Marden High School

Single Equality Plan

Date adopted by Governing Body on: October 2026

Review Date: October 2028

Single Equality Plan Statement
Community, Individuality, Possibility

Our most recent Ofsted report noted that " while the large majority of pupils achieve well during their time at the school, this is not the case for everybody. You are determined to remedy this and ensure all pupils benefit from high-quality teaching. This is reflected in the priority you are giving to raising standards and the achievement of all pupils"
In doing so, we are committed to making our school an inclusive organisation that welcomes and respects diversity of all people

This Single Equality Plan aims to integrate equality into the school's core priorities and functions. It will inform our School Development Plan and this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Promote community cohesion and good relations between people of different backgrounds through education
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections
- Ensure that our equality objectives help complement the outcomes for pupils in school
- Place the school in a position, which is regarded by everyone as an environment that affords respect and fair treatment of all.

This plan aims to bring together equality strands in one harmonised document and set out our school commitment to promotion of race, disability and gender equality as well as incorporating the newer legislation on age, sexual orientation, religion and belief and transgender. Our Equality Action Plan will bring together all our existing work as well as enabling us to introduce developments. Our equality and diversity policy promotes fairness and equality of opportunity as well as celebrating diversity for all people.

Our Key equality and diversity objectives are:

- To involve internal and external stakeholders in the equality process
- To make our workforce more representative of the schools community
- To increase staff and pupil knowledge and understanding of equality and diversity issues
- To work together with stakeholders to deliver more effective and equal outcomes for staff and pupils.

The Equality Act and the Protected Characteristics

The Equality Act 2010 covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the Act protects all of us against unfair treatment.

The protected characteristics are:

- Age
- Disability
- Race
- Sex
- Gender reassignment
- Sexual orientation
- Pregnancy and maternity
- Religion or belief
- Marriage and civil partnership

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person or someone who has experienced gender reassignment.

What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people or an individual because they belong to a group.

- Direct discrimination is when a person is treated less favourable than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.

- Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

Who does this plan apply to?

This equality plan applies to the following stakeholders:

- Pupils
- Staff
- Governors

- Parents/Carers
- Visitors

Profile of our School

MARDEN HIGH SCHOOL
Annual Equality Data for publishing – As of 09/09/2026

Pupil info by protected characteristic

Number of pupils on roll	**1027**

SEN	**Number of pupils**	**% of pupils**
E	21	2%
K	168	16%
None	855	82%

RACE PROFILE	**Number of pupils**	**% of pupils**
Mixed / multiple ethnicity	15	1%
White / White British	956	92%
Asian / Asian British	31	3%
Black / African / Caribbean / Black British	8	1%
Other	17	2%

RELIGION / BELIEF PROFILE	**Number of pupils**	**% of pupils**
Christian	146	14%
Buddhist	0	0%
Hindu	0	0%
Muslim	8	1%
Sikh	2	0%
Jewish	0	0%
Other	23	2%

No religion / belief	195	19%
Prefer not to say	9	1%
Undeclared	661	63%

GENDER PROFILE	**Number of pupils**	**% of pupils**
Male	540	52%
Female	503	48%

Profile of our School

Marden High School is an 11-16 Trust school in North Tyneside serving a community on the coast. Our school deprivation indicator is 0.13, meaning our school community is less deprived than the national average indicator of 0.20. We are a genuinely inclusive and comprehensive school. Almost 92% of students are classed as White British. The current Year 7 is full and the overall school roll has grown from 721 in 2016 to 1027 in 2026. 16% of our students have Special Educational Needs and 20% of our students are pupil premium

As part of our compliance with the Equality Act we have also considered which information is suitable for publication. We consider it is not appropriate for us to collect some information from pupils in relation to some of the protected characteristics, including marriage/civil partnership and pregnancy/maternity.

Age as a protected characteristic does not apply to pupils in schools therefore this has not been included as part of the published equality data.

Governors are responsible for

- ensuring that the school complies with all equality legislation.
- approving and adopting the school's single equality scheme
- receiving progress reports and making recommendations for future actions to ensure the identified priorities are achieved
- a named governor will have responsibility for monitoring equality outcomes

The Leadership Team of the school will be responsible for

- promoting the single equality scheme both inside and outside the school

- ensuring that all staff fulfil their role with regard to delivering equality
- providing reports to the governing body and staff on how the scheme is working
- taking appropriate action where discrimination occurs

Parents/Carers will:

- have access to the scheme and be encouraged to support the scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- have the right to be informed of any incident related to this scheme which could directly affect their child

Staff are responsible for

- engaging with the school in eliminating any discrimination
- promoting a positive working environment
- showing a commitment to undertaking training and development within this area

Pupils will:

- engage with the school in eliminating any discrimination
- promote a positive environment for learning
- show commitment to undertaking further learning in this area

Visitors to our school will be expected to respect and follow our equality policy.

Monitoring and Reviewing

This single equality scheme will run for three years but will be reviewed and reported upon annually to the governing body.

The School Development Plan will ensure this scheme forms an essential part of the school's action on equality. It includes targets determined by the governing body for promoting a cohesive community, inclusion and equality in the school, also with reference to the workforce. It also ensures other school policies address equality issues.

This Scheme and the school's equality and diversity policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making.

The Headteacher/leadership team will provide monitoring reports for review by the Governing Body. These will include: school population, recruitment, retention, progression, key initiatives, progress against targets and future plans.

Equality Action Plan

The Action Plan should be read in conjunction with this document, identifying our specific actions to enable the school to move forward in promoting the diversity agenda and achieve the equality objectives outlined in this scheme.

School Accessibility Action Plan

The School Accessibility Plan should be read in conjunction with this document, identifying the specific actions proposed by the Governing Body to improve pupil access to information, buildings and the curriculum.

Impact Assessments

The school will undertake to impact assess all of its policies, procedures and practices and will where necessary support staff in engaging with any new practices.

Single Equality Action Plan 2026-2029

This document details the actions we'll take over the next three years to satisfy the requirements of the protected characteristics as referred to above.

The action plan is structured around our school's key diversity objectives and sit with our School Development Plan:

- To be inclusive providing equal opportunities for all students to access the curriculum with no barriers to learning
- To educate all students whatever their belief, race or religion for life in a diverse society and to treat everyone with respect
- For everyone to examine their own prejudices to prevent any form of unconscious discrimination
- To make our workforce representative of the school's community
- To increase staff and student knowledge and understanding of equality and diversity issues
- Work with stakeholders to deliver more effective and equal outcomes for staff and students

Objective	Timescale (when will it be done by?)	Responsibility (who will be responsible for it?)	Success Criteria

To be inclusive providing equal opportunities **for all** students to access the curriculum with no barriers to learning	March 2029	AHT for Wellbeing, AHT Inclusion, HT, Year Heads, Student Support Team	• Foster effective transition for early support and intervention • Review and monitor Pupil Premium tracker so that swift intervention is in place to remove barriers to learning • Review and monitor data collection so that swift intervention is in place to remove barriers to learning • Continue to use pupil surveys to identify barriers to learning • Continue to use early intervention as a strategy to support our most vulnerable learners • Continue effective liaison between the pastoral team, the student support team and SEN so that barriers are swiftly identified and support is put in place • Develop student "Wellbeing days" to foster positive mental health for all students
To educate all students whatever their belief, race or religion for life in a diverse society and to treat everyone with respect.	March 2029	AHT for Wellbeing, CMC, CL, AHT Curriculum	• Continue to expand the diversity of year group assemblies programme and PD programme to include more wide ranging local, regional, national & global issues

			• Develop cultural capital opportunities both within lesson time and extra curricular activities. • Continue to use pupil surveys to identify potential prejudices and opportunities for further learning • To act swiftly in response to safeguarding concerns and involve external stakeholders for support
For everyone to examine their own prejudices to prevent any form of unconscious discrimination	March 2029	SLT, all staff and students	• Continue to expand the diversity of year group assemblies programme and PD programme to include more wide ranging local, regional, national & global issues • Staff CPD to be delivered on the topic of discrimination
To make our workforce representative of the school's community	March 2029	SLT	
To increase staff and student knowledge and understanding of equality and diversity issues	March 2029	SLT, all staff, all students	• Continue to expand the diversity of year group assemblies programme and PD programme to include more wide ranging local, regional, national & global issues • Staff CPD to be delivered on the topic of discrimination

Work with stakeholders to deliver more effective and equal outcomes for staff and students	March 2029	SLT, all staff, all students	● Foster effective transition for early support and intervention ● Review and monitor Pupil Premium tracker so that swift intervention is in place to remove barriers to learning ● Review and monitor data collection so that swift intervention is in place to remove barriers to learning ● Continue to use pupil surveys to identify barriers to learning ● Continue to use early intervention as a strategy to support our most vulnerable learners ● Continue effective liaison between the pastoral team, the student support team and SEN so that barriers are swiftly identified and support is put in place ● Work collaboratively with external agencies so that support can be put in place to support our most vulnerable students ● Develop student “Wellbeing days” to foster positive mental health for all students ● Continue to develop the “Staff forum” to foster

			positive work life balance ● Develop the “Valued Worker Scheme” to enable all employees to have a safe, secure and enjoyable working environment