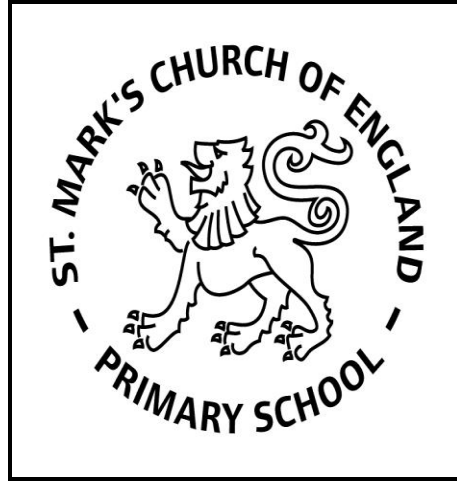
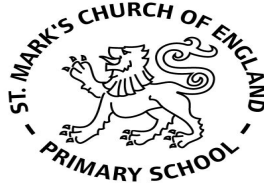


# Single Equality



*'Thy Word is a Lamp to my Feet  
and a Light to my Path'  
Psalm 119 v 105*

*"Every Child, Every Chance, Every Day"*



**Every Child, Every Chance, Every Day**

## **St Mark's CE Primary School** **Policy for Single Equality**

Governors and staff are committed to delivering the very best for our children. Our Vision is fundamental to our role as a Church of England School with its roots coming from the original blessing and verse presented to our school on its official opening in 1955.

***Thy word is a lamp to my feet and a light to my path.***

*Psalm 119 Vs 105*

*The following five components describe the desired outcomes we offer through it.*

- *Together, we will prepare you for life and learning*
- *Together, we will teach you to live within the values of God's word*
- *Together, we will safely lead you on your journey*
- *Together, we will guide you to a fulfilling future*
- *Together, we will forever help you to grow in confidence*

## **Equality information and objectives**

### **Contents**

- Our commitment to equality and community cohesion
- Information about the pupil population
- How we have due regard for equality
- Consultation and engagement
- Our equality objectives

### **Our school commitment**

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it

At St Mark's School:

- We work to ensure that everyone is treated fairly and respectfully
- We make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:
  - Their age
  - A disability
  - Their ethnicity, colour or national origin
  - Their gender
  - Their gender identity (they have reassigned or plan to reassign their gender)
  - Their marital or civil partnership status
  - Their being pregnant or having recently had a baby
  - Their religion or belief
  - Their sexual identity and orientation
- We recognise that some pupils need extra support to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably

We welcome our duties

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)
- To publish information about how we have used Pupil Premium funding to improve provision for pupils from low income households

We also welcome Islington Council's commitment to considering people on low incomes when making decisions about how it exercises its functions under the Equality Act, and the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving, including pupils from low income families. We have therefore decided to include our pupils on low incomes as a group when considering our promotion of Equality.

As part of this we will:

- Publish information every year about our school population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do
- Publish information about how we spend Pupil Premium funding for pupils from low income families

*For more information, please contact:*

*Sarah Bearfoot (Member of teaching staff with responsibility for equality issues) Tel: 020 7272 5967*

<b>Equality objective 2020/21</b>	<b>Progress we are making on this objective:</b>
<p>To ensure equality for all within our approach for on-line learning during the pandemic with aspects of school closure.</p> <p>This to be achieved through close monitoring of access to an appropriate device on which to learn and by providing access where this is not the case.</p> <p>Close monitoring and action taken when children are not engaging at an appropriate level with their learning from home.</p>	
<p>To provide a safe learning environment for all pupils and staff through developing and continually monitoring a school risk assessment.</p> <p>Risk assessments written for individual children who are unable to socially distance due to specific additional needs.</p>	
<p>To develop a raised awareness of providing supporting networks for families during the pandemic by making referrals to outside agencies such as Early Help.</p>	
<p>To continue to develop ways to promote a trauma informed approach that supports staff and families. To include close working with CAMHS and other agencies.</p> <p>To provide focused work around healthy minds and bodies.</p>	
<p>To ensure that behavior across the school remains Outstanding by developing pupils as behavior mentors and play leaders.</p>	
<p>To continue to provide high quality interventions for SEND and Pupil Premium children throughout each Phase group led by experienced teaching staff.</p> <p>To secure appropriate funding levels for children with EHCPs and exceptional needs, especially in the Early years and their transition into school, in order for them to access full-time education in order to meet their Goals and Outcomes.</p>	
<p>To support vulnerable families with access to services such as free school meal entitlement and with ensuring that they have the help they need with applications regarding housing/jobs and other issues particularly related to the pandemic.</p> <p>Support provided by Home School Support Worker.</p>	

# Our Equality Objectives 2019/2020 (Current)

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 2019/20	Progress we are making on this objective:
1.To provide high quality interventions for SEND and Pupil Premium children throughout each Phase group led by experienced teaching staff.	This was consistently delivered in the Autumn Term. During school closure in the Spring Term and when the school was open to a limited number of children, the school prioritized SEND and Pupil Premium children to attend school to ensure that there was continuity for their education. SEND and Pupil Premium children were prioritised for receiving Chrome Books to support their on-line learning. Interventions were still continued where provision and staffing allowed.
2. To develop Speech and Language Provision throughout Phase 2 and 3 by training Teaching Assistants to lead small groups working towards specific targets, with advice from LA Speech and Language Therapist and in-school support from HTLA.	Speech and Language Provision continued throughout the year despite school closure with on-line therapy sessions and parent consultations. HLTA continued to lead this provision throughout the school, training class TAs to deliver and monitor the impact of sessions.
3. To continue to raise the standards of behaviour throughout the school and provide specific support for the cohort of boys to attend 'Nurture Group' at lunchtimes.	Behaviour for learning has much improved throughout the school with very few in-school exclusions and no fixed term exclusions. Numbers of children attending 'Detention' has dramatically fallen over the last year and has remained consistently low across the school.
4. To continue to engage with 'Trauma Informed School' Programme to support children with SEMH difficulties throughout the school through staff attending individual and Phase group consultations with CAMHS Clinician to discuss specific children and how they can be supported.	Even through school closure, staff consultations still took place where possible on-line. Staff received training in September to consider the well-being needs of the children and themselves in regard to school opening for all pupils. A trauma informed approach was very much part of the Recovery Curriculum that was developed for the new academic year.
5. To increase the engagement of vulnerable parents as regarding their children's learning; through 'Structured Conversations' with Class teachers, whereby specific targets are planned to support their child's learning at home and at school.	During school closure and partial opening, Leadership and staff engaged in actively keeping in contact with parents, particularly those in vulnerable situations. Staff continued close work with other support networks and referrals to appropriate agencies continued.

6. To review the Relationship and Sex Education Policy and Scheme of Work for all year groups with consultation from all stakeholders.	This was completed and delivered by PSHE Leader and staff received training on the changes in the light of the consultations that had taken place.
7. To provide support for parents around supporting their child's behaviour at home through offering 'Parent Gym' training sessions at school.	Parent Gym was offered as an on-line intervention during closure to most pupils. There was positive engagement from a group of parents.
8. To tackle environmental and global issues within our own community and the wider world to promote community cohesion and equality through pupil voice and action	Staff and children were actively involved in Climate Change rallies and some children even developed their own political party which was cited as part of our 'Excellence' grading in SIAMs inspection in February.

## Our Equality Objectives 2018/2019)

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

<b>Equality objective 2018-19</b>	<b>Progress we are making on this objective:</b>
1. To provide high quality interventions for SEND and Pupil Premium children throughout each Phase group led by experienced teaching staff.	Phase 1 interventions led by trained staff and EY Lead for Pupil Premium – 84% achieved GLD. Phase 2 interventions led by additional trained TA. Good progress made overall by all children especially in reading. Phase 3 interventions led by Deputy Head and SENCO in Year 6. Autumn Term 34% working below Summer term 28% working below
2. To ensure that SEND children and children with disabilities who are working at expected or exceeding levels make at least good progress by the end of the year.	Children have been targeted towards specific interventions such as mentoring/support for social and emotional health/well-being from outside agencies. All children in targeted group made at least good progress overall last academic year.
3. To engage with Early Years 'Think First' programme to develop better provision for children with Speech and Language and emotional difficulties through staff training and consultation.	All EYFS staff engaged well with training and as a result targeted groups of children have been receiving high quality Speech and Language interventions from 2 years up. 18 children receiving support for Speech and Language across Early Years.
4. To raise the standards of behaviour throughout the school and to conduct cohort analysis for	Detention totals throughout the year: SEN children 39%

groups - race/gender/SEN.	Pupil Premium 56% Girls 33% Boys 87%
5.To engage with 'Trauma Informed School' Programme to support children with SEMH difficulties throughout the school.	Whole School enagement in the project through training and consultations from link CAMHS Clinician. Highly positive school audit conducted and contributed to 'Excellence' in SIAMS in Feb '20.
6.To review EAL provision throughout the school and develop more effective support and strategies to support the children's learning.	Increase in numbers of children entering with no or little English. Targeted support form TAs in class with 'home language' resources sought and displayed in the classrooms. Children make at least accelerated progress through targeted reading interventions, particularly in Phase 2.
7.To develop the Junior Leadership Team's role within the school - supporting subject leaders with monitoring and through pupil voice.	Junior Leaders support lead teachers with quality assurance and monitoring of subjects, especially in RE and Collective Worship.
8.To review the Relationship and Sex Education Policy and Scheme of Work for all year groups with consultation from all stakeholders.	Newly appointed Lead Teacher for PSHE supported by LA advisors to develop subject and review policy under new government guidelines.

## Our Equality Objectives 2017/2018

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

<b>Equality objective 2017-18</b>	<b>Progress we are making on this objective:</b>
1.To increase the engagement of parents as regarding their children's learning (eg home learning and reading), especially those whose children are receiving targeted interventions in these areas.	All but a couple of children receiving interventions for reading in Phase 2 and 3 are regularly supporting learning at home by bringing in reading books and records every day.
2.Children of all abilities challenged, particularly high achieving children, in order for them to exceed expected progress by the end of the year.	The number of children exceeding expected level at the start of the year increased in all but 1 year group. Year 1 50% - 56% Year 2 53% - 72% Year 3 46% - 63%

	<p>Year 4 75% - 79%</p> <p>Year 5 53% - 53%</p> <p>Year 6 76% - 83%</p> <p>Year 5 going into Year 6 will have targeted intervention to ensure better progress next year.</p>
3.To increase the support available to Pupil Premium children across each Phase through the introduction of targeted interventions in core subjects. Interventions delivered by experienced teaching staff.	Interventions delivered by Early Years Leader/HLTA/Specialist teacher/SENCO and Deputy Head to ensure high quality intervention both in and out of class.
4.To monitor and analyse pupil achievement by race, gender and SEND and act on any trends or patterns in the data that require additional support for pupils.	Data analysed on the School Tracker end of year results show no significant trends or patterns between the different groups, with some years achieving higher than expected progress from individual children in all of the groups.
5.Ensure early intervention in EYs to support children and families by working very closely with community health and children's social care.	Referrals made for a number of children to outside agencies by SENCO and Early Years Leader. Both managers non-class based to support high number of children in the caseload.
6.To support children and families of vulnerable children through regular pastoral meeting, working with external agencies and providing high quality staff training on SEMH. (Social , Emotional and Mental Health).	<p>Whole School Trauma Training in the summer term.</p> <p>School CAMHS Clinician in school every fortnight to support staff and families.</p> <p>Vulnerable children's register reviewed termly and reported termly to governors to raise awareness of the needs of the school.</p>
7.To reduce the number of fixed term exclusions.	<p>Fixed Term exclusion reduced significantly from 16/17 - 29.5 days</p> <p>17/18 - 3.5 days</p>
8.To ensure that the curriculum reflects the cultural diversity of the children in the school and that SMSC is promoted through the curriculum.	<p>Curriculum map regularly reviewed. Whole School displays reflect cultural diversity of the pupils.</p> <p>New LDBS scheme of work for RE and Islington's PSHE schemes of work provide a higher number of opportunities to promote SMSC through the curriculum.</p>

## Our Equality Objectives 2016/2017

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 2016-17	Progress we are making on this objective:
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1. To increase the number of children referred to outside agencies for Early intervention	Close working links and referrals made with outside agencies - including CAMHS/Growing Together and Speech and Language Therapy service, especially in Early Years to provide support at an early stage for parents and children.
2. To continue to close the gap between the progress of Pupil Premium children and non – PP children throughout the school	Teacher assessment shows that Pupil Premium children are making accelerated progress, particularly in reading due to extra interventions put in place.
3. To provide support for EY parents through our HEY accreditation program	HEY awarded – valid for 3 years.
4. To run more Dads and boys' groups to support positive relationships and good role modelling	Dad's coffee mornings were very well attended with very positive feedback given.
5. To continue to promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.	Difference celebrated through assemblies. PSHE and RE work in class.
6. To ensure that the curriculum and therefore the displays of the children's work in classrooms and around the school, promote the rich diversity of cultures, backgrounds and abilities within the school.	Diversity explored and celebrated through different aspects of the curriculum and communal space displays around the school.
7. To promote British Values as a measure of all people being treated fairly.	British values taught through aspects of the curriculum and celebrated in displays. School Council active within the school.
8. To analyse attendance data in terms of ethnicity, SEN, Medical, PP and gender.	Member of staff with Home School Support Role analyses attendance data for these areas and regularly reports to the Governing Body.

## Our Equality Objectives 2015-2016

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

<b>Equality objective 2015-16</b>	<b>Progress we are making on this objective:</b>
1. To continue with the provision of two full-time Pupil Premium teachers for Early Years/ Phase 1 and Phase 2 and 3. These teachers will be running interventions and supporting in class as	Achieved. Good KS2 progress measures

needed.	
2. A new 'Vision' for the school to include 'Our World', to expand the children's awareness and understanding of global issues that effect them and the lives of people in the wider world.	Achieved. Work included whole school assemblies, international evening and black history month
3. To ensure that the curriculum and therefore the displays of the children's work in classrooms and around the school, promote the rich diversity of cultures, backgrounds and abilities within the school.	Achieved. Great feedback from displays. LDBS advisor. LA computing lead.
4. Children of all abilities challenged, particularly high achieving children, in order for them to reach their potential.	Achieved.
5. To continue to close the gap between the progress of Pupil Premium children and non – PP children throughout the school particularly in KS1.	Achieved. Gap closing in some areas, both groups making at least good progress
6. To increase the percentage of boys in KS1 to achieve their target levels and to be in line with National Expectations.	Achieved Overall KS1 results in line with Nat averages, with boys doing particularly well
7. To increase the engagement of parents of children from disadvantaged backgrounds with school and their children's learning eg home learning and reading.	Strong attendance at coffee mornings and training. Working parents 36% Non-working 64%
8. To extend provision for Early Years by the opening of a new EYFS unit on site.	Achieved.
9. To respond to new Safeguarding advice concerning keeping children safe from the risks of 'extremism'.	Achieved. Shared with staff Oct 15. Sept 16

## Our Equality Objectives 2014-2015

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

<b>Equality objective 2014-15</b>	<b>Progress we are making on this objective:</b>
1. To increase the support available to Pupil Premium children through the introduction of two highly skilled full time Pupil Premium teachers.	Pupil Premium teachers supported children in classes and through targeted interventions, either in groups or 1:1. Pupil Premium children's progress was at generally at least good across all year groups.

2. To provide opportunities for all children to see people of all backgrounds and faiths making a positive contribution to the community/society. (Special Assembly, International Evening)	All classes had open afternoons where parents had a chance to come into classes and share in their children's learning. The school had a very successful SIAMs Church School's Inspection in the Spring Term with lots of positive comments about the school reflecting the local community and celebrating different faiths and beliefs. The school held a very successful An International Evening is planned for the Autumn Term.
3. To ensure wherever possible that curriculum opportunities reflect the children and community of St Marks.	Last year, the school's curriculum map was re-written, with lots of opportunities for the children to share their own experiences and knowledge and those of their families eg Africa topic work in Year 6.
4. To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.	Our recent Ofsted report recognized the hard work the school has done in promoting these areas for the children, the staff and the parents. Our behaviour policy gives children the opportunity to reflect on their relationships and their attitudes towards others. Opportunities for teaching SMSC across the curriculum are explored by teacher in all year groups. Links have begun with a school in India and there are plans to make links with a church school in Africa.
5. To ensure the termly monitoring and analysis includes pupil achievement by race, gender and SEND and act on any trends or patterns in the data that require additional support for pupils.	Cohort analysis was completed for all classes and groups at the end of the year. The information this gives us feed into the SDIP for the coming year where subject leaders will address any issues that come up and plan for their development.

## Our Equality Objectives 2013-2014

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

<b>Equality objective 2013-14</b>	<b>Progress made on this objective:</b>
1. To continue to reduce and eradicate the use of homophobic language.	Anti-Bullying Week, Circle time, PHSE/SEAL, Religious Education. Behaviour policy
2. To ensure the termly monitoring analyses pupil achievement by race, gender and SEND and act on any trends or patterns in the data that require additional support for pupils.	Cohort attainment analysis that feeds into planning for subsequent year. Pupil Progress Review meetings each half term.

3. To develop a curriculum in line with the new national curriculum that ensures and promotes role models and heroes that young people positively identify with and which reflect the school's diversity in terms of race, gender and disability.	EYFS curriculum provision developed and supported well by the Local Authority Learning linked to children's interests. Further engagement of parents in their children's learning via Parents' Open Afternoons, assemblies and PHSE curriculum.
4. To recognise and represent the talents of disabled pupils.	Disability Awareness week/ PHSE curriculum.
5. To ensure that displays in classrooms and corridors promote diversity.	Dual language displays/texts.
6. To ensure all pupils are given the opportunity to make a positive contribution to the life of the school.	School Council, St Mark's Saviours, class assemblies.
7. To increase the percentage of boys achieving Level 4+ in Maths and English at the end of KS2.	Additional teacher brought in October to support Y5/6 every day. One to One tuition happening everyday Booster class running for targeted groups.
8. To ensure children who did not meet national expectations at the end of KS1 are provided with support	HOS supporting targeted group. Additional TA support provided for maths every morning. Reading instructors working with key children. Higher Level TA providing Catch up.

## Our Equality Objectives 2012-2013

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

<b>Equality objective 2012-13</b>	<b>Progress made on this objective:</b>
1. To reduce and eradicate the use of homophobic language.	Whole school training for staff. Assemblies and posters up around school. Anti-Bullying Week, Circle time, PHSE/SEAL, RE
2. To monitor and analyse pupil achievement by race, gender and SEND and act on any trends or patterns in the data that require additional support for pupils.	Cohort attainment analysis that feeds into interactive planning for subsequent year. Also Pupil Progress Review meetings.

3. To ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflect the school's diversity in terms of race, gender and disability.	EYFS curriculum provision developed and implemented, linked to children's interests. Further engagement of parents in their children's learning via Parents' Open Afternoons.
4. To recognise and represent the talents of disabled pupils	Disability Awareness week. School visit to Paralympics.
5. To ensure that displays in classrooms and corridors promote diversity.	Dual language displays/texts Coffee mornings and library available for EAL parents.
6. To ensure all pupils are given the opportunity to make a positive contribution to the life of the school.	School Council, St Mark's Saviours, class assemblies, etc.
7. To increase the percentage of boys achieving Level 4+ in Maths and English.	HOS support in Y5/6 One to One tuition

### **Information about the pupil population**

Number of pupils on roll at the school: 253 children 135 BOYS/ 116 GIRLS

### **Information on pupils by protected characteristics**

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so that the Act protects everyone against unfair treatment.

### **Disability**

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Number of pupils with disabilities: 16

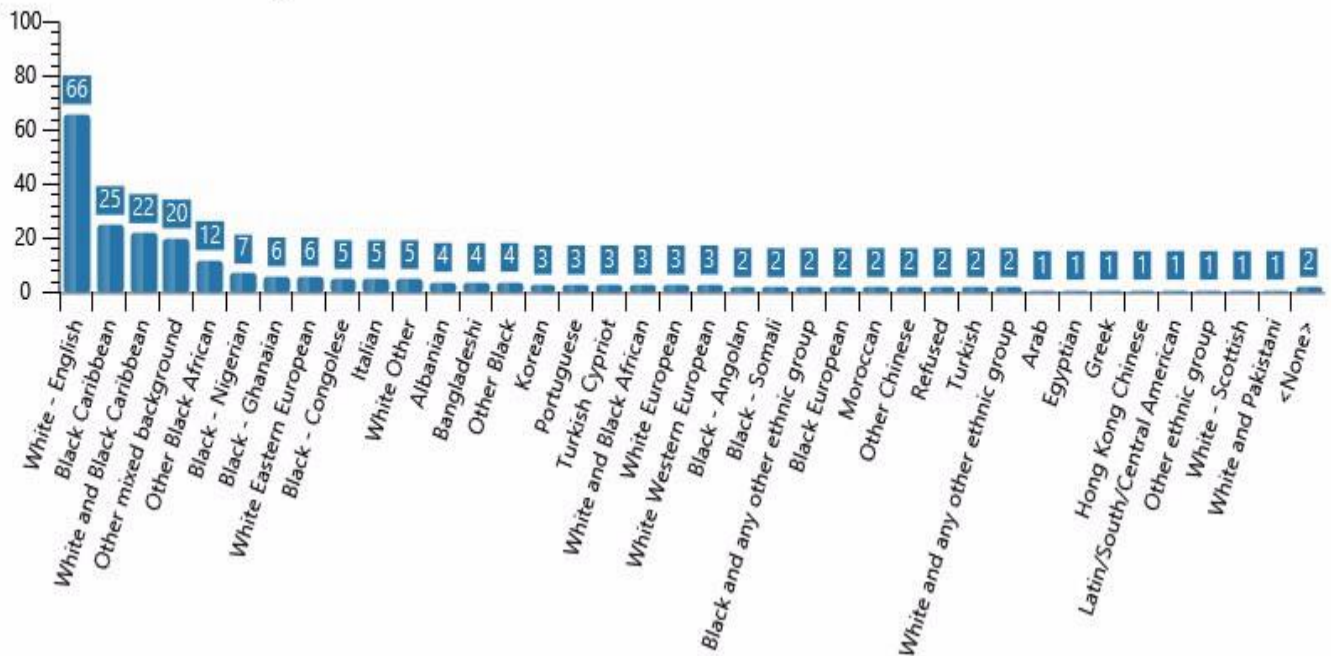
There are pupils at our school with different types of disabilities and these include:

- Diagnosis of autistic spectrum disorder
- Physical/medical disabilities
- Visual impairment

### **Ethnicity**

## Student Totals by Ethnicity

A count of students with each ethnicity



## Religion

Buddhist		Sikh	
Christian	129	No religion	73
Hindu		Other religion	8
Jewish	3	Refused	6
Muslim	22		

## Pregnancy and maternity

	Number of pupils
Pupils who are pregnant	0
Pupils who have recently given birth	0

## Sensitive information on some pupils with protected characteristics

We regard some information in relationship to protected characteristics as sensitive. This includes:

- Their sexual identity and orientation
- Their gender identity (they have reassigned or plan to reassign their gender)

*Please contact the member of teaching staff with responsibility for equality issues mentioned above if you want more information.*

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, such as gender identity and sexual orientation.

### Information about other groups of pupils

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we provide further information on the following groups of pupils:

### Pupils from low income households

In addition to the 'protected characteristics' identified by the Equality Act, we are obliged to publish how we spend Pupil Premium funding for pupils from low income families. Islington Council is also committed to considering people on low incomes when making decisions about how it exercises its functions under the Equality Act. We have therefore decided to include our pupils on low incomes as a group when considering our promotion of Equality. For a comprehensive explanation of how this group of pupils have been targeted please refer to the Pupil Premium statement on our website.

	Boys	Girls	Total	Percentage of school population
Number of pupils currently eligible for free school meals (Pupil Premium applies to this group)	40	34	74	31%

### Pupil with Special Educational Needs & Disabilities (SEND)

	Number of pupils	Percentage (%) of school population
No Special Education Need	166	76%
SEN	69	26%
Statement/EHCP	2	9%

### Pupil with English as an additional language (EAL)

	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	27	19	46	20%

### Looked after children

7

## Young carers

0

## Other vulnerable groups

Children on Child Protection Plan – 2

Children on Child in Need Plan -6

Vulnerable children – 64

## How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school.

### Eliminating discrimination

We are committed to working for the equality of all our pupils. To meet our duty, we must have due regard for the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act.

St Mark's is 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 are able to participate fully in the life of the school.

The achievement of pupils will be monitored by race, gender, SEND and FSM 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.

In our teaching we aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by ethnicity, gender and SEND and FSM and action any gaps
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and SEND and FSM, without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.



As an employer we ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

## **Disability**

### **Summary Information:**

We are committed to working for the equality of people with and without disabilities. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

### **Advance equality of opportunity by ensuring that:**

All children with disabilities are fully integrated into the school through planning and adult support. The school works closely with outside agencies eg CAMHS, Speech and Language, Child Social Care.  
Some children have modified timetables to support their needs.

Having a responsibility to cater for children with a variety of needs. Any form of effective intervention must be based on positive relationships, built on mutual respect. Within each of our classes we have children with a wide variety of needs including specific learning difficulties, physical disabilities, emotional or behavioural difficulties. Our curriculum promotes tolerance and friendship and our assemblies also deal with relevant issues and initiatives to support and promote effective relationships. The school works closely with key agencies to support the achievement of all these children.

### **What has been the impact of or activities?**

Very low complaint return numbers to the local authority over time.

There is significant diversity of language groups and ethnicity which supports the schools approach to integration. 27 different languages are represented.  
The school has a large percentage of Black Caribbean and African students.

We are committed to working for the equality of all ethnic groups. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

### **Advance equality of opportunity by:**

Monitoring the attainment of many different groups to ensure that all students perform well. These strategies include

- Pupil Progress Meetings
- Tracking data
- Attendance, parent meeting monitoring
- Cohort analysis
- Target Setting
- SEND Planning
- Performance Management targets related to key groups

Underachieving groups are identified and initiatives are put in place to support and raise attainment. Some examples include:

- Children with SEN are supported through quality first teaching and interventions.
- Phase Leaders to monitor the teaching of the curriculum in their Phase , especially English Maths and RE.
- Focused assemblies to ensure that students respond appropriately to adverse stereotypes
- TA intervention to support targeted groups of children.
- Coffee mornings and open afternoons encouraging parental engagement and support.
- Support for children with social/emotional difficulties from outside agencies.

**Foster good relations and community cohesion by having:**

- A shared vision that also supports the spiritual moral, social and cultural development of pupils
- Parent/Teacher SEND meetings
- Open door policy every day, inviting parents into school each morning to work with their child
- Regular coffee mornings focusing on topics chosen by parents
- International evening
- Termly class open afternoons
- Links with local schools and joint projects
- Church services half termly
- Christmas and Summer fairs, led by the 'Friends of St Mark's'
- Class assemblies to which parents are invited
- School website updated regularly with contributions from all staff.
- Fortnightly newsletter
- Parents invited to lunch.

## **Religion and belief**

### **Summary information:**

Our school ethos reflects the school's celebration of different cultures and religious diversity. The school's Religious Education Policy and Scheme of Work incorporate learning about all major religions and faiths.

We are committed to working for the equality for people based on their religion, belief and non-belief. To meet our duties under the Equality Act 2010, we show we have due regard to the need to:

**Advance equality of opportunity by ensuring that:**

Children of all faiths or no faith contribute to lessons and have opportunities to share their ideas and beliefs.

Major religious festivals from all major faiths are recognised as part of the RE syllabus.

Parents of other faiths or none will be consulted regarding policy and practice eg Relationship and Sex Education Policy.

Displays around the school reflect different cultures and beliefs.

SMSC and British Values are promoted regularly through aspects of the curriculum.

**Foster good relations and community cohesion by:**

Visiting places of worship from a range of religions including those in the local area.

Inviting parents to talk about and share their religious beliefs and practices in RE lessons.

Having termly church services that involve the local church and clergy to which parents are invited.

Weekly assemblies lead by clergy or children's youth worker from St Mark's church.

**What has been the impact of our activities? What do we plan to do next?**

Children of all religious beliefs feel welcome and safe at the school and parents are confident for their children to attend the school.

Children are respectful to children of different religious beliefs to their own and are able to articulate and celebrate their differences.

We plan to ensure that links with parents are strengthened. This may involve parents of different religious backgrounds being invited to accompany children on trips to their places of worship so that they can share their own knowledge and experience.

**Consultation and engagement**

We aim to continue to engage and consult with pupils, staff, parents and carers and the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and further improve what we do.

Our main activities for consulting and engaging involve having:

- Feedback from the parent questionnaires, parent-consultation meetings
- Input from staff surveys or through staff meetings / INSET
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school
- Feedback at governing body meetings
- Senior staff being visible daily in communal areas
- Class assemblies
- Policy sharing and consultation
- Proactive collaboration

Equality issues are taken into consideration when agreeing any school policy.

Reviewed and ratified by Governing body	Spring Term 2021		
Next Revision (Please highlight as appropriate)	<b>Annual</b>	Biennial	Tri-annual
To be reviewed	Spring Term 2022		

