

**St Mark's School Equality Policy,
(including Equality Information and Objectives)
April 2025**



Title of policy	Equality Policy
Author	Rachel Jones
Approved by	FGB
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Date of review	April 2026

Table of changes

Changes to grammar, punctuation, spelling and sentence structure have been made throughout the document. In addition to these minor changes the following have been made.

Page	Section	Changes
6	Roles and responsibilities	Designated member of staff for equality identified and their role made clear.
7	Appendix A	2024-25 school characteristics shared Other information included: Governor representation updated for 2024-25 Governing body
8-9	Appendix B	Table added for: Equality Objectives Monitoring 2024 – 2027

'So in Christ Jesus you are all children of God through faith' Galatians 3:26

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Vision

St. Mark's CE Primary School is a welcoming community where children develop a lifelong love of learning and sense of belonging, within a nurturing and inclusive Christian environment. All children have the opportunity to become free thinking, responsible citizens, whilst understanding and appreciating the wonder of our world. They leave St. Mark's with the confidence to live fulfilling lives and respond with flexibility to an ever-changing world.

At St Mark's CE Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by a range of characteristics and we will use this data to support pupils, raise standards and ensure inclusive teaching.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At St Mark's, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their sex
- Whatever their gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether or not they have a connection with the forces community
- Whether or not they have refugee / asylum status
- Whether or not English is their first language

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made.
- Sex – we recognise that girls and boys, men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Ethnicity and race – we appreciate that all have different experiences as a result of ethnic and racial backgrounds.
- Age – we value the diversity in age of staff, parents and carers.
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marriage and civil partnership – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other

- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We will set ourselves new objectives every four years but keep them under review and report annually on progress towards achieving them. The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance

- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Headteacher is responsible for the implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

The designated member of staff for equality is Rachel Jones, Deputy Head (Teaching & Learning and Curriculum)

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Monitoring arrangements

The Senior Leadership Team will update the equality information we publish at least every year.

This document will be reviewed by the Governing body at least every 4 years.

This document will be approved by the Governing body

Date approved by the Governing Body: April 2025

Date for policy review: April 2026

Equalities Information Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- questionnaires and surveys
- involvement of children in different roles and responsibilities
- contact with parents representing pupils with particular protected characteristics

School Characteristics 24-25 (March 2025)

Pupils on roll- 108

Girls on roll- 52.8% (57)

Boys on roll- 47.2% (51)

SEN- EHCP- 1.9% (2 children)

SEN Support- 13.9% (15 children)

EAL- 23.1% (25 children)

FSM- 9.3% (10 children)

Attainment

Due to our very small numbers and the need to respect children's privacy and protect their identity, anonymised achievement of different groups of children cannot be published.

Staff data

As our school employs less than 150 staff, the Governing Body is not required to publish information in relation to our staff.

Governor representation

71.4% Female

28.6% Male

85.7% White British

Qualitative information

The school has published various policies on the school's website: www.stmarkscofe.co.uk

These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

Date of publication of this appendix: March 2025

Date for review and re-publication: March 2026

Equalities Objectives Appendix B

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1: To improve outcomes for disadvantaged pupils plus Gypsy, Roma & Traveller pupils so that they reflect appropriate progress from their various starting points.

Objective 2: To ensure that the progress of pupils with SEN is at least in-line with their peers.

Objective 3: To ensure effective use of Pupil Premium by closely monitoring its impact on disadvantaged pupils.

Objective 4: We will be an inclusive Church school where we celebrate and welcome children and families of the Christian faith, other faiths and none (Governor's Strategic Vision).

Date of publication: April 2025

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The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.

Equality Objectives Monitoring 2025 – 2029

Objective	Action to be taken	By Whom	Timescale	Resources	Impact	Annual review
Objective 1: To improve outcomes for disadvantaged pupils plus Gypsy, Roma & Traveller pupils so that they reflect appropriate progress from their various starting points.	<p>'Underserved' course attended by RJ and shared with staff</p> <p>PP strategy in place Nov 24 and reviewed annually to ensure support is targeted.</p> <p>Spreadsheets set up to monitor PP and SEND children in all aspects of school life.</p> <p>Termly pupil voice for all pupil groups.</p> <p>'Job Junction' to be established with a range of 'groups' represented</p> <p>Termly pupil progress meetings to discuss individuals and groups of children.</p>	<p>PP leader and SENCo</p> <p>Job junction leaders</p> <p>Class teachers monitoring engagement</p> <p>SLT</p>	On-going monitoring	<p>Assessment tracker</p> <p>Engagement tracker</p> <p>Training for students</p>	<p>Diminishing the difference between PP and not PP</p> <p>Increased pupil voice (Job Junction) represented by all 'groups'</p> <p>An increased % of SEND and PP children involved in wider school activities and responsibilities.</p>	
Objective 2: To ensure that the progress of pupils with	<p>Spreadsheets set up to monitor all children in all aspects of school life.</p> <p>Assessing and monitoring spreadsheets developed</p>	SENCo	On-going monitoring	<p>Engagement spreadsheet</p> <p>Assessments</p>	Diminishing the difference between SEND and non-SEND pupils	

SEN is at least in-line with their peers.	<p>Review assessment system and standardized tests to be used across school</p> <p>Termly pupil progress meetings to discuss individuals and groups of children.</p>	<p>Teachers and LSAs</p> <p>SLT</p>		HLTA cover for learning walks to take place.	Increase engagement for SEND pupils in 'Job Junction' and wider school life	
Objective 3: To ensure effective use of Pupil Premium by closely monitoring its impact on disadvantaged pupils.	<p>'Underserved' course attended by RJ and shared with staff</p> <p>PP strategy in place Nov 24 and reviewed annually to ensure support is targeted.</p> <p>Spreadsheets set up to monitor PP and SEND children in all aspects of school life.</p> <p>Termly pupil voice for all pupil groups.</p> <p>'Job Junction' to be established with a range of 'groups' represented</p>	<p>PP leader and SENCo</p> <p>Job junction leaders</p> <p>Class teachers monitoring engagement</p>	On-going monitoring	<p>Assessment tracker</p> <p>Engagement tracker</p> <p>Training for students</p>	<p>Diminishing the difference between PP and not PP</p> <p>Increased pupil voice</p> <p>Job Junction represented by all 'groups'</p> <p>An increased % of SEND and PP children involved in wider school activities and responsibilities.</p>	
Objective 4: We will be an inclusive Church school where we celebrate and welcome children and families of the Christian faith, other faiths and none (Governor's Strategic Vision).	<p>Spreadsheets set up to monitor all children in all aspects of school life.</p> <p>Assessing and monitoring spreadsheets developed</p> <p>Review assessment system and standardized tests to be used across school</p> <p>Termly pupil progress meetings to discuss individuals and groups of children.</p> <p>Developmental learning walks for all staff in order to improve standards.</p>	<p>PP leader and SENCo</p> <p>Teachers and LSAs</p> <p>SLT</p> <p>RJ</p>	On-going monitoring	<p>Engagement spreadsheet</p> <p>Assessments</p> <p>HLTA cover for learning walks to take place.</p>	<p>Global and tolerant citizens in the school family.</p> <p>Diminishing the difference between groups</p> <p>Increased pupil voice</p> <p>Job Junction represented by all 'groups'</p> <p>An increased % of groups of children involved in wider school activities and responsibilities.</p>	

