



Equality Scheme

Original Policy Date:	October 2014
Date Adopted:	March 2018
Date of next review:	March 2021
Name of Responsible Person:	Mrs Jackie Grimshaw / 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 Educational 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: _____

Date of Signature: March 2018

Equality Scheme 2018-21

Here To Learn, Here To Succeed

1. Overarching policy statement

- a) In accordance with Lowton Church of England High School's *values and mission statement, caring, learning and succeeding*, we pledge:
- to respect the equal human rights of all our learners;
 - to educate them about equality; and
 - to respect the equal rights of our staff and other members of the school community and stakeholders.
- b) We will assess our current school practices ("Equality Impact Assessment") and implement all necessary resulting actions in relation to:
- ethnicity
 - race
 - religion or belief
 - socio-economic background
 - gender and gender identity
 - disability
 - sexual orientation
 - age

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 learners in schools.

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2014.

Other Related Policies linked to, or dealt with, within the Equality Schemes are the: SEND Policy, Medical Needs policy, Safeguarding & Anti-bullying Policy. All these policies have been recently updated in accordance with the schools Equality Schemes and related legislation including the Equality Act 2010 which came into force within the Education setting in October 2010. SEND COP 2014 and The Children and Families Act 2014.

3. 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 Equality Schemes is Joanne Shaw and Jackie Grimshaw, 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.

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

4. Staff development

In order for staff to fulfil their professional responsibilities and statutory requirements in relation to equality and cohesion, the school offer 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.

5. 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 and then replaced in May 2021.

6. 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.

7. 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.

8. 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 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:

- Closing the attainment gap for Pupil Premium learners and within Mathematics.
- 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.
- Increasing awareness and provision of the needs of learners who are EAL.

10. Equality objectives 2014-17 (Includes access plan which relates to learners only)

1.– improvements in access to the curriculum

ACTION	BY WHEN	PERSON RESPONS	RESOURCE IMPLICATIONS	SUCCESSCRITERIA / IMPACT ANALYSIS
Diversity friendly resources / curriculum promoted throughout Humanities and in particular RE	Ongoing 2018-21	HC/SZB	Time and resource copying implications.	Diversity friendly resources being utilised in class to promote equality and awareness of diversity, heritage and culture including tolerance, and Being British.
Provision, implementation and evaluation of individual care plans, IEP's, PEPs, PSP's, Early Help, ECH	On individual pupil basis 2018-21	JS/JG & respective teams plus all staff	Time and individual resource requirements to avoid inequality.	Individual needs met and barriers removed so that learners can access and attain in a similar way to peers.
Continue to narrow attainment gaps Monitor review and identify any underachievement by significant groups SEND, FSM, EMAS, H4, CLA, PP, Numeracy	Ongoing 2018-21	JS/EW/JG WB MTW	Time & access to data to analyse and identify underachievement and consider intervention.	Limit underachievement, allowing for focussed intervention or analysis to improve results and pupil attainment
Monitoring data on attendance, exclusion and LEARN by group.	Ongoing 2018-21	JG	Time / Cost of any intervention or action then required.	Any trends or patterns identified and reviewed so a group, and on an individual pupil basis to ensure no one group is disproportionately represented over national statistics.
Positive action in recruitment for a more representative community including all stakeholder groups. This may include an EAL appointment depending on changing intake. *1-3 Fair	Ongoing 2018-21	SLT	Use of positive advertising for posts, governors and school links	A more diverse school and community stakeholder group, which positively promotes equality and diversity,
To enhance the spiritual, moral, social and especially cultural development of learners via curriculum and extra curricular opportunities. *1-3	Ongoing 2018-21	JS/HC/JG	Financial resources, non curriculum days, links such as Global gateways	For learners to experience working with and to appreciate the benefits of a multi cultural society.
To continue to deliver CPD in relation to Equality and vulnerable groupings. *2	Ongoing 2018-21	JS/JG/	Availability of staff meetings, CPD slots, and IDP's	Staff uptake of INSET and implementation of training and ideas in practice evident via pupil voice, lesson observations and results.

ACTION	PERSON RESPONS	BY WHEN	RESOURCE IMPLICATIONS	SUCCESSCRITERIA / IMPACT ANALYSIS
Provide appropriate staff training by lead professionals *1+2	JS/JG and all	As required	Ongoing – March 2013	Training records
To ensure that robust policies and practices are in place which promote equality and inclusion (Accessibility Plan/SEND/School Visit Policies etc) *1-3	JS/JG	Jan 2018	Reviewed up to 2013	Amended policies state that the policy has been reviewed with due regard to the Equalities Act 2010 and related legislation.
Raise general equality and diversity awareness through internal reviewing structures, training, consultation etc. *1-3	JS/JG/HC	Ongoing	Time, Repro Student Council House/Student	Reports to Governors (Governor minutes) Staff training Opportunities Parent Consultation/Newsletters
To promote learning opportunities and use of site facilities by school stakeholders, including the local community *3	SLT/Community/Finance Team	Ongoing	Time, Marketing and Research Implications	Increased uptake of courses and facilities via school stakeholders.
Use opportunities to discuss with parents and guardians, issues relating to equal opportunities and diversity *1-3	All Staff	Ongoing	Time	Memo Parental requests Internal records
Ensure that the School House Councils are involved in the promotion of equality of opportunity and diversity * 1-3	JS/JG HoH/SZB	Ongoing	Opportunity cost of time	House Council Minutes

Physical Improvements to increase access to education and associated services

ACTION	BY WHEN	PERSON RESPONS	RESOURCE IMPLICATIONS	SUCCESSCRITERIA / IMPACT ANALYSIS
Ensure learners in the school already have appropriate access to the curriculum and other school services Also Consider readability. *1-3	Ongoing	JS/JG SLT HODS / HOFs	Time and resources identified	Inequality prevented. Access promoted via readable documentation. Curriculum adapted to suit pupil need.
Consider the changing needs including possible new intake. *1-3	Ongoing	SLT	EMAS TA Site restructure	Provision in place for EAL and EMAS learners Training - EAL.
Incorporate disability awareness into Curriculum and extra curricular opportunities. *1-3	Ongoing	All staff	Time and possible finance implications	Awareness promoted in form time, RE and enrichment activities Assess pupils are aware of different needs..

Improvements in the provision of information in a range of formats for disabled learners.

ACTION	BY WHEN	PERSON RESPONS	RESOURCE IMPLICATIONS	SUCCESSCRITERIA / IMPACT ANALYSIS
To provide information in a variety of formats as requested by school stakeholders. Includes access arrangements and modified papers. *1-3	On Request	JS/MH/ELS	Finance and use of specialist services. Website adaption for other languages and auditory versions available on request	Provision of information by requested format logged. Audio versions created.
To ensure information for learners and parents with needs in the correct format, font, size or modified method *1-3	- Ongoing 2018 onwards	JS / all staff	Time and adaptation costs.	Communication with learners & parents and interested parties improved. This could take the form of a phone call to those with learning needs, or translated documents were the learners / parents are under EMAS services. Or use of Braille etc...

12. Equality & Diversity 2018 - 2021

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	Complete provision mapping for heritage, culture and diversity across RE including tolerance and an awareness of multiculturalism and Being British. All four community focus areas are covered.
ii. equity between groups in school, where appropriate	See HC Ethos evidence School and national focus PPG. See school and departmental SIP's / RAP's
iii. engagement with people from different backgrounds, incl extended services	See HC Ethos evidence Also see ST extended services programme sports college development plan and annual self-assessment review.

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.

Evidence:

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