



Equality and Diversity Objectives at St Mark's Church of England Primary School

Document title	Implementing the Equality and Diversity Objectives at St Mark's Church of England Primary School
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Document Control Table

Document History			
Version	Date	Author	Note of revisions
1	September 2026	Rachel Jones	Was previously a policy. Same objectives from 2025 on a new format/document.

The designated member of staff for equality is **Rachel Jones**.

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 school staff are expected to have regard to this document and to work to achieve the objectives as set out below. New staff undertake online training on the Equality Act as part of their induction, and all staff undertake online refresher training every 3 years.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of pupil council teams)

In fulfilling this aspect of the duty, the school will:

- Analyse attainment data showing how pupils with different characteristics are performing, use this to determine strengths and areas for improvement and implement actions
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and personal, social, health, and economic (PSHE), but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding Acts of Collective Worship dealing with relevant issues. Pupils will be encouraged to take a lead in such worship and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups

and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for any genders

The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded on the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically on the completed risk assessment.

Equality objectives

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).

Monitoring arrangements

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

This document will be reviewed by the Governors at least every 3 years.

This document will be approved by the Governors.

Links with other documents

This document links to the following documents:

- The School Development Plan
- PSHE and RSE Policy
- Accessibility Plan
- Special Educational Needs Policy
- Anti-bullying Policy
- Positive Behaviour Policy
- Whistleblowing Policy
- Collective Worship Policy
- Religious Education Policy
- Child Protection and Safeguarding Policy
- Recruitment and Selection Policy
- Intimate Care Policy

Equality Objectives Monitoring 2025-2029

Objective	Action to be taken	By Whom	Timescale	Resources	Impact	Sept 26 review	Sept 27 review	Sept 28 review
To improve outcomes for disadvantaged pupils plus Gypsy, Roma & Traveller pupils so that they reflect appropriate progress from their various starting points.	Underserved' course attended by RJ and shared with staff PP strategy in place Nov 24 and reviewed annually to ensure support is targeted. Spreadsheets set up to monitor PP and SEND children in all aspects of school life. Termly pupil voice for all pupil groups. 'Job Junction' to be established with a range of 'groups' represented. Termly pupil progress meetings to discuss individuals and groups of children.	PP leader and SENCo Job junction leaders Class teachers monitoring engagement SLT	On-going monitoring Termly	Assessment tracker Engagement tracker Training for students	Reduced gaps in attainment between vulnerable groups	Jan 2026 INSET training on 'Underserved pupils' and 'walking towards them' 'Underserved pupils' spreadsheet developed to map out progress, interventions and engagement of all. Progress made by GRT and PP pupils but as numbers are small, data is not statistically viable T&L focus on oracy, communication and challenge for all.		
To ensure that the progress of pupils with SEN is at least in-line with their peers.	Spreadsheets set up to monitor all children in all aspects of school life. Assessing and monitoring spreadsheets developed. Review assessment system and standardized tests to be used across school. Termly pupil progress meetings to	SENCo Teachers LSAs SLT	On-going	Engagement spreadsheet Assessments HLTA to cover for learning walks	Diminishing the difference between SEND and non-SEND pupils	SEND team in place from Sept 2026- SEND Leader based at St Mark's and SENCo shared with Frimley. Teacher meetings with a focus on supporting and scaffolding for SEND SENCo met parents at parents evening DHT accessed PBS, Hampshire resources. 2 LSAs trained in precision teaching to develop strategies for interventions.		

	discuss individuals and groups of children.					T&L focus on oracy, communication and challenge for all.		
To ensure effective use of Pupil Premium by closely monitoring its impact on disadvantaged pupils.	Underserved' course attended by RJ and shared with staff. PP strategy in place Nov 24 and reviewed annually to ensure support is targeted. Spreadsheets set up to monitor PP and SEND children in all aspects of school life. Termly pupil voice for all pupil groups. 'Job Junction' to be established with a range of 'groups' represented.	PP leader and SENCo Job junction leaders Class teachers monitoring engagement	On-going monitoring	Assessment tracker Engagement tracker Training for students	Diminishing the difference between PP and not PP Increased pupil voice Job Junction represented by all 'groups' An increased % of SEND and PP children involved in wider school activities and responsibilities.	PP children are tracked and discussed at pupil progress meetings. Jan 2026 INSET training on 'Underserved pupils' and 'walking towards them' 'Underserved pupils' spreadsheet developed to map out progress, interventions and engagement of all. Progress made by PP pupils but as numbers are small, data is not statistically viable T&L focus on oracy, communication and challenge for all.		
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).	Spreadsheets set up to monitor all children in all aspects of school life. Collective Worship and RE and PSHE curriculums developing children's understanding. Developmental learning walks for all staff in order to improve standards.	PP leader and SENCo Teachers and LSAs SLT	On-going monitoring	Engagement spreadsheet Assessments HLTA cover for learning walks to take place.	Global and tolerant citizens in the school family. Diminishing the difference between groups Increased pupil voice Job Junction represented by all 'groups' An increased % of groups of children involved in wider school activities and responsibilities.	Job Junction- all pupil groups represented across the school. Community CIRCLE value as a focus to engage all. 'Games event' in July 2026, 80 children were represented by their families- all invited and very well attended.		