



Equality & Diversity Policy

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.

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Review period	2 Years
Status	Statutory
Person responsible	Heather Clare
Version	1 (This format)

Introduction and Aim

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.

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;

Statutory Requirements

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

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

- Adoption and Children Act 2002;
- Education and Inspections Act 2006;
- Duty to Promote Community Cohesion, Education & Inspection Act 2006;
- SEND Code of Practice 2014;
- Children & Families Act 2014;
- Prevent Duty
- Keeping Children Safe in Education
- Equality Act 2010

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

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. It is against the law (Equality Act 2010) to discriminate against someone because of a protected characteristic. The nine protected characteristics include:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnerships
- Pregnancy and Maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

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

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 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.

Staff development

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

- Annual staff meeting/recordings to share information and discuss learners with additional needs.
- An inclusion registers for each class so teachers can plan appropriately for the needs of learners
- Annual CPD opportunities to use school data management systems to review the progress of learners within vulnerable groupings.
- Subject leaders and Heads of Year 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.

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.

How we report on progress

We will report on our progress to the Faith, Ethos and Culture Governor Committee.

We will publish our progress on Equality via the school website, including evidence of the steps being

How we conduct equality impact assessment

taken, and progress made, towards meeting the equality objectives.

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

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 LAC, EMAS, SEND, upper, middle and higher achievement bands, gender and socio-economic backgrounds.

A weekly inclusion meeting is held to discuss individuals to ensure that pupils receive targeted support. This includes:

- Mentoring
- Signposting to support for specific support groups
- Counselling
- Teaching Assistant Support
- Individual subject intervention
- Adapted curriculum intervention
- Multi Agency Working

Evidence of this process can be found in the Faith Culture and Ethos Governors 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.

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, CATs, 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 Pupil Voice 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.
- 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 across characteristics – between people who share a protected characteristics and people who do not share it.
 - ethnicity, religion or belief,

- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation and age.

Priorities include:

- Promote tolerance through teaching and learning opportunities across the curriculum.
- Eliminate discrimination against protected characteristics through robust monitoring, education and taking appropriate action when discrimination takes place.

EQUALITY 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	Update
1.	To promote relations between diverse cultural and ethnic groups through teaching, learning and the curriculum.	<p>Equip pupils with the interpersonal skills to live and thrive alongside people from many 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.</p>	All pupils and staff	Senior Leadership Team (SLT)	All aims of duty	All protected characteristics	<p>Curriculum is carefully considered for diversity for example in English classrooms where a range of texts and poems from a variety of cultures and ethnic groups are studied, and in History where studies include the Windrush Generation in year 9.</p> <p>Assemblies and performances in the school year promote equality for all and encourage respect for diverse cultures and ethnic groups. These include visits from a Ugandan band which were then linked to charity events raising money for an orphanage.</p> <p>PSHE curriculum includes teaching and focus on gender and equality to encourage discussion/debate and develop interpersonal skill in young people.</p>
2.	To increase the participation of pupils/students from minority, marginalised or vulnerable backgrounds in school life, such as LGBT.	Increase the diversity of pupils/students involved in the decision-making processes of the school	Minority, marginalised and vulnerable pupils/students	Senior leadership Team	All aims of duty	All protected characteristics	<p>Students selected for Student Voice and representative elements in QA such as book scrutiny are selected using a range of markers ensuring diversity and giving opportunities for students to be involved in reviewing curriculum, lessons, and guiding next steps for improving student experience.</p> <p>Student Ambassadors in Y7-10 allow for student involvement in decision-making processes across the school. Selection process of this is overseen by teachers/form tutors and ensures participation of a range of students from a variety of backgrounds.</p> <p>Participation in extra-curricular activities is monitored using a range of data markers to ensure opportunities are open to, and accessed, by any student who wishes to participate. This data is shared with SLT regularly.</p> <p>In Spring Term: 17% of participants PP (School total is 26.78%) 11% SEN (17.8%) 14% EAL (7.86%) <i>All data for enrichment is based on the 111 children who took part (13.6% of whole school)</i></p>

3.	To prevent and respond to all hate incidents and prejudiced based bullying	Students feel safer in the knowledge that incidents will be dealt with. Increased staff confidence	Whole school and specifically BME / LBG TU / SEND pupils/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	Bullying against a protected characteristic is tracked on CPOMS. Actions are recorded. Analysis of the data takes place each term. Racism (6) Disability (2) Gender (2) Sanctions are set appropriate to the specific incident. The sanction will always involve education/restorative justice
4.	To improve the attainment of pupils eligible for free school meals	Improved attainment	Children eligible for free school meals	SLT	Advance equality of opportunity	Other	<ul style="list-style-type: none"> • FSM students access the full curriculum. • Distribution of FSM students within classes is an average of 25.19%. • KS4 have access to form time, after school and Easter revision sessions. • Half termly reporting home. • Engagement through parents' evenings. • Data analysis on a half termly basis.
5.	To increase social and emotional skills for pupils/students with SEMH (Social, Emotional, Mental Health)	Improved ability of pupils/students to handle difficult situations and a reduction in classroom disruption	Pupils/students with SEMH	Pastoral Team	Advance equality of opportunity	Disability/ All	62 pupils are identified as having SEMH needs. Each pupil is supported according to their level of need. <ul style="list-style-type: none"> • TA support • Pastoral Support • Engage teaching • External counselling
6.	To better understand the needs of disabled parents/carers within our school community	Improve communication with and provide support for SEND pupils which involves parent/carers.	Disabled parents/carers	Inclusion Team	Advance equality of opportunity	Disability	SENDCo leads EHCP meetings and is in frequent contact with parents. Pupil passports are comprehensive and are informed by pupil voice. Pupils have TAs that advocate for pupils needs.
7.	To promote opportunities for boys and girls to learn more about career opportunities which challenge gender stereotyping	Provide a comprehensive Careers Education Programme.	Year 10 / 11	Careers Education Lead	Advance equality of opportunity	Sex	All Gatsby Benchmarks currently at 100% Benchmark 3 (Addressing needs of all students) stands at 100%. Nationally only 54% of schools meet this benchmark currently. This evidences that we provide a careers programme that ensures all students encounter careers guidance and which raises aspirations of all students and challenges stereotypical thinking in regards to gender. This is through (but not exclusive to) visiting speakers including 2 Enrichment Days, workshops and an assembly from BBC Bitesize, STEM workshops and trips out of school focused on female students, promotion of

							<p>jobs through Careers in the Spotlight elements.</p> <p>The Careers Lead keeps systematic records on each pupils' experiences of career and enterprise activity. Data is shared with the LA as and when needed.</p> <p>All students meet with the LA Careers Advisor and are given one to one guidance and support throughout Y10 and 11. Vulnerable and students with SEND are prioritized within this process.</p>
8.	To ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff.	Ensure recruitment procedures promote equality of opportunity and adhere to equality guidelines.	Applicants and all school staff including volunteers	SLT	<p>Eliminate unlawful discrimination harassment and victimisation</p> <p>Equality of opportunity</p>	All	<p>LCEHS abides by the Wigan LA Safer Recruitment and Selection Policy (Schools).</p> <p>Jobs are advertised via a range of mediums: TES, LA Website which covers schools out of the borough, and school website.</p> <p>CVs are not accepted and any candidate submitting a CV is directed to either TES or school application form.</p> <p>Equal Opportunities monitoring takes place and the Equal Opportunities form is not viewed by the shortlisting panel.</p> <p>Shortlisting and selection are undertaken by a panel of staff; at least one has undertaken Safer Recruitment Training.</p> <p>Applications are monitored for any adjustments that may be required by the applicant to enable them to fully participate in the recruitment process. This is not undertaken by any member of the shortlisting or selection panel.</p> <p>The HT meets with all staff if they decide to resign. This is to understand the reasons individuals leave the school or a particular role, which can then be used to improve school practices, to then support the retention of valued and skilled workers.</p> <p>All staff participate in the appraisal process which is designed to ensure that all staff have the skills and support they need to carry out their role effectively. It helps to ensure that staff are able to continue to develop improve their professional practice.</p>