



Equality Action Plan

The school's equality action plan takes into account the requirements of the:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 2014
- Equality Act 2010

It links to the following policies:

- Equality Policy
- Anti-Bullying Policy
- Positive Behaviour Policy
- SEND Policy and Local Offer
- Pupils at school with Medical Conditions
- Teaching and Learning Policy

MONITORING AND REVIEW

The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;

School Vision

Grow together Shine Forever

Mission Statement

Our vision at Markland Hill is to inspire a love for learning, cultivate happiness, and foster kindness, creating a primary school where students thrive academically, creatively, socially, and emotionally. We aim to empower our students to become not only successful individuals but also caring, empathetic, and responsible citizens who make a positive impact on the world and **SHINE**.

*Our value of **'Everybody is Somebody'** ensures that everyone is fully included at Markland-Hill.*

The five British values that the Government has identified for schools to focus on are: -

- Democracy
- The Rule of Law
- Individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Developing personal and social responsibility
- Respect for British Institutions

Equality at Markland Hill Primary School

At Markland Hill , we are 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/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 able to participate fully in school life.

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

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Protected Characteristics addressed in this plan:

- age.
- disability.
- gender reassignment.
- marriage and civil partnership.
- pregnancy and maternity.
- race.
- religion or belief.
- sex
- sexual orientation

Equality in our policy and practice

Our school has the following Equality objectives:

- To ensure that all staff have a good understanding about protected characteristics and how to promote throughout the curriculum.
- To ensure the school's culture, policies, taught curriculum and overall environment reflects and celebrates the rich changing diversity of the school.
- To ensure that the school is proactive in considering and removing barriers for all members of the school community who have protected characteristics.
- Undertake an analysis of staff recruitment data and trends with regard to race, gender and disability each year.

As well as these overarching objectives and the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

Equality Strand	Action	How will the impact of the action be monitored?	Responsibility For monitoring	Cost/ Time/ Resources	Success Criteria
All	To ensure that robust policies and practices are in place which promote equality and inclusion ie. Accessibility Plan, SEND Policy, School Local Offer (SEND Information Report), Supporting Pupils with Medical Conditions, School Visits Policy	Governing body meetings	SLT Governors Staff	Time to amend policies Time for consultation process with staff, parents and pupils Governors meetings	SEND policy and local offer ratified by Governors and published on school website – updated yearly Policies are reviewed and agreed by governing body Autumn 2024

All	To publish and promote the Equality Policy and rationale, through newsletters and spotlights.	Evidence of equality awareness in: Staff training and staff induction * Newsletters * Information shared on school website	SLT Governors	Time to amend policies Time for consultation process with staff, parents and pupils	Staff are familiar with the principles of the Equality rationale and use them when planning lessons, creating classroom displays, dealing with behaviour issues
All	Ensure the school prospectus is accessible online.	Complete a new prospectus which is readily accessible for all.	Head teacher Governors	Time for SLT/ Governors to meet	The updated school prospectus is easily accessible online for all parents.

	Offer parents/carers the option for the prospectus to be printed in different languages.				All school documentation available for translation-website available translation.
All	Ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff.	Governing body meetings.	Head teacher, Governing Body	Time for staff to attend training	The school follows the safer requirements procedures and offers equality for all. A CPD programme is in place which caters to the needs of the individual.

All	Ensure that the curriculum, displays and enrichment activities promote role models that young people positively identify with, which reflect school's diversity in terms of race, gender and disability.	Work scrutiny School website Curriculum planning Displays – learning walk Assemblies Equality rationale and text mapping	SLT, Governing Body	Time for subject leaders to complete work scrutiny, staff to complete displays and photograph displays	Increase in pupils' participation, confidence and achievement levels. Work scrutiny will record further links with local community, visitors enrichment activities and displays all promote positive role model images around school. Careers day/ aspirational– ensure an understanding that all people can be take on different roles.
All	To present positive images which promote British Values and reflect the diversity of the school and community in terms of race, gender and disability.	Assemblies Displays Picture News Books and resources Work scrutiny Equality rationale and text mapping Reading and writing spines are diverse	SLT PSHCE subject leader	Time for subject leaders to complete work scrutiny	More diversity reflected in school and visually evident across all year groups.

All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council and Eco team, Wellbeing champions subject ambassadors, class assemblies, fund raising etc.	School council and Eco-team representation monitored by race, gender, disability, Pupil Premium pupils. Pupil interviews/ questionnaires	SLT	Chair council/Eco meetings Pupil interviews PSHE	Diversity in school council and all leadership groups membership.
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All	To ensure that extra curricular activities (including Y6 residential trip) take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio economic status. Ensure that all extra-curricular activities are not be prohibited because of financial constraints.	Registers of extra curricular activities. Pupil questionnaires about extra-curricular activities. Risk assessments completed to visits.	SLT	Time for staff to plan visits, meet parents, complete risk assessments Additional staff for 1:1 support for pupils with a disability.	Attendance of extra-curricular activities reflects the diversity of the school population in terms of race, gender, disability and socio-economic status. Promotion of inclusive sports events at school and within the local authority. Pupil Premium and other funding sources support children in ensuring attendance at extra-curricular clubs and educational visits, including the residential visit in Year 6.
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All	Provide extra and additional support for pupils who are under-achieving, in order to make extra progress in their learning and their personal well-being.	Termly data to indicate off track pupils and those not making expected progress. Pupil progress meetings to identify pupils. Planned interventions to support pupils who are under-achieving and not making expected progress in their learning and personal well-being EH Plan meetings Pupil interviews	SLT SENCo	Time off timetable for pupil progress meetings Attendance at multi agency meetings (EH Plans, SEND provision)	Data analysis shows good progress for all groups of pupils. Intervention shared as needed
All	To ensure that the relevant support services are used fully and effectively.	Minutes from meetings eg. Early Help reviews, CAMHS, SALT, reports, Ed Psych, Ladywood Outreach Support meetings etc SEND reports for Governors Data for vulnerable pupils demonstrating progress Pupil voice/ parent questionnaires	SLT Governors	Management time for SENCO and time for relevant staff	School and pupils/ families will be offered and access relevant support services. Evidence of involvement of support services: Individual pupils will have any necessary support in their: • Learning • Behaviour • Emotional well-being • Social development

All	Identify any resources and CPD needs to support intercultural links and citizenship.	Performance Management / staff reviews and audits RE subject leader notes from cluster meetings and relevant training SLT, RE subject lead to lead relevant training to staff and purchase resources	SLT Governors	Mgt time for PSHE and RE subject leader to attend/ lead training *time for review meetings	Additional links made in the school curriculum to community projects through involvement in Bright Leaders. The use of additional visits/ visitors/ resources is developed further throughout the year.
All	To have more annual events in school, such as Deaf Awareness Week or Culture Day, to raise awareness of issues around race, disability and gender.	Evidence of annual events taking place to raise awareness of issues around race, disability and gender – assembly planner, school website, school displays	SLT Governors	Cost of visitors to school – where required	Increased awareness of issues around race, disability and gender.

Equality Strand	Action	How will the impact of the action be monitored?	Responsibility For monitoring	Cost/ Time/ Resources	Success Criteria
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Sexual Orientation	Promoting British Values within the curriculum, including assemblies and Collective worship, picture News Providing age appropriate lessons and training for pupils and staff to raise awareness and understanding of the LGBT community – equality text mapping			displays and photograph displays Pupil interviews	All pupils will feel included Children will understand and accept different families within our school community, enabling them to learn to accept others for who they are. School will tackle homophobic, biphobic and transphobic bullying and make all pupils feel welcome.
Race	Promote racial equality and eliminate unlawful discrimination Raising awareness of racial equality by ensuring implicit and explicit teaching across the curriculum Ensure all school policies and practices promote racial equality Promote positive attitudes to racial diversity (Vision – Everybody is Somebody)	Policies published on website Assembly planner/ school planner/ school website	SLT Governors		All policies meeting requirements Pupils participate in assemblies linked to racial diversity
Race	Eliminate racist harassment To establish clear reporting procedures for racial issues	PSHE curriculum enhance understanding of diversity	SLT Governors		Clear procedures adhered to No racial incidents reported Incidents dealt with sensitively

		Assemblies planner reviewed			
		Pupil voice			

Gender	To raise awareness of gender equality by ensuring implicit and explicit teaching across the curriculum – Curriculum texts mapped out. To ensure all children and adults have equal opportunities in all aspects of school provision irrespective of gender or gender identity	Pupil / staff / parent questionnaires and evaluations	SLT Governors		All who have a connection with the school are aware of and promote our equality policy All members of the school community involved and having equal access to what the school offers as a place of learning and employment Children able to discuss the importance of equality of opportunity
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Gender	To ensure the recruitment/ appointment process is free of gender bias To ensure equal access to sports activities and teams through audit of extra-curricular clubs – through monitoring pupil involvement Challenge stereotypes and explore healthy relationships through pupil workshops	Headteacher termly reports Sports registers and data Pupil questionnaires/ interviews Staff evaluations from training	SLT Governors		All members of the school community refraining from the use of gender-related language which is aimed at harassment or insult No gender incidents reported Positive attitudes to gender equality are promoted; all forms of verbal harassment are eliminated Codes of behaviour for all members of the school community place importance in equality Clear reporting procedures for gender issues are in place All pupils continue to have an equal access to a wide range of extra curricular activities There is an emphasis on gender tolerance and understanding through school ethos, values, staff and pupil workshops and PSHE& Curriculum
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Gender	Monitoring attainment for boys and girls To continue to analyse differences in attainment and progress To ensure achievement is valued by boys and girls; promote excellence for all children	curriculum planning and curriculum maps data analysis and reports to governors	SLT Governors	Attendance of meetings Analysis of data	Policies and planning in place to support teaching and learning Equal access to a broad and balanced curriculum which addresses any differences in attainment Provision in place when differences are identified through data analysis
Disability	To ensure that all school policies and procedures take account of disability issues and accessibility.	SLT Governors	SK		Accessibility Plan reviewed and published on website by 2024 Individual accessibility plans completed for individual children as required.
Marriage and Civil Partnership	To ensure that resources in the school library have a cross section of different family models represented. Books – text mapping	SLT Governors			Range of books available to all children in library reflecting different family types and structures.

Religion or belief	To celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas. Culture week planned in for Jan 25	PSHE assessments, RE work scrutiny, evidence in assemblies, Religious Festivals and Cultural Events Calendar and multi-cultural displays.	SLT	Time for PSHE and RE subject leaders to complete work scrutiny	Children have an increased awareness of different communities, cultures and beliefs.
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