

Hanley St Luke's Church of England Academy

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Equality Statement	
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Headteacher	Mrs Zoe Cooper
Governor/Committee (where applicable)	Mr Andrew Wragg

Our School Vision:

"I have come that they may have life and have it to the full."

(John 10:10)

Our Mission:

At Hanley St Luke's, we are rooted in love and guided by faith. We nurture every child to live life to the full. By showing *honesty, courtesy, kindness, perseverance, and respect*, we create a safe, supportive, and inclusive environment where every child can grow academically, spiritually, and emotionally.

Our school is committed to nurturing a community built on strong Christian values, where every child is encouraged to grow both personally and academically. Through honesty, we promote truthfulness and trust; through courtesy and respect, we foster a culture of care and understanding; through kindness, we encourage compassion and forgiveness; and through perseverance, we inspire resilience and determination. Guided by these values and the teachings of Scripture, we aim to create a safe, supportive environment where all members of our school community can flourish and become thoughtful, responsible individuals.

Honesty

"You must be truthful with each other, because we are all part of the same body."

Ephesians 4:25

Courtesy

"Show proper respect to everyone, love others, honour God."

1 Peter 2:17

Kindness

"Be kind and compassionate to one another, forgiving each other, just as God forgave you."

Ephesians 4:32

Perseverance

"Let us not become tired of doing good. At the right time we will gather a harvest—if we don't give up."

Galatians 6:9

Respect

"In everything, do to others what you would want them to do to you."

Matthew 7:12

At Hanley St Luke's Church Of England Academy, our approach to equality is rooted in our Christian vision inspired by *John 10:10*: "I have come that they may have life, and have it to the full." We believe that every child is uniquely created in the image of God, with individual gifts, talents and a purpose to fulfil. Our role is to nurture and develop these qualities so that all pupils can flourish and live life in all its fullness.

Through our inclusive provision, we aim to raise aspirations and help pupils recognise their God-given potential. We encourage children to explore how their skills and interests can be used to serve others and contribute positively to the wider community. By providing meaningful experiences, strong role models and an inclusive curriculum, we support every pupil to overcome barriers, build confidence and develop a sense of ambition for their future.

Our values-led approach ensures that pupils grow not only in knowledge and skills, but also as compassionate, responsible individuals who are prepared for the opportunities and challenges of the modern world. In doing so, we enable all children to aspire, achieve and thrive, living out our Christian vision in their future education, careers and lives.

Introduction

1. Eliminate discrimination and other conduct that is prohibited by the Act

Overview and statutory requirement

- The Equality Act 2010 requires schools to eliminate discrimination and other conduct prohibited by the Act. This means giving due regard to preventing unlawful discrimination, harassment, and victimisation against people with protected characteristics and taking proportionate, informed steps to remove barriers to participation and achievement.
- At St Luke's Church Of England Academy this duty is embedded within our Christian vision to enable all to flourish in mind, body, heart and spirit and underpins whole-school practice, policies and decision-making.

How we interpret and apply the requirement in our context

- Scope: Our approach covers pupils (age 3-11), families and staff, and applies across all protected characteristics set out in the Act (age in employment context; for pupils this includes disability, race, sex, gender identity, religion or belief, sexual orientation, pregnancy/maternity and marriage/civil partnership where relevant).
- Proportionate due regard: Decision-makers (leaders, governors, staff) consider equality implications when developing policies, changing practice (for example

adaptive teaching strategies), organising trips, making reasonable adjustments and allocating resources. This consideration is ongoing and documented through policy reviews and impact assessments.

Concrete policies, practices and initiatives demonstrating compliance

1. Clear equality statement and published commitment
 - We publish our Equality Statement that explicitly commits to eliminating discrimination, providing equality of opportunity and fostering positive relationships.
 - The statement names protected characteristics and sets out aims to treat everyone fairly, make the school safe and remove barriers to participation for pupils and families.
2. Inclusive leadership and governance
 - The Academy leadership and Trust oversight embed equality duties into school improvement priorities (notably: adaptive teaching, inclusive provision, attendance and development of middle leaders).
 - Policies and key decisions are reviewed with equality considerations (for example changes to provision, admission arrangements for early years classes, or curriculum developments) to ensure they do not disadvantage any protected group.
3. Inclusive curriculum and culture
 - The curriculum and wider school programme promote positive, non-stereotyping information about different groups and plan systematically to improve pupils' understanding and promotion of diversity.
 - Collective worship, RE and PSHE reflect our Christian ethos while promoting tolerance and respect for other faiths and beliefs; this fosters good relations and reduces prejudice-based conduct.
4. Behaviour, anti-bullying and safeguarding practice
 - We maintain high expectations of behaviour demonstrating respect to others and explicitly challenge discriminatory language and behaviour (including homophobic, transphobic, racist or disability-based incidents).
 - Anti-bullying and behaviour policies reference prohibited conduct under the Equality Act and set out clear reporting, investigation and sanctioning procedures. Evidence of training and incident logs are used to monitor and reduce discriminatory conduct.
5. Targeted support and removing barriers to achievement
 - We use pupil data (including characteristics such as SEND, EAL, disadvantage status) to identify gaps and implement targeted support—this aligns with the school's aim to ensure no group is disadvantaged.

- With SEND at 26.7 % (well above the national average) we apply a graduated approach to identify and support pupils, and coordinate assessment toward Education, Health and Care plans where needed, involving families throughout planning and review.
6. Reasonable adjustments and accessibility
- Reasonable adjustments are routinely made to ensure equality of opportunity for disabled pupils or those with other specific needs (for example differentiated resources, adult support, adjustments to the environment or routines).
 - Our EYFS structure (Nursery Full Time funded 60 place nursery, two Reception classes) and double form classes are organised to support access and continuity for pupils of varied needs; adaptations are considered when decisions (such as class organisation or trips) might impact attendance or participation.
7. Engaging parents, carers and the community
- We actively promote parent/carers engagement and value the contribution of families in shaping our understanding of equality and diversity; stakeholders are involved in developing, reviewing and evaluating relevant plans and policies.
 - Communications and published materials make information accessible to parents and carers and set out how the school responds to equality concerns.
8. Monitoring, data and impact assessment
- We collect and analyse data on attainment, behaviour, attendance and exclusions by relevant groups (for example SEND, EAL, disadvantage, gender and ethnic background) to identify inequalities.
 - Where analyses indicate a gap (for example in reading/writing or attendance), we plan and publish actions and evaluate impact. This monitoring supports continuous improvement and evidence that we give "due regard" to eliminating discrimination.
9. Staff training and accountability
- Middle leaders are developing leadership capacity to implement adaptive teaching and inclusive provision, ensuring classroom practice minimises disadvantage for groups such as Disadvantaged (52% of pupils), EAL (53%) and pupils with SEND.

Staff training addresses equality, safeguarding and how to challenge discriminatory conduct. Training

records and meeting notes form part of our evidence that staff know their responsibilities under the Act.

10. Partnership working and external support

- We work closely with other agencies to secure additional services and specialist support for pupils with complex needs and to promote inclusion and equality across the school community.
- Where national or sector guidance (for example specialist organisations for LGBT or disability inclusion) is relevant, we use it to inform our approaches to preventing discriminatory conduct.

Examples of routine decisions demonstrating due regard

- School trip planning checks access and timing against religious observance and medical/physical needs and makes reasonable adjustments to ensure equitable participation.
- Curriculum planning considers representation and non-stereotyping resources so that teaching does not disadvantage any group and actively counters prejudice.
- When implementing adaptive teaching strategies, leaders evaluate the impact on different pupil groups and adjust resourcing where a policy change would otherwise reduce participation or attainment.

Transparency and publication

- Our Equality Statement and relevant policies are published and shared with the school community. Impact assessments and policy reviews are available to governors, staff and parents, demonstrating our ongoing attention to eliminating discrimination.
- Stakeholder involvement in policy review is recorded to show that we consider and respond to concerns from families and pupils.

How we will continue to strengthen compliance

- Continue to gather and analyse disaggregated data to identify any emerging inequalities.
- Maintain training for staff and governors on the Equality Act and the PSED, with attention to local context (high SEND and deprivation rates).
- Ensure impact assessments are completed for significant policy changes and that actions to mitigate adverse effects are tracked and published.
- Strengthen parent/carers engagement mechanisms so that families of EAL, DA and SEND pupils have meaningful participation in decisions affecting provision.

Conclusion

St Luke's Church Of England Academy demonstrates its commitment to eliminating discrimination by publishing a clear Equality Statement, applying due regard in decision-making, embedding inclusive practice across the curriculum and behaviour systems, making reasonable adjustments for pupils with SEND and other needs, monitoring impact through data, and involving stakeholders in policy development and review. These measures, aligned with our Christian vision and current school improvement priorities (adaptive teaching and inclusive provision), ensure we actively tackle discrimination and promote equity for all pupils and families.

2. St Luke's Church Of England Academy - Advance equality of opportunity between people who share a protected characteristic and people who do not share it

Summary of the requirement

- The Public Sector Equality Duty requires the school to take active steps to remove or minimise disadvantages connected to protected characteristics, meet particular needs, and encourage full participation in school life by pupils who share protected characteristics compared with those who do not.

How St Luke's Church Of England Academy advances equality of opportunity (context-specific explanation)

1. Using data to identify gaps and target support
 - Routine analysis: We collect and analyse attainment, progress, attendance and behaviour data by key protected characteristics (including disability/SEND, disadvantage (DA), English as an additional language (EAL), gender and where available, religion/belief). This analysis informs curriculum planning, CPD and targeted interventions.
 - Examples from our context:
 - SEND: With 34% of pupils receiving SEND support (and 3% with EHCPs) we monitor progress for pupils with SEND termly and use this information to identify barriers to learning and adapt provision.
 - Disadvantage: Given a 52% DA cohort and high local deprivation, we track DA pupils' attainment and attendance specifically to ensure targeted pastoral and academic support reduces gaps.

- EAL: For 52% EAL pupils we analyse language progress and literacy outcomes to identify cohorts needing additional English language support.
2. Targeted and proportionate interventions
- Graduated approach for SEND: We apply our graduated approach (Assess → Plan → Do → Review) to ensure pupils with identified needs receive timely, evidence-based interventions. Reviews involve parents/carers and external professionals where appropriate and inform next steps, including referrals for EHCP assessment when needs are complex.
 - Small-group and 1:1 support: Targeted tuition, speech and language programmes, and other interventions are deployed where data shows groups or individuals are underperforming.
 - Adaptive teaching: Implementation of adaptive teaching across the school is a school improvement priority; teachers adapt lesson planning, scaffolding, assessment and resources to ensure access and challenge for pupils with differing needs and starting points.
3. Removing or minimising disadvantage
- Reasonable adjustments: We make reasonable adjustments to remove barriers for disabled pupils and those with varying needs. This includes differentiated resources, access arrangements and classroom adaptations.
 - Pastoral support: Attendance and family-support measures prioritise DA pupils and families in our most deprived community quintiles, including liaison with external agencies, attendance plans and family engagement strategies.
 - EAL support: Specific strategies to support language acquisition (structured talk opportunities, visual supports, bilingual resources where available) help EAL pupils access the full curriculum and reduce disadvantage.
4. Meeting particular needs
- Inclusive curriculum and resources: The curriculum is planned to reflect diversity and to offer multiple ways of accessing learning. Our school commitment states we "provide positive non-stereotyping information about different groups" and "plan systematically to improve our children's understanding and promotion of diversity."
 - Worship and cultural provision: As a Church of England Academy we respect religious traditions and, where appropriate, make reasonable accommodations to meet cultural or religious needs while preparing pupils for life in a diverse society.
 - Family involvement: We actively promote parent/carers engagement to ensure individual needs are understood and met. Families are involved in

assessment, review and decision-making for SEND provision and other support plans.

5. Encouraging participation and aspiration

- High expectations and personalised challenge: The school maintains a strong focus on high expectations for all pupils and sets suitable learning challenges informed by data so that pupils with protected characteristics are encouraged to achieve well.
- Wider opportunities: We seek to ensure pupils from all backgrounds are able to participate fully in extracurricular activities, trips and enrichment. Where financial or access barriers exist, the school prioritises DA pupils for support so they are not excluded from opportunities that build aspiration and social capital.

6. Policies, processes and staff development that support equality of opportunity

- Equality Statement and policy framework: Our Equality Statement (reviewed June 2025) sets out our commitment to eliminate discrimination, provide equality of opportunity and foster positive relationships. It names the protected characteristics and the practical aims and actions the school takes.
- Linked policies: Behaviour, anti-bullying, SEND, admissions, attendance and accessibility arrangements explicitly reflect our duty to advance equality and remove barriers to participation and achievement.
- Staff training: We provide CPD on inclusive practice and the Equality Act duties (e.g., adaptive teaching, SEND strategies, cultural competence) so staff understand how to plan for and meet pupils' specific needs.

7. Partnership working and use of external expertise

- Multi-agency collaboration: We work closely with health, social care and specialist services to secure timely support for pupils with specific needs (e.g., speech and language therapy, educational psychology). This helps reduce disadvantage linked to disability, SEND or health needs.
- Trust support: As part of Three Spires Trust, we access Trust-wide expertise and resources to improve provision and outcomes for identified groups.

8. Monitoring impact and reviewing provision

- Annual review and transparency: We publish equality information and objectives, review impact annually and set objectives at least every four years in line with statutory guidance. Our monitoring cycle ensures we can demonstrate the effect of actions taken to advance equality.

- Stakeholder involvement: Parents, pupils and governors are involved in reviewing policies and evaluating the impact of targeted actions, in line with our commitment to involve stakeholders in development and review.

Concrete examples of current practice

- Termly progress meetings and data analysis disaggregated by SEND, DA and EAL to identify gaps and shape interventions.
- Graduated SEND support, with family involvement and coordinated processes for EHCP assessment where appropriate.
- Orchard provision for pupils with high levels of SEND need
- Adaptive teaching roll-out as a school improvement priority to ensure classroom practice meets diverse learning needs.
- Active promotion of parent/carers engagement and publication of policies and impact assessments to ensure transparency and participation.
- Curriculum planning and assemblies that promote understanding of diversity, and non-stereotyping resources to support pupils' cultural awareness and inclusion.

How stakeholders can see this in practice

- Published equality information and objectives, made available to parents and the community.
- Reports to governors and the Trust that include analyses of pupil outcomes by characteristic and record of actions taken.
- SEND reviews, intervention plans and attendance/action plans which show targeted support and family engagement.
- Examples of adaptive teaching in planning and learning walks that demonstrate differentiated approaches and high expectations for all.

Conclusion

St Luke's Church Of England Academy advances equality of opportunity by using data to identify where disadvantage exists, applying a graduated and personalised approach to support (particularly for SEND, DA and EAL pupils), adapting teaching and the curriculum, making reasonable adjustments, involving families and external partners, and routinely monitoring the impact of actions. These measures are informed by our Equality Statement (June 2025) and embedded in linked policies and our school improvement priorities so that pupils who share protected characteristics can participate fully and achieve to the same standards as their peers.

3. St Luke's Church Of England Academy - Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

Overview and commitment

- St Luke's Church Of England Academy is committed to fostering good relations across all protected characteristics in line with the Public Sector Equality Duty. This means we actively promote positive interactions, mutual respect and understanding between pupils, staff, families and the wider community, whether or not they share a protected characteristic.
- Our approach is rooted in our Christian vision ("Our community is inspired by our Christian values to enable all to flourish in mind, body, heart and spirit") and aligns with our Equality Statement and aims to eliminate discrimination, provide equality of opportunity and foster positive relationships.

How we understand the requirement

- Fostering good relations requires deliberate, proportionate and ongoing activity to encourage understanding, tackle prejudice and reduce tensions between groups. We apply this across the school's functions: curriculum, assemblies, behaviour and anti-bullying practice, parental engagement, community links and staff training.
- Given our context our work to foster good relations is planned to meet the particular needs of our community and remove barriers to participation.

Concrete examples of policies, practices and initiatives

1. Curriculum and learning

- Inclusive curriculum planning: Our broad curriculum and subject schemes are designed to promote understanding of a range of cultures, beliefs and identities. Where appropriate, lessons include positive, non-stereotyping information about protected characteristics and the contribution of diverse communities. This supports pupils to appreciate difference and builds empathy.
- Collective worship and R.E.: School assemblies and collective worship draw on Christian values while also exploring themes of respect, tolerance and community cohesion. Religious Education lessons present a balanced view of different faiths and beliefs to foster mutual understanding.
- Personal Development & PSHE: Personal, social and health education explicitly addresses topics such as respect, British values, diversity, anti-bullying and

relationships so pupils learn how to interact positively with peers who may be different to them.

2. School culture, Behaviour and anti-bullying

- Behaviour policy and anti-bullying: Our policies emphasise respect for all and make clear that discrimination, harassment and bullying (including homophobic, transphobic, racist or disability-related bullying) are unacceptable. We actively record, monitor and respond to incidents to reduce prejudice-based behaviour and reassure the community that concerns are taken seriously.
- High expectations and restorative approaches: Staff apply high expectations and restorative practices to repair relationships, ensure victims are supported and perpetrators understand impact. This contributes to improved relationships between pupils of different backgrounds and needs.

3. Inclusion, SEND and EAL provision

- Reasonable adjustments and access: We ensure reasonable adjustments are made for pupils with disabilities and other varying needs so they can participate fully in school life. This reduces social exclusion and promotes interaction across groups.
- Graduated SEND support and family involvement: Our graduated approach to SEND, and coordinated EHC assessment where relevant, involve families in planning and review. This collaborative approach reinforces inclusive relationships between parents, school staff and pupils.
- EAL support: Targeted language support for EAL pupils helps them access the curriculum and social activities, enabling fuller participation in peer interactions and reducing isolation.

4. Data, monitoring and targeted action

- Use of data: We collect and analyse pupil progress, behaviour and participation data by relevant characteristics to identify disparities. This information is used to plan interventions where particular groups are underrepresented in activities or achievement.
- Impact reporting: Our Equality Statement indicates we publish and share policies and impact assessments; this transparency helps parents and governors see evidence of work to improve relations and address inequalities.

5. Parental and community engagement

- Inclusive consultation and involvement: We involve parents and carers, including those from diverse backgrounds, in development and review of policies and

improvement plans. We value contributions from all families and ensure communication is accessible to EAL families.

- Community links: We work with other agencies and community organisations to promote inclusion and diversity. Opportunities such as local visits, cultural celebrations and twinning or exchange activities broaden pupils' experience and understanding of difference.
6. Staff training and governance
- Staff awareness and training: Staff are reminded of their duties under the Equality Act and receive training on inclusion, safeguarding and how to promote positive relations. Governors and leaders are involved in monitoring equality duties and receive reports on progress and incidents.
 - Leadership oversight: School leaders and the Trust ensure that equality considerations and fostering good relations are integral to decision-making and school improvement priorities (for example, our priorities for inclusive provision and implementation of adaptive teaching).
7. Everyday practice and pupil voice
- Promoting pupil participation: We encourage all pupils to participate in school life (clubs, leadership roles, school council), ensuring opportunities are accessible and representative of our diverse pupil population.
 - Pupil voice and peer support: Through pupil voice activities and peer support (such as buddies or peer mentoring), pupils learn about empathy and develop friendships across different groups.
8. Examples of measurable outcomes we aim for
- Reduction in prejudice-based incidents and bullying as recorded in behaviour logs.
 - Increased participation of disadvantaged, SEND and EAL pupils in extracurricular activities and leadership roles.
 - Improvements in pupil survey responses about feeling safe, respected and included.
 - Clear evidence in curriculum planning and assembly themes that diversity is taught and celebrated.
9. How we keep this work under review
- Policies and impact assessments are reviewed regularly (Equality Statement reviewed June 2025) and shared with stakeholders.
 - Governors, leaders and staff use data, incident records and feedback from pupils and parents to assess whether actions are effective and to plan next steps.

- Our school improvement priorities (inclusive provision, adaptive teaching and development of middle leaders) explicitly support continued work to foster good relations.

Conclusion

At St Luke's Church Of England Academy we take a planned, evidence-based and contextual approach to fostering good relations across all characteristics. Through curriculum provision, behaviour and safeguarding practice, inclusive SES and EAL support, parental and community engagement, staff training and transparent monitoring, we seek to ensure that pupils and families of all backgrounds are respected, included and able to participate fully in school life.

The Three Spires Trust Equality and Diversity Policy is available here:

<https://threespirestrust.org/policies/>