



**St Luke's Primary School**

## **Equality and Diversity Policy**

**Date: 15<sup>th</sup> May 2022**

**Review Date: June 2024**

## **Introduction**

This policy has been produced with due regard to the Equality Act 2010 and the DfE advice for school leaders, school staff, governing bodies and local authorities published in 2014 and most recently updated in 2018. St Luke's School is committed to fulfilling its duties under the act.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student:

- in relation to admissions
- in the way it provides education for pupils
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

## **Defining Equality and Diversity**

### **Equality**

Equality is about fairness and equality of opportunity and advancing equality of opportunity involves treating people differently. People should not be treated the same. Some people may need extra help or adjustments to be part of the school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as pupils/ students, parents and school governors.

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably.

Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine protected characteristics:

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

Under the general duty schools must exercise 'due regard' in respect of each of the eight protected characteristics (excluding marriage and civil partnership) to:-

- Eliminate unlawful discrimination and harassment
- Advance equality of opportunity
- Foster good relations between different groups

## **Diversity**

Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. Promoting diversity we can meet different needs creatively to ensure opportunities are available to all and potential is fulfilled. Promoting a diversity friendly school culture we are able to meet our school's aims and objectives more efficiently.

Culture is about the way we behave towards one another – school governors, all employees in the school, parents, pupils and the whole school community. It is about how we treat one another and respect our differences. Promoting diversity and a diversity friendly culture helps to create a more productive school community.

## **Purpose and Scope of the Policy**

This policy sets out St Luke's School's commitment to promoting equality and diversity.

We believe that it is our responsibility to promote equality and diversity wider than the nine characteristics (areas) covered by legislation. We work to remove barriers and we will not unfairly discriminate on any grounds.

We do this by:

- Celebrating the different religious beliefs of pupils at the school and learn about their special times for example; Divali, Eid and Easter.
- Ensuring the school building and curriculum is accessible to all pupils
- Providing a curriculum, which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination.
- Monitoring and reviewing this policy and reporting annually on progress in the information we publish to evidence how we are meeting the requirement of the public sector equality duty.
- Publishing and reviewing our equality objectives (and reviewing them at least every four years).
- Undertaking other activities and measures as outlined in this policy document, our published information and other relevant documents.

## **Equality Objectives**

1. When curriculum planning we will consider the needs of all pupils including their disabilities, gender, race and religion and beliefs and ensure fair access to all including:
  - a. Ensuring all children have access to class visits
  - b. Creating opportunities within the curriculum to celebrate the pupil's differences
  - c. Review our Religious Education Curriculum to ensure it allows opportunities for the children to learn about and understand the diverse needs of the school community
  
2. We will endeavour to support all children and their families whose home language is not English by:
  - a. Pupils: Teaching early language skills to enable children to develop their English Language skills
  - b. Families: Provided interpreters for meetings between home and school
  
3. When developing policies and reviewing policies we will ensure that the diversity of the whole school community is considered and that they ensure equality for everyone that the policy covers

The policy applies to:

- School governors
- Staff
- Parents
- Pupils (as appropriate)
- Contractors
- Visitors to the school

## **How can you be discriminated against?**

There are four main types of discrimination.

### **Direct discrimination**

This means treating one person worse than another person because of a protected characteristic. For example, a promotion comes up at work. The employer believes that people's memories get worse as they get older so doesn't tell one of his older employees about it, because he thinks the employee wouldn't be able to do the job.

## **Indirect discrimination**

This can happen when an organisation puts a rule or a policy or a way of doing things in place which has a worse impact on someone with a protected characteristic than someone without one. For example a local authority is planning to redevelop some of its housing. It decides to hold consultation events in the evening. Many of the female residents complain that they cannot attend these meetings because of childcare responsibilities.

## **Harassment**

This means people cannot treat you in a way that violates your dignity, or creates a hostile, degrading, humiliating or offensive environment. For example a man with Down's syndrome is visiting a pub with friends. The bar staff make derogatory and offensive comments about him, which upset and offend him.

## **Victimisation**

This means people cannot treat you unfairly if you are taking action under the Equality Act (like making a complaint of discrimination), or if you are supporting someone else who is doing so. For example, an employee makes a complaint of sexual harassment at work and is dismissed as a consequence.

Leaders and governors will have 'due regard' to equality considerations whenever significant decisions are being made or policies developed.

The Public Sector Equality Duty (PSED) requires the school to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- 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.

For the school this means:

- Decision makers in school will be aware of the duty to have "due regard" when making a decision or taking an action and will assess whether it may have particular implications for people with particular protected characteristics.
- The School will consider equality implications before and at the time that we develop policy and takes decisions, not as an afterthought, and we will keep them under review on a continuing basis.

- PSED will be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty will be carried out seriously, rigorously and with an open mind.
- The School will not delegate responsibility for carrying out the duty to anyone else.

### **Sources of information on how the Public Sector Equality Duty is met at St. Luke's School**

- School policies such as the behaviour policy, the anti-bullying policy, the recruitment and the pay policies have been developed to ensure that discrimination and other prohibited conduct is avoided.
- Governors and senior leaders are mindful of and determined to comply with non-discrimination provisions.
- Ways in which we use data to identify and address inequalities are detailed in this policy.

### **How will we share the Equality and Diversity Policy with Staff**

Staff are reminded regularly of our policy. When deciding what to do to tackle equality issues, the school consults and engages both with people affected by our decisions - parents, students, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations. We conduct comprehensive annual surveys of staff, students and parents and the results are addressed in our development planning.

### **Roles and Responsibilities**

All members of the school community, governors, staff, pupils, parents, visitors and contractors all have a part to play in implementing this policy, promoting diversity and equality, challenging inappropriate behaviour or practice to remove barriers and avoiding discrimination.

To promote understanding of this responsibility St Luke's School will:

- Ensure governors, staff, parents, and contractors are made fully aware of our equality and diversity policy and how it affects their work
- Ensure pupils (within their level of understanding) and visitors to our school are clear about the expectations relating to our commitment to promoting equality and diversity
- Provide training / development and updates as appropriate
- Review our equality objectives and actions to ensure all relevant activity remains relevant and meets the identified needs and priorities of our school.

In addition school governors (in particular the Standard's Committee) have responsibility for overseeing agreeing, monitoring and reviewing of our school's equality objectives, and related activity.

### **Breaches of Policy**

St Luke's School views any form of discrimination as a serious act of misconduct. Any allegation of a breach in the policy will be investigated by the Headteacher or in case of the breach being by the Headteacher then the complaints committee of the School's Governing Body. This may lead to disciplinary or other appropriate action being taken.

### **Monitoring and review**

St Luke's Primary School has specific duties under the Equality Act to publish information about the diversity of our school community and the work we are doing to promote equality. We will review this information annually.

### **Bullying and Diversity incidents**

#### **Pupils**

St Luke's Primary School believes all pupils should be safe and feel valued for themselves, whatever characteristics they may have. Bullying and harassment of pupils, staff, parents, visitors and/or contractors by pupils on the basis of their identity (including a perceived characteristic, and by association with a protected characteristic) is unacceptable. Incidents will be logged, investigated and appropriate actions taken to prevent future incidents and to support the victim as outlined in the anti-bullying policy.

#### **Staff and Governors**

The council and St Luke's Primary School view any form of discrimination undertaken by adults as serious acts of misconduct. Any such breaches could result in disciplinary action being taken and in the case of harassment, might call for police involvement.

#### **Diversity Complaints**

St Luke's Primary School takes seriously all complaints; where a complaint is related to equality/diversity issues, the school procedure for dealing with to complaints will apply. Complaints should be made to Alastair Sutherland (Headteacher) or the chair of governors (diversity lead).

## **Situations in which you are protected from discrimination**

Under the Equality Act you are protected from discrimination:

1. when you are in the workplace
2. when you use public services like healthcare (for example, visiting your doctor or local hospital) or education (for example, at your school or college)
3. when you use businesses and other organisations that provide services and goods (like shops, restaurants, and cinemas)
4. when you use transport
5. when you join a club or association (for example, your local tennis club)
6. when you have contact with public bodies like your local council or government departments

## **DIVERSITY & EQUALITY**

### **Our Vision and Aims for Equality and Diversity**

'We will treat everyone at St Luke's School fairly, celebrating difference and meeting different needs so that all members of our school community are free to live, learn and enjoy'

St Luke's School is committed to tackling discrimination in the whole school community by:

- Tackling discrimination on the grounds of age, disability, gender identity (gender reassignment and transgender), pregnancy and maternity, race, religion or belief, sex (gender) or sexual orientation [in relation to age the focus is about their employer function and not their school duties]
- Advancing equality of opportunity
- Creating good relations between different groups

At St Luke's we strive to ensure better representation of the diverse voices of our children, their families and our wider school community by conducting ourselves with fairness and focusing on equality of access to information and support above all.

We proactively take an anti-discriminatory stance recognising that discrimination of any form and structural inequalities undermine our vision for and child to thrive.

St Luke's is a welcoming, friendly and inclusive school where everyone is valued highly and where tolerance, honesty, cooperation and mutual respect for others are fostered. We seek to be a community that places learning at the centre of all its activities and a school that offers achievement, success and recognition. We will treat everyone at St Luke's fairly, celebrating difference and meeting different needs so that all members of our school community are free to live, learn and enjoy and experience success.



At St Luke's school we aim to promote equality and diversity and tackle any form of discrimination. We seek to remove any barriers to access, participation, attainment and achievement. We will promote community cohesion at school, local, national and global levels and implement all necessary actions in relation to ethnicity, gender, religion or belief and socioeconomic background.

Through our ethos, values and behaviour policy, the School provides a platform to ensure children and young people are given the support to respect themselves and others, and understand their role as a local and global citizen, being aware of the potential issues they face.

The ethos of healthy open relationships, inclusion and treating everyone equally permeates all we do. We place a strong emphasis on our values such as self-respect, building a sense of personal identity, tolerance and the value of a human life. We work hard to broaden our children's experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions through our approach.

We will ensure that:

- Peer on Peer abuse will not be tolerated or passed off as banter or part of growing up.
- 'We will treat everyone at fairly, celebrating difference and meeting different needs so that all members of our school community are free to live, learn and enjoy'.
- We will tackle discrimination on the grounds of age, disability, gender identity (gender reassignment and transgender), pregnancy and maternity, race, religion or belief, sex (gender) or sexual orientation.
- We will advance equality of opportunity.
- We will create good relations between different groups

## **Attainment & Progress**

We have and communicate high expectations of all students by:

- Weekly celebration of students achievements via whole school achievement assemblies
- Use of reward systems for behaviour
- Target setting in lessons,
- Monitoring of staff planning files
- Termly moderation of children's work
- Termly tracking analysis of progress using St Luke's Assessment System alongside qualitative tracking of intervention measures to improve learning outcomes

We have procedures that monitor the attainment of all students regardless of ethnicity, disability and gender by:

- Detailed termly analysis of all students attainment and progress within all subject areas (including those within vulnerable groups)
- Targeted intervention for any student making below good progress or deemed Gifted and Talented within a specific area (including those students within vulnerable groups or in receipt of Pupil Premium funding)
- End of year and end of Key Stage assessment
- Intervention reports measuring impact
- Data analysis to monitor impact / success of intervention
- Monitoring of lesson via observations by SLT to inform future staff development

We use results of our monitoring procedures and protocols to:

- Provide bespoke, targeted training for staff to continue to develop and embed skills to meet the needs of the diverse needs of all our students
- Highlight and implement specific interventions that may be needed
- Ensure that staff have allocated time to attend meetings regarding curriculum development to ensure that the planning & teaching of lessons are tailored to meet the needs of all students

### **Examination Access**

Exams undertaken at St Luke's include Year 6 SATs, Year 1 phonics screening check, EYFS Baseline Assessment, Year 4 Multiplications Check and any other tests that are brought in.

Making special arrangements for candidates to take exams and tests and submitting completed access arrangement applications (online) to the examination boards is the responsibility of the Exams Officer. Rooming for access arrangement candidates will be arranged by the Exams Officer. Invigilation and support for access arrangement candidates will be organised by the Exams Officer. Access arrangements for all of our students are assessed and planned for according to additional need.

### **Teaching and Learning**

Opportunities are embedded within the curriculum to explore concepts and issues relating to identity, equality, justice and all forms of discrimination and stereotyping including race, gender and disability equality and cultural diversity by:

- Developing a strong school ethos clearly advocating respect for others
- Social, Moral, Spiritual and Culture Education (SMSC) as an embedded element within the curriculum and planning documentation to create

opportunities within the curriculum for the teaching of gender, race, disability equality

- Cultural and Diversity days to raise student, staff and parental awareness
- Lessons include subject material that incorporates examples of race, gender, and disability equality
- Use of appropriate curriculum material to support race, gender, disability and cultural diversity - for a range of subject areas

We ensure that learning about cultural diversity and individual identities includes personal encounters with people from other cultures and communities by:

- Celebrating the diverse needs of the school population and holding school events where members of the diverse community are invited to attend and undertake shared experiences with the children, staff and parents
- Equal opportunities staff recruitment systems to enable the staff body to mirror our diverse community
- Encouraging volunteers from differing communities to come into school

Extra-curricular activities and events cater for the interests and capabilities of all children, and take into account parental views and preferences related to religion, race, gender disability and culture by:

- Providing access to extra-school activities and residential visits for all children regardless of race, gender & disability
- Ensuring that parents and carers are aware of schemes and weekend clubs run for children within our locality
- Ensuring that parents can access short breaks for their children
- Hosting the Easter and Summer Playschemes for Disabled Children at St Luke's
- Hosting Short break provision at St Luke's
- Trained staff work with more complex need students in order that they are able to access all events possible
- Involvement of specialist agencies, including Occupational Therapists, Physio Therapists, the Disability Nursing Team, Visual and Hearing Impairment Services and Speech and Language Therapists as part of a multidisciplinary approach to provision
- Provision of appropriate transport to and from events for children
- Participation of all children in whole school events & celebrations
- Celebration of children's achievements, following an event, during weekly celebration assemblies

## **Behaviour and Safety**

We ensure that all our procedures for monitoring behaviour are fair and equitable to students of all backgrounds and that these are implemented by all staff by:

- Undertaking annual updates on safeguarding, behaviour policy, anti-bullying policy, SMSC policy
- Highlighting areas for development within the School Development Plan
- Development of Personalised programmes of learning for children
- Surveying parental feedback on the management of behaviour in the school on their annual feedback forms
- Gaining Pupil Voice through the School Council
- On-going staff training to ensure that all staff have an up to date knowledge and that their awareness of the management of behaviour and safety is at the forefront of their minds
- Induction booklet and training for newly appointed staff to ensure that they are aware of school policy and procedures
- Team teach training for all staff
- Application for and use of extra staff funding for some children to meet complex behavioural needs
- Ensuring that no child is excluded from St Luke's either on a temporary or permanent basis
- Recording and reporting of racially motivated incidences to the Local Authority
- Use of Early Help Assessment to support families

Strategies for integrating long term absences and students with a history of behavioural difficulties transferring into the school, address the need of students from all backgrounds by:

- Staff members attending Early Help meetings and transition meetings prior to student arriving at St Luke's to ensure that appropriate measures are in place for students commencing placement
- Observations of children prior to their arrival at St Luke's
- Developing a personalised phased transition package for the child, based on their needs
- Supported visits to St Luke's with a familiar member of staff from their primary school
- Building relationships with parents for maximum support & engagement for their child's transition •
- Seeking support from LA in relation to additional funding / staffing to support transition of children with complex or behavioural needs

We ensure that students, parents, carers and staff are all aware of the procedures for dealing with incidents by:

- A transparency in the approach to managing students with parental consent
- All staff continue to develop relationships with parents/carers of students in their team

- Continuing to promote an open door policy where parents are able to speak to staff where they have concerns
- Issues are dealt with effectively, quickly and documented at all times to ensure a consistent approach
- Parents involved in the writing of behaviour management plans, as part of the process of managing incidents
- The home/school communications continue to be used as a means of communication between parent/carer & teacher
- Parents feel they are supported, shown through the yearly parental questionnaire

## **Leadership and Management**

We take action to encourage the involvement and participation of all parents and carers in the life of the school by:

- Informing and encouraging the attendance of parents / carers at events via the school website, emails and newsletters
- Raising the profile of FOSL (Friends Of St Luke's) and its support of key events
- Ensuring that parents / carers are actively involved in child's education
- Holding regular coffee mornings
- Providing Parental Workshops
- Encouraging the attendance of parents / carers being at AR's / EHCP meetings (Use of translators to support language barriers of key parents)
- Encouraging attendance at parent evenings
- Completion of Early Help Assessments for families experiencing problems

We ensure that information and materials for parents and carers is accessible in user-friendly language and in languages and formats other than English, as appropriate. We consider the needs of adults and children with vision impairment or any other limitations which inhibit full access to the written word by:

- Ensuring that all correspondence to parents with special needs is adapted according to individual needs
- Ensuring that all surveys conducted to ascertain families' / carers views are appropriately adapted
- Use of interpreters for EHCP / EH / meetings for parents where necessary
- Providing a choice of format of parent correspondence in order for them to access it effectively
- Use of services for copies of translated statutory documentation
- Reading letters to parents if they have difficulties with reading

The admissions policy and criteria are equally open to students from all communities and background, which is supported by:

- Admissions policy being readily available on the school website
- The Admissions Policy is discussed with parents when they conduct their initial exploratory school visit
- Children, regardless of their background, are accepted on roll if they meet the admissions criteria
- Staff training in safer recruitment

This policy was written: 15<sup>th</sup> May 2022.

This policy will be reviewed: June 2024.

This policy was agreed by the governing body on 19/5/2022