



St. Luke's School Equality and Diversity Policy

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Governing Body Subcommittees who have been involved with the creation of this policy:

Name of Committee	Date
APIC	Oct 2010
Updated	May 2011
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Introduction

This policy represents the response of the Senior Leadership Team and the Governing Body's Commitment to meeting the Equality Act (2010).

The Equality Act 2006 established the Equality and Human Rights Commission and introduced three new strands of discrimination; sexual orientation, religion or belief and age. The Equality Act 2010 brought further changes.

The Equality Act 2010 protects people from:

- Harassment related to a protected characteristic – i.e. unwanted behaviour that has the purpose or effect of violating the dignity of another person; or of creating for that person an intimidating, hostile, degrading, humiliating or offensive environment.
- Victimisation because, for example, as person has, or their education provider thinks they have, made or helped with a complaint about discrimination, unless they knew the complaint was not true.
- 6th April 2011: the general public duty came into force.
- 31st December 2011: the specific duty to publish information came into force.
- 6th April 2012: the specific duty to publish objectives came into force.

This policy sets out how our practice and policies will have due regard for the need to:

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity for students, staff, mentors and others using school facilities
3. Foster good relations between persons who share the relevant protected characteristic and persons who do not share it.

This policy incorporates and replaces previous equality policies such as the Disability Equality Statement, Equal Opportunities Policy, Race Relations Policy and Gender policy.

It encompasses the following protected characteristics:

Disability

Gender

Age

Ethnicity and race

Gender identity and reassignment

Religion and belief

Sexual orientation

Pregnancy and maternity

Marriage and civil partnerships

The single Equality Policy follows the DfE guidance on the actions that maintained schools need to take to comply with equality and diversity legislation, and our definitions align with their guidance.

St Luke's is committed to meeting its public sector statutory duties. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

Policy Statements

St Luke's School values diversity in its workforce, student body and wider community and is committed to recognising the contribution made by every individual.

St Luke's will promote equality by encouraging and supporting students and staff to challenge prejudice, stereotyping and intolerance and will manage its policies, procedures and environment in ways that seek to maintain every individual's dignity and rights.

St Luke's will not discriminate in the employment of staff on grounds of diversity. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures. It will also make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

St Luke's will not discriminate against students on grounds of diversity. This includes discrimination in provision of teaching or allocating the student to certain classes, applying different standards of behaviour, dress and appearance, excluding students or subjecting them to any other detriment and conferring benefits, facilities or services. The exception is where a reasonable adjustment means we are discriminating in favour of a disabled student.

Any complaints of discrimination, harassment or victimisation on the grounds of diversity will be taken seriously, reviewed, recorded and, if necessary progressed through relevant school disciplinary procedure or, if there is a case for prosecution, passed to the police.

1: Vision and Values

Our equality vision and the values that underpin school life

Our aim is to provide a caring and safe environment with a commitment to provide opportunities to increase learning for each individual.

We plan to achieve this by:

- fostering good relationships based on trust and mutual respect
- developing personal and moral values and interpersonal skills
- providing a happy and well-ordered environment
- giving opportunities for life long learning
- creating a broad, balanced and enriched learning environment for all
- ensuring effective links between home and school
- valuing and supporting individuals
- maximising everyone's talents
- having high expectations of all
- celebrating achievements
- appreciating individual aspirations and achievements
- taking an active part in the life of the school and wider community
- respecting others' cultural and religious beliefs

Mission Statement

St Luke's is committed to '**Learning and Growing Together**' which reflects our commitment to both our Learning Outside the Classroom whole school ethos, alongside preparing the pupils for as independent a life as is individually possible for all.

2: School Context

The characteristics of our school

St Luke's Foundation school consists of two sites, one based in Redbourn and the other in Radlett.

St Luke's special school is in Redbourn and is for pupils aged 9-16 with Learning Difficulties (LD); this includes pupils with complex Moderate Learning Difficulties (MLD), Speech, Language and Communication Needs (SLCN) and Autism Spectrum Conditions (ASC).

From September 2013 an Early Years unit has been based on the premises.

Forest House Education Centre (FHEC) in Radlett is a hospital education provision for young people from 13 to 18 years, principally serving (and located adjacent to) Forest House Adolescent Unit, a Tier 4 16-bed inpatient unit dealing with long- and short-term, planned and acute admissions for a number of serious mental health problems. In addition to Unit pupils, FHEC has a small number of day pupils for whom mental health problems are also a condition of admission, but whose medical needs are being met by CAMHS within the community.

Summer term 2017

Characteristic	Total	Breakdown (number and %)
Number of pupils	123	St Luke's 110 Forest House Education Centre 13 on role 3/7/17
St Luke's Number of teaching staff Number of support staff	58	15 37 (including admin)
Forest House Number of teaching staff Number of support staff		
Number of governors	11	
Religious character (pupils)		St Luke's Christian 56 Hindu 1 Jehovah's Witness 2 Muslim 5 Jewish 1 No religion 44 Refused 1

Attainment on entry		(from figures given from feeder schools) St Luke's P6 and below Maths 0 English 1 P7-P8 Maths 7 English 9 Level 1 Maths 11 English 8 Level 2 Maths 3 English 3 Level 3 Maths 1 English 1 No data Maths 7 English 8 Forest House Education Centre N/A
Mobility of school population		St Luke's- 98 pupils in September 2016 110 pupils in July 2017 19 year 11 pupils due to leave this year Forest House Education Centre N/A
Pupils eligible for FME		St Luke's 30 Forest House Education Centre NA
Deprivation factor		St Luke's St Luke's is within 50-60% of the least deprived decile (calculated from a random sample of student addresses) in the country, but the worst 30% in Herts. Forest House Education Centre N/A Catchment are has no formal boundaries; the Adolescent Unit forms part of a consortium of 11 units in the NHS Eastern region from which it draws patients, in addition to a small number from the north London boroughs
Disabled staff		St Luke's 2 Forest House Education Centre 0
Disabled pupils (SEN)	110	St Luke's 110 All pupils at St Luke's have a statement of Special Educational Needs or an EHCP Forest House Education Centre FHEC pupils often have considerable special educational needs / mental health but very few have an EHCP)
BME pupils	21	St Luke's 19 Forest House 2
ASC pupils	45	St Luke's 45 Forest House 1

BME staff	1	St Luke's 1 Forest House 0
Pupil Premium Children	42	
Pupils who speak English as an additional language	6	St Luke's 6 Forest House 0
Average attendance rate		St Luke's 90.1% Forest House N/A. Numbers change on a daily basis
Significant partnerships, extended provision, etc.		<p>St Luke's Erasmus Connecting Classrooms STASH Alban TS Alliance Harpenden Heads consortium Youth Connexions St Matthew's Care Home Happy Days Charity Redbourn in Bloom</p> <p>Forest House: Estma Herts Partnership Foundation Trust NHS (HPFT) Tier 3 CAMHS and Forest House Adolescent Unit Youth Connexions</p>
Awards, accreditations, specialist status		<p>St Luke's Specialist School status – specialist status in science and humanities with a rural dimension International Schools Award Silver Eco Award Platinum Green Trees Award - Woodland Trust Anti-Bullying Accreditation Autism Accreditation Healthy School Award Learning Outside the Classroom Silver Accreditation Dyslexia Accreditation</p>

The standard procedures and processes of our school – disability

Children Looked After Policy

Policy for Intimate Care

SEN Policy is now the School Offer since 2015

The standard procedures and processes of our school – community cohesion

Anti-Bullying Policy

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion and on Ofsted, to report on the contributions made in this area. The duty on schools came into effect September 2007 and on Ofsted, September 2008.

For schools the term 'community' has a number of dimensions including:

- the school community
- the community within which the school is located
- the UK community
- the global community

In addition, schools themselves create communities. In St Luke's School this includes networks formed by similar or different types of schools, specialist schools networks, schools that work collaboratively in clusters or in other models of partnerships.

St Luke's focuses on cohesion across different cultures, ethnic, religious and socio-economic groups. (See Racial Equality Scheme, Gender Equality Scheme, Disability Equality Scheme and statements relating to gender, age and faith)

Community Cohesion in school can broadly be grouped into the following headings

- Teaching, learning and curriculum – helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible and responsible action, e.g. Identity Equality and Diversity in the citizenship curriculum (see Teaching and Learning Policy)
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest possible level, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups
- Engagement and extended services – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships: including links with different schools and communities and the provision of extended service with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

In addition to the general duties of Disability, Race and Gender that underpin the Equality and Diversity scheme, St Luke's is committed to taking action on other equality strands. These include religion and belief, age and sexual orientation. Within these strands we work hard to promote Community Cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity, whilst also promoting shared values, to promote awareness of human rights and to apply and defend them and to develop the skills of participation and responsible action. We are committed to following DfE guidance in providing:

- Teaching and curriculum provision that supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them
- Lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- A programme of curriculum based activities, whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- Support for pupils for whom English is an additional language, to enable them to achieve at the highest possible level in English

The standard procedures and processes of our school - Other Equality Strands

Religion and belief

The Equality Act (Religion and Belief) 2006 provides protection for individuals against discrimination on the grounds of religion or belief (including perceived religion, or lack of religion or belief) in employment, and when goods, facilities and services are being provided. This extends to the delivery of education and other services by schools.

The Equality Act 2010 brought further changes. (see page 6)

Direct discrimination: – Treating a person less favourably than other people because of their religion or belief.

Indirect discrimination: – Having a policy or practice, (formal or informal), which, although apparently neutral, puts people at a disadvantage because of their religion or belief, (or lack of it).

Victimisation: – Being treated unfairly as a result of making, or intending to make, a complaint of religion / belief related discrimination, or because they have helped another person to do so.

All pupils and parents, prospective pupils and parents, staff and others using the school facilities are covered by the Act. The definition of religion and belief is wide enough to cover fringe or cult religions and a range of other philosophical beliefs, e.g. humanism, but is not intended to include political beliefs, (such as Communism) or support any political party.

Lack of religion or belief is also included in the definition of 'religion or belief'. This means that it is unlawful to discriminate against someone on the grounds that they do not have any religion or belief, (e.g. an atheist), or that they do not adhere or sufficiently adhere to a particular religion or belief.

Jewish people and Sikhs also have protection under the Race Relations Act.

Schools must treat pupils equally and not subject them to any detriment, irrespective of their religion or belief, or lack of it. The duty covers:

- admissions
- exclusions
- education
- benefits, facilities and services
- extended schools services

There are three main exemptions to the above:

1. Faith schools – these are not subject to the provisions relating to admissions and pupils' access to benefits, facilities and services.

Faith schools can give priority in admissions on the basis of their faith. They can also restrict certain services and benefits to pupils sharing the faith of the school, whilst offering them in other ways to pupils who have different or no religion or belief. However, it is unlawful for faith schools to leave places unfilled and if under-subscribed they must admit all children who apply, regardless of faith.

Once pupils have been admitted, schools may not exclude or subject to any other 'detriment' on the grounds of their religion or belief, or lack of, or that of their parents.

2. Curriculum content- There is a broad exemption in the Act enabling schools to continue to deliver the broad-based and inclusive curriculum without fear of challenges based on the religious views of parents or children. This exemption covers the National Curriculum, together with subjects such as RE, which is not part of the NC but is required by law to be taught in maintained schools, and also includes elements such as library books.

The situations in which schools may act without infringing the provisions of the Act on the grounds of religion or belief include:

- the teaching of evolution theories in science
- the use of technology
- selecting literature or texts which are challenging and which promote discussion among pupils.

3. Maintained schools are normally required to provide a daily act of collective worship of a broadly Christian character (or different religion(s) if a school has obtained a determination to modify their worship arrangements. It also extends to activities such as Christmas carol services, harvest festival, Diwali or other faith –based events.

Parents not wishing their children to participate in collective worship or other related activities have the right to withdraw. However, parents of other religions or beliefs cannot claim discrimination because the school does not provide alternative services or provision for collective worship.

School uniform – It is the responsibility of the governing body to ensure that policies on uniform are fair and reasonable and takes account of different social, religious or racial groups as with those of a disability or specific educational need.

Sexual Orientation

The Equality Act (Sexual Orientation) Regulations 2007 makes it unlawful to discriminate on the grounds of apparent or perceived sexual orientation in employment and when goods, facilities and other services are being provided. The regulations:

- compel a school to treat bullying on the basis of sexual orientation as seriously as bullying on the grounds of race, gender or disability
- ensure all pupils have access to schooling and the benefits of, facilities or services provided at school, irrespective of their sexual orientation or that of their parents

Direct discrimination: – Treating a person less favourably than other people because of their sexual orientation, or the sexual orientation of a person with whom they are associated, such as a parent or friend.

Indirect discrimination: – Having a policy or practice which although apparently neutral, puts people at a disadvantage because of their sexual orientation.

Victimisation: – Being treated unfairly as a result of making, or intending to make, a complaint of discrimination on the grounds of sexual discrimination, or because they have helped another person to do so.

All pupils, parents, prospective pupils and parents, staff and others using the school facilities are covered by this act. Trans-gender people are covered by the Sex Discrimination Act (amended in 2003).

Schools must treat pupils equally and not subject them to any detriment, irrespective of their apparent or perceived sexual orientation, or that of their parents. The duty covers:

- admissions
- exclusions
- education
- benefits, facilities and services

The school will provide appropriate care and support for the emerging identity of young people. The anti-bullying policy contains specific reference to homophobic behaviour, with name-calling and homophobic bullying being treated as seriously as racist incident.

Age

1. Age discrimination in employment became unlawful on 1st October 2006.
2. Regulations cover direct and indirect discrimination, harassment and victimisation; employers can be held responsible for the action of employees in all four cases.
3. Regulations cover employment and vocational training.
4. The regulations cover people of all ages, both old and young.
5. All employers have new obligations to consider
6. Upper age limits for unfair dismissal and redundancy are removed.
7. A national default retirement age of 65 will now make compulsory retirement below 65 unlawful (unless objectively justified). However, Hertfordshire has decided **not** to have a retirement age.
8. Occupational Pensions and Redundancy payments are covered by the regulations.
9. Benefits based on length of service requirement of 5 years or less will be exempted and will be able to continue.

Clearly the regulations will impact on most, if not all, employment matters and will require a regular, thorough review of existing policies, procedures and working practices in the area of:

Recruitment and selection

Promotion

Terms and conditions

Pay and benefits

Training and development

Redundancy

Retirement

See page 6 (re Equality Act 2010)

3: Legal Background

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General duties

Disability general duty – *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity

- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Gender general duty – *Sex Discrimination Act as amended by the Equality Act 2006, then Equality Act 2010*

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

Race general duty – *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

Community cohesion duty – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

Specific duties: disability, gender and race

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan 2010-2013

Equality Act 2010

From 6th April all public bodies have to comply with the public sector equality duty.

General duty plus three main aims. Must have due regard to the need to:

- A) Eliminate discrimination, harassment, victimisation and other conduct prohibited under this Act.
- B) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- C) Foster good relations between persons who share a relevant protected characteristic and those who do not share it.

To fulfil the three aims of the general duty, schools have three sets of specific duties:

1. To collect, analyse and publish information about their progress in achieving the three aims of equality legislation
2. To decide on certain specific and measurable objectives that they will pursue over the coming years to achieve the three aims and publish these objectives and when undertaking the first two sets of specific duties:
3. To engage with people who have a legitimate interest – including all staff (both teaching and administrative), all parents, carers, pupils, local groups, organisations and individuals as appropriate.

4: Roles and Responsibilities

Chain of accountability

The Board of Governors, supported by the Head teacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Head teacher retains overall responsibility for ensuring that the action plan is delivered effectively. Managers and key staff will report to the Head teacher on actions and progress.

Every 12 months there will be a progress report on equality and diversity to the APIC Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Carol Morris Assistant Headteacher
Disability equality (including bullying incidents)	Carol Morris
School Offer (Replaced SEN policy)	Carol Morris / SLT
Accessibility	Carol Morris
Gender equality (including bullying incidents)	Carol Morris
Race equality (including racist incidents)	Carol Morris
Equality and diversity in curriculum content	Carol Morris and Debbie Bloomfield Director of T&L
Equality and diversity in pupil achievement	Carol Morris and Debbie Bloomfield
Equality and diversity – behaviour and exclusions	Carol Morris
Participation in all aspects of school life	Carol Morris
Impact assessment	Carol Morris
Stakeholder consultation	John Warwick (consultancy) and Carol Morris / Niyi Obembe
Policy review	Carol Morris
Communication and publishing	SLT

Commitment to review

The school Equality and Diversity Scheme has been aligned with the School Plan and School Offer as of September 2014. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish the results of a full scheme review every three years – in which we will make proposals for future action. At St Luke's School, equality information will be available on the school website.

Commitment to action

Governors will:

- | | |
|-----------------------|---|
| Policy Development | ● Provide leadership and drive for the development and regular review of the school's equality and other policies |
| Policy Implementation | ● Provide leadership and ensure the accountability of the Head teacher and senior staff for the communication and implementation of school policies |
| | ● Highlight good practice and promote it throughout the school and wider community |
| Behaviour | ● Provide appropriate role models for all managers, staff and pupils |
| | ● Congratulate examples of good practice from the school and among individual managers, staff and pupils |
| | ● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | ● Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority) |

Head teachers and senior staff will:

- | | |
|-----------------------|---|
| Policy Development | ● Initiate and oversee the development and regular review of equality policies and procedures |
| | ● Consult pupils, staff and stakeholders in the development and review of the policies |
| Policy Implementation | ● Ensure the effective communication of the policies to all pupils, staff and stakeholders |
| | ● Ensure that managers and staff are trained as necessary to carry out the policies |
| | ● Oversee the effective implementation of the policies |
| | ● Hold line managers accountable for effective policy implementation |
| Behaviour | ● Provide appropriate role models for all managers, staff and pupils |
| | ● Highlight good practice from departments, individual managers, staff and pupils |
| | ● Provide mechanisms for the sharing of good practice |
| | ● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | ● Ensure that the school carries out its statutory duties effectively |

Line managers will:

- | | |
|--------------------|---|
| Policy Development | ● Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard |
|--------------------|---|
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Policy Implementation	<ul style="list-style-type: none"> ● Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary ● Be accountable for the behaviour of the staff team, individual members of staff and pupils ● Use informal and formal procedures as necessary to deal with 'difficult' situations
Behaviour	<ul style="list-style-type: none"> ● Behave in accordance with the school's policies, leading by example ● Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
Public Sector Duties	<ul style="list-style-type: none"> ● Contribute to managing the implementation of the school's equality scheme

All staff: teaching and non-teaching will:

Policy Development	<ul style="list-style-type: none"> ● Contribute to consultations and reviews ● Raise issues with line managers which could contribute to policy review and development
Policy Implementation	<ul style="list-style-type: none"> ● Maintain awareness of the school's current equality policy and procedures ● Implement the policy as it applies to staff and pupils
Behaviour	<ul style="list-style-type: none"> ● Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme ● Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> ● Contribute to the implementation of the school's equality scheme

5: Stakeholder Consultation

Involving our learners, parents/carers and other stakeholders

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our Action Plans).

6: Impact Assessment

Evaluating the impact in terms of the outcomes

Impact assessment statement

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan.

Evaluation Under the Ofsted Framework

The evaluation reports help us to analyse whether what we are planning potentially has a different impact on one or more particular group (either positively or negatively). The evaluation reports help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender

- We value more qualitative information which may be given to us through a variety of mechanisms. We conduct student voice activities through the school Council who meet regularly.
- The local authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring attention.

7: Our School's Equality Priorities

Key priorities for action (see Accessibility Plan 2016 -2019)

Achievements to date:

Inclusion Quality Mark first achieved summer term 2008. Re-accreditation achieved May 2011
Anti- Bullying Accreditation achieved December 2010

We decided not to continue with the Inclusion Quality Mark as we are pursuing more specialist Accreditation such as **Autism Accreditation** (2015), **Dyslexia Accreditation** (2017) and **Learning Outside the Classroom Accreditation** which was achieved at Silver Level in September 2015. We also achieved **Healthy School's Accreditation** in 2015.

Inclusion at St Lukes

Inclusion in Education involves:

- Valuing all students and staff equally
- Increasing the participation of students in, and reducing their exclusion from, cultures, curriculum and communities
- Restructuring the cultures, policies and practices in school in order to respond to the diversity of students in the school
- Reducing barriers to learning and participation for all students
- Learning from attempts to overcome barriers to access and participation for all students, to make changes for the benefits of all students
- Viewing the difference between students as resources to support learning
- Acknowledging the right of students to an education
- Improving the school for staff as well as students
- Emphasising the role of the school in building community and developing values, as well as increasing achievement
- Fostering mutually sustaining relationships between school and community
- Recognising that inclusion in education is one aspect of inclusion in society

The Governing Body and the Head Teacher are responsible for determining the school's inclusive policy and approach; for establishing the appropriate funding and staffing necessary for inclusive practice within the school.

The Equality and Scheme ***which replaces the Inclusion Policy***, reflects provision for;

- girls and boys
- minority ethnic groups
- faith groups
- traveller children
- asylum seekers and refugees
- EAL children
- gifted and talented
- children in public care (CLA)
- disaffected children
- sick children
- young carers
- children from families under stress
- pregnant schoolgirls and teenage mothers
- SEN
- Pupils from other vulnerable groups

Inclusion and the Governing Body

Strategic Role

- The API Governor is kept informed about inclusion issues in recent legislation.
- The API Governor is kept informed about inclusion issues around the school,
- The API Governor attends relevant training sessions, including in-house training.
- The API Governor will ensure that inclusion is a regular agenda item at governing body meetings and is a focus for the school improvement plan.

Inclusive Provision

(More detail can be found in the Teaching and Learning Policy)

- TA support timetables are arranged around the individual pupils/ groups of pupils are highlighted as needing additional TA support. Some subject areas that carry a higher risk element may also have additional support if available.
- St Luke's currently has two Learning Mentors. One is the Behaviour Lead and one is the Mental Health Lead. Part of their role is to support individual pupils in lessons where necessary; these pupils may have problems with particular lessons, returning to lessons after illness, exclusion or long term absence. Individual students are identified as requiring additional monitoring through Protective Behaviours training, one to one support, both in and out of the classroom etc. The Learning Mentors also deliver Emotional Literacy as part of the Intervention Groups curriculum. They have a changing list of tutees that we have identified as requiring additional support. They are now also trained to run CAF meetings (common assessment framework) and TAFs (team around the family). They liaise regularly with the Attendance Improvement Officer. The Mental Health Lead, along with another LSA is working on a 5 year project, Healthy Minds. This is a national project and we are the only special school involved. This looks at the effect of targeted teaching in the field of mental health with a control group being tested alongside a group of pupils not involved in this work. The Behaviour lead is also trained as Deputy DT for CLA and Deputy DSP for CLA.
- We use the services of the school attached Educational Psychologist and Speech and Language Therapists.
- We have developed links with other schools, especially in the LOtC curriculum.
- The school has a counsellor for one day per week and a music therapist for one morning per week

- The school also has the services of Youth Connexions who attend Annual Reviews for all year 9 and year 11 pupils. They regularly come into school to work with year 9 -11 pupils (see partnership agreement).

External Support

- We have support from a variety of visiting professionals. They are contacted by the Director of API when advice / support are needed. These include Advisory Teacher for Autism, HI, VI, the Occupational Therapist, Speech and Language Therapists, Advisory team for Downs Syndrome, Advisory tem for Autism, School Nurse and Physiotherapist. We also welcome CAMHS and PALMS in the school to observe individual children
- We have a long established link with Enable Holidays who provide canal boat holidays for disabled / disadvantaged students

Specialist Provision

- Apart from the visiting professionals who liaise with the Director of API, the LSAs within the school have the opportunity to develop their expertise and overall professional development by specialising in a particular field. We have appointed an LSA to be responsible for medical matters. Her role is to liaise with the school attached nurse in developing care plans where needed and for implementing the procedures in line with the new (2015) 'Supporting Pupils with Medical Conditions' Policy and the 'Managing Medicines' documentation. This ensures that parents send in the correct information with regard to any medication required in school. She also organises any training necessary for TAs with regard to some of our pupils with more complex medical needs and is currently creating individual Health and Care Plans for all pupils who require this.
- We appointed a specialist LSA in September 2013 for Literacy and in September 2014, one for numeracy. Although she later left the school, a new LSA for numeracy was appointed in Feb 2016.
- The school will also be developing the roles of LSAs further with regard to more specialist job specification for sensory needs as an example. These specialist LSAs generally report to the Director of Access, Participation and Inclusion, Carol Morris except for Literacy who reports to Leader of Literacy and Numeracy who reports to Leader of Numeracy.
- Two Mental Health Lead and Behaviour Lead have on-going training in areas of Emotional Literacy in order to work with individuals and small group. This includes Protective Behaviours, Counselling, Drawing and Talking Therapy and Anger Management, Behaviour and Mental Health

Resource Allocation

- The Director of API allocates a percentage of her budget to buying resources, equipment etc., to increase accessibility. The budget also provides training for the whole of the API team and whole school training/ Focus days, where necessary. An accessibility plan is produced annually.

Assessment Procedures

- All teachers submit on-going teacher assessments throughout the year. The API team use these assessments to monitor and track 'vulnerable 'groups of pupils as well as monitoring individuals. These results are then used to develop/ adapt the curriculum and provide support/intervention where necessary.
- All pupils have a Provision map using the traffic light system to identify provision for all, for some, for a few (those who require more specialist provision). This is now in the process of being moved from a word document to the new school MIS (SIMS- as of September 2015)
- All pupils have Pupil Profiles and Strategy sheets which are started at the appropriate transition point from their previous school and updated at least termly to be discussed with parents at

tutorial sessions. These outline the pupil's strengths, areas for development, strategies, sensory issues etc. and are used to identify the 'next steps' for the individual and have replaced the old IEP targets; (IEPs are no longer a legal requirement). Headings have been changed slightly in line with the Education and Health Care Plans which are replacing the old Statements.

- The school runs Skills Groups three mornings per week in order to develop the individual needs of all pupils as identified in their current Education and Health Care Plans, in targeted groups. Progress is recorded and monitored. This is led by The Director of API and the middle leaders.

Accessibility Plan 2016-2019

Action Point	Strategies	Time scale	Outcome To be reviewed 2016
IMPROVING PHYSICAL ACCESS			
1. Sensory garden – accessible to all including wheelchairs	<p>Ensure front of school is secure – fencing / gate installed ✓</p> <p>Water features accessible with no standing water ✓</p> <p>Planting safe – no sharp or prickly leaves / nothing poisonous</p>	<p>Summer term 2016-completed ✓</p> <p>Summer term 2016 - completed ✓</p> <p>Summer term 2016 onwards</p>	<p>Sensory garden completed and accessible to all.</p> <p>Used for Sensory breaks throughout the day and by pupils in a variety of curriculum areas</p>
2. Process of changing lights in all classrooms to meet requirements of Autism Accreditation	Costings to be done per individual room	September 2016 onwards	Rolling programme on-going
3. Costings for acoustics in all classrooms	Costings to be done per individual room	September 2016 onwards	Currently on hold due to funding cuts
4. Costings for traditional Sensory Room and Soft Play Area ✓	Look at remaining budget when other improvements completed	July 2016	Currently on hold due to funding cuts
5. Ensure that plans for Outside classroom include wheelchair	Arrange for this on initial quotes	September 2016 onwards	Path built to ensure wheelchair access for outdoor classroom and stables ✓

accessibility			Access to classroom on ramp is also wheelchair friendly ✓
IMPROVING ACCESS TO THE CURRICULUM			
1. Curriculum audit for teaching and learning needs	SLT	Spring term 2016	Curriculum meets the needs of the children rather than fitting children into current curriculum ✓
2. Dyslexia training for all staff – awareness evident in planning	CM overseeing accreditation process being led by IL ✓ Identify training needs ✓	On-going Whole school inset	Achieved whole school Dyslexia Accreditation in summer term 2017 ✓
3. On-going awareness for Autism - responding to action points from accreditation	RA lead on action points from Autism Accreditation ✓ – CM to oversee ✓ Identify training needs ✓	On-going training ready for re-accreditation	Action points from Autism Accreditation are addressed ✓
4. All risk assessments now changed to risk/benefit assessments and planning for LoTc opportunities evident in planning	CM to establish format ✓ CM to lead on inset ✓ CM link risk benefits with all off site paperwork and introduce a process of preliminary visit ✓	Summer term 2015 start – on-going for all off-site visits	All staff follow updated risk benefit assessments and off site paperwork will reflect the benefits for all; will also be more user friendly for staff to complete
4. Identify staff for ELKLAN training	Volunteer basis for first lot of training; those with current capacity.	Summer term 2017	Staff will achieve level three ELKLAN ✓ All staff have been trained in Blanks levels which is the first part of ELKLAN training ✓
5. Identify staff for Makaton training / updates	Staff teaching identified pupils who require Makaton	Summer term 2017	Two more members of staff will be trained in Makaton ✓
6. Staff training for visual coding	Through whole school inset	Autumn term 2016 start	All staff trained ✓

7. Staff training in Zones of Regulation	Through whole school inset	Autumn term 2016 start	All staff trained ✓
IMPROVING PHYSICAL ENVIRONMENT			
1. Create Outdoor classroom near meadow / future paddocks	<p>Costings for outdoor classroom near new paddocks ✓</p> <p>Identify farm animals required for ABC Entry level 2 coursework for KS4 ✓</p>	<p>Spring term 2016</p> <p>Spring term 2016 onwards</p>	<p>New classroom constructed. ✓ Some snagging still needed</p> <p>Now have sheep and donkeys in addition for ABC Entry level 1 in farm animals</p> <p>Training for animal therapy to start in Autumn term 2017</p>
2. Create 'Hobbit House' for sensory garden	<p>Costings for basic construction with two door system to allow for wheelchair access ✓</p> <p>Costings for insulation / sensory lights / seating</p>	Spring term 2016	Outdoor 'safe' area for those who need this but also available for all pupils to use during lesson times ✓
3. Create further 'Activity' areas around the corridors for break / lunch times / safe areas / sensory break areas during lessons	<p>Identify areas ✓</p> <p>Identify furniture needed ✓</p> <p>Identify points for electricity / display ✓</p>	Autumn term 2016 onwards	All pupils have the opportunity to stay in identified activity areas rather than go out at break. Also can be used for settling children with high anxiety. All areas now completed ✓ - some new equipment now needed
4. Toilets in gym to be re-furbished	<p>Plans to be drawn up ✓</p> <p>Quotes ✓</p> <p>Contractors agreed</p>	Spring term 2016 onwards	Currently insufficient funds

Carol Morris Spring term 2016