ST LUKE'S C OF E PRIMARY SCHOOL

Policy for **EQUAL OPPORTUNITIES**

Spring 2024

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

St Luke's School pledges itself to be a place where pupils of all races, religions, gender, abilities and social circumstances will find security and respect for themselves, their families, other people and their traditions. It is our policy to ensure that each member of the school community:

- respects others and is respected;
- takes part in the full life of the school;
- achieves his/her potential;
- has the opportunity to exercise choice.

No member of the St Luke's School community is to be discriminated against because of their race, gender, sexual orientation, social circumstances, abilities or disabilities. This applies to every aspect of school life and includes:

- admissions to the school;
- curriculum access;
- extra-curricular opportunities;
- off-site activities;
- appointment of staff;

Any incidents of discrimination or harassment MUST be reported to the Headteacher and/or Governing Body so that formal recording and reporting procedures and, if appropriate, actions can be initiated. (For example, all racist incidents must be reported to the LA)

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998

School Context

A brief summary of the demographics of the New Forest is found below

- The population of New Forest in 2024 is estimated to be 179,700 with the majority of the population living in settlements of 10,000 or more**.**
- **94.6%** of New Forest's resident population are estimated to be of the ethnic group - White British, **2.17%** are Asian, **2.72%** are other

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives anually based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives annually, but keep them under review assessing progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Equal opportunities for pupils are inextricably linked with equal opportunities for staff, since staff act as role models for pupils. It is unreasonable to expect staff to promote equal opportunities for pupils if they do not have equal opportunities themselves.

The school will continually monitor factors about its own organisation and practice. In particular:

- the implementation of this policy;
- the effectiveness of the policy;
- the status given to different individuals or groups and their cultures and beliefs within the school, (staff, parents and pupils), valuing diversity;
- the inclusion of equal opportunities across subject areas, policies and schemes providing equal curriculum access;
- class management, planning, teaching, differentiation and balance between the learning process, the content of lessons and the curriculum, resources used and the methods of assessment;
- encouraging pupils to develop positive self images;

- encouraging pupils to question and develop open minds;
- promoting pastoral care within the school and the link with outside agencies;
- the relationship between home and school and the role the school plays in the community;
- the development of a rigorous monitoring policy to take account of ethnicity, gender and special needs.

Every member of the St Luke's School community has responsibility for ensuring that the aims and procedures of this policy are applied at all times.

Date policy to be reviewed	Spring 2028

Equalities Information **Appendix A**

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

Qualitative information

Information and documentation is available In school which demonstrates the school's commitment to the principles outlined in this policy and the public sector equality duty.

- *curriculum planning with information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures*
- *details about assemblies which deal with relevant equality related issues*
- *views of the school council*
- *notes of relevant governor and staff meetings and details of discussions and policy review in respect of equalities."*
- *school policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination)*

Date of publication of this appendix: *Spring 2024*

Date for review and re-publication: *Spring 2028*

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Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1: **Take positive steps to break down barriers in relation to disabled children with SEND.** (See full Accessibility Plan)

- Recognise the particular needs of SEND Children and the right to have access to appropriate support and provision.

- Work with Specialist Teacher Advisers to improve provision where needed,
- Buy specialist equipment to support physically impaired children.

Objective 2: **Ensure that children and young people's needs are met to ensure they have equality of opportunity to reach their full potential educationally by monitoring academic achievement of disabled pupils and other groups in school** (See full School Improvement Plan)

Date of publication: **Spring 2024*

Date for review and re-publication: **Spring 2028*

Appendix C
DISABILITY EQUALITY SCHEME AND ACCESSIBILITY SCHEME 2020-2024

Foreword

This is our fifth Disability Equality Scheme.

1. Introduction to the scheme

The Disability Discrimination Act 1995 (DDA) and the Equality Act 2010 aims to improve opportunities for disabled people. It is unlawful to discriminate against people because they

experience disability. Organisations must make 'reasonable adjustments' to ensure that disabled people can use services and find work. Although the law has been in place for over 10 years, there are still many barriers that stop disabled people having equal access to work and services.

The Government says: "By 2025, disabled people in Britain should have full opportunities and choices to improve their quality of life and will be respected and included as equal members of society."

Public bodies are important to everyone, so the law has changed to make them more responsible for ensuring equal rights for disabled people. From 4 December 2006 all public bodies were required to:

- stop unlawful discrimination and harassment related to disability
- promote equal opportunities and positive attitudes towards disabled people
- encourage disabled people to get involved in public life
- meet disabled people's needs even if this means treating them more favourably than those who are not disabled.

Public bodies must publish a Disability Equality Scheme that sets out how they will do this.

2. What we mean by 'disabled people'

The DDA defines a disabled person as someone who has a 'physical or mental impairment that has an adverse, long-term effect on their ability to carry out normal day-to-day activities'. This covers a wide range of people. Some obvious examples are those who use wheelchairs, or are blind or deaf. Less obvious examples include people with mental-health conditions, learning difficulties or disabilities, diabetes or severe eczema. People with cancer, HIV or progressive illnesses are covered from when they are first diagnosed.

3. What the scheme means for disabled people

Disabled people can expect us to treat them with respect and to communicate in a way that suits them. They have the right to ask for help such as a British Sign Language interpreter or information in different formats. They will not get poorer services from us because they are disabled. We will try to remove any barriers to their getting poorer services, and make sure that our staff and the public know this.

4. Involving disabled people

In developing our Disability Equality Scheme, we have followed guidance from HCC who have consulted local access groups and disabled staff across the county. The steering group which have influenced HCC guidance have included people from:

- Hampshire Coalition of Disabled People
- Southampton Centre for Independent Living
- Jobcentre Plus.

An important part of this scheme is to identify the barriers in everyday life that disable people. Southampton Centre for Independent Living researched barriers to getting work. Birmingham University researched how HCC have responded to the Disability Discrimination Act. This and other work has identified the following barriers that stop disabled people having equal access to work and services:

- line managers' attitudes, knowledge and fixed ideas about disabled people
- knowledge and attitudes of other organisations we work with, and employment agencies
- physical barriers
- money problems – mainly the benefits trap, which can prevent people starting work when low pay is less than their benefit payments
- lack of good data about numbers of disabled people and their experiences

- information that is produced in a way that does not make it easy for disabled people to understand
- buses, taxis and houses that are difficult for disabled people to use
- inflexible personal care, and shortage of personal assistants
- lack of role models – for example few disabled people in senior jobs.

We have used this information to review our Disability Equality Scheme and continue to value the involvement of disabled people in the way we work. We must continue to challenge what we do to find out if this disadvantages disabled people.

5. Working with partner organisations

St Luke's School will continue to follow HCC guidance in promoting equal rights for disabled people. A network of Officers in Hampshire works to raise awareness of equality and diversity.

St Luke's Disability Equality Scheme – Accessibility Plan 2024-2028

Aim 1: To eliminate discrimination against disabled people

Aim 2: Provide education which helps disabled people to reach their full potential

Aim 3: Promote employment opportunities for disabled/impaired people within the School.

Aim 4: Take positive steps to break down barriers which disable people

The main barriers to access have been identified through existing research and consultation with disabled people in Hampshire County Council and the action plan is in response to those barriers.

Aim 1: To eliminate discrimination against disabled people			
Outcome	**Action**	**Responsible**	**Timeframe**
Report and monitor incidents of harassment or discrimination of disabled people	1. Ensure current school systems e.g. Dignity at work procedure, report disability related incidents 2. Follow HCC guidance to identify appropriate joint system to record and report disability related incidents in the community	1. HT 2. HT	Report annually.
The views of disabled people are recorded, understood and acted upon	2. Annual complaints monitoring report to include summary data including if complaint was made by disabled person. 3. Ensure that action is taken to improve barriers identified by complaints.	HT / Governing Body	Report annually

Aim 2: Provide education which help disabled people to reach their full potential			
Outcome	**Action**	**Responsibility**	**Timeframe**
Personal development courses available for disabled children	1. Ensure access to ELSA for disabled children	ELSA	1. Ongoing and when needed by specific

			children.
Education is delivered that provides independence and choice for people to control their own lives	1. Continued development of the school to provide independence and choice 2. School to ensure wants/needs of disabled people influence to development of the school.	Governing Body	Ongoing
Children have fair access to educational opportunities that meet their needs and enable them to reach their full potential Children and young people's needs are met to ensure they have equality of opportunity to reach their full potential educationally	1. Ensure that the school allows access for disabled children into 'mainstream' education. 2. Monitor academic achievement of disabled pupils and other groups in school and report annually 3. Provide advice and guidance to disabled people in schools to assist them to understand their rights under the disability equality duty 4. Develop and review school disability scheme.	Governing Body Education and Behaviour Committee Access Team	Ongoing Annual pupil achievement report 3. Annually 4. Spring 2020- Spring 2024

Aim 3: Promote employment opportunities for disabled/impaired people within the School

Outcome	Action	Responsibility	Timeframe
St Luke's is regarded as providing good employment opportunities for disabled people.	1. Continue to audit internal procedures to identify barriers preventing disabled people applying for jobs and working the best of their ability staff. 2. Continue to ensure communications to all staff and the public promote equal opportunities for disabled staff. 3. Develop ways to encourage feedback from disabled staff and parents. Continue to monitor in light of	Resources Committee	1. Spring 2024 3. Review Spring 2025.

	theEquality Act 2010 – Associative discrimination 4. Ensure monitoring data has accuracy and integrity by giving staff responsibility to update personal data on ISS Lite		
Aim 4: Take positive steps to break down barriers which disable people			
Outcome	**Action**	**Responsibility**	**Timeframe**
Further action on the built environment	1. Ensure commitment to continued funding for any physical access improvements needed to support children with identified needs. 2. Work with HCC Property Service where needed to improve access. 3. Review and ensure all facilities within the school meet the needs of children, for example as they move through the school. Review provision with specialist teacher.	Resources Committee	April 2024 – January 2028
There is regular monitoring of the impact of the scheme	1. Continue to work with local disabled people and community groups to develop the concept of ‘mystery shopper’ to make spot checks on services. 2. where barriers are identified ensure feedback to show that action has been taken as a result	HT	April 26

Appendix D
GENDER EQUALITY SCHEME 2024-2028

Foreword

This is our fifth Gender Equality Scheme which aims to promote equality of opportunity between men and women, identify gender equality goals and actions to meet them and shows how we will monitor and review progress.

Development of the Scheme

The school has taken into account National Guidance from the Equal Opportunities Commission, which indicates that barriers to equality in employment in relation to gender are likely to include: -

- Recruitment and selection
- Training and Development needs
- Promotion and career development
- Pay and pay structures
- Working conditions

St Luke's Primary School Gender Equality Scheme – Action Plan 2024 - 2028

Aims: To eliminate unlawful discrimination and harassment **To promote equality of opportunity between men and women**			
What we will achieve	**How we will achieve it**	**Whose job it is**	**When they will do it by**
Implementation of the actions described in this scheme	Agree roles and responsibilities for implementing the plan and identify specific actions – to be then agreed and monitored by the Governing Body.	Headteacher Governing Body	Spring 2024 Spring 2027
	Raise for new staff and maintain awareness of the Gender Equality Scheme through staff briefings.	Headteacher	Ongoing
	Review actions annually	Governing Body	Spring 2025
A more representative gender balance across different jobs Removal of potential sources of pay inequality Identification and removal of any gender pay gap which cannot be explained on grounds other than sex.	Analyse monitoring data to identify existence of examples of occupational segregation i.e. varying levels of male/ female representation across different role types. Review and revise recruitment methods to ensure equal opportunities in relation to gender. Annually adopt HCC Approved Equal Pay Policy for teaching and support staff.	Headteacher	Spring 2025
Staff are clear about their roles and responsibilities in promoting gender equality	Review induction training to reflect the duty to promote gender equality. SLT/HT management behaviours and competencies to incorporate the duty to promote equality. Individual Performance Plans (IPP) for support staff and PM programme for teaching staff to be used to ensure staff are		Jan 2025 Annually

	aware of equality responsibilities.		
Ensure support for staff on maternity or paternity leave and those fostering or adopting.	Implement LA guidance for HT/ managers to ensure effective management and support of maternity and paternity leave in line with MOPP (HCC) In line with HCC MOPP, consider flexible working requests by staff on an equal basis as and when required. Response to take into consideration the current context of the organisational needs of the school and the need for continuity of educational provision for young pupils	HT	Ongoing
Address any gender issues and seek to ensure that equal opportunities for all are in place.	Assess variations in performance outcomes for different gender groups. Set challenging targets to address any differences in underperformance of any one group.	All staff	Ongoing
Staff have confidence that bullying and harassment procedures are robust and effective in dealing with gender issues.	Disseminate existing school arrangements to all staff for reporting harassment/ bullying an grievances following LA MOPP (Manual of Personnel Practice) HT to attend regular briefings and training opportunities and update Governing Body on current issues.	HT	Annually Jan – Dec 24 Ongoing
Main employment policies and procedures with no gender bias, including towards transsexual staff.	Review existing policies and procedures and revise as necessary, in line with LA best practice guidance, particularly those concerning discipline, grievance, redundancy and retirement.	HT Resources / Perf Mgmt Committee	Jan 2024 – Dec 2027
Education is delivered that provides independence and choice for people to control their own lives.	Promote independence as a key school value and underpin curriculum with opportunities to develop confidence to challenge inequality and debate alternative life choices 1. Interview cross section of boys / girls to evaluate attitudes towards curricular opportunities and extra curricular	All teaching/ support staff	Jan 2024 – Dec 2027

	provision.		
All children to have fair access to educational opportunities that meet their needs and enable them to reach their potential, regardless of gender.	Monitor academic achievement by gender across subjects and report annually to GB	HT	Jan 20 and annually thereafter
Resources promote positive images of both genders and curriculum planning / resources are equally motivating to boys/ girls.	1 VAK balance of learning styles evident in planning to accommodate different pupils. 2. Extra curricular opportunities promoted in sports equally to boys / girls 3. Resources display equally positive image of male/ female successful role models for life, linked to assembly programme	HT	Jan 20 – Dec 23
Report against this Scheme on an annual basis to identify progress and achievements	Report to Governing body following review	HT	Jan 2020 and thereafter annually
Review this Scheme three years after implementation and publication and revise as necessary to ensure continued fitness for purpose	Review and revise scheme in light of new legislation and best practice models.	HT Governing Body	January 2020

Appendix E -RACE EQUALITY POLICY AND SCHEME 2024-2028

Foreword

This is our fifth Race Equality Policy and Scheme which in line with the Race Relations Act 1976 and the Race Relations (Amendment) Act 2000 aims to eliminate unlawful racial discrimination, promote equality of opportunity and promote good relations between persons of different racial groups, setting out our approach to race equality.

Our school Community

Hampshire 2021 Census data shows a diverse county

AREA	Total: All usual residents	Asian	Black	Mixed or Multiple ethnic groups	White	White: Gypsy or Irish Traveller	White: Roma	White: Other White	Other ethnic group
New Forest	175,782	4,206	1,406	4,430	170118	480	115	2,843	1,286

We have communities from Eastern Europe. Historically they gypsy and traveller communities have been part of the New Forest for a long time.

Working with partner organisations

St Luke's School will continue to follow HCC guidance in promoting race equality.

St Luke's Race Equality Scheme – Action Plan 2024-2028

Aim 1: To eliminate racial discrimination.

Outcome	Action	Responsible	Timeframe
Report and monitor incidents of racial harassment or discrimination	1. Ensure current school systems e.g. Dignity at work procedure, report race related incidents 2. Follow HCC guidance to identify appropriate joint system to record and report race related incidents in the community	1. HT 2. HT	Report annually.
The learning environment promotes equal opportunities for different groups of people including black and minority ethnic (BME) people.	1. Ensure all literature and displays avoid stereotypes.	HT / Governing Body	Report annually
Aim 2: Provide education which promotes an international mindedness and an appreciation of different communities	1. Continue to use develop pupil's international mindedness and develop the notion of being a good Global Neighbour within the curriculum and promote the British value of tolerance and respect. 2. Raise awareness of different cultures through themed weeks days – Chinese New Year dancers – visits to different faith settings. 3. Develop links with different communities – internationally – e.g. Kibirizi in Rwanda	Whole School	Jan 2024-Jan 2028

Outcome	Action	Responsibility	Timeframe
Aim 3: Promote employment opportunities for BME people within the School			Ongoing

Outcome	Action	Responsibility	Timeframe
St Luke's is regarded as providing good employment opportunities for people regardless of race.	1. Audit internal procedures to identify any barriers preventing people applying for jobs based on race. 2. Ensure communications to all staff and the public promote equal opportunities for all. 3. Develop ways to encourage feedback from different groups of people in school. 4. Ensure monitoring data has accuracy and integrity by giving staff responsibility to update personal data on SAP	Resources Committee	1. July 2024 – Jul 2028 Ongoing 2. July 2024 Ongoing 3. Ongoing 4. Ongoing