

St Luke's RC Primary School

Equality Scheme



“At St. Luke’s School we follow the example of Christ by being God’s disciples here on Earth. We strive to be the best that we can be, to do the best that we can do and to make God proud.”

Policy Number	1
Target Audience	All Stakeholders
Approving Committee	FGB
Last Review Date	September 2021
Next Review Date	September 2022
Policy Author	Mrs C. Kerrane

Version No	Reviewed By	Changes
V1	C. Kerrane	New format of policy and objectives
V2		

Inclusion

At St Luke's, we will work together to achieve our aim of being a fully inclusive and accessible school where all pupils can engage in a curriculum that meets their needs and where governors, staff, parents and carers contribute to achieving this aim.

As a school we ensure that all pupils and staff are treated fairly and equally. All pupils have equal rights to access all areas of the curriculum, regardless of race, gender and disability. The leadership and all staff endeavour to provide the appropriate provision for this to occur.

- a. As a Roman Catholic school, and in accordance with our Mission Statement and school values and school ethos we pledge:
 - to respect the equal human rights of all our pupils;
 - to educate them about equality;
 - to respect the equal rights of our staff and other members of the school community.
- b. We will assess our current school policies and practices implementing all necessary resulting actions in relation to:
 - ethnicity;
 - religion or belief;
 - socio-economic background;
 - gender and gender identity;
 - disability;
 - sexual orientation; and
 - age.
- c. We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
 - ethnicity;
 - religion or belief; and
 - socio-economic background.

The Equality scheme seeks to address three main areas:-

- i. **Teaching, learning and the curriculum:** The school recognises and values all forms of achievement. We will monitor and analyse pupil performance termly at Pupil Progress Meetings 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.

- ii. **Equity between groups in school, where appropriate:** All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.
- iii. **Engagement with people from different backgrounds, inc. extended services:** To increase the understanding and respect for different cultures and religions from their own.

Statutory Requirements

- The equality objectives below address our duties under current equality legislation, up to and including the Equality Act 2010.
- The school's accessibility plan addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001 and new requirements under Children and Families act 2014.
- The community cohesion plan below addresses our duty under the Education and Inspections Act 2006.

Community Cohesion

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We will continue to support community cohesion by:-

- Promoting 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 learners and their families;
- Encouraging learners and their families of all ethnic and faith groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations;
- Countering myths and misinformation that may undermine good community relations;
- Teaching pupils about hate crime and that hate crimes are unacceptable.

Protected Characteristics

Age – usually the groups who may be excluded are young people or older people but applies to all ages.

Gender (sometimes classed as sex) – often focuses on women but sometimes it may be men you need to consider.

Disability – can include physical, sensory, and learning difficulties, mental health and long term illness.

Race and Culture – includes people from all backgrounds including different ethnicities and nationalities.

Sexual orientation – includes people who are lesbian, gay, bisexual and heterosexual.

Religion of Belief – includes all religions and beliefs and those with no religion.

Gender reassignment – people who are transgender have clear legal rights.

Marriage and civil partnerships – this is limited to eliminating discrimination.

Pregnancy and maternity – this refers mainly to the rights of employees but does also protect the rights of women who are breastfeeding for example.

School Profile

St Luke's is a mainstream Catholic Primary School in Salford. As we are a Catholic school, everything we do is linked to our Mission Statement and we strive to live by the Gospel Values and our school LUKIES Values. Our school has strong links with Salford Diocese, our parish and the wider community.

We are an inclusive, multicultural and multi ethnic Catholic school. We know our children well and welcome children from different backgrounds and diverse communities.

We celebrate diversity and appreciate that this adds a valuable dimension and contribution to our ethos. We celebrate diversity through a well-developed curriculum. We strive to bring the school and the community together to learn about our diverse world, with many cultures and beliefs.

This school is a larger than average Primary School. Due to its denominational nature, it takes pupils from a relatively wide area. Pupils come from mixed social and economic backgrounds. The great majority of pupils are of White British heritage and few speak English as an additional language.

The proportions of pupils that are eligible to receive a free school meal or that have learning difficulties and/or disabilities are below average.

Accessibility Action Plan

We continue to make our school as disability friendly and accessible as we can. To assist us with this process we update our accessibility action plan every three years. This outlines our plans and commitment to increase accessibility of our school environment.

Furthermore we continue to record, monitor and review all reasonable adjustments undertaken for staff, pupils, governors, parents and carers.

Community Impact Assessments

In order to test our anti discriminatory policies and practices and to conduct the equality analysis required by the Equality Act 2010, we will continue to use community impact assessments.

Human Rights

Our school integrates human rights values and principles into key areas of school life. We recognise the duties and standards expressed in the UN Convention on the Rights of the Child, The UN convention on the Rights of the People with Disabilities and the Human Rights Act 1998. We demonstrate our approach via;

- An overall school-wide atmosphere of equality, dignity, respect, non-discrimination and participation.
- A fully democratic, participatory approach to school governance where all members of the school community are involved in decisions that affect them (where appropriate).
- Empowerment of pupils, teachers, staff and governors to meaningfully and equally participate in the creation and implementation of appropriate school policies.
- Pupil involvement in debates about change. This would involve St Luke's School Council.
- An increased sense of inclusivity and interconnectedness that fosters mutual responsibility and local and global understanding and solidarity. This would be through our RE curriculum, RE Big Questions and Caritas in Action.
- Rich, varied and appropriate learning experiences about human rights inside and outside of the classroom.

Engagement and Involvement

We involved pupils, staff, governors, parents and carers, and our wider school community in creating this Equality Scheme and action plan.

We did this via a range of involvement and engagement processes:

- Questionnaires to parents and staff – (parents evening, from Governing Body, Wellbeing).
- Full Governing Board discussions.
- Governor training.
- Pupil voice.

This helped to ensure that the views of all groups, but especially potentially disadvantaged groups, were fully incorporated in the development of the Scheme and action plan.

Procurement & Commissioning

We are required by law to make sure that when we enter into an agreement to purchase goods or services from another organisation to help us provide our services, that organisation will comply with equality legislation. This is a significant factor in selection during any tendering process.

Roles and Responsibilities for Implementing the Single Equality Scheme

The Governing Board, Headteacher, Senior Management Team and Line Managers have a responsibility to implement the Single Equality Scheme. They will do this by setting examples and standards of behaviour challenging inappropriate and discriminatory language and behaviour ensuring all members of staff including new members are aware of this scheme. Furthermore;

The Head Teacher will:

- ensure that staff and parents are informed about the Equality Scheme
- ensure that the scheme is implemented effectively
- Encourage staff to give their individual equalities information in monitoring forms annually
- Through knowing the composition of the workforce, aim to identify any areas for development
- manage any day to day issues arising from the Scheme whether for pupils or for the school as an employer
- ensure staff have access to training which helps to implement the Scheme
- monitor the scheme and report to the Governing Board annually, on its progress and effectiveness
- ensure that the Senior leadership team are kept up to date with any development affecting the Scheme/action plan
- provide appropriate support and monitoring for any pupils to whom the Scheme has direct relevance, with assistance from relevant agencies
- evaluate, review and update the Scheme every 3 years

The Governing Board will:

- designate a Governor with specific responsibility for the Equality Scheme
- establish that the action plans arising from the Scheme are part of the school improvement plan
- support the Headteacher in implementing any actions necessary

- inform and consult with parents about the Scheme
- ensure that the action plans arising from the Scheme are part of the school development plan
- evaluate and review this scheme on a termly basis

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this Scheme
- provide a lead in the dissemination of information relating to the Scheme
- identify good quality resources and training and development opportunities to support the Scheme
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this Scheme as detailed in the school improvement plan

Parents/Carers will:

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

School Staff will:

- accept that this is a whole school issue and support the Equality Scheme
- be aware of the Equality Scheme and how it relates to them ,including participating in workforce equalities monitoring
- be aware of the implications of the Scheme for their planning, teaching and learning strategies
- teach pupils to treat each other with respect and dignity and promote the benefits of living in a diverse society
- ensure pupils from all groups are included in all activities and have full access to the curriculum
- challenge inappropriate or discriminatory language or behaviour
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping
- know procedures of reporting harassment and bullying
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA
- make known any queries or training requirements

Pupils will:

- have the opportunity to contribute to the Scheme
- be made aware of the Scheme, appropriate to age and ability and how it applies to them
- be expected to act in accordance with the Scheme

- experience a curriculum and environment which is respectful of diversity and differences and prepares them well for life in a diverse society

Annual Report and Review

Each year the school will publish an annual report outlining its progress on the action plan, equality information, accessibility plan and community impact assessments. It will be an opportunity for the school to showcase its good practice.

Information, Feedback and Complaints

If you would like a copy of this scheme in Braille, large print or in any other accessible format or if you wish to offer the school any feedback on this scheme or the action plans contained within it, or if you wish to make a complaint, please contact;

Mrs N Bullough Complaints Coordinator

St Luke's RC Primary School,

Salford

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Equalities Objectives

Objectives for the academic year 2023 - 2025

- To ensure that identified vulnerable groups of pupils, particularly International New Arrivals, achieve challenging targets and the gaps in attainment for these pupils are reduced.
- To improve the outcomes for pupils with Special Educational Needs, modifying provision to reduce barriers to learning.
- To increase the understanding and respect for different cultures and religions from their own and those living with disabilities.
- To develop an awareness of ethical issues, making judgements on moral dilemmas and stereotypes and respecting the opinions and beliefs of others.

Objective	Task	Minimum Resources Needed	Staff involved	Due date	Success Criteria – (The impact will be...)
To ensure that identified vulnerable groups of pupils, particularly International New Arrivals achieve challenging targets and the gaps in attainment for these pupils are reduced.	<p>Pupil progress chats</p> <p>SEND meetings</p> <p>Targeted interventions for identified children</p> <p>Edukey learning plans</p> <p>CPD</p> <p>Quality first teaching</p> <p>Adaptive teaching</p> <p>Insight used to track the identified groups</p> <p>Well-being coordinator to work with SEMH pupils</p> <p>Staff to use ICT to translate work where necessary. EMTAS</p>	<p>Staff meetings</p> <p>Edukey</p> <p>Insight</p> <p>CPD</p>	All	Summer 2025	Children from identified groups will show levels of performance and progress similar to their peers.

<p>To improve the outcomes for pupils with Special Educational Needs, modifying provision to reduce barriers to learning</p>	<p>Quality first teaching Edukey learning plans</p> <p>Staff meetings – SEMH, Zones of Regulation, EYFS Zones of regulation</p> <p>Whole school assembly (Zones of regulation)</p> <p>Well-being coordinator to work with SEMH pupils.</p> <p>Insights used to identify targeted groups.</p>	<p>Edukey</p> <p>Staff meeting time</p> <p>Assemblies</p> <p>CPD</p>	<p>All</p>	<p>Summer 2025</p>	<p>Children from identifies groups will show levels of performance and progress similar to their peers.</p>
<p>To increase the understanding and respect for different cultures and religions from their own and those living with disabilities.</p>	<p>Building the Kingdom embedded on the curriculum maps</p> <p>Diversity embedded across the curriculum</p> <p>Talks from different members of school community with different cultural or ethnic backgrounds.</p> <p>World faiths work taught through Come and See</p> <p>CARITAS to be taught each half term</p> <p>Ten TenPSHE scheme</p>	<p>Assemblies and lesson time</p> <p>CPD</p>	<p>All</p>	<p>Summer 2025</p>	<p>Children will show knowledge and understanding of the diverse cultures, ethnic backgrounds and those living with disabilities that are members of the school community. This will be shown in their responses in assemblies and lessons and also in their responses to appeals for aid for different causes.</p>

	<p>Ten Ten resources.</p> <p>CAFOD fund raising and assemblies and Religion Work.</p> <p>Wednesday Word and Worship</p> <p>Reading books</p>				
<p>To develop an awareness of ethical issues, making judgements on moral dilemmas and stereotypes and respecting the opinions and beliefs of others.</p>	<p>Building the Kingdom</p> <p>Teachers to be aware of the news and discuss current news with the children</p> <p>Eco-council</p> <p>Big questions</p> <p>CARITAS</p> <p>Pupil Parliament</p> <p>Year 6 roles and responsibilities</p>	<p>Assemblies</p> <p>Lesson time</p> <p>Staff meeting time</p> <p>CPD</p>	All	Summer 2025	<p>Children will show an awareness of ethical issues and be able to make judgements on moral dilemmas. Children will be able to challenge stereotypes and respect the opinions and beliefs of others.</p>