



Four Marks CE Primary School

Single Equalities Policy and Scheme

(Including: Equalities Information and Objectives & Single Equalities Action Plan)

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INTRODUCTION

At Four Marks CE Primary School we welcome the equality duties on schools, and regard these as essential for achieving the best outcomes for all children. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of the school. We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular. Throughout this Scheme, ‘parents’ can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

This Single Equality Scheme provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way. Our Single Equality Scheme is based on the core principles that its effectiveness will be determined by

- active involvement with key stakeholders, not just in developing this Scheme but also in its review and implementation
- proactive leadership
- prioritising activities that produce specific, tangible improved outcomes
- removal of attitudinal and cultural barriers

We recognise that improving outcomes such as attendance or attainment for a specific group of pupils will help to improve our outcomes for all. Our commitment to equality is thus a fundamental part of our drive towards excellence. The action plan attached to this Single Equality Scheme (appendix C) outlines the actions that Four Marks CE Primary School will take to meet the general duties of this scheme.

NATIONAL AND LEGAL CONTEXT FOR DIVERSITY

All schools have duties to promote race, disability and gender equality. The general duty to promote race equality means we must have due regard to:

1. eliminating unlawful racial discrimination
2. promoting equality of opportunity
3. promoting good relations between people of different racial groups

The general duty to promote disability equality means we must have due regard to:

1. promoting equality of opportunity between disabled people and other people
2. eliminating unlawful discrimination
3. eliminating disability related harassment
4. promoting positive attitudes towards disabled people
5. encouraging participation by disabled people in public life
6. Taking steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people. The disability equality/general duty reinforces the reasonable adjustment duties of the Disability Discrimination Act (DDA). In particular, it complements, and in some cases overlaps with, the anticipatory duty to make adjustments.

The general duty to promote gender equality means we must have due regard to:

1. eliminating unlawful discrimination and harassment
2. promoting equality of opportunity between men and women / boys and girls

Schools also have a duty to promote community cohesion to develop good relations across different cultures, ethnic, religious and non-religious and socio-economic groups. In addition to the above we also work to ensure that we do not discriminate on the grounds of age, sexual orientation and religion or belief.

SCHOOL CONTEXT

The school collects equality information and this can be found within the appendices, which are updated annually. The data was correct as at January 2023. Due to the Covid-19 pandemic, KS2 tests were cancelled in 2020 and therefore no data was populated. Below are the data averages as detailed on Analyse School Performance (ASP) from the DFE 2019.

- The school had 303 pupils on roll, which is slightly higher than the average size for primary schools.
- The percentage of boys is 50.3 %. The percentage of girls is 49.7%, which is broadly in line with the average in other primary schools.
- The percentage of children with Free School Meals take up is 11.1% (Jan 2023) , lower than the average of other primary schools.
- The percentage of children from minority ethnic groups is low (15.7 % in Jan 2023) when compared to the average in other primary schools. The only group that represents 5% or more of the overall pupil cohort is White British (84%). (Jan 23 data):

Any other white background	<5%
Gypsy	<5%
Gypsy/ Roma	<5%
Indian	<5%
Black African	<5%
White/ Asian	<5%
White/ Black African	<5%
White/ Black Caribbean	<5%
Any other mixed background	2%

- The percentage of pupils whose first language is not English is low (5% in 2023) when compared to the average in other primary schools.
- The percentage of pupils with SEN support is 12% in 2023, which is close to the average in other primary schools. The % of children with EHCPs is 2.3%, closed to the national average.
- The school's percentage of stability was below average 77% in 2023.
- The school deprivation indicator is well below average.

Principles

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

1. All pupils, families and staff are of equal value We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their race, ethnicity, culture, national origin or national status
- Whatever their sexual orientation, gender or gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their physical appearance
- Whether they are currently pregnant or have recently given birth
- Whatever their age or marital status
- Whatever their socio-economic background or academic ability

2. We recognise and respect difference:

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

- Disability – we understand that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

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

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

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff:

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across

all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

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

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

6. We consult and involve to ensure views are heard:

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

7. We aim to foster greater community cohesion:

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

8. We base our practices on sound evidence:

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

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7). The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities. We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

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

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying:

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

Roles and responsibilities:

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

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

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

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

Equalities Information for Four Marks Church of England Primary School

Appendix A

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

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

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation). We have also involved staff, pupils, parents and others in the following ways:

- focus children's groups (e.g. Church Team)
- parent questionnaires
- open door policy
- involvement of the school council
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and specialist service
- consultations with Occupation Health services

Staff data

- As the school has less than 150 staff, the Governing Body is not required to publish information in relation to their staff. Sub categories have not been included where there was a nil representation of the group.

Information	FGB (14)	Evidence and Commentary	Percentage
	Gender Identity	Female	55%
		Male	45%
	Nationality	British	100%
	Ethnicity	White British	100%
	Religion	Christian	100%
	Sexual Orientation	Hetrosexual	100%
	Age	20-29	0%
		30-39	9%
		40-49	36%
		50-59	45%
		60+	9%
	Disability	Yes	0%
		No	100%
Volunteers		We do not ask Volunteers to declare equalities data for publication.	

Pupil-related data

Quantitative data we consider in this area includes:

- attainment levels
- pupil progress
- attendance levels
- exclusions, sanctions and rewards

- rates of bullying/harassment/behaviour related incidents
- take up rates of extra-curricular activities/after school clubs etc
- participation in the student council
- results of parental satisfaction surveys and complaints monitoring

Information	Evidence and Commentary	Percentage
Attainment in Reading – by gender and ethnicity KS2 2021-2022 Percentage making ARE or above:	All	83%
	Male	74%
	Female	92%
	English Additional Language	100%
	Disadvantaged	75%
Attainment in Writing -by gender and ethnicity KS2 2021-2022 Percentage making ARE or above:	All	83%
	Male	78%
	Female	88%
	English Additional Language	0%
	Disadvantaged	63%
Attainment in Maths -by gender and ethnicity KS2 2021-2022 Percentage making ARE or above:	All	77%
	Male	78%
	Female	76%
	English Additional Language	100%
	Disadvantaged	38%
Attendance Academic Year 2022-2024	All	94%
	Male	93.4%
	Female	94.5%
	Pupil Premium	89.4%
	SEND support	92.9%
	SEND EHCP	95.3%
Participation in School Clubs: Spring 23	Male	52%
	Female	48%
	Children identified as Disadvantaged or vulnerable	70%
	Children classed as Pupil Premium or Vulnerable attending more than one club:	24%

Qualitative information

The school has published various policies on the school's internet site, www.fourmarksprimaryschool.com. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty, and include:

- Charging and Remissions Policy
- School Behaviour Policy
- Anti-Bullying Policy
- Relationships, Sex and Health Education Policy
- Special Educational Needs Policy
- Admissions Policy
- Accessibility Plan

Date of publication of Appendix A: March 2024

Date for review and re-publication of Appendix A: March 2025

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- focus children's groups (e.g. Church Team)
- parent questionnaires
- open door policy
- involvement of the school council
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and specialist service
- consultations with Occupation Health services

Having referred to and analysed our equality information, we have set ourselves the following objective(s) for the next year (drawn from our 4 year Action Plan/ Objectives- Appendix 3):

Objective 1:

Provide regular opportunities for children to discuss equality, justice, fairness through exposure to world news and events that are relevant to life/ our global community. Celebrate and highlight key events such as Paralympics, Deaf Awareness Week, Autism awareness Week.

Objective 2:

Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability (eg ASD, dyslexia, physical disabilities). Embedding British values through our School Values and key events eg Remembrance Day

Date of publication of this Appendix B: March 2024

Date for review and re-publication of Appendix B: March 2025



Four Marks CE Primary School

Single Equality 4 year Action Plan (2022-2026)

Appendix C

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	Timescale	Indicators of Success
All	Ensure all learners have a 'voice' in improving practice and are given the opportunity to make a positive contribution to the life of the school e.g. Through involvement in children's responsibilities, class worship, fund raising, Church Team, FIT team, peer mentors, play leaders	Pupil interviews by SLT and governors. SLT to monitor representation of different groups i.e. gender, pupil premium, race, SEND, minority groups	Members of staff leading on individual groups	Ongoing	More diversity in school groups membership and evidence of their impact
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability (eg ASD, dyslexia, physical disabilities). Embedding British values through our School Values and key events eg Remembrance Day	Increase in pupils' participation, confidence and achievement levels. Evidence in children's behaviour and in displays	SLT through assemblies and worship and curriculum leaders eg through history lesson plans	Ongoing	Notable increase in participation and confidence of targeted groups
All	Ensure that displays in classrooms, halls, reception areas and corridors promote diversity in terms of race, gender, SEND and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through RSHE	SLT	Ongoing	More diversity reflected in school displays across all year groups

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	Timescale	Indicators of Success
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on annually. All staff and governors undertaken Prevent Training	The SLT / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response? Report concerns in line with Channel procedures	SLT and Governing Body	Reporting Termly at Governor Resource Meetings And annually to Local Authority	All staff are aware of and respond to racist incidents Consistent nil reporting
All	Monitor extended schools after school club provision uptake to ensure participation rates are reflective of the diversity of the school. Encourage minority groups by introducing clubs that may better suit their requirements / capabilities i.e. non-sport activities for physically disabled pupils. Encourage and ensure pupil premium children are accessing clubs and before and after school activities and holiday activities – use PP funding	Increased participation of minority groups in clubs and out of school activities	PE leader and pupil premium champion	Annually	Take up of after-school clubs by a diverse selection of pupils from the school community
All	Encourage involvement of representatives from a diverse backgrounds to be participants in advisory groups i.e. DDA audit groups, Governors etc	Through group membership	SLT/ Governors	Ongoing	Membership of groups

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	Timescale	Indicators of Success
All	To tackle name calling and intimidation in respect of sexual orientation and race in line with the Equality Act (sexual orientation) (race) Regulations 2007	Through playtimes, lunchtimes and discussions through circle time and worship.			Lunchtime incidents of inequality and name calling reduced
All	Provide staff training to support staff in tackling prejudicial language	Prejudicial Language training for staff	SLT	Ongoing	Increased confidence in handling of any name calling incidents/ through structured discussion (e.g. Picture News) with children to unpick/ challenge/ educate prejudicial views.
All	Provide regular opportunities for children to discuss equality, justice, fairness through exposure to world news and events that are relevant to life/ our global community. Celebrate and highlight key events such as Paralympics, Deaf Awareness Week, Autism awareness Week etc	Weekly Picture News discussed with children/ shared with parents.	RE Leader- pupil conferencing HT Librarian	Ongoing	Views/ annotated posters are kept. These demonstrate responses in keeping with our school/ British values. Better understanding by all stakeholders especially children
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Divali Day in the Autumn term and Holi Day in the Spring term - one in year A and one in Year B. KS1 Creation Stories - The Creation story from the Hindu tradition Year A; KS1 Ideas about God - Gods from the Hindu tradition YR - Water is precious - The River Ganges and the story of Shiva	RE and RSHE assessments	RE and RSHE leader	Ongoing	Increased awareness of different communities and beliefs shown in RE and RSHE assessments and work. Planning includes a programme of special festivals, stories and celebrations from other cultures.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	Timescale	Indicators of Success
All	Ensure staff, pupils and parents/carers are given the opportunity where possible to be involved in the future development of the Single Equality Plan through input and feedback from surveys, staff meetings, pupil groups, parents evenings etc	Through the continued review and updating of the Single Equality Scheme			
Sexual Orientation	Provide staff training to enable Implementation of government sex and relationship guidance to support staff in dealing honestly and sensitively with sexual orientation issues and questions.	Through cluster work and sex and relationships training	PSHE leader	Ongoing	Through lessons observations
IMPORTANT: Reference should also be made to the schools' separate Single Equality Scheme and Accessibility Plan					

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