



EQUALITIES POLICY AND PLAN

Reviewed and revised June 2014

Signed.....COG

.....HEAD

Next review June 2017

Equalities Policy and Plan

Equalities Policy Introduction

Chesterton CE Primary School is committed to ensuring that the principles and practices of equality are understood by all – children, staff, governors, parents and links within the local community. Equality of opportunity at Chesterton is about providing quality and excellence for all in order to promote the highest possible standards of achievement. It is based on the following core values and ethos as expressed in the school's mission statement:

In our church school we aim to welcome all children into a caring environment, in which they are able to develop their full potential.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, disability and social circumstances and the school recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Children or families with different religions or beliefs
- Children and others with special educational needs
- Children and others with a range of disabilities
- Children looked after and their carers
- Children or staff who are gay or lesbian
- Children or staff who are pregnant or have just given birth
- Children or staff undergoing gender reassignment

It is important that in this school we meet the needs of the school community to ensure inclusion and for all, the highest possible standards of achievement and that pupils are prepared for full participation in an increasingly diverse and multi-ethnic society.

To this end the governors regularly review admission policy to ensure that it is not discriminatory either in intention or effect and the school has rigorous systems to ensure all children are tracked throughout the school and provision is made for those that need additional and different experiences to prosper.

As a school we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

What sort of school are we? Chesterton CE Primary School is an inclusive, village, Church of England school built on the foundations of its Christian values: Compassion, Respect, Integrity, Self-Belief and Creativity.

We are situated in the village of Chesterton, 2.5 miles from the centre of Bicester, and have a planned admission of 20 into our reception class. The catchment of our school includes the parishes of Chesterton, Middleton Stoney and Weston on the Green (though we also welcome many pupils who live outside of the catchment) Although the majority of our catchment is made up of those in owner occupied housing and with higher than average levels of post 18 education, there is also a significant proportion of those living in social housing, forces families and those from poorer socio-economic backgrounds.

Very few of our pupils are from minority ethnic backgrounds (3%), 6% are eligible for FSM / pupil premium, 13% are identified with learning difficulties and pupil mobility is low.

The school has identified the following issues that may be barriers to effective learning and successful working at the school:

- Low self esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions
- Language difficulties
- Special Educational Needs
- Lack of physical access to school facilities or services
- Inappropriate curriculum
- Recruitment, management and development of staff and governors

Our Commitment to Equalities

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The school recognises that new Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

Planning for Equality

	Equality Policy	Equality Plan
1.	<p>Establishing, maintaining and developing a school culture and ethos</p> <p>The school ensures that it:</p> <ul style="list-style-type: none"> • Celebrates diversity/equality • Celebrates achievement • Promotes positive attitudes towards disabled people • Promotes positive attitudes towards people of different ethnic groups/religions etc • Involves pupils, parents and staff • Promotes high expectations • Demonstrates sensitivity to pupils with disabilities • Communicate behaviour expectations • Ensures that it welcomes applications for school places and jobs from all sections 	<p>Weekly celebration assemblies to celebrate achievement and effort</p> <p>Learning points collected for Bronze, Silver, gold and Platinum Awards</p> <p>Class Partnership with Bardwell Special School</p> <p>Staff and governors act as good role models (implicit and explicit through community assemblies etc.)</p> <p>Parent Events – Vision Evening / New Curriculum Evening etc.</p> <p>Behaviour Policy in place and followed consistently throughout school</p> <p>Dignity at Work policy in place.</p> <p><i>Actions:</i> <i>Create central display celebrating diversity.</i> <i>Establish international link with at least one partner school.</i></p>

<p>2.</p>	<p>Preventing and dealing effectively with bullying and harassment</p> <p>The school recognising that the groups covered in this policy are more vulnerable to bullying and harassment, and ensures that it:</p> <ul style="list-style-type: none"> • Communicates to pupils, parents and staff its abhorrence of all forms of bullying and harassment • Ensures that incidents are reported and addressed swiftly and effectively • Records, analyses and reports bullying and harassment on grounds of race, gender, disability, sexual orientation etc. 	<p>Anti-bullying policy in place and followed consistently throughout school</p> <p>Anti-bullying leaflet available to parents on school website (signposting further support)</p> <p>Incidents of bullying recorded and reported to governors.</p> <p>Data analysed annually</p> <p><i>Action: Create Anti-Bullying leaflet for children by children.</i></p>
<p>3</p>	<p>Listening to pupils, staff, parents and others</p> <p>The school regularly and systematically listens and responds to the views of all stakeholders to ensure that it:</p> <ul style="list-style-type: none"> • Hears the student voice • Actively seeks staff views and listens to staff concerns • Seeks the views of parents • Ensure it encourages, enables and hears the full range of views including those with disabilities 	<p>School Council (supported by Governor) meets regularly.</p> <p>Governor's undertake parental survey at least annually</p> <p>Reception Parents surveyed annually</p> <p>Governors invite School Council reps to Governors meeting annually.</p> <p>Governors systematically check Parent Voice responses.</p> <p><i>Action: Establish named Governor to take responsibility for collection of 'community voices'.</i></p>
<p>4.</p>	<p>Equalising opportunities</p> <p>The school recognises that some of the groups covered in this policy are likely to be economically disadvantaged and ensures that:</p> <ul style="list-style-type: none"> • School uniform is affordable • Parents are not put under unnecessary financial pressure. • It promotes the take-up of extra-curricular opportunities • Its charging policy is appropriate • It monitor take-up of extra-curricular opportunities 	<p>Charging Policy is fair and understood.</p> <p>School uniform requirements are affordable and easy to obtain.</p> <p>Pupil Premium is used to support 'economically disadvantaged' pupils to take up extra-curricular opportunities.</p> <p><i>Action: Monitor up-take of extra-curricular opportunities on a regular basis.</i></p>

<p>5.</p>	<p>Informing and involving parents and carers</p> <p>The school recognises that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible. The school ensures that it:</p> <ul style="list-style-type: none"> • Explains how the school operates • Offers a range of ways of communicating between school and parents that meet parents' circumstances and needs • Encourages parents to let the school know if they have a particular disability or other need • Encourages parents to discuss their concerns • Ensures that parents understand how well their child is progressing • Explains how parents can help their child at home • Explains how parents and others can help in school • Encourages parents to join the SA and/or governing body 	<p>School website is hub of parent school communication.</p> <p>Publication of Happy Healthy safe booklet</p> <p>Regular newsletters sent out.</p> <p>School Noticeboard.</p> <p>Twice yearly parent teacher meetings, plus termly pupil progress sheets.</p> <p>At least one parent meeting annually to look at curriculum; learning; progress issues.</p> <p>Annual curriculum evening for parents with children in Foundation Stage</p> <p>Ensuring 'absent' parents receive information</p> <p>Governor and SA representation at New Parents meeting.</p> <p>Open communication with parents via email and telephone.</p> <p>Staff available at beginning and end of day when appropriate.</p>
<p>6.</p>	<p>Welcoming new pupils and helping them to settle in effectively</p> <p>The school recognises that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year. The school works to:</p> <ul style="list-style-type: none"> • Ensure a happy start to the school at normal times • Ensure effective school transfer and induction mid-year • Ensure that extra help is given to pupils who find change of school challenging • Ensure well-planned school adjustments are made to cater for a child with disabilities- if possible in advance of 	<p>Transition programme in place for children entering Foundation Stage.</p> <p>New parents meeting for those parents who are entering foundation stage.</p> <p>Transition arrangements for children with disabilities, medical needs and/or learning disabilities are carefully managed with support from outside agencies where appropriate.</p> <p>Meetings with new parents to discuss most advantageous induction arrangements for children transferring mid-year.</p>

	starting at the school.	
7.	<p>Addressing the full range of learning needs</p> <p>The school recognises that some of the groups covered in this policy are more likely to under-achieve. The school ensures that:</p> <ul style="list-style-type: none"> • The curriculum is relevant • Appropriate teaching styles and classroom organisation • Planning is based on earlier learning • Marking / feedback promotes learning of all • Pupil progress is tracked and under performers are identified • It promotes and maintains higher attendance - strategies & monitoring 	<p>Use of creative curriculum allows teachers to tailor topics to develop children's individual areas of interest.</p> <p>Planning is monitored regularly for curriculum coverage and effective differentiation in all subject areas.</p> <p>First quality teaching is monitored for clear appropriate differentiation and effective use of support staff.</p> <p>Support staff are used to deliver specific effective intervention programmes.</p> <p>Rigorous assessment is used to track pupil progress (via OPT) and those under achieving are highlighted.</p> <p>Regular pupil progress meetings with class teachers.</p> <p><i>Action: SENCO to Develop provision management to establish effective analysis and development of interventions</i></p>
8.	<p>Supporting learners with particular needs</p> <p>The school recognises that some of the groups covered in this policy are more likely to have particular needs. The school ensures that it:</p> <ul style="list-style-type: none"> • Prepares Individual Education Plans to focus on learning priorities • Provides Basic Skills support, as appropriate • Makes language support available as required • Supports students through tutoring/mentoring schemes • Provides Homework/Revision support • Provides appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission. 	<p>Teachers and support staff attend training relating to the needs of individuals or groups of children as appropriate.</p> <p>Teachers prepare IEPs where necessary and share regularly with parents.</p> <p>Extra tuition is provided where appropriate.</p> <p>Transition arrangements for children with disabilities, medical needs and/or learning disabilities are carefully managed with support from outside agencies where appropriate.</p> <p><i>Action: Audit to identify gaps identified in training needs - outcome to be reflected in staff training.</i></p>

<p>9.</p>	<p>Making the school accessible to all</p> <p>The school ensures that:</p> <ul style="list-style-type: none"> • It meets the needs of pupils, staff and others with physical disabilities • It meets the needs of pupils, staff and others with other disabilities • Curricular and extra-curricular opportunities are available for pupils with disability • It will identify further developments to address outstanding issues where these constitute reasonable adjustments <p><i>Note:</i> <i>Increasing extent to which disabled pupils can participate in the curriculum</i> <i>Improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided</i> <i>Improving the availability of accessible information to disabled pupils</i></p>	<p>Good interagency links are maintained by the school.</p> <p>Very supportive relationships with parents of children with additional needs</p> <p>Children with additional physical, medical and emotional needs are supported appropriately in school (and outside e.g. home school link, Seesaw)</p> <p>Adaptations are made so as to include all children in educational visits, extra-curricular opportunities, residential etc.</p> <p><i>Action: To develop school Accessibility Plan (identifying any further developments required) and allocate named Governor to monitor progress.</i></p>
<p>10</p>	<p>Ensuring fair and equal treatment for pupils</p> <p>The school recognises that it needs to ensure that its policies and practice does not discriminate, directly or indirectly, against pupils in the school. It will ensure that:</p> <ul style="list-style-type: none"> • It has a fair admissions procedure (applicable to VA, Foundation and Academy) • It assesses the implications uniform requirements have on pupils and modify them where appropriate • It accommodates the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example) • It monitors the use of sanctions to ensure that staff do not impose stricter disciplinary penalties on one group than they do in similar circumstances to others • Where relevant that teaching or the expression of religious belief about same sex relationships is conveyed responsibly and sensitively. 	<p>Admissions policy in place and regularly reviewed to ensure that it is not discriminatory either in intention or effect.</p> <p>Behaviour Policy in place and followed consistently throughout school</p> <p><i>Action: To assess and accommodate needs of different cultures, races and religions (in relation to dress, dietary requirements etc), as required.</i></p>
<p>11.</p>	<p>Ensuring fair and equal treatment for staff</p>	<p>Non-discriminatory practices undertaken</p>

	<p>and others</p> <p>The school recognises that it needs to ensure that its policies and practice does not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive role models and a wider perspective will strengthen the school. It will:</p> <ul style="list-style-type: none"> • Ensure non-discriminatory recruitment and employment practices • Promote dignity at work • Encourage the development of all staff • Ensure equality of opportunities for part-time staff. 	<p>in all recruitment procedures.</p> <p>Dignity at work policy in place</p> <p>All staff under-go thorough induction process.</p> <p>Staff given regular CPD opportunities to develop their skills.</p> <p><i>Action: Named 'equalities' governor to develop staff questionnaire to monitor staff feelings around equality.</i></p>
<p>12.</p>	<p>Encourage participation of under-represented groups</p> <p>The school recognises it has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially & economically disadvantaged groups. The school ensures that it:</p> <ul style="list-style-type: none"> • Recruits governors representative of the pupil population and/or community • Encourages the widest participation in School Association activities • Supports individuals and community groups to express their case on matters affecting themselves and their community 	<p>Links with the community strengthen our ability to work with a diverse group of parents</p> <p>Good relationships with external support agencies (home school link, Bicester hub etc.) mean we support parents with specific needs more effectively.</p> <p>Active Governing body (with strong parental involvement) and SA reach out to parents regularly.</p> <p>Governor and SA representation at New Parents meeting and parents evenings</p> <p>Fund raising / raising awareness activities held to support individual family's interests and concerns.</p> <p>Creative curriculum provides opportunities for teachers to include cultures, interests, religious celebrations etc of minority groups.</p>
<p>13.</p>	<p>Monitoring and Evaluating the policy</p> <p>The school recognises that the strength of this policy depends upon ensuring that everyone is actively implementing it and that gaps and the need for further development will arise from effective evaluation. The school undertakes to:</p>	<p><i>Actions:</i></p> <p><i>Named governor to take responsibility for Equality Policy and Plan</i></p> <p><i>Named Governor to oversee implementation of actions on Equality</i></p>

<ul style="list-style-type: none"> • Train all staff & governors • Consult pupils, parents and staff on how the policy is working and how it could be improved • Monitor and review practice • Carry out impact assessments to evaluate practice • Report to governors • Report to parents and pupils 	<p><i>Policy and Accessibility Plan.</i></p> <p><i>Named Governor to report to Governors annually.</i></p> <p><i>Named Governor and SLT to report to parents and governors on equality issues annually via the school website.</i></p>
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Specific Reporting Duties

• We will publish information to demonstrate compliance with the three aims of the Equality Duty:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

at least annually. We will decide what information we need to publish to demonstrate our compliance with the Equality Duty as there is no subscribed format. We will look at what equality information we publish already, and to consider whether that gives a reasonable picture of progress on equality issues affecting our pupils, parents/carers, community and staff to raise standards for all. It is essential for us to maintain and ensure that our focus is on performance, not process.

We will ensure that the information we publish and the equality objectives that we set are easily accessible for people. In addition to publishing them electronically on our website, we will consider making them available in other formats. We will also consider whether the information is provided in a way which makes it easy for everyone to understand and use.

• We will review this policy and set and publish equality actions every 3 years.