

St Mark's CE Primary School and Nursery, Natland



SINGLE EQUALITY SCHEME

2022 - 2026

Approved by ¹	
Name:	Peter Barfoot
Position:	Headteacher
Signed:	
Date:	January 2022
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¹ The Governing Body/Academy Trust are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher

² Part 2 of this Policy (information to demonstrate compliance with the Public Sector Equality duty) will be reviewed, updated and published annually. Equality Objectives (Part 3) will be prepared and published at least every 4 years.

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Based on model KAHSC Spring 2022	20.01.22

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SINGLE EQUALITY SCHEME STATEMENT

The Public Sector Equality Duty (PSED) requires schools to consider how their policies, practices, and day-to-day activities impact staff and pupils (including prospective staff and pupils and, in some circumstances, former staff and pupils) with regard to their protected characteristics: age and marriage & civil partnership (in relation to staff only), and race, sex, gender reassignment, sexual orientation, pregnancy & maternity, and religion or belief (including lack of belief).

At St Mark's School we are committed to ensuring equality of, and equity in, education and opportunity for all pupils, staff, parents, and carers receiving services from us, irrespective of any legally protected characteristic they might have, or their socio-economic background (e.g., pupils from low income families, Children Looked After or Previously Looked After, those with Child in Need or Child Protection plans, young carers, and those with English as an additional language, even though these are not legally protected characteristics), and to showing that we have "due regard" for the need to:

- eliminate unlawful discrimination, harassment, and victimisation, including by association (treating a pupil less favourably for any particular reason), or by perception (treating a pupil less favourably for any particular reason);
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not.

We aim to develop a culture of inclusion and diversity in which all those connected to our school feel proud of their identity and can participate fully in school life. To do this we look to remove barriers and if we cannot, we look to achieve equity for all in everything school does from setting policy and implementing procedures to teaching practice, recruitment, and budget allocation which means sometimes we treat people differently because they have different needs.

We will work to:

- remove or minimise disadvantages
- take steps to meet different needs
- encourage participation when it is disproportionately low.

The achievement of pupils will be monitored according to any relevant protected characteristic that we might reasonably be expected to know they have and their socio-economic background, and we will use this data to support pupils, raise standards and ensure inclusivity.

We will tackle discrimination by promoting equality, challenging bullying and stereotypes, and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

Our Single Equality Scheme (SES) demonstrates how we have worked with and listened to staff, pupils, parents, carers, and other members of the wider school community to inform development of our objectives and help us understand the need and commitment necessary to ensure the Scheme is a success and is key to how we foster good relations. It also shows our commitment to being a good employer and fully inclusive of all community users, including parents and carers.

We will publish information to demonstrate how we are complying with the equality duty annually (SES: Part 2) and one or more specific and measurable equality objectives every 4 years (SES: Part 3).

Signed: **(Head teacher)** **Date:**

Signed: **(Chair of Governors)** **Date:**

PART 1 - SINGLE EQUALITY SCHEME

1. Aims of the Single Equality Scheme

- to describe this school's commitment to equality throughout all policies and practice;
- to help us ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected;
- to promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation;
- to comply with statutory duties under Equalities legislation in one document.

2. Purpose of the Equality Scheme

To comply with our legal duties under the Equality Act 2010 (see Appendix A), our Scheme describes how we aim to systematically set and implement good practice in equality and diversity as follows:

- develop and review the SES and our objectives with appropriate timescales for the future;
- eliminate discrimination;
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by people with disabilities and people representing different aspects of social identity in public life;
- take steps to take account of difference, even where that involves treating some people more favourably than others (equity);
- take proportionate action to address the disadvantage faced by particular groups of pupils, employees, or other members of the school community such as pupils' parents or carers.

3. Planning to Eliminate Discrimination and Promote Equality of Opportunity

Part 3 of our Scheme is an Action Plan which identifies what we will be doing over the coming year and beyond to make our school more accessible to the whole community, irrespective of background or need. We prepare this plan through consultation with key stakeholders including pupils, parents and carers, members of the Governing Body, members of staff and others in the school community.

We also have an Accessibility Plan which specifically focuses on how we will improve equality of access to education for pupils with disabilities, to work for employees with disabilities, and to work or a family life for visitors and other members of our school community with needs for whom we must make reasonable adjustments (reasonable and proportionate steps to overcome barriers that may impede some people), alongside other protected groups. We publish them together because they overlap and we want to make sure we are meeting our duties to promote positive outcomes in relation to disability, *and* actions to address other social identities.

Progress towards the Objectives in Part 3 and the Accessibility Plan is reported regularly to the Governing Body and reviewed annually. Part 2 of our Scheme is an annually updated Information Report about diversity in our school and how we are doing against our Equality Objectives.

We take steps to ensure our Single Equality Information Report (Part 2) and our Objectives (Part 3) are understood and implemented by all staff and are published on the school website. It will be made available in different formats and in different languages on request to the school office.

4. Roles and Responsibilities for Implementing the Single Equality Scheme

The Governing Body

The Governing Body will:

- ensure the school complies with all relevant Equalities legislation;
- undertake relevant and up-to-date training in Equalities duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- draw up, publish and implement the school's equality objectives;
- establish our SES action plan is part of our School Improvement Plan;
- support the Headteacher in implementing any actions necessary;
- ensure people are not discriminated against when applying for jobs at the school on grounds of a protected characteristics (race, sex, gender reassignment, sexual orientation, pregnancy & maternity, age, marriage & civil partnership, and religion or belief, including lack of belief).
- take all reasonable steps to ensure the school environment is accessible to people with disabilities, and strive to make school communications as inclusive as possible for parents, carers and pupils;
- welcome all applications to join our school, whatever a child's socio-economic background, race etc.;
- ensure that no child is discriminated against whilst in the school because of their sex, disability etc.;
- inform and consult with parents, carers and the wider school community about the Scheme;
- evaluate and review annually the information supporting the Scheme;
- evaluate the objectives and action plan at least every 4 years.

The Headteacher

The Headteacher will take steps to ensure:

- staff and parents are informed about the Single Equality Scheme;
- staff understand the broad legal definition of disability;
- the Scheme is implemented effectively;
- they manage any day to day issues arising from the Scheme whether for pupils, for the school as an employer or for the local community;
- staff have access to training which helps implement the Scheme;
- they monitor the Scheme, objectives and action plan and report to the Governing Body at least annually, on the effectiveness of each;
- the SLT is kept up to date with any developments which affect the Scheme or action plan;
- appropriate support and monitoring is in place for all pupils and specific and targeted pupils under the Scheme, with assistance from relevant agencies;
- all appointments panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- the principles of equal opportunity are promoted when developing the curriculum, respect for other people, and equal opportunities to participate in all aspects of school life;
- all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, are appropriately recorded and treated with due seriousness and in line with the Whole School Behaviour Policy and procedures;
- complaints of discrimination, harassment, or victimisation are dealt with speedily and complainants are notified of the outcome and actions taken;
- appropriate action is taken according to who is being affected e.g. pupil, member of staff, volunteer etc. in the event of equality expectations not being met.

All Staff: teaching, non-teaching and other adults involved with the School

All members of staff, both paid and unpaid, are required to:

- understand and accept that equality is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and objectives and how they relate to them and their work;
- keep themselves up to date with relevant legislation and attend any training/information events;
- ask for support if they have questions or need training;
- ensure all pupils are treated fairly, equally (or equitably e.g. giving more or less support than to others to achieve the same aims), and with respect;
- strive to include materials that provide positive images, especially based on race, sex, and disability and that challenge stereotypical images;
- ensure that all pupils with a protected characteristic are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and our relationships with pupils, staff, parents, and the wider community;
- understand how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know our procedures for reporting incidents of racism, harassment or other forms of discrimination.

Pupils

Pupils are expected and will be supported to:

- be involved in the development of the Scheme to help them understand how it relates to them in an age or ability appropriate way;
- to act in accordance with any relevant part of the Scheme;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- help us ensure any support programmes promote understanding and genuinely support pupils who are experiencing discrimination.

5. School Aims Statements

Staffing and Employment

To ensure no employee or other adult working at, or potential employee applying for jobs at the school is discriminated against on grounds of a protected characteristic we will:

- ensure all members of staff are appropriately trained in their equality duties and the needs of protected groups in the school community, and have mechanisms in place to identify areas for development;
- make necessary, reasonable adjustments to prevent a person with disabilities from being at a substantial disadvantage in comparison with people who are not disabled;
- monitor recruitment and retention;
- invest in relevant continued professional development opportunities for all staff;
- make efforts to ensure the diversity of our workforce reflects the local community and wider society;
- not enquire about the health of an applicant or require them to complete a generic health questionnaire as part of the recruitment process until a job offer has been made, unless the questions are necessary to find out if an applicant needs reasonable adjustments to access the recruitment process fairly (such as for an assessment or interview), or when the question

relates to a person's ability to carry out a function that is intrinsic (or absolutely fundamental) to that job;

- ensure the safety and well-being of staff and take seriously and act on incidents of harassment, discrimination, or victimisation recognising that members of staff may be either victims or perpetrators.

Pupils' Attainment and Progress

We recognise and value all forms of achievement, and have high expectations of all pupils while challenging them to reach their full potential'. We will particularly monitor and analyse pupil performance by race or ethnicity, sex, disability, special educational needs or disability, and social background. Disparities we identify will be addressed through targeted curriculum planning, teaching, and support.

Curriculum Development and Delivery

To provide all pupils with the opportunity to achieve their full potential, we will:

- use contextual data to improve the ways we provide support to individuals and groups of pupils;
- monitor achievement data by race or ethnicity, sex, disability and any other relevant protected characteristic as well as socio-economic background in some cases, and act to close any gaps;
- encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour;
- use self-assessment as a teaching and learning strategy, and provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress;
- take account of the achievement of all pupils when planning for future learning and set appropriately 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 our school population and local community in terms of race, sex, sexual orientation, and disability, without stereotyping;
- promote attitudes and values that will challenge racist or discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of others;
- promote activities that celebrate our common experience and that recognise diversity and foster understanding and respect for the culture, religion, and beliefs of all pupils and their families;
- try to involve all parents and carers in supporting their child's education and personal development;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and their impact on learning.

Pupil Welfare and Pastoral Care

To promote the health, safety and welfare of all our pupils and staff, and provide a caring and supportive pastoral system that takes account of their needs, we will:

- develop and continually review our Health and Safety Policy;
- ensure details of this Scheme are shared with all teaching, non-teaching, and other staff;
- expect all staff and volunteers working in our school to foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups and range of abilities;
- challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequality;
- take account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all pupils, throughout our pastoral support;

- provide appropriate support for pupils learning English as an additional language (EAL) and encourage pupils to use their home and community languages to enhance their learning;
- give appropriate support (using external agencies if required) to victims of harassment and bullying and deal with perpetrators in line with our Whole School Behaviour Policy providing them with relevant support to consider and modify their behaviour;
- ensure guidance and support for pupils or staff is delivered in a way that does not discriminate against pupils with unseen (e.g. cognitive, visual, hearing, mobility/bodily function, severe allergic reactions, conditions prone to seizure) impairments;
- provide appropriate and discreet facilities for pupils who require personal or intimate care to protect their dignity and foster respect for their individual needs;
- empower staff to raise any concerns with members of the SLT about their health, safety and welfare by having clear procedures and promoting wellbeing strategies among staff;
- expect work experience and teacher training providers to demonstrate their commitment to equality, including disability, sex, race, religion/belief, gender reassignment etc. equality.

The Quality of Provision – Curriculum and Other Activities

To provide an appropriate curriculum for pupils of all backgrounds we will:

- monitor and evaluate its effectiveness through target setting and attainment analysis;
- ensure that all pupils participate in the mainstream curriculum of the school;
- develop and continuously monitor a curriculum which builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:
 - boys and girls
 - pupils learning English as an additional language
 - pupils from minority ethnic groups, including Gypsies and Travellers
 - pupils who are more able, gifted and talented
 - pupils with special educational needs
 - pupils with disabilities
 - pupils who are looked after by the Local Authority
 - pupils who are at a risk of disaffection and exclusion
 - lesbian, gay or questioning young people
 - pupils who are the subject of a Child Protection Plan
- ensure that each area of the curriculum is planned to include the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils;
- deliver a curriculum which reflects and values diversity and that encourages pupils to explore bias and to challenge prejudice and stereotypes;
- ensure extra-curricular activities and special events e.g. school performances, cater for the interests and capabilities of all pupils and take account of parental preferences about religion and culture;
- ensure educational visits and residential trips take account of the capabilities of all pupils including both physical and cognitive disabilities and cultural differences;
- make use of web-based technologies (websites and the Virtual Learning Environment) to support a high-quality learning and teaching experience to all our pupils irrespective of dis / ability.

Behaviour and Attendance

We expect high standards of behaviour from all pupils appropriate to their age or stage of development, all staff and from others who work with or connected to school. For more information, please see our Whole School Behaviour Policy.

Through our school ethos and curriculum, we want our pupils to better understand diversity in society. We want to provide opportunities for them to explore the subtleties and complexities to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

To ensure that the Whole School Behaviour Policy and associated policies are equitable, we:

- have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all and we expect all staff to operate consistent systems of rewards and consequences;
- recognise that cultural background and disability may affect behaviour and we take this into account when dealing with incidents of unacceptable behaviour;
- recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation (directed against an individual or group, based on real or perceived difference, and linked to racism, homophobia, ableism, sexism etc.) and we will act to prevent, challenge and eliminate such behaviour;
- have clear anti-bullying procedures in place to record, monitor and deal promptly, firmly and consistently with all incidents including cyberbullying, sexting and other forms of harassment and victimisation, especially related to racism, ableism, sexism and homophobia;
- ensure that all staff are trained to deal effectively with bullying of all types, racist incidents, racial harassment and prejudice and are offered support in handling such matters;
- encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this Scheme, especially in leading by example and having high expectations of all pupils;
- take steps to ensure that pupils, staff and parents are aware of our policies and procedures for dealing with harassment, and know that language or behaviour, which is extremist, racist, sexist, homophobic or potentially damaging to any equality group, is always unacceptable;
- provide information and advice on attendance, behaviour, and exclusion to parents and carers in accessible formats such as relevant community languages and large print as necessary;
- have strategies in place to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils;
- ensure that families are aware of their rights and responsibilities in relation to pupil attendance and absence and that cases are always followed up in a way that takes account of cultural issues or matters relating to disability;
- make provision for leave of absence for religious observance for staff as well as pupils;
- monitor attendance by race or ethnicity, sex, disability, special educational needs or disability, and social background, and address disparities we identify between different groups of pupils;
- fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital or not well enough to attend school on a regular basis;
- expect full-time attendance of Traveller and Gypsy pupils whilst they are on the school roll.

Partnership with Pupils, Parents, Carers and the Wider Community

We have established and work to maintain good links with our local and wider communities. We engage in visits and welcome visitors into school. From visitors, we learn about equality issues outside school and can establish mechanisms for addressing them in school.

To help us understand diversity in school, and sensitively promote participation in our Single Equality Scheme, we will:

- involve all stakeholders including pupils, staff, parents and other users of the school in meeting our equality duties by providing information and asking for opinions and support;
- ensure that school premises, grounds and facilities are equally available and accessible for use by all groups within the community;
- take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for people with disabilities or those for whom English is an additional language or who are newly arrived in this country;
- include representation from the widest range of relevant groups that we can reasonably achieve;
- monitor parental involvement and have strategies to raise the participation of under-represented groups of parents and sections of the community.
- Provide clearly written progress reports to parents that are free from jargon to encourage participation in their child's education (incl. in other formats/languages as above). Parents with a disability or with learning difficulties will be able to access school's information;
- fully involve parents and carers in plans for their child with special educational needs or disabilities and ensure they understand the purpose of any intervention or action plan and are told about the support that will be available to them when SEND is identified;
- encourage participation of under-represented groups in areas of employment e.g. through work experience placements;
- ensure that any informal events we hold are designed to include the whole community and, at times, may target minority or marginalised groups;
- work in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

Leadership and Management

We have a clear admissions policy and procedures which are in with guidance issued by the Diocesan Board of Education. To ensure our admission process is fair and equitable to all pupils and our employment practices reflect equality and diversity, we will:

- not discriminate against a pupil with disabilities in determining admission arrangements;
- admit pupils with already identified special educational needs and disabilities. Pupils with Education Health and Care Plans will always be admitted unless, through the statutory assessment process, it is demonstrated that we cannot cater to a child's specific needs through reasonable adjustments;
- gather comprehensive information about pupils' ethnicity, first language, religion or belief, physical needs, diet etc. either via the admissions form or at the admissions interview;
- adhere to recruitment and selection procedures which are fair, equitable and in line with statutory duties of the Governing Body;
- take steps to encourage people from under-represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored;
- ensure that everyone associated with the school is informed of the contents of this Scheme and that all staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they find it;
- ensure that staff training continually highlights equality issues, including in the induction programme for new staff or volunteers;
- recognise and value the skills of all staff, including non-teaching and part-time staff and ensure all staff are given status and support and encouraged to share their knowledge.
- ensure that staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this Scheme;
- ensure that resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school e.g. images of people from different equality groups, their prominence in displays at eye level etc.

Linguistic Diversity

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages;
- raising awareness of the similarities and differences between English and other languages;
- reflecting the multilingual nature of wider society in our resources and displays;
- acknowledging the differences in syntax with non-spoken forms of English e.g. British Sign Language.

Sex and Gender Reassignment Equality

We are committed to combating sex discrimination and sexism and promoting the equality of women and men, and boys and girls.

We are also committed to ensuring the rights under the Equality Act of people undergoing gender reassignment (defined as applying to anyone who is proposing to undergo, is undergoing, or has undergone a process or part-process, for the purpose of reassigning their gender by changing physiological or other attributes). This means that in order to be protected under the Act, pupils or staff will not necessarily have to be undertaking a medical procedure but must be taking steps to live in the opposite gender or proposing to do so. So far, the law has not acknowledged non- binary or genderless individuals, but we want to act appropriately to safeguard and include all members of our communities.

We will give due regard to the need to:

- eliminate unlawful discrimination, harassment, and victimisation on the grounds of sex or gender reassignment, including domestic violence, sexual violence, bullying, and exploitation;
- promote equality of opportunity between women and men in all our functions;
- recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes;
- be aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours;
- work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes.

Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not unlawfully discriminate on protected characteristics or socio-economic factors.

Exclusions will always be based on our Whole School Behaviour Policy and we will:

- closely monitor exclusions by sex, race or ethnicity, special educational need or disability, and background, to avoid potential adverse impacts and ensure any discrepancies are identified;
- take action to address any disparities we find between different groups of pupils;
- take all reasonable steps to prevent the exclusion of a pupil for a reason related to their disability.

PART 2 – Single Equality Information Report

Demonstrating compliance with the Public Sector Equality Duty

St Mark’s CE Primary School and Nursery, Natland

1. School Profile

St Mark’s is a Voluntary Aided Church of England School with 164 pupils currently enrolled and a strong Christian ethos which supports the development the whole child. There is a ratio of 90 boys to 74 girls, significantly above the national ratio of 51 boys to 49 girls (DfE Jan 2020). 11% of pupils take free school meals (FSM), below the national average of 17.3% (DfE Jan 2020).

9% of our pupils have special educational needs. There is a ratio of 8 boys to 7 girls.

In recent years, all pupils starting in the Reception class have been attending pre-school or nursery settings. We work closely with each of these local providers and a visit is made to each child in their setting by Reception staff in the summer term prior to the new cohort starting school. In addition, staff make a home visit and each child is invited to a morning and lunch in school in that summer term. Children settle well each September and children are able to build on the relationships already made with staff in advance. By the time they start school, children know the school environment well and staff have good knowledge of each child’s home context.

The school’s catchment area includes the village of Natland, Oxenholme, the Oaks and new housing developments the Beeches and Strawberry Fields. The Westmorland General Hospital is a large local employer and a small number of families live in hospital accommodation, some coming from overseas for short periods of time. A significant number of pupils come from outside the official catchment area. Many families, including those with children in the Nursery, make use of the MOSAICS wrap-around care (Breakfast Club 7.45 – 8.45 a.m. and After School Club 3.30 – 5.45 p.m.), the availability of which influences some in their choice of school.

We have never had difficulty recruiting teaching staff and currently have no vacancies. We have recently appointed to the following key support roles: School Business Manager, Administrative Assistant and Cleaner-in-Charge.

As a voluntary aided Church of England school the Governing Body is the admitting authority. However, the Local Authority co-ordinates admissions to Reception and Year 7 (transition to secondary school). When we are made aware of pupils who are joining the school with special educational needs or disabilities, we arrange to meet the pupil and parents or carers and involve professionals from the child’s current setting, the LA and, where appropriate, the local Health Authority to ensure any adjustments required to the building or curriculum are made in readiness for them starting school. The school has fully ramped access and is level throughout the building enabling access to wheelchair users. Our entrance area is accessible to people with disabilities. We have one disabled toilet.

2% (3) of our pupils have English as an additional language. There are a relatively small number of pupils from minority ethnic backgrounds.

Information for parents and others is provided in verbal and written form and we could arrange to provide it in alternative formats on request e.g. another language, braille etc.

Recruitment procedures are based on those provided by the LA with all advertising being processed through the Cumbria County Council HR and Advertising Team.

Note: If we do not provide actual figures in relation to pupils or staff from ethnic minorities or any other equality group with protected characteristics it is because they are a small number of people and we must maintain their privacy. We are also not required to collect any statistical data which we do not already collect routinely.

2. Disability Equality Duties

Our commitment to achieving equality of opportunity for pupils with disabilities, their families, school staff, and other school users has a number of objectives:

We will promote equality for people with disabilities by:

- removing barriers to the accessibility of education, employment, services, information and buildings;
- encouraging good practice along with our partner agencies by giving relevant advice and signposting services;
- ensuring we take particular needs into account when procuring goods and services from our providers;
- promoting positive images of people with disabilities;
- challenging patronising or discriminating attitudes;
- making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of pupils, staff or other school users with disabilities.

We plan to increase access to education for disabled pupils by:

- increasing the extent to which disabled pupils can participate in the full school curriculum;
- increasing the inclusion of positive images of disabled people across the curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

We welcome the requirements of the Disability Equality duty and this section sets out our commitment to meeting the duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

Accessibility Plan

- Building and Grounds
 - arrangements made for some families to access the car park for school drop off and pick up when mobility is difficult
 - plans to open up access to the school field and Hidden Haven (school garden) with the laying of a wide path
- Curriculum
 - successful access for pupils with SEN and disabilities currently on roll
- Information
 - development of a whole school communications strategy to address and improve all aspects of communication with and between all stakeholders
 - design and development of a new school website to enable better communication more interactivity and data sharing
 - school social media presence, via Facebook, now well established
- Involvement of people with disabilities in the development of the Single Equality Scheme.
 - We have made changes to access (drop off and collection of pupils) at the request of parents who are disabled or temporarily incapacitated.
 - We would revisit and review sections of the SES should a pupil, parent or member of staff become disabled or join the school and present a need based on a disability.
- Plan to increase access to education for learners with disabilities as detailed above.
 - Improve access to the school field and Hidden Haven (school garden) with provision of a new path
 - Provision of welfare and changing facilities for children and staff in the Nursery (SCA bid submitted to Diocese December 2021 for work to be completed July / August 2022)

- Plan to improve equal opportunities for employees with disabilities.
 - Provision of welfare and changing facilities for children and staff in the Nursery (SCA bid submitted to Diocese December 2021 for work to be completed July / August 2022)

3. Racial Equality Duties and Community Cohesion

We recognise that people of Black, Asian and Minority Ethnic (BAME) origin experience discrimination based on colour, race, nationality, religion, and ethnic origin. Racial harassment and violence are the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

To ensure this school takes all necessary steps to prevent and tackle racial harassment and to help people of BAME origin live free from harassment, feel safe and enjoy and achieve throughout their education or working life at our school, we will take steps to:

- keep accurate records of all groups of faith or ethnicity, their backgrounds and needs and how we respond to them;
 - encourage dialogue between different racial groups on the suitability of our educational provision;
 - prevent racial discrimination, and promote equality of opportunity and good relations between members of different racial, cultural and religious groups;
 - encourage pupils and their families of all ethnic groups to participate fully in all aspects of school life;
 - use our support for the voluntary and community sector to promote good race relations;
 - counter myths and misinformation that may undermine good community relations;
 - ensure our staff and other adults working in our school, pupils and their families, as well as our partners and the wider community fully understand the principles of good race relations.
- We welcome a family recently moved to the UK from Nigeria who live as Jehovah Witnesses. We met to agree a way to manage activities around Christmas time and plan to meet in advance of particular Christian festivals and celebrations to build understanding of JW teaching and to ensure cultural sensitivity. We will also seek to explore ways to learn about and celebrate Nigerian culture.
 - We have run a Japan Club in the past to help to recognise and celebrate aspects of the culture of the mother of one pupil. We acknowledge this pupil's Japanese heritage and the success he is having in learning Japanese and, in particular, Japanese calligraphy.
 - We were able to learn about a wedding attended by a pupil whose family come from India and enjoyed looking at photos of the wedding and aspects of the ceremony during a whole school assembly via Zoom.
 - We plan to meet with parents and pupils representing minority ethnic groups in school to ask about their experiences of school to date and ask for ideas for improvement in aspects of school life.
 - From this series of meetings we will develop a prioritised action plan for improvement.

4. Sex and Gender Reassignment Equality Duties

We are committed to combating sex discrimination and sexism and promoting the equality of women and men, boys and girls.

We are also committed to ensuring the rights under the Equality Act of people undergoing gender reassignment (defined as applying to anyone who is proposing to undergo, is undergoing, or has undergone a process or part-process, for the purpose of reassigning their sex by changing physiological or other attributes). This means that in order to be protected

under the Act, pupils or staff will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender or proposing to do so. So far, the law has not acknowledged non- binary or genderless individuals, but we want to act appropriately to safeguard and include all members of our communities.

We will give due regard to the need to:

- eliminate unlawful discrimination, harassment, and victimisation on the grounds of sex or gender reassignment, including domestic violence, sexual violence, bullying, and exploitation;
- promote equality of opportunity between women and men in all our functions;

- Monitoring information about the sexes
 - Monitoring of pupil progress and attainment includes considering differences in outcomes for different groups, including boys and girls.
 - Assessment in foundation subjects will also need to be analysed in a similar way.

- Targets for pupil achievement by sex
 - We would aim, in all subjects, to close any gaps in attainment and progress between boys and girls suggested by the data.
 - Specific targets will be set as necessary and outcomes monitored.
 - Where a significant gap is identified we will seek advice on measures to introduce to mitigate the perceived issue.

- Addressing gender stereotyping in the presentation of different national curriculum subjects and learning about careers and the world of work
 - Teaching staff will ensure that books, images and resources used in teaching all subjects will avoid stereotypes and celebrate diversity

- The results of the Single Status equal pay scheme for your school in relation to sex
 - All non-teaching posts are based on the CCC single status job family scheme to ensure fairness and equality.

- Issues of gender-based violence and domestic violence are tackled and assessing and meeting the needs of victims
 - We benefit from the work of Operation Encompass, run in partnership with Cumbria Police, which ensures that all instances of recorded domestic violence in families and the home contexts of school-aged children are passed onto the schools attended by those children.
 - Where issues are registered in Early Help assessments, we are able to broker support from the relevant local agencies e.g. Action for Children.
 - Children who witness domestic violence in the home are supported in school as necessary, usually with a named member of staff acting as trusted adult and advocate for an individual pupil.

- Classroom-based lessons on issues around sex and gender identity
 - The school has adopted a PSHE Education curriculum that includes units covering Relationships Education. Details of the content of each unit of work can be found on the school website.

5. Religion and Belief Equality Duties

We recognise that people can face discrimination because of attitudes in society towards the religion, faith, or belief they hold or faith community they belong to. Faith-based hate crime has a character that is distinct from race-based hate crime. We also recognise that a person's

religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility. We understand this means we must assess the impact that our policies, functions and procedures have on promoting equality for people based on their religion, belief or non-belief.

Functions, policies and procedures that have been or will be Equality Impact Assessed in terms of promoting equality with regards to religion, belief or non-belief.

- Admissions
 - In 2019, on the advice of the Diocese of Carlisle Board of Education, all references to faith commitment and church attendance as possible criteria to be used in the case of over-subscription were removed from the school's published admissions policy and procedures.
- Collective Worship
 - Collective worship is inclusive and invitational and should not in any way be demanding of personal adherence to any faith or creed. However, parents have the right to remove their children from acts of worship and school celebrations of Christian festivals on the grounds of religion, faith or belief. The school would seek to discuss these issues openly with parents or carers before a decision was made.
- Teaching of RE
 - The content of the RE syllabus in a Church of England primary school has an emphasis on the study of Christianity and Christian teaching. Parents have the right to remove their children from RE lessons on the grounds of religion, faith or belief (see note on Collective Worship above).
- Behaviour Principles and Policy
 - The Governing Body's published Behaviour Principles and the Whole School Behaviour Policy should be Equality Impact Assessed when reviewed annually to ensure there is no possibility for discrimination.
- Educational Visit Policy and Procedures
 - Religion, belief or non-belief should be considered in the case of certain visits to places of worship.
- Recruitment
 - Personal faith commitment, belief, religious adherence or church attendance are not included as criteria (either essential or desirable) in the person specification for any positions in school.

6. Sexual Orientation Equality Duties

We are committed to combatting unlawful discrimination, harassment and victimisation faced by people who are lesbian, gay, bisexual, transgender, or questioning (LGBTQ or LGBT+) and we aim to ensure equality of opportunity in education, services, and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBTQ communities, both inside the community and across wider society.

We are committed to taking a proactive approach to preventing all forms of homophobia in the school community and will assess the impact of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

- Teachers will be encouraged to include realistic images of lesbian, gay, bisexual or transgender people and the contributions they have made to different aspects of the curriculum where this is deemed appropriate and relevant.
- Homophobic bullying, language and stereotypes will be challenged and dealt with according to the agreed Whole School Behaviour Policy.
- The school subscribes to the PSHE Association which provides resources and links to materials to support staff when teaching particular units in the PSHE Education curriculum.

7. Pregnancy and Maternity Equality Duties

We are committed to ensuring that staff who are pregnant or have recently given birth are protected from both direct and indirect discriminatory practices, disadvantage and unfavourable treatment. More information and the specific guidance used is available from the school office.

8. Publication of the Single Equality Scheme

Our Single Equality Scheme (Part 1) is published in English and in pdf format with our Report (Part 2) and our Objectives Action Plan (Part 3) on our school website. A printed copy is available on request from the school office. It can also be made available in other formats e.g. another language, or braille.

We update and re-publish the detail of our Scheme (Part 1) as necessary, Part 2 annually to account for the September intake or staffing changes and how they affect diversity in school, and Part 3 no less than every 4 years. We will also review Part 3 in brief annually in light of our new Part 2 to ensure our longer-term goals remain relevant.

9. Complaints

If a member of the public feels that they have suffered discrimination, harassment, or victimisation from this school because of their protected characteristic i.e. race (including nationality, ethnic group, regional or national origin), sex, gender reassignment, sexual orientation, age, marital or civil partnership status, pregnancy or maternity, disability, or religion or belief (including lack of belief), they should report it using our normal School's Complaints Procedure available on the school's website and from the school office.

Complaints by staff will be dealt with under the Grievance Procedure, as appropriate.

We take all complaints seriously and will take appropriate action to eliminate discriminatory behaviour.

We will monitor complaints to help establish whether we are meeting our equality duties and report regularly to the Governing Body about the nature of complaints made and action taken.

Part 3 – Equality Objectives Action Plan 2022 - 2026

Public Sector Equality Duties: eliminate unlawful discrimination, harassment, or victimisation (EUDHV); equality of opportunity (EO); fostering good relations (FGR)

PSED	Protected Characteristic/ Equality Group	Aim	Objective	Target Group(s): e.g. whole school, girls, boys, SEN, staff	Action	Who is responsible?	Dates from and to:	Indicator of Achievement
ALL EUDHV EO FGR	People with disabilities	To ensure full access to the school grounds and outdoor activities		Whole school	Provide wide path access to the school field and the Hidden Haven (school garden)	GB L & M committee HT	Summer term 2022	Path laid, all pupils and staff have full, safe access to the school field and Hidden Haven.
ALL EUDHV EO FGR	BAME pupils and families	To recognise white privilege and British exceptionalism in the education system and National Curriculum. To begin to de-colonise the curriculum	For teaching staff to gain new perspectives and begin to address imbalance and injustice in the curriculum	BAME families and Whole school	Core reading list established and copies of key texts made available to teaching staff. Training for teachers from Anti-Racist Cumbria (ARC) Review ARC audit	HT Class teachers GB T, L & A committee	Spring 2022 to Spring 2023 (full annual cycle of termly topic planning)	All teachers aware of key issues and confident of how to make changes to approach. Process of de-colonisation of the curriculum in school begun.
ALL EUDHV EO FGR	BAME pupils and families	To celebrate diversity within the school	Explore and then celebrate cultures represented in the school community	BAME families and Whole school	Meet with each BAME family to find out their experience of St Mark's School to date and to ask for ideas of meaningful ways to celebrate diversity of cultures.	GB C & W committee HT Class teachers	Spring / Summer terms 2022	Increased awareness of BAME pupils experience of school. Class and whole school events planned to celebrate diverse aspects of cultures represented in school.
ALL EUDHV EO FGR	All	To broaden diversity in examples of pioneers used in subject teaching	Ensure range of backgrounds of examples used is broad and diverse	Whole school	Teachers to include wider and more diverse range of examples of pioneers in planning for each subject.	Class teachers Subject leaders HT GB T, L & A committee	Spring 2022 to Spring 2023 (full annual cycle of termly topic planning)	Diverse range of pioneers referenced and celebrated in teaching across the curriculum.
Date Action Agreed:					Date Agreed for Review:			

