

**Leigh St. John's C.E. Primary School**  
Kirkhall Lane  
Leigh  
WN7 1RY  
Headteacher: Mrs E. Lightfoot

# Equality Scheme



<b>Developed in consultation/advisory role with:</b>	Governing Body, SLT, Staff, Pupils, Parents, LA, external services
<b>For use by:</b>	Pupils, Staff, Parents, Governors, and external service providers/users.
<b>Reviewed:</b>	Full Governing Body – 15 <sup>th</sup> July 2024
<b>Agreed and adopted:</b>	Full Governing Body – 10 <sup>th</sup> July 2023
<b>Next policy review date:</b>	Summer Term 2025
<b>Signed Chair of Governors:</b>	<i>Mrs K Partington</i>
<b>Date:</b>	15.07.24

At Leigh St. John's CE Primary School, we are committed to providing equal opportunities for all through:

## 1. Introduction

The single public sector equality duty requires schools to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity
- Foster good relations

This scheme deals with the school's provisions of the Equality Act 2010 which prohibit schools from discriminating against, harassing or victimising:

- Prospective pupils
- Pupils at the school
- In some limited circumstances, former pupils

Schools have had obligations not to discriminate against people with a protected characteristic under the Gender Equality Act, the Race Equality Act and the Disability Discrimination Act. This Equalities Scheme harmonises the previous equality legislation and brings together previous documentation and expectation. The overall objective of the School Equality Scheme is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity and promote good relations and positive attitudes between people of diverse backgrounds in all its activities. The principles of this scheme apply to all members of the extended school community – pupils, staff, governors, parents and community members. Parents and contractors are also expected to abide by this. We believe that avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life.

The responsible body for ensuring that Leigh St. John's CE Primary School meets its Equalities Duty is the Governing Body.

The Equality Scheme shows how we will protect all pupils within our school who are vulnerable because of their protected characteristics, which are:

- Age
- Gender reassignment
- Being married or in a civil partnership
- Being pregnant or on maternity leave
- Disability
- Race, including colour, nationality, ethnic or national origin
- Religion or belief
- Sex

- Sexual orientation

The people covered by the School Equality Scheme are:

- Prospective pupils (in relation to admissions arrangements)
- Pupils at the school (including those absent or temporarily excluded)
- Former pupils (if there is a continuing relationship based on them having been a pupil at the school)
- Staff (in relation to their roles in school)

Leigh St. John's recognises that under the Equalities Act it is unlawful to discriminate in the following ways:

- Direct discrimination (including discrimination based on perception or association)
- Indirect discrimination
- Discrimination arising from disability
- Failure to make reasonable adjustments (for disabled people)

We recognise that under the Equalities Act it is unlawful to harass or victimise members of the school community because of their protected characteristics. We recognise that it is lawful to take positive action to ensure that a member of the school community is not discriminated against, harassed or victimised because of a protected characteristic.

We have collected the following information in relation to protected characteristics.

### 1a. Information about protected characteristics

Information collected from SIMS (our school data management system), based on information provided by parents/carers.

Age	4 years to 11 years	
Disability (as declared by parents)	0	
Gender reassignment	0	
Marriage and Civil Partnerships	N/A	
Pregnancy and Maternity	N/A	
Ethnicity	Any other Asian background.	1
	Any other white background.	7
	Any other mixed background.	2
	Black – African.	5
	Pakistani.	3
	White – British.	189
	White and Asian.	2
	White and Black African.	1
	White and Black Caribbean.	1
	Total.	211
Religion or Belief	211 Not including no religion	

Gender	Male: 115 Female: 96
Sexual Orientation	0

### 1b. Information from pupil data and school audit

Number of pupils	211
Free School Meals eligibility (%)	19%
Special Educational Needs:	42
- SEND Support	39
- EHCP	3
Social Deprivation	IDACI 61% of pupils across the 1-10%, 11-20% and 21-30% deciles: most deprived.
No of teachers	11 (including maternity leave)
No of teaching assistants	10
Other Staff	3

## 2. Main priorities

- Mental health and wellbeing
- Diversity within the curriculum
- Curriculum development
- Outcomes

### ***How well do pupils within the protected characteristics achieve?***

The achievements of pupils with disabilities, including those with Special Educational Needs are analysed and evaluated in the same way as pupils with no special needs or disabilities. Any pupils with protected characteristics perform well at Leigh St. John's CE Primary School. This information is reported to the governors termly in the school's performance data. On the whole, pupils typically attain very well at Leigh St. John's CE Primary School, including those with protected characteristics.

Detailed performance data is available for:

- Boys/Girls
- Disabilities (inc. SEND)
- Race (inc. Ethnicities)

This can be obtained from the headteacher.

### ***How well do pupils within the protected characteristics participate?***

All pupils participate in activities at Leigh St. John's CE Primary School. The participation of pupils with protected characteristics in the wider life of the school is monitored by the SENDCO and the wider senior leadership team.

### ***How do we develop the diversity agenda and engage with the wider community?***

The Strategic School Improvement Plan ensures that targets are implemented to promote diversity and challenge stereotypes. We demonstrate and are successful in promoting an approach to inclusion which is part of an overall improvement strategy based on the development of:

- A distinctively Christian vision that underpins everything; providing focus, direction, purpose and embodying all of the Christian foundation of the community.
- Community wide flourishing where everyone grows without limitations or barriers.
- A broad and balanced curriculum that builds powerful knowledge and equips children with the wisdom and the capacity to change the world in a positive way.
- Systems for early identification of barriers to learning and proven strategies to overcome these.
- High expectations and aspirations for all.

Targets are set for all pupils and opportunities are made available for pupils with disabilities to partake in all school activities. Off-site trips are risk assessed prior to the trip to ensure pupils with disabilities have access.

### ***How do you ensure that staff receive appropriate training on Equalities and Diversity issues?***

Training is planned in line with school priorities. The equality agenda is discussed via staff meetings, senior leadership team meetings and whole staff briefings.

## **3. Making it happen**

### ***Views of those consulted during the development of the Equality Scheme***

Information is gathered from a range of people associated with the school and is used in school policies, the strategic school development plan, setting priorities and monitoring outcomes. The information is needed to allow the school to plan for the future so that the needs of the community as school users can be anticipated under the planning duty and met for all users. The information is used in such a way that individuals will be unidentifiable and therefore confidentiality is maintained. We have also gathered information about recruitment, development and retention of employees.

Our information is gathered using the following methods:

- Meetings with members of staff
- Questionnaires
- Pupil voice
- Parents' / carers' evenings
- Governing body meetings

## **4. Admissions**

The admissions authorities for maintained schools in England must comply with the schools Admissions Code produced by the Department for Education, which sets out the law relating to

school admissions. Local authorities have an important role in monitoring compliance with the Admissions Code and are required to report annually to the Schools Adjudicator on the fairness and legality of the admissions arrangements for all schools in their area, including those for whom they are the admissions authority. In the Admissions arrangements, we do not discriminate against, harass or victimise pupils:

- In deciding who is admitted as a pupil
- In deciding the terms on which we offer to admit the pupil
- By not admitting the young people with protected characteristics as pupils

At Leigh St. John's CE Primary School, our admission policy is reviewed by the governing body and any changes to this policy are taken to the LA and diocese to ensure that changes to the policy do not discriminate, harass or victimise pupils with protected characteristics.

## **5. Provision of benefits services and facilities**

At Leigh St. John's CE Primary School, we do not discriminate against a pupil in the provision of education or access to any benefit, facility or service. The governing body of Leigh St. John's are responsible for ensuring there is no discrimination in relation to education or access to any benefit, facility or service.

Leigh St. John's CE Primary School does not discriminate against, or victimise a pupil:

- In the way we provide education for our pupils
- In the way in which we afford the pupil access to a benefit, facility or service
- By not providing education for the pupils
- By not affording the pupils access to a benefit, facility or service
- By subjecting the pupil to any other detriment

Equally we ensure that our pupils with protected characteristics are not harassed through the provision of benefits, services and facilities.

At Leigh St. John's CE Primary School, we review all policies covering the provision of benefits, services and facilities which could include (but not exclusively).

- Extra-curricular / enrichment activities
- Leisure activities
- Sports activities
- School trips
- Computing facilities
- School uniform
- Work experience
- Examinations
- Charging
- Behaviour and relationships

At Leigh St. John's CE Primary School, all benefits, services and facilities policies are reviewed regularly by the governing body and any changes to these policies are impact assessed to ensure that changes to the policy do not discriminate, harass or victimise pupils with protected characteristics.

### 6. Suspension or exclusion from school

Leigh St. John's CE Primary School complies with DFE guidance School suspensions and permanent exclusions <https://www.gov.uk/government/publications/school-exclusion> and will comply with any subsequent guidance which sets out the law relating to exclusions.

Leigh St. John's CE Primary School understands that the exclusions guidance makes it clear that pupils should only be excluded from school as a last resort and that exclusions should only be made on the grounds of a pupil's behaviour.

Leigh St. John's CE Primary School recognises that it has a duty to disabled pupils to make reasonable adjustments to ensure all pupils' needs are met. This will be reviewed on a case-by-case basis.

At Leigh St. John's CE Primary School, the Exclusion Policy is reviewed regularly by the governing body and any changes to the policy are impact assessed to ensure that changes do not discriminate, harass or victimise pupils with protected characteristics are reported to the Chair of Governors at the time. An analysis of those exclusions is included in the Headteacher's termly report to governors.

### 7. Complaints

The governing body of Leigh St. John's CE Primary School has a complaints procedure as required under section 29(1) of the Education Act 2002 to deal with all complaints relating to the school. Leigh St John's CE Primary School recognises that it is usually in everyone's best interests to attempt to resolve disputes without the need for legal action. Should we receive a complaint relating to discrimination because of a protected characteristic, the complainant would, in the first instance, be encouraged to go through the complaints process. In general, complaints about specific issues, which are not resolved at school level, should be made to the following:

<p>Claims about permanent exclusions from schools maintained by Las, including community schools, voluntary-aided and voluntary-controlled schools and foundation schools and Academies.</p> <p>All other claims (including all claims against independent schools) in England First-tier Tribunal (Special Educational Needs and Disability)</p>	<p>Education Appeal Panels / Independent Review Panel at the LA</p>
<p>Admission decisions for schools maintained by Las, including community schools, voluntary-</p>	<p>Education Appeal Panels at the LA</p>

aided and voluntary-controlled schools and foundation schools and Academies.	
All other claims (including all claims against independent schools) in England	First tier Tribunal (Special Educational Needs and Disability)

At Leigh St. John's CE Primary School, the Complaints Policy is reviewed by the governing body and any changes to the policy are impact assessed to ensure that they do not discriminate, harass or victimise pupils with protected characteristics. All complaints by parents of pupils with protected characteristics or the pupils themselves are reported to the Chair of Governors at the time and an analysis of those complaints is included in the headteacher's termly report to the governing body.

### **8. Links with the School Improvement Plan**

At Leigh St. John's CE Primary School, our ethos reflects an understanding of the requirements of the equality's legislation. All actions within the Strategic School Improvement Plan will be impact assessed and to ensure that no action taken through the plan will discriminate, harass or victimise pupils with protected characteristics.

### **9. Accessing / reporting and reviewing the Equality Scheme**

This scheme was published in May 2023 and will be reviewed and revised annually.

### **10. Publishing**

This scheme will be published on our school website, copies will be available in the school office and a printed hard copy can be made available on request.

