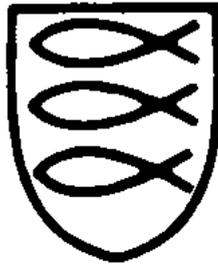


**ST LUKE'S C. of E PRIMARY SCHOOL
(Foundation)**



EQUALITY INFORMATION AND OBJECTIVES

Updated: Spring 2020

School policy statement on equality and community cohesion

Our school is committed to equality both as an employer and a service provider

- The primary objective of this school will be to educate, develop, and prepare all our pupils, whatever their gender, colour, culture, origin or ability, for life.
- The school is committed to emphasising the common element and values of our multiple cultures rather than highlighting conflicting areas.
- We want to try and ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or re-assignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to address particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspection Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing the gaps in achievement which affect, amongst others:

- Pupils from certain cultural and ethnic backgrounds
- Pupils who belong to low-income households and pupils known to be eligible for free school meals
- Pupils who are disabled
- Pupils who have special educational needs
- Boys in certain subjects, and girls in certain other subjects.

For more information please contact: Gareth Dutton (Headteacher)

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it.
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Part 1: Information about the pupil population

Number of pupils on roll at the school: 306

Number of pupils by protected characteristics

The Equalities Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’

Number of pupils with disabilities: 9

There are pupils at our school with different types of disabilities and these include:

- Physical
- ADHD (Attention-deficit/hyperactivity disorder)
- Autism

Pupil Special Educational Needs & Disability (SEND) Provision		
	Number of pupils	Percentage (%) of school population
No special educational need	284	92.8%
School Support	18	5.9%
EHCP	4	1.3%

Religion and Belief			
Buddhist	0	Sikh	0
Christian	202	No religion	65
Hindu	4	Other religion	6
Jewish	0	Unknown	5
Muslim	22	Refused	2

Gender	
Male	153
Female	153

Ethnicity and race			
	Female	Male	Total
Any other Black background	5	1	6
Any other mixed background	3	5	8
Black - African	2	1	3
Black Caribbean	1	0	1
Chinese	6	10	16
Indian	3	3	6
Korean	3	0	3
Other Asian	1	1	2
Other White British	8	5	13
Other ethnic group	4	6	10
Pakistani	6	2	8
Sri Lankan Tamil	1	1	2
White - English	76	68	144
White - Welsh	1	0	1
White European	16	28	44
White Other	10	10	20
White and Asian	6	7	13
White and Black African	1	5	6
Total	153	153	306

Pregnancy and Maternity	
Pupils who are pregnant	0
Pupils who have recently given birth	0

Gender identity or reassignment

- We do not collect data on the sexual orientation of our pupils.
However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils.
- We do not collect data on pupils re: gender reassignment.
However we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

Information on other groups of pupils

Ofsted inspections look at how schools help “all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support”

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of children

	Total number	Percentage of school population
Number of pupils who speak English as an additional language	82	26.8%

	Total number	Percentage of school population
Number of pupils eligible for Pupil Premium	26	8.5%

Part 2: Our main equality challenges

This is a summary of the issues that we are most concerned about. We are already developing strategies and interventions to tackle some of these concerns.

Pupil progress and attainment is tracked 3 times a year with the object to 'diminish the difference'

In 2019/20 we are tracking:

- Pupils with SEND
- Boys vs girls in core subjects
- Able, Gifted & Talented pupils
- FSM pupils/Pupil Premium (including able, gifted and talented pupil premium)
- Ethnic groups who were under-attaining, including children with English as an Additional Language
- Pupils identified as vulnerable by the school or social services
- Looked after children
- Service children

Part 3: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you require any further information and would like to see copies of any of our school policies.

- We are aware of the requirements of the Equality Act 2010 that is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy that records all incidents of behaviour that do not comply with our policies. We rigorously monitor and apply the relevant sanctions and keep parents informed.
- We have a school anti-bullying policy that sets out how we will eradicate bullying in the school.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a special educational needs & disability policy that outlines the provision the school makes for pupils with special educational needs.
- We have an accessibility plan that sets out the steps we will take to make the school accessible to all pupils.
- Our admission arrangements are in line with the Local Authority policy for admitting pupils with EHCPs.
- Our complaints procedure sets out how we deal with any complaints relating to the school and is published in the school policies.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes the steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability

We are committed to working for the equality of people with or without disabilities.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils).

Pupils at St Luke's School make outstanding progress from their starting points. Pupils are tracked individually and support and intervention are focused on need and changing needs. At St Luke's, we are committed to ensuring equality of education and opportunity for all pupils and staff. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and able pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At St Luke's, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

How we advance equality of opportunity:

- We support disabled learners and staff by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.
- We carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases availability of accessible information to disabled pupils.
- We work closely with medical professionals, physiotherapists and families and prescribe individual programmes to help learners understand their disability and overcome barriers to their learning.

How we foster good relations and promote community cohesion:

- The school promotes the spiritual, moral, social and cultural development of all pupils which is an outstanding feature of our school.
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We celebrate the lives of disabled people and promote equality.
- We ensure that the curriculum has positive images of disabled people.
- We tackle prejudice and any incidents of bullying based on disability and ensure that all pupils are aware of each other's disabilities.

What has been the impact of our activities? What do we plan to do next?

Throughout the school, children with special educational needs & disability succeeded well in 2018-19. This was due to effective support and intervention. Children made good progress* across the core subjects:

Maths - 3.20 steps of progress
Reading - 3.13 steps of progress
Writing - 3.00 steps of progress

*Expected progress = 3.00 steps of progress

- To support all SEND pupils to make expected progress across the core subjects.

Ethnicity and Race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils).

The proportion of EAL children in the school continues to rise (2010 – 5.6%). By March 2020 the percentage has risen to 26.8%. A high majority of children who have EAL make good to outstanding progress at the school.

How we advance equality of opportunity:

- We monitor the attainment and progress of all our pupils by ethnicity.
- We set targets to improve the attainment and progression rates of particular pupils who we identify as needing additional support or intervention.
- We identify and address barriers to the participation of particular groups or individuals in learning and other activities.
- We are developing particular initiatives to tackle the motivation and engagement in learning of particular groups.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.
- We link with groups, organisations and projects in the local community.

How we foster good relations and promote community cohesion:

- The school promotes the spiritual, moral, social and cultural development of all pupils through an enriched curriculum and a celebration of all festivals in assemblies and through a well-planned PSHE programme.
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes.
- The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain.
- The school tackles bullying or harassment on the basis of race, ethnicity and culture and keeps records.

What has been the impact of our activities? What do we plan to do next?

Throughout the school, EAL children succeeded well in 2018-19. Children made good progress across the core subjects:

Maths - 3.46 steps of progress
Reading - 3.54 steps of progress
Writing - 3.52 steps of progress

- To continue to support all pupils to understand, respect and value difference and diversity.

Gender

We are committed to working for the equality of women and men.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils).

There is an identical number of boys and girls in the school (153 boys and girls) although each class has a different gender balance.

Data analysis shows that there is a small variance between boys and girls attainment at KS2 with the girls attaining slightly higher than the boys in reading and writing. Contrary to this, boys attain higher than the girls in maths.

How we advance equality of opportunity:

- We monitor the attainment of all our pupils by gender.
- We take a “Which boys? Which girls?” approach to address underachievement: neither boys nor girls are treated as homogeneous groups.
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls.
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- A main focus of the School Improvement Plan in the past has been raising the attainment in boy’s writing.

How we foster good relations and promote community cohesion:

- The school promotes spiritual, moral, social and cultural development of all pupils through PSHE and in the weekly worships (themes of worship also promote these areas). We ensure the inclusion of positive, non-stereotypical images of women and men, girls and boys in PSHE, and worship through careful selection of the materials used to teach a variety of themes.
- We work hard to ensure the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.
- We respond to sexist bullying in line with school policies. Incidents are recorded and followed up with all parties involved.

What has been the impact of our activities? What do we plan to do next?

There continues to be a slight difference in the attainment of boys and girls throughout the school. The main difference in attainment between boys and girls is in Maths, which is a continued key focus for the School Improvement Plan. Despite the variances, **both boys and girls** made good progress across the core subjects:

	Boys	Girls
Maths	3.43 steps of progress	3.23 steps of progress
Reading	3.35 steps of progress	3.40 steps of progress
Writing	3.30 steps of progress	3.25 steps of progress

- To narrow the progress gap between boys and girls in maths.

Gender identity or reassignment

We are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils).

As it is very rare for pupils of primary school age to want to undergo gender reassignment, this section of the policy includes little detail, but we are aware this is a protected characteristic within the Equality Act 2010.

How we advance equality of opportunity:

We are aware for the need to tackle this issue with pupils and staff if the issue arises.

How we foster good relations and promote community cohesion:

We are aware for the need to tackle this issue with pupils and staff if the issue arises.

What has been the impact of our activities? What do we plan to do next?

We are aware for the need to tackle this issue with pupils and staff if the issue arises.

Religion and belief

We are committed to working for the equality for people based on their religion, belief and non-belief.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils).

- There are several belief groups in our school, including pupils identified as following no religious belief.
- The school respects the religious beliefs and practice of all staff, pupils and parents, and complies with reasonable requests relating to religious observance and practice.
- The Statutory Inspection of Anglican and Methodist Schools (December 2017) rated spiritual, moral, social and cultural development as Outstanding.

How we advance equality of opportunity:

- The school tackles any barriers that might prevent pupils with particular beliefs from taking a full part in school life.
- We support pupils to build a sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.

How we foster good relations and promote community cohesion:

- The school promotes the spiritual, moral, social and cultural development of all pupils by responding to individual needs and giving them time to speak about their individual beliefs and customs and valuing each individual at all times.
- Our curriculum, including RE, supports pupils to be accepting on one another's lifestyles and beliefs as well as exploring shared values.
- The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- The school tackles bullying or harassment on the basis of faith and belief by following up each incident that arises.
- We tackle prejudices relating to racism and xenophobia, including those that are towards religious groups and communities.

What has been the impact of our activities? What do we plan to do next?

- We plan to continue to provide opportunities for pupils to develop an understanding of different religions and customs and to share their values and beliefs with each other
- To continue to follow up any incident that is not acceptable in relation to faith or religion.

Sexual orientation

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils).

As a primary school, we are aware of our duties under the Equality Act 2010, but have not, as yet had the need to develop a programme of support for a gay, lesbian or bisexual pupil.

How we advance equality of opportunity:

We ensure all staff are comfortable, whilst respecting privacy and confidentiality.

How we foster good relations and promote community cohesion:

Our school curriculum provides for age appropriate teaching and learning on lifestyles and beliefs
Visual material around the school aims to reflect the full range of families.

Part 4: Consultation and Engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Teachers and senior leaders in the school are easily accessible to all pupils and parents.
- High quality information is communicated through regular newsletters, school website, and information texts/email.
- Important information is shared with parents and the wider community as soon as possible.
- Regular and meaningful consultation takes place with the School Council and Parents Council.
- Annual surveys of pupils, parents and staff are undertaken with statistical data published to the community and planned responses communicating.

Record of consultation and engagement

Date	Who we consult	Summary	Action taken
The council meets every two weeks	Pupil council- pupils from Years 3-6	Main issues are referred to Pupil council, who then discuss with classes and feedback to group.	Key findings acted on as far as is possible.
Annually	Survey for pupils, parents and staff	A range of generic and tailored questions is asked to ascertain stakeholders views.	Key findings fed back and acted on as necessary.
Termly	Parent's council	Pertinent issues raised with this group.	Key findings on as far as is possible.
As necessary	Comments box	Any members of the school community can use this to inform school of issues.	Acted on as necessary.
As necessary	Website	Range of issues: policies uploaded for discussion, forms for debate etc	Acted on as necessary.

Part 5: Our equality objectives:

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

We will regularly review the progress we are making to meet our equality objectives.

Equality Objectives set Spring 2020.

Equality Objective 1

- To continue to narrow the gap between boys and girls in maths.

Progress we are making with this objective:

The gap continues to close between boys and girls in both key stages. Boys still continue to perform better than girls. Individual programmes and booster groups are being successful in improving progress.

Equality Objective 2

- To close the gap between pupils who are eligible for Pupil Premium and those who are not. To ensure that pupils who receive Pupil Premium funding should make the minimum progress of three steps in a year.

Progress we are making with this objective:

This has been a whole school focus for the past few years. Last year there were 24 pupils who attracted PPG in the main school. They made better than expected progress in all core subjects (over 3 steps of progress in the academic year). The attainment & progress gap between pupil premium and non-pupil premium is an area of continual focus and review. In order to continue to raise the achievement of children on pupil premium, the school has been developing a combination of one-to-one tutoring, in class support, effective oral and written feedback and home learning support.

Equality Objective 3

- To further develop resilient and independent learners of all ages and abilities.

Progress we are making with this objective:

Staff have received training in developing independent learners in their class. Reports from the School Improvement Partner indicate that the school has made good progress in this area. Lesson observations and learning walks have focussed on these skills being used in lessons. Data collected indicates that these skills were used all lessons observed.

Equality Objective 4

- To ensure that more able pupils are challenged and make very good progress in all core subjects in both key stages.

Progress we are making with this objective:

Progress of the able, gifted and talented pupils is monitored regularly by class teachers. The 2018-19 data shows that on average, able and gifted pupils made better than expected progress during the year making over 3 steps of progress in each of the core subjects.

Equality Objective 5

- To extend regular school and class focus on anti-bullying so that children feel confident to report all concerns and use learnt strategies to help prevent bullying situations starting.

Progress we are making with this objective:

In class, children discuss what constitutes bullying, the different forms of bullying, what to do if you are bullied and how we can prevent bullying incidents at school. Emphasis is on all the children taking responsibility for making the school a safe place for all children.

There have been no reports of bullying this year.

Equality Objective 6

- To develop further pupil's knowledge and understanding of a variety of religions, beliefs and customs so that they can develop spiritually and morally, comparing their own belief systems and family customs to those of others.

Progress we are making with this objective:

Each class study one of the main religions of the world and compare/contrast the beliefs and customs with those of the Church of England.

Key celebration days of different religions are identified and shared with pupils, e.g. Chinese New Year, Ramadan.

Children of different religions, beliefs and customs are encouraged to share their knowledge with their class. Each pupil is given opportunity to celebrate their heritage e.g. posters on themselves & their family.