St Luke's and Moreland Federation

Equality, Diversity and Inclusion Policy

Equality information and objectives

Approved by:	The Governing Body	**Date:**	November 2025
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School Contextual Data

Moreland Primary School and Children's Centre	
Number of Pupils on Roll	428
Male	232
Female	196
Number of Staff	65
Male	8
Female	57
Number of students with SEND	104
Number of staff with a disability	-
Breakdown of Students by Ethnicity	6% - ABAN 2% - AOPK 1% - BGHA 6% - BCRB 4%- BNGN 1% - BOTB 12% - BSOM 2% - BSLN 4% - BAOF 1% - MABL 5% - MBOE 5% - MOTN 2% - MWAO 3% - MWBA 4% - MWBC 4% - MWOE 1% - OAFG

	4% - OARA 2% - OEGY 3% - OLAM 1% - OMRC 1%OOEG 1% - OVIE 1% - OYEM 1% - WALB 2% - WEEU 17% - WENG 3% - WEUR 1% - WIRI 2% - WOTW 1% -WOWB 4% - WTUK
Breakdown of Staff by Ethnicity	Data currently being collated
Breakdown of Students by Religion	47% – Not submitted 5% - No Religion 15% - Christian, 31% - Muslim, 0.23% - Jewish, 0.23% - Hindu, 0.23% - Buddhist, 0.7% - Other Religion
Breakdown of Staff by Religion	Data currently being collated
Age Profile of Staff	39% - 20-35 29% - 36-45 31% - 46-65+
% of Students who are FSM	60%
% of Students who speak English as an Additional Language	59%

School Contextual Data

St Luke's Primary School	
Number of Pupils on Roll	208
Male	109
Female	99
Number of Staff	49

Male	7
Female	42
Number of students with SEND	68
Number of staff with a disability	Data currently being collated
Breakdown of Students by Ethnicity	WBRI 34% MWBC 6% MWBA 1% MWAS 1% BCRB 4% BBRI 2% BAFR 18% ABAN 7% WOTH 8% MOTH 8% OOEG 7% BOTH 4%
Breakdown of Staff by Ethnicity	BOTH 36% ABAN 3% BAFR 3% BCRB 3% MCOE 3% WBRI 45%
Breakdown of Students by Religion	Data currently being collated
Breakdown of Staff by Religion	Data currently being collated
Age Profile of Staff	21% - 20-35 23% - 36-45 55% - 46-65+
% of Students who are FSM	59%
% of Students who speak English as an Additional Language	42%

1. Aims

At St Luke's Primary School and at Moreland Primary School and Children's Centre we work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our school community. We do this with regard to the nine protected characteristics listed in the Equality Act 2010 as they apply in a schools context. We also work hard to eliminate discrimination arising from disability.

2. Legislation, protected characteristics and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010 (the Act), which introduced the Public Sector Equality Duty and protects everyone in Great Britain from discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools (inter alia) to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives.

This document is also based on guidance contained on the Key website (https://thekeysupport.com/) and on Department for Education (DfE) guidance: The Equality Act 2010 and schools and on the Equality and Human Rights Commission's Technical Guidance for Schools in England.

Protected characteristics

The Act covers the following protected characteristics:

- Sex
- Race
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Age
- Disability
- Marriage and civil partnership

Paragraph 1.15 of the DfE guidance linked above notes that age is only a protected characteristic in schools in relation to employment and the provision of goods and services. It doesn't apply to pupils, even if they're over 18. This is also true for protection based on marriage and civil partnership, which applies to employment but not to pupils - see section 85 of the Equality Act 2010.

Paragraph 2.8 of the DfE guidance linked above explains section 89(2) of The Equality Act noting that the content of the school curriculum is excluded from the Act. This is different from the delivery of the curriculum, which is covered.

3. Roles and responsibilities-our duties under the Equality Act

The 'responsible body' for the purposes of this Act for our federation are the governing body or local authority (LA), depending on how responsibilities are split. For example, if the local authority is the admissions authority for a school, then it will be the responsible body in relation to any claim under the Act in connection with admissions. However, the governing body is likely to be the responsible body in relation to a claim about exclusions.

As the responsible body, we are also liable for any discriminatory actions taken by individuals acting on our behalf as well as those taken by individual employees of the school subject to demonstrating that all reasonable steps have been take to stop such actions.

See Para 1.6 of the DfE guidance.

To pupils

We are committed to ensuring neither school discriminates against, harasses or victimises a pupil or potential pupil:

- In relation to admissions;
- In the way it provides education for pupils;
- In the way it provides pupils access to any benefit, facility or service;
- By excluding a pupil or subjecting them to any other detriment.

See Para 1.5 of the DfE guidance.

To staff

We are also responsible for preventing discrimination against school staff, including prospective and former school staff. For more information on that, see these guides published by Acas https://www.acas.org.uk/discrimination-bullying-and-harassment and those published by the Equality and Human Rights Commission.

To parents/carers and the public

In some circumstances, if we open any of our facilities to the public, a school is regarded as a 'service provider' under part 3 of the Act. We are responsible for preventing discrimination against any person that uses our facilities (unless we let our premises to another organization, eg a sports club, then the organisation using the premises is responsible) and we have a duty to make accommodations for all parents/carers of pupils. For example, if a parent/carer is deaf, the school may have a duty to provide a sign language interpreter for parents/carers' evenings, so the deaf parent/carer can participate as fully as those parents/carers who aren't deaf.

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Responsibilities

The Equality Act introduced the Public Sector Equality Duty (PSED), made up of general and specific duties. Under the general duty, we are required to 'have due regard to the need to'

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it

The specific duty itself requires us to:

1. Publish information to demonstrate how our schools are complying with the PSED; and
2. Prepare and publish equality objectives.

The entire staff teams, parents/carers, visitors, students and volunteers are all responsible for:

- Challenging bias and stereotypes;
- Refraining from behavior that constitutes discrimination;

- Harassment, victimization or bullying; and
- Reporting prejudice-related incidents.

The schools' procedure for dealing with prejudice-related incidents can be referred to in their respective Behaviour and Anti-Bullying Policies.

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the schools, including to staff, pupils and parents/ carers;
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years;
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis and publishing them to the headteachers of both schools.

The equality link governor is Jo Honigmann. She will:

- Meet with the designated members of staff for equality, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure she is familiar with all relevant legislation and the contents of this document.
- Undertake appropriate equality and diversity training.
- Report back to the full governing board regarding any issues.

The headteachers will:

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the equality objectives and report back to governors.

The designated members of staff for equality are Monica Dickman at St Luke's and Dani Fisher Munoz at Moreland. They will:

- Support their respective headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.
- Meet with the equality link governor to raise and discuss any issues.
- Support their respective headteacher in identifying any staff training needs, and deliver training as necessary.

Fulfilling our public sector equality duty

Neither school tolerates direct or indirect discrimination, discrimination arising from harassment or victimization of anyone within our school communities, and we are opposed to all forms of prejudice. All school staff are expected to have due regard to this document and to work to achieve the equality objectives as set out in section 8.

4. Eliminating discrimination and unlawful behaviour under the Act

Both schools are aware of their obligations under the Equality Act 2010 and comply with its non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, and are asked to read and sign this policy on an annual basis.

New staff receive training on the Equality Act as part of their induction, and all staff receive short refresher training every September on areas of equality, diversity and inclusion.

The designated members of staff monitor equality issues, and report to the equality link governor and all governors in their termly report.

Unlawful behaviour under the Act

Direct discrimination

This is what normally comes to mind when you think about discrimination: intentionally treating someone less favourably due to a protected characteristic. For example, refusing to admit pupils with special educational needs to protect a school's standing in league tables.

Indirect discrimination

This is where a policy or practice, though applied equally to all pupils, has a disproportionate impact on a group of pupils sharing a protected characteristic. For example, a tribunal finding that a school's uniform policy that banned long hair was discriminatory against Rastafarian boys.

No-one should discriminate against someone because of something that arises from their protected characteristic. For example, excluding a pupil with aggressive behaviour, where that behaviour is the result of the pupil's SEND.

Reasonable adjustments

The duty to make reasonable adjustments for disabled people where they are placed at a substantial disadvantage compared to non-disabled people in relation to policies, provisions and practices, auxiliary aids and services and physical features is a cornerstone of the Act. We comply with the duty to make 'reasonable adjustments.' for disabled people, be they pupils, staff, prospective pupils or staff or members of the public. In some cases treating disabled people more favourably than non-disabled people may be necessary. Please see The Equality and Human Rights Commission’s guidance on Reasonable Adjustments for Disabled Pupils - https://www.equalityhumanrights.com/en/publication-download/reasonable-adjustments-disabled-pupilsour Accessibility Plan for further information.

Harassment

The legal definition of harassment is:
Unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

This can be as direct as bullying someone for the colour of their skin or as broad as doing or saying something that unintentionally offends someone on the basis of gender.

Under the legal definition, harassment only covers disability, race, sex or pregnancy and maternity, and **not** religion or belief, sexual orientation or gender reassignment. This doesn't mean schools are free to harass pupils with these characteristics, only that doing so will be considered direct discrimination.

Victimisation

Much like the rules for whistle-blowing, it is unlawful to retaliate against someone who is taking action under the Equality Act or supporting someone who is taking action under the Equality Act. The Equality Act defines protected acts as:

- Claiming or complaining of discrimination under the Act
- Giving evidence in someone else's claims under the Act
- Claiming someone has violated the Act
- Taking any other action under the Act

The EHRC's Technical Guidance for Schools in England gives the example of a teacher giving a pupil detention because he believes the pupil will support another pupil's sexual harassment claim. This would amount to victimisation of the pupil.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the schools aim to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs)

In fulfilling this aspect of the duty, the schools will:

- Analyse pupil attainment, progress, admissions attendance and exclusions data of the different protected groups to determine strengths and areas for improvement, set objectives and implement actions in response and report this information to the governing body.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Report further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils, staff, parents/carers and visitors.
- Report data about any issues associated with particular protected characteristics, which could also affect recruitment, promotion, training, disciplinary action and complaints. This will be reported to the governing body.

6. Fostering good relations

The schools aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, Global Citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute. Collective worship at Moreland is inclusive to pupils of all religions and no religion. In St Luke's collective worship is invitational and inclusive to pupils of all religions and of no religions as is attendance Church services. Parents and carers can exercise their right to withdraw children from both activities.

- Working with our local community. We take positive action to ensure that people with a range of different identities engage with our school communities for example guest speakers, arts groups, school governors,and volunteers etc.This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.

- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within each school. For example, in both schools the school council has representatives from different year groups and is formed of pupils from a range of backgrounds and cultures. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents/carers to promote knowledge and understanding of different cultures including regular celebrations of different religious and cultural festivals, opportunities for families to share and experience each others cultures e.g. sharing food, cooking together, through regular community coffee mornings and breakfasts.

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach e.g. EqualiTeach and the Islington Local Authority Equalities Advisor for schools.

7. Equality considerations in decision-making

The schools ensure they give due regard to equality considerations whenever significant decisions are made.

The schools always consider the impact of significant decisions on particular groups, often consulting with parent/carers and providing ways to hear both the pupils' and parent/carer voice (eg parent mail, Dojo etc). For example, when a school trip or activity is being planned an equality impact assessment is considered as part of the planning process (there is no written record of this however to minimize teacher administration workload), the schools consider whether the trip:

- Cuts across any religious holidays;
- Is accessible to pupils with disabilities;
- Has equivalent facilities for all pupils;
- Is mindful that parents/carers of children of all genders, races and religions are actively encouraged to allow their children to attend residential trips.

General exceptions for schools

The DfE guidance (see chapter 2) explains exceptions which are set out in the Equality Act:

- **Schools with a religious nature** are not considered to be discriminating when they give preferential treatment to children of their own faith. This is true for admissions and for providing extracurricular services. The guidance gives the example of a Jewish school providing pastoral care from a rabbi but not from any other faiths.
- As a rule, a school can't have a rule or policy which applies to all pupils but which is more likely to have an adverse effect on pupils with any protected characteristic – for example having a rule that all pupils must demonstrate physical fitness levels before being admitted to the school – unless the school can show that:
  - It's done for a legitimate reason, **and**
  - It's a proportionate way of achieving that legitimate aim.
- **Positive action** means a school can take targeted action to address the disadvantages experienced by a specific group. For example, we can have special catch-up tuition for children of migrant workers without having to provide the same service to pupils who don't fall into that group. We do have to show that this is a proportionate way to achieve a specific goal.

8. Equality objectives

In order to fulfil its Public Sector Equality Duty each school collects equality information on pupils and staff. Using this information, each school analyses information including pupil progress and attainment data, pupil

attendance data, pupil exclusions data, pupil access to extra curricular activities and staff recruitment data in terms of protected characteristics: The schools also conduct surveys with staff, pupils and parents/carers to identify areas that they feel the school is doing well and areas for improvement.
This information is used to identify any discrepancies between people from different groups and to identify equality objectives. The school publishes this information annually in the school newsletter (parents and pupils survey) and in an email to staff and governors (staff survey).

Moreland School

Objective 1

To decrease the use of prejudicial language and incidents related to sexual orientation and decrease the number of parents making complaints about or attempting to withdraw their children from LGBTQ RSE/PSHE lessons.

We have chosen this objective as monitoring of behaviour logs and the results of children's surveys identify that this language is used with higher frequency than prejudicial language linked to other protected characteristics***.***

To achieve this objective we plan to work closely with parents to educate them on the schools RSE/PSHE curriculum relating to LGBTQ education. We will provide staff with further training on managing prejudicial incidents relating to sexuality. We will audit provision across the curriculum (0-11) to ensure positive representation of people who are LGBTQ. We will provide specific anti bullying workshops linked to LGBTQ in upper KS2.

Progress we are making towards this objective will be shared with the governing body every term in the Headteacher's report.

Objective 2

Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases from 25% to 40% of the teaching workforce (to be more reflective of the pupil population).

We have chosen this objective to promote cultural understanding and improve accessibility across the school in line with the Equality Act and fairness to all candidates.

To achieve this objective, we plan to monitor the ethnicity of the staff teams and be mindful of this during recruitment. We will undertake an analysis of the recruitment data and trends with regard to race, gender and disability by July, and report on this to the staffing and pay sub-committee of the governing body.

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements. To achieve this we plan to ensure all staff and governors who are involved in recruitment who are Safer Recruitment trained are also trained in equal opportunities by the LA.

Progress we are making towards this objective will be reported to the governing body every term in the HT's report.

Objective 3

To increase the number of girls (of all religious backgrounds) attending residential trips and extra curricular sporting activities so that girls' attendance is proportionately equal to boys.

We have chosen this objective because, historically, fewer girls. especially from Muslim families, attend residential trips and sports clubs and activities than boys. .

To achieve this objective, we will actively engage with, educate parents/ carers on the positive benefits and reassuring individual families of the value of these trips and activities and the safety systems in place.

Progress we are making towards achieving this objective will be reported to the governor CCPS committee each term and after every residential tri

St Luke's School

Objective 1

Increase the representation of teachers and support staff from black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases from 25% to 40% of the staff workforce to be more reflective of the pupil population.

This objective has been identified following an evaluation by the senior leadership team. We are committed to further promote cultural understanding and improve accessibility in employment in line with the Equality Act and fairness to all candidates.

To achieve this objective, we plan to monitor the ethnicity of the staff team and be mindful of this during recruitment. We will undertake an analysis of the recruitment data and trends with regard to race by the end of September 2023, and report on this to the staffing and pay sub-committee of the governing body.

We will train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements. To achieve this, we plan to ensure all staff and governors who are involved in recruitment who are Safer Recruitment trained are also trained in equal opportunities by the LA.

Progress we are making towards this objective will be reported to the governing body every term in the HT's- Tom O'Donnell's report who is responsible for equalities. He will work closely with Jo Honigmann, the governor overseeing the work the school does on equality

Objective 2

To improve staff understanding of and response to the complex needs of disabled pupils in the classroom, around the school and in the playgrounds.

We have chosen this objective following an increase in the number of disabled pupils with individual, complex needs. We are committed to giving these pupils the best possible education and experience we can within our mainstream setting.

To achieve this objective, we will compile a case study of each disabled child, outlining their progress and attainment July 2023 and evaluating current provision arrangements. This will include an audit of their accessibility of the school premises, resources, specialist equipment, teaching, sports activities, extracurricular activities and school trips. We will look at the profile of the staff who have direct access to each individual disabled pupil and the training they have had in the last year. We will arrange further training where necessary and/or reminders of best practise in the classroom and outside. In addition, we will consult with parents, carers and the staff team every term so we can have a targeted approach around provision we have in place, training needs and gauge the impact of our initiatives upon disabled pupils. This will be led by the SEND leader.

The accessibility plan will be up-dated to reflect any changes as well as individual pupils' SEND plans. Progress made towards achieving this objective will be reported to the governor CCPS committee each term.

Objective 3

To increase the number of girls (of all religious backgrounds) attending residential trips and extra-curricular sporting activities so that girls' attendance is proportionately equal to boys aiming for 100% attendance year on year.

We have chosen this objective because, historically, fewer girls. especially from Muslim families, attend residential trips and sports clubs, competitions and activities than boys.

We have found a significant increase in confidence is a direct impact on girls who do attend residential trips and extra-curricular sporting activities which we want every girl to experience. Girls are happier overall. We have seen that girls not taking part tend to be quieter, more reserved and generally less confident.

To achieve this objective, we will actively engage with, educate parents/ carers on the positive benefits and reassuring individual families of the value of these trips and activities and the safety systems in place. We will earn their trust by being clear about what is on offer and the benefits to their daughters. If necessary, we will complete a risk assessment with the families to show them how we manage any potential risks. We will also do an Equality Impact Assessment if this helps.

Progress we are making towards achieving this objective will be reported to the governor CCPS committee each term and after every residential trip.

9. Monitoring arrangements

The headteachers will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by the governing body at least every 4 years.

This document will be approved by the governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Behaviour and Anti-bullying Policy