



Live, Learn, Thrive; Love God, Love each other

POLICY FOR EQUALITIES AGREEMENT

Reviewed: Spring 2024
Review Due: Spring 2026

School Christian Values

Generosity, compassion, courage, forgiveness, friendship, respect,
Thankfulness, trust, perseverance, justice, service and truthfulness.

Bible Reference

Luke 10: 27 'Love the Lord your God with all your heart, all your soul, all your strength and all your mind. Love your neighbour as yourself'

Policy References

This policy is written with reference to the following school policies:

- School Mission and Aims
- School Development Plan
- Curriculum Policy
- Learning and Teaching Policy
- Marking and Feedback Policy
- Homework Policy
- Attendance Policy

Most of these policies are available on the school website. In addition, copies of the following policies are available, on request, from the school office.

SKERTON ST LUKE'S CE SCHOOL

EQUALITIES POLICY

Skerton St Luke's Policy statement on equality and community cohesion

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Key features of our school

Skerton St Luke's prides itself on being an inclusive school. The school is a one form entry Primary school with seven classes from Reception to Year 6.

- The school has a largely white British population 97%, with 3% children speak English as a foreign language.
- All members of staff speak English as their first language.
- The balance between boys and girls is 43% boys 57% girls.
- The percentage of children eligible for FSM is higher than the national average at 43%
- The percentage of children identified as having SEN higher than average with 13.5% at SEN Support and 2% having a Statement of SEN.
- Inward mobility is below the Lancashire average with 13.7% of children joining late across school. Outward mobility is also below the Lancashire average at 3.4% across school.
- Two members of staff identify as having a disability.
- 8 pupils have been in care or are currently in care.

- The school is committed to ensuring the requirements of the Disability Equality Act are implemented across school. To facilitate access for pupils or parents/carers with disabilities the school is now fully accessible. There is a disabled toilet on site. Windows in main school have been replaced with anti-glare glass and blinds have been fitted where required. Acoustic assessments have been carried out across school. Ceilings have been lowered in some places.
- Resources and specialist equipment are used where needed and due consideration made for pupils whose disability may demand more time for completion of tasks. Advice for outside agencies and specialists will be sought as necessary and implemented
- Members of staff are made aware of any special or modified provision put in place for a pupil.

Legislation and Guidance

This document refers to the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

and the Equality and Human Rights Commission: Technical Guidance for Schools:

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

Roles and Responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Lucy Ellis. They will:

Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed

Ensure they're familiar with all relevant legislation and the contents of this document

Attend appropriate equality and diversity training

Report back to the full governing board regarding any issues

The headteacher will:

Promote knowledge and understanding of the equality objectives amongst staff and pupils

Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues

All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour

We will take steps to ensure all visitors to the school adhere to our commitment to equality.

Eliminating discrimination

At Skerton St Luke's, we recognise that all members of the school and our wider community are of equal value. The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every two years.

The Headteacher is responsible for monitoring equality issues, aided by our equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Advancing equality of opportunity

Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

Publish attainment data each academic year showing how pupils with different characteristics are performing

Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information

Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering good relationships

As a school we believe that should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute

Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Monitoring Arrangements

We will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty and to evidence progress made towards our equality objectives. Our objectives will be drawn up and published by the Governing Board at least every 4 years.

Our school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis. We keep a written record to show we have considered equality issues and asked relevant questions about the impact of our decisions on different groups in the school community.

Appendix 1

Accessibility Plan

At Skerton St Luke's CE School we are committed to making our school accessible for all pupils, staff, and visitors.

AIMS

Our aims are as follows:

- To open up the school to the community as a whole.
- To welcome the inclusion, of all pupils with special educational needs into our school.
- All pupils are accepted in their own right in all aspects of school life, i.e. the curriculum, the school environment, and its social life.
- Creation of a welcoming environment, in which individuals are able to learn and to teach effectively.
- Access by school staff to a range of training and professional development courses, which will enhance their skills in working with a wide range of pupil needs.
- All pupils have access to pastoral care systems, which are multi-agency and holistic in approach.

CURRICULUM

- All aspects of the curriculum are designed to allow the teacher and pupil to respond positively to each other.
- The curriculum and homework is differentiated to meet the needs of all pupils.
- The curriculum gives prominence to high expectations and quality for all pupils.
- Flexible groupings of children are used to support individuals.
- Specialized equipment is available for those who may require it.
- School visits and after school clubs are made accessible to all pupils irrespective of attainment or special needs.

PHYSICAL BARRIERS

- All pupils have access to the different areas within school without experiencing barriers caused by steps, doorways, stairs and toilet facilities.
- The areas within and outside the school are appropriate sizes to allow easy access for all pupils.
- Pathways of travel around the school site are safe and the routes are easy to follow and are well signed.

- Emergency and evacuation systems are set up to cater for all pupils and alarms include visual and auditory components.
- Signage and non-visual guides do not confuse pupils who may have visual impairment or other difficulties.
- All areas of the school are well lit.
- Background noise is reduced to a minimum, particularly in areas used by pupils with hearing impairments.
- Furniture and equipment is carefully selected, adjusted, and located appropriately.

INFORMATION

- Information about the school and its various activities can be provided in a range of formats, e.g. website/hard copy, for pupils and prospective pupils who may have problems with standard forms of information, e.g. pupils with learning difficulties, pupils with visual or hearing impairments.
- Information for parents and pupils on day-to-day issues can be provided in a range of formats, (ICT/ face to face meetings /copies of reviews/ written information e.g. newsletters).
- Information is presented to pupils in a way which is user friendly e.g. by using auditory, visual and interactive approaches such as reading aloud, interactive whiteboards, visual charts / prompts.
- Staff are familiar with the appropriate technology and practices to assist those with a disability.

POTENTIAL PUPILS

- Admissions policies and procedures reflect the requirements of the relevant legislation.
- All admissions literature reflects:
 - The school's positive views and welcoming environment for all pupils.
 - The non-discriminatory focus of admissions policies is applied carefully.

The relevant admissions authority ensures that its policy is applied carefully.

Following the offer of a place, school will be pro-active in seeking information about any disability with a view to responding positively once the pupil is admitted.

Appendix 2

Equality Objectives 2023 - 2027

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

The following objectives have been identified for action:

Equality Objective 1

To increase the proportion of pupils with disabilities meeting the age related standards in reading, writing and maths.

This will be achieved by consistent and regular monitoring of teaching and learning and data by curriculum leaders and senior management and decisions made to put in place intervention where necessary. It will include academic and attendance data.

Equality Objective 2

To ensure all children with additional educational needs make good progress against their targets.

This will be achieved by differentiation in teaching, consistent and regular monitoring by class teachers, phase leaders and the SENCo and decisions made to put specific interventions in place where necessary.

Equality Objective 3

To improve the delivery of information to parents of children with additional needs. To set up a bank of readily available materials for parents/carers/pupils who need them.

This will be achieved through the use of the school website, newsletters, pupil parliament, parent forum and school events. The school will encourage the pupils, staff and parents to engage with the school community through various channels

Annual review of progress

Progress and performance of pupils including the performance of specific groups such as gender, pupils in receipt of Pupil premium funding, ethnicity, SEND, and the school's progress in improving access for disabled pupils will be reported to the Governing body in the Autumn term each year.