



Equality & Diversity Policy

Original Policy Date: October 2014
Date Reviewed: December 2019
Date of next review: December 2022
Name of Responsible Person: Mrs Joanne Shaw

The Governors and staff of Lowton Church of England High School are committed to the provision of a high quality education in a Christian context. We aim to provide a school where we can live out our ethos of Caring, Learning and Succeeding on a daily basis. At the heart of the commitment is the notion of the uniqueness and infinite worth of the individual, that every person is valuable in the eyes of God

This policy has been produced in accordance with the Equality Act 2010 and the Special Education Needs Disability Act 2001, the SEND Code of Practice 2014 and the Children and Families Act 2014. It has been reviewed in accordance with all other school policies and related Acts.

Signed: H Shaw

Date of Signature: December 2019

Equality & Diversity

Introduction and School Vision

Lowton Church of England High School are committed to the provision of a high-quality education in a Christian context. We aim to provide a school where we can live out our ethos of Caring, Learning and Succeeding on a daily basis and let our light shine. At the heart of the commitment is the notion of uniqueness and infinite worth of the individual, that every person is valuable in the eyes of God and that they are, indeed, the light of the world.

You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on a stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven. (Matthew 5:14-16 NIV)

Lowton Church of England High School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities which can flourish.

1. Our Equality and Diversity Aims

In accordance with our Church values and mission statement we pledge to:

- promote equality of access and opportunity for all within our school and within the wider community;
- eliminate any form of discrimination, harassment or victimisation;
- actively promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins;
- provide a learning environment where all individuals see themselves respected, feel a sense of belonging and their infinite worth, and value, in the eyes of God;
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- include and value the contribution of all families to our understanding of equality and diversity;

We seek to advance equality of opportunity by removing any barriers to access, participation, progression, attainment and achievement.

2. Statutory Requirements

Our policy and objectives have been developed to cover the general Public Sector Equality Duty (PSED) and encompasses the following legal frameworks:

- Race Relations Act 1976 (amended in 2000);
- Disability Discrimination Act 1995 (amended in 2000);
- Children Act 2002;
- Education and Inspections Act 2006;
- Duty to Promote Community Cohesion, Education & Inspection Act 2006;
- Equality Act 2006 and 2010;
- SEND Code of Practice 2014;
- Children & Families Act 2014;
- Prevent Duty
- Keeping Children Safe in Education 2016

This also includes the Wigan Council procedures for recording incidents involving learners in school.

This Policy links to the following school policies:

- SEND Policy
- Meeting the Needs of Students with Medical Needs
- Accessibility Policy & Plan
- Anti-Bullying Policy
- Behaviour Policy
- Staff Code of Conduct
- Safeguarding Policy

3. Our Duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all. We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between different groups of pupils and the wider school community.

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

We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under a SEN statement, or where the statement does not provide the auxiliary aid or service.

We are also guided by the United Nations Convention on the Rights of the Child – <http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Awards/Childrens-rights/>.

4. Responsibilities

Our named governor who takes the lead relating to Equality is Rosemary Johnson 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

Our named members of SLT responsible for our Equality & Diversity Policy is Joanne Shaw and Heather Clare, but the headteacher and senior leadership team as a whole are responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- 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;
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents; and
- enabling reasonable adjustments to be made, in relation to disability, in regard to learners, staff, parents/carers and visitors to the school.

All staff are responsible for:

- promoting equality 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.

Heather Clare is responsible overall for dealing with reports of prejudice-related incidents. Visitors and contractors are responsible for following relevant school policy

5. Staff development

In order for staff to fulfil their professional responsibilities and statutory requirements in relation to equality & diversity and cohesion, the school offer at least the following training sessions.

- Annual staff meetings to share information and discuss learners with SEND/CLA CP medical needs and other vulnerable learners
- Annual CPD opportunities to use school data management systems to review the progress of learners within vulnerable groupings.
- Subject leaders and Heads of House given training and clear responsibilities in the identification, monitoring and provision for vulnerable pupil groupings.
- Updates on changing legislation given to staff with opportunities for reflection and questioning.

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. The scheme will be kept under regular review for three years.

7. How we report on progress

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. Evidence will also be kept of the impact of our actions to promote equality, 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.

The progress of all learners is collected and reviewed on a regular basis. Individual learners' data is then viewed within each of the vulnerable groupings including CLA, EMAS, SEND, upper, middle and higher achievement bands, gender and socio-economic backgrounds. Intervention waves are put in place for learners who are underachieving, these briefly comprise of personalised mentor support, enhanced access, social support, hardship funding and department intervention, enhanced pastoral provision or personalised curriculum planning.

We assess provision against developmental targets detailed in our SIP and our equality scheme on at least an annual basis, both in terms of the outcomes achieved, and the impact of provision, opportunities or training. This will include data on attainment, pupil voice, parental feedback from individual plans, multi agency feedback, and information shared with us from both the community and other organisations at which learners represent the school.

Evidence of this process can be found in the Behaviour and Safety Governors sub-committee which details the previous year's progress towards our Equality Objectives. The Equality Schemes, objectives and related policies are also available by request from the school.

9. How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence from:

- i. from the annual equality impact assessments listed in Section 8 above,
- ii. Data sources such as FFT, CAT's, Acorn, Attainment and Rigorous Target setting are used for all learners.
- iii. Wigan LA CYPS originally produced this scheme which has been adapted by Lowton Church of England High School.

People were involved in its formulation through:

- Consulting with representatives from (EMBRACE) and partnership schools of the Leigh Excellence Cluster consultation 'Equality Scheme Awareness' event.
- Inviting parents/carers to be involved in a consultation as part of an information gathering exercise.
- Use of student council in order to ascertain views of learners. Interviews with current and/or prospective disabled learners and/or their parents/guardians. The outcomes of this have informed our future planning and have given us a better understanding of the needs of our wider school community and the best ways to address these needs.
- Including views of vulnerable and disabled people using the site for community purposes via questionnaires and monitoring by the Community Administrator.
- By personalised planning, which allows learners, parents and other professionals to identify issues, barriers and opportunities to learning and community engagement. We then work in partnership to overcome any inequalities via reasonable planned courses of action.

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.

Priorities include:

- Improving Literacy and Numeracy levels
- Continue to promote tolerance through exposure and experience of multicultural society including promoting school linkage. SMSC evidence base/Church school.
- Providing equal access / equality in relation to additional needs including SEND and medical – see development plan.

Equality & Diversity Objectives Plan

Aim:	Objective:	Target Group (s): e.g. whole school, girls, boys, SEN, staff etc)	Who's Responsible?	Link to Public Sector Equality Duty	Protected Characteristic
To promote relations between diverse cultural and ethnic groups through teaching, learning and the curriculum. To ensure Church School ethos and aim to ensure tolerance and value the unique worth of all individuals is fully covered throughout our school and wider opportunities.	<p>Increase opportunities to promote and delivery equality learning.</p> <p>Equip students with the interpersonal skills to live and thrive alongside people from different backgrounds.</p> <p>To provide a balance and focus to curriculum experiences which will form the core of the promotion of our school as a cohesive community.</p> <p>To arrange events/cross-curricular projects/assemblies/performances and charity events which encourage respect for diverse culture and ethnic groups.</p> <p>Gender/equality promoted through assemblies/school vision/positive role models and lessons to allow each individual to flourish and develop</p>	All students and staff.	Senior Leadership Team.	All aims of duty.	All protected characteristics.
To increase the participation of students from minority, marginalised or vulnerable backgrounds in school life, such as LGBT.	Increase the diversity of students involved in the decision-making processes of the school.	Minority, marginalised and vulnerable students.	Head of Pastoral Care	All aims of duty.	All protected characteristics.
To prevent and respond to all hate incidents and prejudiced based bullying. Physical improvements of the site.	Students feel safer in the knowledge that incidents will be dealt with. Increased staff confidence	Whole school and specifically BME/LGBTQ/SEND students or those from a Faith background.	SLT Anti-bullying lead.	Eliminate unlawful discrimination, harassment and victimisation.	Sexual Orientation/Race/Gender identity/Disability/Religion or belief.

Accessibility Plan 2019 – 2022 (as required by the SEND 2001 & Equalities Act 2010)

Category	Action	Who responsible?	
Improvements in access to the curriculum.	Ensure access is detailed in core plans or pupil passports and that staff are aware of individual need.	LAC/PAJ	Ongoing
	Ensure appropriate deployment of support staff.	LAC/HC	Ongoing
	Ensure staff have relevant training and disability access.	HC/LAC	Ongoing
	Continue to review PE curriculum to ensure PE activities are available for all.	MTW/JS	Ongoing
	Ensure educational visits and extra-curricular activities are accessible to all and that reasonable adjustments are made where necessary	JS/JA/KPH/ Trip & Club Leads	Ongoing
	Adult participation of extra-curricular to ensure participation by those with a disability.	IH/JS	Ongoing
Physical improvements to increase access to education and associated services.	Ensure all curriculum areas have a downstairs room for access and that the site is accessible and clearly signposted for all.	JS/JA	Ongoing
	Ensure PEPs in place for relevant students and staff with a disability i.e. meet at turning circle as an alternative evacuation point.	LAC/PAJ	Ongoing
Improvements in the provision of information in a range of formats for students with a disability.	Ensure students with disabilities aware of fire evacuation points. Consult with parents and students and provide correct information. Seek outside agency support in producing alternative format	LCC/EB/LAC EMAS TES	As require

Plans to be reviewed at least annually.

Equality & Diversity 2019 – 2022

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 process)
i.	teaching, learning and the curriculum	Complete provision mapping for heritage, culture and diversity across PHSE/RE including tolerance and an awareness of multiculturalism and Being British. All four community focus areas are covered. RLH
ii.	equity between groups in school, where appropriate	RLH/JS/HC Church School/PSD Evidence/SMSC. PPG plan
iii.	engagement with people from different backgrounds, including extended services	Also see SLS Services programme in addition to above.

Site Improvements since the last Equality Review:

The school undertakes a regular review of the furniture, fabric and upkeep of the building. More specific needs will be reviewed within the Framework of reasonable adjustment as and when required.

Previous site adaptations for disability access and learners with Visual Impairments. Since 2018 only person specific adaptations introduced based on needs assessments of individuals.

Example: ensure all curriculum areas have 1 downstairs classroom.
Provide lockers for individual students.

Evidence:

See previous Governors Finance, Premises and Personnel Committee Reports – Business Manager