



Equality Scheme 2010-2013

1. Overarching policy statement

- a) In accordance with St Luke's Church of England *mission statement* we pledge:
- to respect the equal human rights of all our pupils;
 - to educate them about equality; and
 - to respect the equal rights of our staff and other members of the school community.
- b) We will assess our current school practices ("Equality Impact Assessment") and implement 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.

2. Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Wigan Council procedure for recording incidents involving pupils in schools.

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

3. Community cohesion: a shared contextual statement

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the beginning of the SEF. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in Section 12 below to promote community cohesion.

- Ethnicity/culture context of the school (local and national)

White British

- Religion/belief context of the school (local and national)

Church of England/Christianity

- Socio-economic context of the school (local and national)

Mainly wealthy achievers

- Current issues affecting cohesion at school, local and national level

Lack of faiths and other nationalities within the local area.

4. Responsibilities

One named governor John Lever takes the lead, but the governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The head teacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

Headteacher is responsible overall for:

- dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for:

- following relevant school policy

5. Staff development

This section outlines our process for training and development in relation to equality and cohesion, in terms of professional responsibilities as well as statutory requirements.

6. Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request and by sending an electronic copy for monitoring purposes to the local authority by email to p.coulson@wigan.gov.uk

The scheme will be kept under regular review for three years and then replaced in September 2013.

7. How we report on progress and impact

A report on progress with the actions listed below will be published by the governors via e.g. website, prospectus, newsletter etc at the end of each school year, i.e. July 2011, 2012 and 2013.

A copy of each annual report is sent for monitoring purposes to the local authority by email or by internal mail to CYPS Equality & Diversity Officer, Wigan Council, 107 Standishgate, Wigan WN1 1XL

Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

8. How we conduct equality impact assessment

This section outlines our process for monitoring the potential impact of school practice in terms of

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation, and
- age.

Process we follow is an annual analysis of parental surveys and pupil data.

Equality objectives identified by this process should be included in the three-year plan in Section 10 below, or in the School Improvement Plan as appropriate.

Evidence of this process can be found in

School monitoring file.

9. How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the equality impact assessments listed in Section 8 above,
- ii. from the following data

Pupil level data and parental surveys

- iii. and from involving relevant people (including disabled people) from the start in the following way:

Friends of St Luke's CE, School Council and Eco Warriors

The evidence was then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of
 - ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation and
 - age.

10. Three-year equality objectives 2010-13

(to be kept under regular review)

Equality objectives (focused on outcomes rather than processes)
To improve access to the school curriculum
To make physical improvements to increase access to education.
To improve the provision of information in a range of formats for disabled provision.

11. Three-year access plan 2010-13

This can relate very closely to the disability elements of the equality objectives in Section 10 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

	Actions (focused on outcomes rather than processes)
i. improvements in access to the curriculum	Improved effectiveness of current key skills curriculum in meeting pupils' needs.
ii. physical improvements to increase access to education and associated services	Review and complete the Asset Management plan. Review and monitor PSHE+C and Curriculum plans Monitor design and configuration of existing and proposed buildings.
iii. improvements in the provision of information in a range of formats for disabled pupils	Review current resources Continue to implement dyslexia friendly strategies throughout the school.

12. Three-year community cohesion plan 2010-13

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of “community” are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

	Actions (focused on outcomes rather than processes)
i. teaching, learning and the curriculum	Monitor Practice across all settings addressing St Luke’s pupils’ learning needs
ii. equity between groups in school, where appropriate	Review and monitor PSHE+C and Curriculum plans including learning styles(VAK) Encourage all pupils’ to participate in Borough wide and regional events. Ensure that a variety of Sport caters for all genders through the PESYP audit. Monitor School’s Performance
iii. engagement with people from different backgrounds, incl extended services	Through continuing to extend links with local and national schools. By continuing to develop the extended schools provision.