

Equality information and objectives



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*“The school’s Christian motto of ‘**let your light shine**’ is present in every aspect of school life. **Pupils beam with happiness** to learn in a place where staff ensure that **all pupils show care and respect for each other**. Pupils are proud of the **inclusive culture** of their school. They learn that it is important for everyone to feel welcome. This means that **bullying is very rare** and any incidents are quickly resolved. **Pupils behave very well**. The school’s ‘SHINE’ behaviours make it clear what staff expect. All staff consistently model what these behaviours look like, so pupils understand how to comply .”*

OFSTED OCTOBER 2022

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1.CONTEXTUAL INFORMATION (May 2024)

161 children

74 girls 87 girls

60.25% FSM (National 20%)

26% EAL (National 21.2%)

39% SEND (National 13%)

11% EHCP (National 2%)

20 languages spoken. The most common being English, Arabic and Malayalam

Gender identity-We are aware that there may be individual children in our school community who question their gender identity and may express their gender identity in a way that does not conform to stereotypical norms or the biological sex they were born as. We would work with any child and their family to support them if they were gender questioning.

We also know that our parents and carers will be represented across all the protected groups.

WHAT WE DO:

We aim to give the best possible education to all children and make sure everyone feels equally welcomed and valued. In order to achieve this we have worked hard to ensure that the equalities agenda is threaded throughout all that we do.

We have a carefully planned and full PSHE curriculum which includes lessons on gender and family diversity, disability education, democracy and citizenship, global education, protective behaviours, recognising and challenging prejudicial behaviour, Young Carers and relationship and sex education in all year groups. As well as teaching the children about equality and diversity generally through the curriculum and particularly through our PSHE curriculum, we also regularly discuss these ideas with the children in assemblies and aim to reflect these values in our day to day interactions with the children.

We have developed a High Expectations for Learning Behaviour policy which priorities good relationships between all the school community and works to ensure the safety and happiness of all and enable all children and adults to be able to work to their best ability. We have a robust system of recording and reporting racist, homophobic, religiously motivated and other prejudiced based incidents and where we see any patterns develop, will address these through our PSHE Curriculum or direct work with groups of children. Our Anti-bullying work includes a high profile antibullying week in November, with recent themes focussing on being kind and the importance of standing up for others.

We have an active school council-our Young Governors to give pupil voice a clear platform and who work to contribute to the outcomes of the School Development Plan as well as respond to issues raised by pupils throughout the year. Pupil, parent and carer, staff and governor questionnaires are carried out each year, and the findings of these are reported to the school community and inform our school development planning. Our Key Stage 2 children take part in the citywide biannual Safe and Well School survey in addition to our own annual pupil surveys, and the findings from this inform our planning for further work on wellbeing and anti-bullying at school.

WE PROMOTE DISABILITY EQUALITY BY

Recognising the different abilities we all have whilst also acknowledging that some people have specific difficulties which require adjustments to be made.

Teaching about Disability Equality in PSHE, encouraging all pupils to reflect on how to welcome and include everybody in our learning and play.

Marking Disability History Month and other national events such as Diabetes Awareness week , Dyslexia Week and Autism week with special assemblies and learning in PSHE.

Working closely with the family of any child with a disability to plan for their additional needs at school and to review any support plan regularly.

All children at St Mark's have the same access to learning opportunities and to attend school visits and clubs, including the Y4 and 6 residential trips.

Working to ensure better access to our school grounds and buildings for those with physical disabilities by installing ramps and rails and markings on the playground (see our school accessibility plan for further details).

When appropriate, and with the consent of the child and parent/carers, we will support a child with disabilities, to talk to their peers about his/her specific needs, with the aim of promoting better understanding and relationships with the group.

Children may become diagnosed with a learning disability during their time at our school (e.g. dyslexia). We have clear pathways to diagnosis of specific learning difficulties / disabilities and parents/carers will be involved with this process and given information about support offered as a result. Please see our SEND website page and policy for further information.

WE PROMOTE GENDER AND FAMILY EQUALITY BY

Avoiding using gender as a way of grouping in class or in PE, or by referring to 'boys' or 'girls', instead using more gender neutral terms such as 'children' or 'Year 1' etc.

We are careful to use gender equal language when speaking, using terms such as firefighters, and also to ensure our resources do not promote gender stereotypes in either pictures or language. In addition we mark International Women's Day use assemblies to help children to about the history of gender inequality and the need to continue to challenge this in everyday life.

We analyse all our data by gender to check if there is a gender imbalance in any subject (e.g. improving the attainment of boys in writing).

While sports teams are generally mixed, we do provide girls only sessions with RMA as we recognise that some girls are less likely to join in mixed football sessions.

We respectfully challenge any stereotyping or gender based comments made, and our pupils are also encouraged to challenge and report any sexist comments or behaviour.

Our PSHE curriculum includes learning about gender and family diversity, same sex relationships .

We celebrate family diversity through marking LBGT month in February with a range of assemblies and class based work using local and National resources such as those produced by Stonewall.

We try to talk about our 'grownups' rather than our 'mums and dads' to acknowledge the different family groupings our pupils live in

Our relationship education includes teaching that babies are conceived in different ways (key stage 2) but questions can begin before then and will be answered in an age-appropriate way and details of the RSE curriculum can be found on our website

We recognise that children who are adopted or fostered often have specific needs and may need additional care. A key adult, usually one of our learning mentors, will be assigned to a child when they start at our school, and this adult will provide the consistent link between school and home throughout the child's time at our school.

WE PROMOTE RACE, RELIGIOUS AND CULTURAL EQUALITY BY

Ensuring there are regular opportunities to reflect on and celebrate the wide range of cultural backgrounds and languages spoken within the school. We regularly encourage pupils to share details about their identities and cultural links and share this with our whole school community via PSHE topic work, assemblies and displays and family events such as Harvest, Diwali and EID celebrations

Planning a balanced programme of assemblies throughout the year celebrate important festivals from all religions, key national events such as Holocaust week, Black History Month, Refugee week, and other local community and cultural events.

Making sure toys, displays, books and other topic resources etc. reflect a range of people from different cultures and avoid stereotypes.

Regularly reviewing our Behaviour policy and processes and remind children of the importance of reporting any racist or religiously motivated incidents. These would be recorded on CPOMS , shared as part of the council monitoring process, and used to help us inform future staff training and PSHE curriculum planning

Aiming to ensure signage in schools is clear and supported by visuals to add understanding. We have close links with Ethnic Minority Advisory Service (EMAS) to provide support and translation for pupils for whom English is not a first language.

Linking our pupils with English as an additional language with someone else in the school who is able to speak their home language, or providing another system of translating to help them communicate especially when they are new to the UK.

Language Buddy sessions with students from Roedean School in which the children are paired up with a student who shares their mother tongue.

Developing our Sanctuary Welcome pack for new children and adults, which includes a buddy system to help them settle and become familiar with school routines.

Teaching children about migration, and why families may leave their home countries and travel so they have an understanding of the challenges refugees would face

Celebrating Gypsy, Roma, Traveller month in June and learning about Gypsy Roma Travellers and the discrimination this community face,

Actively involving our EAL families in school events via our Multicultural Women's group who meet weekly

Following the SACRE RE curriculum which includes visits and visitors from a range of religions, and take care to ensure a balance of displays celebrating different religious festivals over the year

Embedding children's rights and rights and responsibilities in our PSHE curriculum and also our Picture News Collective Worship.

2. Aims

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

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

3. 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](#).

3. 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
- 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 the headteacher

The designated member of staff (Natalie McKenzie- Deputy Head) for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among 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 in section 8.

4. Eliminating discrimination

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

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

The school has a designated member of staff for monitoring equality issues.

They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. 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 that 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 school societies)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. 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, citizenship and personal, social, health and economic (PSHE) education, 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 assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies 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. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. 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 SEND
- Has equivalent facilities for boys and girls

8. Equality objectives

- ✓ Continuing to develop our Welcome policy to ensure all new members of the school feel a sense of belonging and inclusion
- ✓ Undertake staff training in Racial Literacy and ensure we are following the council's Anti racist School strategy
- ✓ Continue to audit our guided reading books and class library books, to ensure a good range of positive representations of all types of families, ethnic minorities and people with disabilities
- ✓ Review our foundation curriculum subjects to ensure that all protected groups are well represented in the people we learn about
- ✓ Undertake an accessibility audit with local authority, we will be investigating further reasonable adjustments we could make to our school grounds and building

9. Monitoring arrangements

The governing board and headteacher will update the equality information we publish annually.

This document will be reviewed by governing board and headteacher at least every 4 years.

This document will be approved by governing board and headteacher

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- High Expectations for Learning Behaviour Policy
- PSHE Policy