



Learning and growing through the love of Christ.

St. Luke's Equality Information and Objectives

School policy statement on equality

At St. Luke's CE Primary School 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 or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and 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. At St. Luke's, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

We welcome the emphasis in Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- Pupils from certain cultural and ethnic backgrounds
- Pupils who belong to low income households and pupils known to be eligible for free school meals
- Pupils who are disabled
- Pupils who have special educational needs
- Boys in certain subjects, girls in certain other subjects.

Staff with responsibility for Equality: Nadine Zlotnick

Staff member with overview of Equality: Barbara Dunn

email: head@stlukesprimary.org.uk

School Governor with overview of Equality: Pauline Hudson-Evans

email: PaulineHudsonEvans@hudsonwalker.com

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

- *Eliminate unlawful discrimination, harassment, victimisation* and any other conduct prohibited by the Equality Act 2010.
- *Advance equality of opportunity* between people who share protected characteristics and people who do not share it.
- *Foster good relations* between people who share a protected characteristic and people who do not share it.

Information on pupils by protected characteristics

The equality Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics so the Act protects everyone against unfair treatment.

Disability

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

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

- ADHD (attention deficit / hyperactivity disorder)
- ODD (Oppositional defiance disorder)
- ASD (Autistic Spectrum Disorder)
- Visual impairment
- Tufting enteropathy
- Medical conditions
- Physical disability

Pupil Special Educational Needs provision

	Number of Pupils	% of school population
No Special Educational Needs	24	13%
Additional School Support	19	10.3%
Statement of Special Educational Needs or Education Health Care Plans	5	2.7%

Ethnicity and Race

Black Caribbean	15.3%	White British	5.3%	Asian	13.2%
Black African	15.3%	White European	10.4%	White and Asian	0.5%
Any Other Black Background	5.8%	White Other	4.2%	Arab	5.3%
African Other Morocco	2.1%	White and Black African	1%	Other Ethnic Group	7.9%
		White and Black Caribbean	4.2%	Unknown	3.2%
		Any Other Mixed Background	5.8%	Refused	0.5%

Gender	
Male	Female
48%	52%

Religion and Belief

We do not collect data on pupils; religion and belief. As a Church school we provide a context of Christian worship with the participation of the local Christian community. We value, celebrate and enjoy the cultural diversity that our children bring to school and promote mutual respect. We recognise that people of religion and beliefs may experience discrimination and harassment.

Gender Identity or reassignment

We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

Sexual Orientation

We do not collect data on the sexual orientation of our pupils. However, we are aware that there may be a number of equality of equality issues for gay, lesbian and bisexual people.

How we have due regard for equality

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

Schools are required to have a due regard to the need to *eliminate discrimination, harassment and victimisation* and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it.

- As a school we are aware of the requirements of the Equality Act 2010 and understand that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- The Governing body has had training on the Equality Act 2010.
- Staff have had whole school training on the Equality Act 2010.
- Accurate records are kept, where possible and appropriate, of the protected characteristics of our pupils and employees.
- Staff Code of Conduct addresses issues including being respectful and professional behaviour.
- The school behaviour policy and behaviour panel ensure that all pupils are rewarded and sanctioned appropriately, fairly and positively by both staff and pupils.
- We have an anti-bullying policy and deal promptly and effectively with all incidents and complaints of bullying. (cyber bullying, bullying related to disability, special educational needs, ethnicity, race, gender, gender reassignment, pregnancy or maternity, religion or belief and sexual orientation.) We keep a record of incidents and train all staff in relation to dealing with bullying.
- Curriculum provision... spiritual, moral, social and cultural
- Clear procedures for dealing with staff discipline.
- Race equality policy
- Harassment policy
- Admission policy adheres to guidelines set by Westminster.
- The Complaints procedure sets out how school related complaints are dealt with.
- Inclusion Policy
- ICT and E-safety policy
- PHSE Policy

- School council
- Parents association, Friends of St. Luke's, who share initiatives and discuss concerns with the wider school community.
- Parent advisor who works with the SLT to engages parents and carers and those who might traditionally find working with the school difficult.
- Food policy which recognises culturally diverse cuisine and ensures that pupils receive a healthy meal each day.
- Attendance and Punctuality policy. Attendance and punctuality plays an integral role in pupils' achievement in school. We investigate any discrepancies that may occur and address inequalities appropriately.

Under the Equality Act 2010, we are required to have due regard to the need to *advance equality of opportunity* and *foster good relations*. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability

We are committed to working for the equality of people with and without disabilities.

Summary information

- We implement and actively use independent workstations for pupils with ASD.
- Visual time tables are displayed and used in every class
- Individualised visual timetables are created for those learners with Special Educational Needs / Disabilities as is appropriate.
- There are a range of specific interventions run by support staff to address the diverse needs of the pupils.
- Specific interventions are run by our support teachers working in every phase.

How we advance equality of opportunity:

- We support disabled learners by meeting their individual needs. We provide specific interventions with support staff and / or support teacher. We write ASS plans for pupils with special educational needs / disabilities. We address pupils learning needs through adapting resources, differentiating work .
- We take steps to ensure that disabled pupils are not put at disadvantage compared to other pupils, through our use of support staff and staff training we support pupils in class to access to the curriculum
- We provide additional support for families and pupils through the Schools Outreach Therapist.
- We provide additional support for those with disabilities through sessions with the learning mentor working on social skills, expressive language skills, anger management and self esteem.
- We have built links with external agencies including CAMHS, The Marlborough family service.

- We have strong SMSC
- We continue to develop a curriculum that supports all pupils to understand respect and value difference and diversity.
- Staff training on differentiation
- Staff training by INCo
- We tackle prejudice and any incidents of bullying based on disability.

- WAES (Westminster Adult Education Service)
- Family Learning sessions for parents including reading, writing and maths to support your child.
- The Friends of St. Luke's together with the learning mentor Mr Powell and Alison Sturge run regular parent information sessions on a range of topics.
- The school puts forward children to go on KickStart and Country Holiday Fund for Kids .

Ethnicity and Race (Including EAL learners)

We are committed to working for the equality of all ethnic groups. Read this policy in conjunction with the Inclusion Policy.

How we advance equality of opportunity:

- In pupil progress meetings we monitor the attainment and progress of all of our pupils through data analysis.
- We set targets to improve the attainment and progression rate of all pupils, and regularly meet with parents at parents evenings.
- We involve parents and carers in initiatives to improve outcomes. For example parent learning workshops and coffee mornings.
- We have a Learning mentor who works with targeted underachieving children.
- We have well structured and specific Literacy interventions in place.
- Throughout our curriculum children are given opportunities to learn about the experiences and achievements of different communities and cultures. For example, Black History Month, Refugee Week and Essex Religious Education Scheme.
- Refugee week celebrations, BHM celebrations
- Multicultural books and stories in all classrooms
- Assemblies give an insight for pupils to learn about experiences
- Assemblies promote positive, non-stereotypical images
- We respond to any sexist bullying in line with school policies.
- SMSC development of all pupils. (please see our Section 48 report)

Gender

We are committed to working for the equality of women and men, boys and girls.

How we advance equality of opportunity

- We monitor attainment and progress of all children in Pupil Progress meetings, and look at gender and individuals in the data analysis process.
- We are developing interventions to work with all pupils
- We are thoughtful of pupils having good role models of both genders. For example, the Learning mentor provides a positive male role model.
- PHSE topics allow opportunity to develop and discuss issues facing boys and girls.
- PHSE also addresses sex education in Year 6.

Gender Identify or reassignment

We are committed to ensuring that children and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

We do not collect this data, however we recognise that people who are proposing to undergo, are undergoing or have undergone a process to reassign their sex may experience discrimination and harassment.

Pregnancy and Maternity

We understand that people who are pregnant or who have recently had a baby can experience discrimination.

As a school we are aware that there may be a number of equality issues for people who are pregnant or have recently had a baby.

Sexual orientation

We are committed to providing a safe environment for all children. We aim to tackle any discrimination faced by children and staff who are lesbian, gay or bisexual.

As a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual people.

Religion and Belief

We are committed to working for the equality for people based on their religion, belief and non belief.

Summary Information

- We are an 'Outstanding Church of England School. Clearly stated Christian aims and values underpin everything the school does and the opportunities for SMSC development are outstanding.' (Section 48 Inspection May 2012).
- Our Section 48 Inspection states that the school's 'Christian values and vision promote respect for all pupils of all faiths or none.'
- KS1/ KS2 follow the Essex Religious Education Scheme.

How we advance equality of opportunity

- In addition to learning about religion, pupils are also given opportunities to learn from religion. This allows children from all backgrounds to reflect on the questions / issues raised by religion and develop their own responses and ideas.
- Pupils are supported in their development of their sense of identity and belonging through PHSE.
- The school has implemented the Essex Religious Education Scheme of work across the school, which looks at 6 units across the year: Special people, Special places, special words and stories, special things in nature, special symbols and objects and special ways of living.
- In addition to learning about Christianity units also cover content related to other major world faiths including Hinduism, Judaism, Islam, Buddhism, Sikhism as well as Humansim.
- Promoting spiritual, moral, social and cultural education is at the heart of RE.
- Pupils from all backgrounds are encouraged to reflect on the questions / issues raised by RE and develop their own responses and ideas.
- RE is assessed against a skills ladder of 'learning about' and 'learning from'.

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

- Pupils enjoy RE and are willing to learn about beliefs that are different from their own.
- Our involvement with the wider community continues to impact positively in developing pupils understanding of local community and wider issues.
- Our next steps include teaching tolerance and respecting other people's views.

Part 6: Our Equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our data analysis and other information. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

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

Objectives

Ensure that the curriculum effectively supports the needs of all children, with particular reference to vulnerable groups. This includes ensuring there are increased opportunities for pupils to apply their basic writing and numeracy skills across other subjects. Provide additional challenge for the more-able pupils to achieve their full potential through: improved use of extension activities in lessons and more opportunities for individual pupils to undertake independent research. Ensure that there are no gender differences in progress or confidence.

Part 7: information about our employees

If we have more than 150 employees we are required to publish information about them.

Additional Information

Policies and procedures

- The staff equal opportunities policy covers:
School employees- permanent, temporary, casual, part time and those on fixed term contracts; job applicants and individuals such as agency staff and consultants and volunteers who are not employees but who work at the school. The equal opportunity policy also covers everyone who comes into contact with the school not just employees. Through our whole school approach this includes children, parents and third parties such as wider community stakeholders.

Recruitment and selection of staff

- Recruitment procedures are reviewed regularly to ensure that individuals are treated ...
- The school takes steps to ensure that knowledge of its vacancies reaches a wide market to recruit the widest pool of candidates reasonably practicable.
- Vacancy advertisements include an appropriate short statement on our equal opportunities and diversity policy.
- From January 2010 any appointments of school staff are made by a recruitment panel which includes at least one person who has been trained in safer recruitment.

Activities that promote equality for our employees

- The school aims to ensure that no member of staff or applicant is subject to unlawful discrimination on the basis of their gender, sexual orientation, marital or civil partnership status, gender reassignment, race, religion, or belief, colour, nationality, ethnic or national origin, disability or age, pregnancy or trade union membership or the fact that they are a part time worker or a fixed term employee.
- Providing a workplace free from harassment, bullying and victimisation.
- Religious festivals and observance:
- Family friendly policies
- Providing support and services such as occupational health, for staff affected by or absent by reason of stress.

Grievance and disciplinary procedures

- The school encourages all employees to settle complaints either informally or by formal mediation.

Equality and diversity training for staff

- Ongoing

Policy written October 2015

Review Date: October 2019