out and areas of improvement we have identified.

See Appendix One for Our Koinonia Federation Equalities Objectives.

MONITORING AND REVIEW

As part of the regular schedule for monitoring policies and other aspects of school life, this policy and the equality objectives will be reviewed by Governors. We will update our objectives in the light of our review of activities and information gathering undertaken throughout the year. We will formally review our Equality objectives every four years. Reports will be presented to the Governors Ethos Committee by the Senior Leaders for Equalities at least once a year.

Any pattern of inequality found as a result of this monitoring will be used to inform future planning and decision-making. This Equalities, Diversity and Inclusion policy provides a framework within which all other school policies are implemented.

LINKS WITH OTHER POLICIES

This document links to the following policies:

- Federation Improvement Plan and related Phase Specific Improvement Plans

- › The Koinonia Federation Competency Framework
- › Accessibility plan
- › Attendance Policy
- › Behaviour Policy
- › SEND policy

APPENDIX ONE:

FEDERATION EQUALITIES OBJECTIVES FOR 2025 - 2029



A: To continuously evaluate and enhance our curriculum across all phases, ensuring it reflects our commitment to Equity, Diversity, Inclusion and Belonging (EDIB). This includes addressing unconscious bias through fair assessment practices such as blind marking, promoting inclusivity by embedding diverse perspectives, and supporting our ongoing efforts to decolonise the curriculum. By creating a curriculum that is representative of and responsive to the pupils we serve, we will align our approach with our Federation Improvement Plan (FIP) and vision statement.

B: Our EDIB working parties across all phases will continue to meet to drive forward initiatives that impact key topics and issues that impact our Federation community. The working parties collaboratively drive the embedding of inclusive practices, address disparities, promote appropriate terminology and lead training to create a shared understanding of EDIB practice across our school communities.

C: To create an inclusive learning environment that supports neurodiverse pupils by improving classroom provision and accessibility while fostering a federation - wide understanding of neurodiversity. This includes educating all pupils on neurodiversity to promote empathy, reduce incidents of unkind behaviour and encourage an anti-discriminatory culture that values and respects differences.

D: To actively promote and increase staff and student engagement in diversity events and celebrations, fostering an inclusive and outward looking Federation culture. Additionally, to enhance the visibility of our EDIB initiatives across our campuses and wider community, showcasing their impact and encouraging broader participation and awareness.

We recognise that terminology and the understanding of certain terms change over time and we will regularly review the use of wording in our EDIB documentation.

FAIRER SAFER ACCESSIBLE INCLUSIVE

Royal Borough of Greenwich
Equality and Equity Charter

Everybody counts – a pledge for equality across Royal Greenwich

Royal Greenwich is a vibrant borough with a growing diverse population. We share an ambition to create a fairer, safer, accessible and inclusive borough where everyone feels they belong, has a voice and an equal opportunity to succeed and thrive.

We are committed to making a real difference by:

- making Royal Greenwich a welcoming borough where everyone feels they belong
- inspiring trust and confidence in all the borough has to offer
- recognising, valuing and celebrating diversity
- listening to and understanding the diverse needs of all people
- building good relations and understanding between people
- creating a fairer borough through promoting inclusion, participation and equal access
- challenging discrimination, harassment, bullying, hate crime and victimisation
- eliminating barriers, encouraging a growth mindset, raising aspirations and creating opportunities for growth beyond limit.

As an organisation we will:

- actively promote equality
- work with partners and the community to make our information, services and products more accessible and inclusive
- put equal opportunity at the heart of our recruitment, employee development and service delivery
- continually review the diversity of our workforce and ensure it's representative of our local community across all levels
- address all allegations of discrimination, harassment, bullying and victimisation
- promote good relations between people from different backgrounds
- share good equality practice with our partners
- measure and share our progress and success.

Our Federation Guidelines for Good Practice

Curriculum & Teaching Practice

Focus: Inclusive education, diverse materials, and reflective teaching.

- Ensure teaching meets all children's learning needs.
- Use materials that reflect diversity without stereotyping.
- Include teaching approaches appropriate for the whole school population.
- Promote equal opportunity in curriculum development.
- Regularly update curriculum with high-quality, relevant resources.
- Provide training on teaching racism and diversity.

Monitoring & Data Use

Focus: Using data to inform decisions and close gaps.

- Monitor achievement data by ethnicity, gender, and disability.
- Use contextual data to improve support for individuals/groups.
- Evaluate equalities data from applications to assess recruitment materials.

Student Support & Development

Focus: Empowering students and removing barriers.

- Build self-esteem and confidence in children.
- Remove or minimise barriers to learning.
- Take account of student achievement when planning learning.
- Set challenging targets for all students.

School Culture & Environment

Focus: Promoting respect, inclusion, and safety.

- Promote respect for all people.
- Encourage participation in all aspects of school life.
- Celebrate cultural diversity.
- Make clear what constitutes unacceptable behaviour.
- Make children and staff confident to challenge discrimination.

Community & Parental Engagement

Focus: Inclusive communication and involvement.

- Invite all parents/carers to support their child's education.
 - Make school communications inclusive.
 - Involve the community in celebrating cultural issues.
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Staff Recruitment & Development

Focus: Fair employment practices and training.

- Ensure equality in job adverts and packs.
 - Welcome applications regardless of background.
 - Ensure appointment panels follow equality policy.
 - Provide staff training on equality and inclusion.
 - Ensure staff apply equality guidelines fairly.
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Governance & Leadership

Focus: Policy implementation and accountability.

- Governing body ensures non-discrimination and accessibility.
 - Executive Co-Headteachers and SLT implement Equal Opportunities Policy.
 - Treat incidents of unfair treatment and discrimination seriously.
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