

**St Luke's C.E. Primary School  
Equality Policy, Scheme and  
Accessibility Plan  
2023**



# Check list for school staff and governors

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- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

# St Luke's C.E. Primary School Equality Policy, Scheme and Accessibility Plan

## Mission statement

At St. Luke's C.E. Primary School we are:

Following in God's way  
Learning day by day  
Working with one another  
Caring for each other

John 13 34:35 'Love one another. As I have loved you. By this everyone will know that you are my disciples.'

## School Aims:

- To foster the spiritual and moral development of the children within the context of the Christian faith whilst sustaining a respect for other faiths and beliefs.
- To provide a broad and balanced curriculum.
- To achieve the highest standards possible in all areas of school life.
- To provide a welcoming, caring, stimulating and safe environment in which children can develop in self esteem and are able to co-operate with and show respect and consideration towards others.
- To develop links with home involving parents and carers in the life of the school and the education of their children.
- To foster effective relationships between our school and the wider community.

## EQUALITY POLICY STATEMENT

At St Luke's Church of England Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from our 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 our school feel proud of their identity and are able to participate fully in school life.

We have taken an organisational approach and have ensured that all equality strands are woven into the everyday working of our school. 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 Church of England Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Single Equality Scheme (SES) to which this Policy Statement relates also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of objectives and action plans and the need and commitment required to ensure the Scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community. The SES sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination: -

- Disability
- Gender
- Race
- Religion and belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

This Scheme extends, however, to cover all aspects of vulnerability, including those associated with socioeconomic factors (e.g. pupils from low income families), Children Looked After and those with Child Protection plans.

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such the Scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, the Scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics: -

- Age
- Being married or in a civil partnership

This Policy Statement and Single Equality Scheme will be reviewed every three years and is reported on to the Governing Body annually.

## **PART 1- SINGLE EQUALITY SCHEME**

### **1. Aims of the Single Equality Scheme**

- To articulate this school's commitment to equality which permeates all school policies and practices;
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected;
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation;
- To comply with statutory duties under equalities legislation in one document.

### **2. Purpose of the Equality Scheme**

This Equality Scheme is our school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010. It is an attempt to capture how we are systematically establishing and implementing good practice in equality and diversity.

This Equality Scheme sets out how we will:

- develop and review the Scheme;
- eliminate discrimination;
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular group of pupils.

### **3. Planning to Eliminate Discrimination and Promote Equality of Opportunity**

This Scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education.

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our anticipatory duties to plan ahead for the reasonable adjustments (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come or may come to our school.

This policy sets out how we will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This policy is understood and implemented by all staff and is available on the school website/on request. It will be made available in different formats and in different languages on request to the school office.

#### **4. Roles and Responsibilities for Implementing the Single Equality Scheme**

##### **The Governing Body will:**

- ensure that our school complies with all relevant equalities legislation;
- recommend all governors receive up-to-date training in all equalities duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- draw up, publish and implement our school's equality objectives;
- establish that the action plans arising from the Scheme are part of our School Improvement Plan;
- support the Headteacher in implementing any actions necessary;
- ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender, disability, faith/religion, age, gender reassignment etc.
- take all reasonable steps to ensure that our school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils;
- welcome all applications to join our school, whatever a child's socio-economic background, race, gender, disability, faith/religion etc;
- ensure that no child is discriminated against whilst in our school on account of their race, gender, disability, faith/religion etc;
- inform and consult with parents about the Scheme;
- evaluate and review the Scheme every three years;
- evaluate the objectives and action plan yearly.

##### **The Headteacher (or Senior Leader responsible for Equalities) will:**

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that staff understand the broad legal definition of disability;
- ensure that the Scheme is implemented effectively;
- manage any day to day issues arising from the Scheme whether for pupils, for our school as an employer or for our local community;
- ensure staff have access to training which helps to implement the Scheme;
- monitor the Scheme and report to the Governing Body at least annually, on the effectiveness of the Scheme, Objectives and Action Plan;
- ensure that the SLT are kept up to date with any development affecting the Scheme/action plan arising from the Scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the Scheme has direct relevance, with the assistance from relevant agencies;
- ensure that all appointments panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life;

- treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness;
- report any incidents of racism in accordance with the Equality Act and LA guidance;
- deal with complaints of discrimination and harassment speedily and according to LA and national guidelines and notify complainants of the outcome and actions taken;
- in the event of expectations not being met, ensure action is taken in accordance with the status of those involved e.g. pupil, member of staff, volunteer etc.

**All Staff: teaching and non-teaching and Other Adults involved with our School will:**

- accept that this is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- keep themselves up-to-date with relevant legislation and attend school organised training and information events;
- make known any queries or training requirements;
- ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of our school's Equality Scheme and its Equality Objectives;
- strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community;
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination.

**Pupils will:**

- be involved in the development of the Scheme and will understand how it relates to them, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the Scheme;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within our school promotes understanding and supports pupils who are experiencing discrimination.

## **5. School Aims Statements**

### **Staffing and Employment**

St Luke's Church of England Primary School complies fully with legislation which protects our staff (including teachers, learning support assistants, supervisors, student teachers) and other adults working in our school, from discrimination based on the protected characteristics. To do this we will:

- ensure that our staff are trained to help them understand their equality duties and/or the differing needs of protected groups within our school community and have mechanisms in place to identify areas for development;
- make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled;
- monitor recruitment and retention;
- invest in continued professional development opportunities for all staff;
- make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society;
- not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure unless the questions are specifically related to an intrinsic function of the work – for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties;
- ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

### **Pupils' Attainment and Progress**

St Luke's Church of England Primary School expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards, both academically, emotionally and socially. The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

### **Curriculum Development and Delivery**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data by ethnicity, gender and disability and action any gaps;
- encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour;
- take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;



- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- promote activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our pupils and their families;
- use self-assessment as a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress;
- seek to involve all parents and carers in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and their impact on learning.

### **Pupil Welfare and Pastoral Care**

We aim to promote the health, safety and welfare of all the children and staff providing a caring and supportive pastoral system that takes account of their needs. To do this we will:

- ensure that the details of this Scheme are shared with all staff both teaching, non-teaching and ancillary staff;
- expect all staff and volunteers working in the school to foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups and range of abilities;
- challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities;
- take account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all pupils, throughout our pastoral support;
- provide appropriate support for pupils learning English as an additional language and encourage pupils to use their home and community languages to enhance their learning;
- give appropriate support (using external agencies where required) to victims of harassment and bullying. The perpetrators are dealt with in line with the Whole School Behaviour Policy and are provided with relevant support to consider and modify their behaviour;
- ensure that guidance and support for pupils is delivered in a way that does not discriminate against pupils with the unseen (visual, hearing, mobility, cognitive and prone to seizure) impairments;
- ensure that pupils who are pregnant or have recently had a baby are supported and have access to education;
- ensure that appropriate and discreet facilities are available for those pupils who require personal or intimate care in order to protect their dignity and foster respect for their individual needs;
- ensure that staff are empowered to raise any concerns with the Senior Leadership Team relating to their health, safety and welfare by promoting well-being strategies among staff as a whole and in their respective groups.

## **The Quality of Provision – Curriculum and Other Activities**

We aim to provide an appropriate curriculum for pupils of all backgrounds. To do this we will:

- monitor and evaluate its effectiveness through target setting and attainment analysis;
- ensure that all pupils participate in the mainstream curriculum of the school;
- develop and continuously monitor a curriculum which builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:
  - boys and girls
  - pupils learning English as an additional language
  - pupils from minority ethnic groups, including Gypsies and Travellers
  - pupils who are gifted and talented
  - pupils who are pregnant or who have recently given birth
  - pupils who are undergoing gender reassignment
  - pupils with special educational needs - pupils with a disability
  - pupils who are looked after by the Local Authority
  - pupils who at a risk of disaffection and exclusion
  - lesbian, gay or questioning young people
  - pupils who are the subject of Child Protection plans
- ensure that each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural (SMSC) development of all pupils;
- deliver a curriculum which reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes;
- ensure extra-curricular activities and special events e.g. school performances, cater for the interests and capabilities of all pupils;
- ensure educational visits and excursions take account of the capabilities of all pupils including both physical and cognitive disabilities and cultural differences;
- make use of web-based technologies (web sites) to support a high-quality learning and teaching experience. This is delivered to all of our pupils irrespective of disability (e.g. visual, hearing, mobility, cognitive and prone to seizure impairments).

## Behaviour and Attendance

St Luke's Church of England Primary School expects high standards of behaviour from all pupils as appropriate for their developmental level, all staff and others who are working or connected with the school. Details of these expected standards are set out in the school's Behaviour Policy and the [Staff Code of Conduct](#).

Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses. In order to ensure that the Whole School Behaviour Policy and associated policies are equitable, we:

- have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and sanctions;
- recognise that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour;
- recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour;
- ensure that all staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters;
- encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this Scheme. Adults in school take care to lead through example, demonstrating high expectations of all pupils;
- will take steps to ensure that pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable;
- provide information and advice on attendance and exclusion to parents/carers in accessible formats such as relevant community languages and large print;
- have strategies in place to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils;
- ensure that families are aware of their rights and responsibilities in relation to pupil attendance and absence and that cases are always followed up in a way that takes account of cultural issues or matters relating to a child's disability;
- make provision for leave of absence for religious observance, for staff as well as pupils;
- monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils;
- will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital or not well enough to attend school on a regular basis;
- expect full-time attendance of Traveller and Gypsy pupils whilst they are on the roll of the school.

## **Partnership with Pupils, Parents, Carers and the Wider Community**

St Luke's Church of England Primary School have established good links with our local and wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

Participation is based on information gained about representation of different groups. We aim to do this as fully as possible whilst recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. To do this we will:

- involve stakeholders including pupils, staff, parents/carers and other users of the school in relation to all equalities duties;
- take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country;
- include representation from the widest range of relevant groups that we can reasonably achieve;
- monitor parental involvement and have strategies to raise participation of under-represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all;
- reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary, information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information;
- parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified;
- encourage participation of under-represented groups in areas of employment e.g. through work experience placements;
- ensure that any informal events which we may hold are designed to include the whole community and at times may target minority or marginalised groups;
- work in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference;
- ensure that the school's premises, grounds and facilities are equally available and accessible for use by all groups within the community.

## **Leadership and Management**

St Luke's Church of England Primary School have a clear admissions policy and procedures which are in line with those issued by Wigan LA. Our aim is to ensure that our admission process is fair and equitable to all pupils. We will also ensure that our employment practices reflect equality and diversity. To do this we will:

- not discriminate against a disabled pupil in the arrangements we make for determining admission;
- admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children;

- gather comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. either via the admissions form or after acceptance of the school place;
- adhere to recruitment and selection procedures which are fair, equitable and in line with statutory duties of the Governing Body.
- will take steps to encourage people from under-represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored;
- ensure that everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it;
- ensure that staff training continually highlights equality issues. Equality is incorporated into the induction programme for new staff;
- recognise and value the skills of all staff, including non-teaching and part-time staff. All staff are given status and support and are encouraged to share their knowledge.
- ensure that shared information (T:Drive/CPOMs) and regular professional development activities are available for all staff members to support their practice in relation to this policy;
- ensure that resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school e.g. the inclusion of images relating to minority ethnic and Gypsy and Traveller children; displays to be positioned at eye level, etc.

### **Linguistic Diversity**

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages;
- raising awareness of the similarities and differences between English and other languages;
- reflecting the multilingual nature of wider society in our resources and displays;
- acknowledging the differences in syntax with non-spoken forms of English e.g. British Sign Language.

### **Gender Equality**

St Luke's Church of England Primary School is committed to combating sex discrimination and sexism and promoting the equality of women and men. We welcome the requirements of the Gender Equality duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation;
- promote equality of opportunity between women and men in all of our functions;
- recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes;
- be aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours;
- work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes;

- ensure the rights, under the Gender Recognition Act 2003, of transgender people (who have Gender Recognition Certificates).

### **Admissions and Exclusions**

Our admission arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour and Discipline Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

In addition, we will:

- monitor exclusions by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils;
- take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

## PART 2

### St Luke's Church of England Primary School – Single Equality Scheme Objectives

#### 1. Our School Profile

##### **The main characteristics of the pupils and the communities served by the school:**

The socio-economic backgrounds of pupils are predominately Affluent Achievers and Comfortable Communities. There is a small rising trend in the percentage of pupils included in the Financially Stretched category. (*A Classification of Residential Neighbourhoods - ACORN categorisation data from Primary School Profile version 2, July 2022*). The vast majority of pupils are well motivated, have a positive attitude, are keen to experience new challenges and possess a good range of personal skills to help them access the curriculum and realise their potential. The majority of pupils are well supported from homes with financial support that enhances participation in extracurricular activities and educational visits, and the majority have the means to purchase additional learning resources. Most pupils benefit from a strong home-school partnership that supports a positive attitude to learning and have rich and varied experiences outside of school which complement their learning in school. The school is increasingly popular with pupil numbers standing at 217. The number of pupils eligible for Free School Meals (FSM) is below the national average (*NA = 23% School = 5%*). A small minority of pupils in school are from ethnic minorities (*5%*).

We have extended school care under section 27 of the Children's Act each morning from 7:30am and each evening until 6:00pm.

We have several vulnerable groups including those with special educational and learning needs.

The LA deals with admissions to the school. When we are made aware of pupils who are joining the school with disabilities, we make arrangements to meet both the pupil and the parents and involve professionals from the Local Authority and the Health Authority in order to ensure that any adjustments required to the school building are made in readiness for the pupil starting school.

The school has ramped outdoor access and is level throughout the buildings enabling access to any wheelchair users. Our reception area is accessible to disabled people. Information for parents and others is provided in written and verbal form. All information is offered in alternative formats on request i.e. languages.

##### **Our distinctive aims and special features include:**

**Collaborative Learning** – St Luke's Church of England Primary School works with 25 primary schools in the Lowton and Golborne Schools (LOGOS) and Leigh, Lowton and Golborne (LLG) consortia benefiting from shared resources, training and learning events which enhance and enrich achievement and attainment for all in the community. St Luke's facilitates the sporting opportunities for all children in LLG schools. We work collaboratively with LOGOS and LLG to provide a wide variety of enrichment opportunities. St Luke's works collaboratively with other schools as part of the NW Maths Hub to improve mathematical outcomes for young people and to develop the pedagogy of mathematics mastery. St Luke's works collaboratively with other education provider in order to support children with a variety of needs.

**Extensive School Grounds** - Learning is extended into the school environment and this presents many opportunities for Physical Development, Health and Well-being /

Competitive Sports, environmental learning and learning across the curriculum. Curriculum planning demonstrates how we take advantage of the grounds to extend learning beyond the constraints of the classroom. These approaches promote social, moral, spiritual and cultural experiences. We have continued to develop the EYFS outdoor provision and have plans to adapt the school grounds to introduce a Forest Schools Area and Junior Play Area over this academic year.

**Family School**– Families take responsibility in the partnership of learning (evidenced by our homework procedures, DOJO reward and communication, Home Learning through the pandemic and Questionnaires). We have an active and well supported Parents, Carers, Teachers and Friends Association (Friends of St Luke's). All cohort assemblies, school performances, sports and social events are very well supported and appreciated by the community.

**Socio Economic Indicators** - This is evidenced by the low number of FSM pupils (5% compared with 23% LA) and results in fewer barriers to learning, most pupils being able to access learning evidenced by Monitoring & Evaluation procedures. Wide ranging opportunities, experienced by most pupils, further limits these barriers to learning. The number of SEN pupils with FSM eligibility is 16% compared to the national figure of 38% (*Primary School Profile version 2, July 2022*).

**School Accreditations**– SIAMS 'Outstanding' November 2017. Ofsted 'Good' December 2017, Music Mark 2022, Dyslexia Friendly Status, Quality Mark Basic Skills Accreditation, School Games Sports Gold 2022, Virtual School Games Sports Award 2020.

**Extended School**– The school offers an extensive range of extra-curricular clubs and activities available to pupils before, during and after the school day. A list of these can be found on the school's weekly newsletter and on the school website. We have several pro-active pupil led teams who act as a voice for opinion and suggestions for school improvement:

- School Council
- Eco warriors
- Worship Wonders
- Sports Crew
- E-Safety
- Mental Health and Well-being.

We provide a daily Well Being Hub for children and a range of alternative indoor activities at lunchtimes. We provide a wide variety of musical opportunities to suit the children.

We have been proactive in delivering an outstanding range of Physical Development, Health and Well-being opportunities for the school community through our use of the Sports Premium (Sports Gold Award, Virtual Sports Provision Award 2020.) We deliver training to colleagues through LLG and offer a variety of placements for those seeking a career in education.

**Community** – St Luke's school has a strategic vision for placing the school at the heart of the local community. Community events are promoted on our Notice Board at the front of school and in the newsletter. We are actively involved in both Church and community events.



## 2. Disability Equality Duties

St Luke's Church of England Primary School's commitment to disabled pupils, their families and staff's equality has four objectives:

We will promote equality for disabled people by:

- removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- encouraging good practice by our partners through our advisory capacity;
- ensuring we take their needs into account when procuring goods and services from our providers;
- promoting positive images of disabled people;
- challenging patronising or discriminating attitudes;
- making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled pupils, staff and families.

We plan to increase access to education for disabled pupils by:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- increasing the inclusion of positive images of disabled people across the curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to disabled pupils, to the standard of which is provided in writing for pupils who are not disabled.

We welcome the requirements of the Disability Equality duty and this section sets out our commitment to meeting the duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

Examples of specific adjustments are:

- The school annually reviews the curriculum to ensure it is accessible to all;
- Ensure providers of facilities for school trips / extra curricular activities can accommodate all pupils before making bookings in advance;
- Ensure staff have the training and capacity to administer medication if required in exceptional circumstances.

### **3. Racial Equality Duty and Community Cohesion**

St Luke's Church of England Primary School recognises that Black, Asian and Minority Ethnic (BAME) people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

The school will take all necessary measures to prevent and tackle racial harassment and assist BAME people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education.

In order to comply with this duty, we will:

- keep accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them;
- encourage dialogue between different racial groups on the appropriateness of our educational provision;
- prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups;
- encourage pupils and their families of all ethnic groups to participate fully in all aspects of school life;
- use our support for the voluntary and community sector to promote good race relations;
- counter myths and misinformation that may undermine good community relations;
- ensure the school staff and other adults working within the school, pupils and their families as well as our partners and the wider community fully understand the principles of good race relations.

### **4. Gender Equality Duties**

In accordance with our Single Equality Scheme, we welcome the requirements of the Gender Equality duty and this section sets out our commitment to meeting the duty.

We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation;
- Promote equality of opportunity between women and men in all of our functions.

We will do this through the following responsibility areas.

Our Governors are responsible for:

- Making sure the policy complies with all current equality legislation;
- Ensuring the policy and its procedures are followed;
- Leading by example.

The Headteacher is responsible for:

- Making sure the policy is readily available and that Governors, staff, pupils and their parents know about it;
- Ensuring its procedures are followed;

- Making sure all staff know their responsibilities;
- Taking appropriate action in cases of harassment and discrimination;
- Leading by example.

All our staff are responsible for:

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping;
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances;
- Identifying and taking training / learning opportunities;
- Leading by example.

## **5. Religion and Belief Equality Duties**

St Luke's Church of England Primary School recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been on the increase in recent years, developing a character that is distinct from race hate crime.

The school also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility. The school is committed to eliminating illegal discrimination and exclusion on the basis of religion or belief.

Our school recognises the need to consider the duties which require us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief or non-belief.

At St Luke's Church of England Primary School we:

- Respect and value differences between people;
- Prepare pupils for life in a diverse society;
- Make the school a place where everyone, taking account of race, colour, ethnic or national origin, and religious beliefs, feels welcome and valued;
- Promote good relationships between different racial, cultural, belief and religious groups within the school and the wider community;
- Ensure an inclusive ethos is established and maintained;
- Acknowledge the existence of racism and take steps to prevent it;
- Acknowledge the unintentional / ill informed use of racist language and take steps to prevent it;
- Oppose all forms of racism, racial / belief / religious prejudice or harassment;
- Be proactive in tackling and eliminating unlawful discrimination.

## **6. Sexual Orientation Equality Duties**

St Luke's Church of England Primary School is committed to combatting discrimination faced by lesbians, gay men, bisexual people and transgender (LGBT). We aim to ensure equality of opportunity for LGBT people across services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBT communities, both internally and to the community as a whole.

Our school recognises the need to protect pupils from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act 2010. We are committed to taking a proactive approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to LA and national guidelines and notify complainants of the outcome and actions taken. Homophobic bullying, language and stereotypes will be challenged within the school. Issues will be dealt with in several ways: on an individual basis, partnership approach with parents, circle-time / PHSE sessions and whole school activities / assemblies.

## **7. Pregnancy and Maternity Equality Duties**

St Luke's Church of England Primary School recognises that the Equality Act 2010 now specifically includes the need to protect female students who are pregnant or who have recently given birth from discriminatory practices.

This school will ensure that no student will be excluded purely on grounds of pregnancy and that up to 18 calendar weeks authorised absence period immediately before and after the birth may be given in order to ensure that the student is reintegrated into education as quickly as possible.

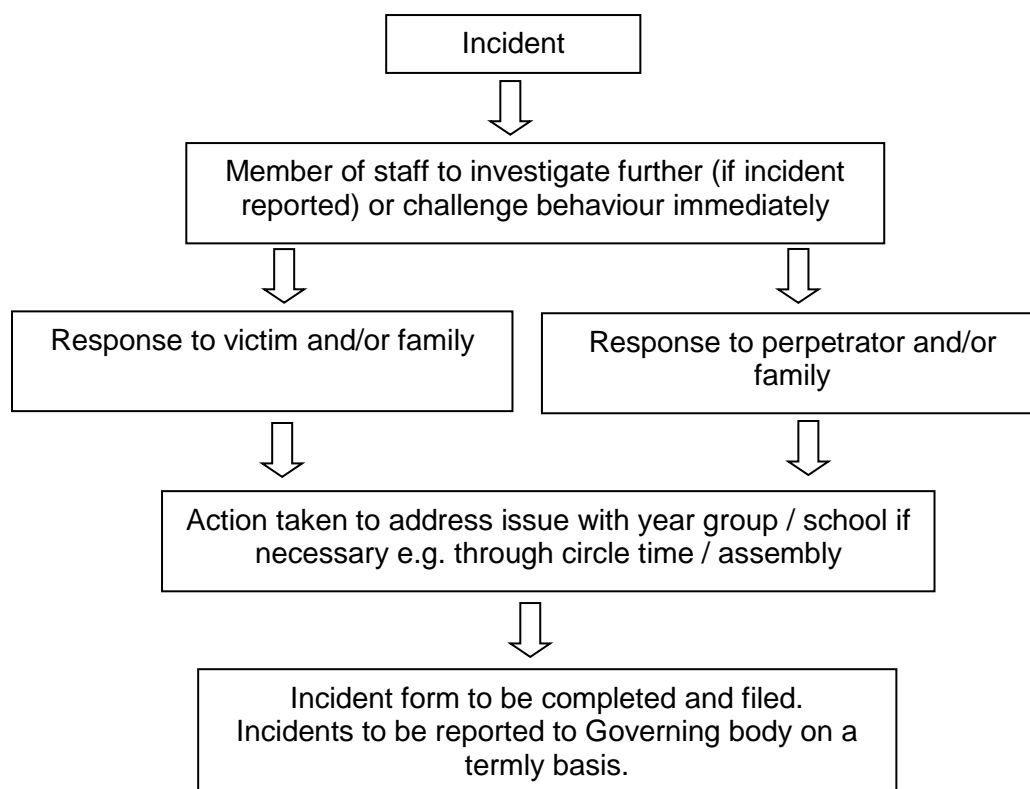
Female staff are already covered under existing employment legislation. Such a student is protected from discrimination because:

- she is or has been pregnant;
- she has given birth and unfavourable treatment occurs within a period of 26 weeks beginning on the day she gave birth;
- she is breastfeeding and unfavourable treatment occurs within the period of 26 weeks beginning on the day she gave birth;
- a female student is protected even when the baby is stillborn or in case of a miscarriage;
- both direct and indirect discrimination related to pregnancy and maternity relate to the person being disadvantaged and treated unfavourably.

## Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

At St Luke's C.E. Primary School there is a procedure for responding and reporting discriminatory incident.



## 8. Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

## 8. Complaints

If a member of the public feels that they have suffered harassment or being treated unfairly by the School because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class they should report this without fail through the School's Compliments and Complaints Procedure.

Complaints by staff will be dealt with under the Grievance Procedure, as appropriate.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviours. Complaints about staff will be investigated using the appropriate procedures.

Monitoring complaints is also an alternative method of gathering information to establish whether we are meeting our equality duties. We will report regularly to the Governing Body on complaints made and action taken.

- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

## **9. Publishing the plan**

In order to meet the statutory requirements to publish an Equality Scheme, Disability Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

## ACCESSIBILITY ACTION PLAN

### St Luke's Church of England Primary School

John 13 34:35 'Love one another. As I have loved you. By this everyone will know that you are my disciples.'

#### Accessibility Plan

This plan should be read in conjunction with the School Improvement Plan and outlines the proposals of the Governing Body of St Luke's Church of England Primary to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. (Curriculum, Physical Environment and Information).

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The families of pupils
- The Headteacher and other relevant members of staff
- Governors
- External partners

# ACCESSIBILITY ACTION PLAN

## The Accessibility Audit

The Governing Body will undertake an Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the Governing Body will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the Governing Body will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the Governing Body will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Governing Body will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.



## ACCESSIBILITY ACTION PLAN

Planning Duty	Current Provision	Areas for Development
<p><b>Curriculum</b></p>	<p>Analysis of results indicates no clear distinction regarding access to the curriculum between SEND and non-SEND children.            Educational Health Care Plans accurately provide appropriate individualised access to the curriculum.            Analysis of results indicates no clear distinction regarding access to the curriculum between race, gender and disability.            Health Care Plans (medical) are in place to support pupils.            A number of agencies are consulted to support our provision.            Teachers incorporate the needs of pupils with SEND in to their planning and curriculum differentiation.            Extra and additional support for pupils who are under-achieving, in order to make extra progress in their learning and their personal well-being            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, Worship Wonders, Sports Council, Mental Health Team and Eco-Committee by election or co-option), monitors/jobs, class assemblies, fund raising etc.            Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas and Multicultural (Including Non-Christian Faith)            Extra-curricular activities (including Y6 residential trip to Anderton Centre) 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.            Events in school, such as Black History Month, Multi-Cultural Week, Deaf Awareness Week or One World Week, to raise awareness of issues around race, disability and gender.            Pupils have the opportunity to access a variety of out of school and extra curricular activities and not be prohibited because of financial constraints.            Text &amp; other forms of information are presented to meet Dyslexia Friendly Schools provision.            All learning environments are Dyslexia Friendly</p>	<p>The school will respond to the needs of individuals as and when support is required.            Ensure teaching materials are available in accessible formats.            To strengthen pupil's in Early Years understanding of diversity by implementing the Think Equal programme.</p>
<p><b>Physical Environment</b></p>	<p>St Luke's Church of England's building provides appropriate wheelchair access.            The building has a hygiene room which provides shower and washroom facilities.            Tablets are provided for equality of access to online learning opportunities.            All learning environments are Dyslexia friendly.            Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability.            Accessibility audit (Health and Safety walk around school) is carried out of the physical environment in relation to access by pupils, parents and/or staff with an</p>	<p>Handrails are installed on all ramp building access routes.            All internal doors are accessible for wheelchair users.</p>

## ACCESSIBILITY ACTION PLAN

	<p>identified disability</p> <p>Planned refurbishments in school show due regard to disabled pupils, staff and visitors</p> <p>Specialist equipment and resources are arranged for children with SEND and Medical Needs when required.</p> <p>Specialist equipment and resources are arranged for adults with medical needs when required.</p>	
<b>Information</b>	<p>SEND Leader provides appropriate information to staff about pupils with SEND. Translators are commissioned through EMAS to support pupils with EAL when required.</p> <p>School is aware of LA services for converting information in to alternative formats. The School Website is fully accessible.</p> <p>Publish and promote the Equality and Disability Scheme and Accessibility Plan through the school website, newsletter and staff meetings.</p> <p>Identify, respond, prevent and report any discriminatory incidents and prejudiced based bullying as outlined in the Plan. Report the figures to the Governing body on a termly basis.</p> <p>Multi-agency consultation/Early Help Assessments are in place as appropriate.</p> <p>Staff have relevant training including, Safeguarding, Autism, Positive Handling, Epilepsy, Epipen, Prevent, Fire Marshall and Diabetes.</p> <p>Policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff.</p> <p>Health and safety audits and actions are reported to the Governing Body.</p> <p>Risk assessments ensure that all children including children with physical disabilities can access trips.</p>	<p>Where a pupil and adult require a PEEP (Personal Emergency Evacuation Plan) ensure the PEEP is prepared and reviewed if someone at school becomes physically impaired by a competent person.</p> <p>To train a member of staff to IOSH (Institution of Occupational Safety and Health) managing safely and to become a member of IOSH.</p>

**This audit and subsequent plan are reviewed every term to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.**

Signed: \_\_\_\_\_ Chair of Governors

Signed: \_\_\_\_\_ Headteacher

Date: \_\_\_\_\_

**ACCESSIBILITY ACTION PLAN**

