



## EQUALITIES POLICY AND PLAN

Reviewed and revised: Feb 2024

Signed: .....Chair of Gobs

..... Headteacher

Next review: March 2027



# 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 vision statement:

*To provide a welcoming, inclusive, positive, nurturing, healthy and safe environment in which we, as a Church of England school community, can flourish regardless of personal background or belief.*

More importantly, it details Chesterton CE School's policy on the day-to-day practices and interactions with the whole school community. It reflects the legal duties set out in the **Equality Act 2010** and the **non-statutory guidance** set out by the government in December 2011 and March 2012.

## Introduction

The Public Sector Equality Duty means that schools must adopt a proactive approach to equality. In practice, this requires our school to:

- Take positive and proactive steps to identify areas of potential inequality before they have a chance to make an impact.
- Make changes to ensure that any areas of potential inequality are eliminated.

The Public Sector Equality Duty encompasses general and specific duties in promoting equality across a full range of protected characteristics. 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 LGBT
- 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. The school has rigorous systems to ensure all children are tracked throughout the school and provision is made for those who need additional and different experiences to prosper.

As a school, we believe that diversity is a strength of our school community, 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 (Voluntary Aided) school built on the foundation of its Christian values: Respect, Compassion, Resilience, Hope, Integrity and Humility.

We are situated in the village of Chesterton, 2.5 miles from the centre of Bicester, and have a planned admission number (PAN) of 30 into our Reception class. The catchment of our school includes the parishes of Chesterton, Middleton Stoney, Wendlebury and Weston on the Green (though we also welcome pupils who live outside of the catchment). Most children live within the catchment area, which although largely prosperous does have areas of economic disadvantage.

Very few of our pupils are from minority ethnic backgrounds (17%), 8% are eligible for FSM / pupil premium, 15% are identified with learning difficulties, and pupil mobility is low. (As of February 2024)

At Chesterton CE Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

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.

## **Other School Policies**

We have used our existing School policies to inform our Single Equality Policy. These include:

- Accessibility Policy and Plan
- Anti-Bullying Policy
- Behaviour Policy
- School Development Plan
- Special Educational Needs and Disability (SEND) Policy

## **Commissioning and Procurement**

Chesterton Primary School, as required by law, will ensure that, when we buy services from another organisation to help us to provide our services, that organisation complies with equality legislation. This will be a significant factor in selection during tendering process.

## **Roles and Responsibilities**

### **The Role of Governors**

The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.

Further:

- The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The Governing Body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

## **The Role of the Headteacher**

It is the Headteacher's role to implement the school's Equality Policy; he is supported by the Governing Body in doing so.

It is the Headteacher's role to:

- Ensure that all staff are aware of the Equality Policy, and that teachers apply these guidelines fairly in all situations.
- Ensure that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- Promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life.
- Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

## **The Role of Staff: Teaching and Non-teaching**

- All staff will ensure that pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.
- Teachers support the work of ancillary and support staff and encourage them to intervene in a positive way against any discriminatory incidents

## **REVIEW OF PROGRESS AND IMPACT**

The Policy has been agreed by our Governing Body. We recognise 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 will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

The school has a rolling programme for reviewing policies and their impact. In-line with legislative requirements, we will review progress against our Equality Plan annually and review the entire Policy and accompanying Action Plan on a three-year cycle.

All aspects of inclusion and equality will be reported via the school website.

## Action Planning for Equality

|    | Equality Policy   | Equality Plan   |
|----|---|---|
| 1. | <p><b>Establishing, maintaining and developing a school culture and ethos</b></p> <p>The school ensures that it:</p> <ul style="list-style-type: none"> <li>• Celebrates diversity/equality</li> <li>• Celebrates achievement</li> <li>• Promotes positive attitudes towards disabled people</li> <li>• Promotes positive attitudes towards people of different ethnic groups/religions etc.</li> <li>• Involves pupils, parents and staff</li> <li>• Promotes high expectations</li> <li>• Demonstrates sensitivity to pupils with disabilities</li> <li>• Communicate behaviour expectations</li> <li>• Ensures that it welcomes applications for school places and jobs from all sections</li> </ul> | <p>Celebration assemblies to celebrate achievement and effort</p> <p>Pupils with SEND needs are integrated with their peers and are supported by staff</p> <p>Independent Learning Power awards collected</p> <p>Gold certificates awarded</p> <p>Staff and governors act as good role models (implicit and explicit through community assemblies etc.)</p> <p>Parent Events – Assessment / Curriculum Evening etc.</p> <p>Behaviour Policy in place and followed consistently throughout school</p> <p>Dignity at Work policy in place</p> <p>Celebrating diversity through Collective Worship and curriculum topics</p> <p>International link with partner school in Africa</p> |
| 2. | <p><b>Preventing and dealing effectively with bullying and harassment</b></p> <p>The school recognises 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"> <li>• Communicates to pupils, parents and staff its abhorrence of all forms of bullying and harassment</li> <li>• Ensures that incidents are reported and addressed swiftly and effectively</li> <li>• Records, analyses and reports bullying and harassment on grounds of race, gender, disability, sexual orientation etc.</li> </ul>   | <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>Annual Anti-Bullying Week (November)</p> <p>Incidents of bullying recorded and reported to governors.</p> <p>Data analysed annually</p> <p>PSHE Curriculum covering aspects of Anti-Bullying, relationships and respect</p> <p>E-safety policy in place and followed consistently</p> <p>Awareness of online bullying raised through Computing and PSHE Curriculum</p>  |

|                  |   |   |
|------------------|---|---|
| <p><b>3</b></p>  | <p><b>Listening to pupils, staff, parents and others</b></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"> <li>• Hears the student voice</li> <li>• Actively seeks staff views and listens to staff concerns</li> <li>• Seeks the views of parents</li> <li>• Ensure it encourages, enables and hears the full range of views including those with disabilities</li> </ul>   | <p>School Council (supported by teacher and governor) meets regularly</p> <p>School leaders undertake parental survey at least annually</p> <p>Reception Parents surveyed annually</p> <p>Staff invite School Council reps to staff / Governor meetings annually</p> <p>Governors analyse results of parental surveys</p>   |
| <p><b>4.</b></p> | <p><b>Equalising opportunities</b></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"> <li>• School uniform is affordable</li> <li>• Parents are not put under unnecessary financial pressure.</li> <li>• It promotes the take-up of extra-curricular opportunities</li> <li>• Its charging policy is appropriate</li> <li>• It monitors take-up of extra-curricular opportunities</li> </ul>  | <p>Charging Policy is fair and understood</p> <p>School uniform requirements are affordable and easy to obtain</p> <p>Pupil Premium funds are used to support 'economically disadvantaged' pupils to take up extra-curricular opportunities</p>   |
| <p><b>5.</b></p> | <p><b>Informing and involving parents and carers</b></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"> <li>• Explains how the school operates</li> <li>• Offers a range of ways of communicating between school and parents that meet parents' circumstances and needs</li> <li>• Encourages parents to let the school know if they have a particular disability or other need</li> <li>• Encourages parents to discuss their concerns</li> <li>• Ensures that parents understand how well their child is progressing</li> <li>• Explains how parents can help their child at home</li> <li>• Explains how parents and others can help in school</li> <li>• Encourages parents to join the SA and/or governing body</li> </ul> | <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 updated regularly</p> <p>Twice-yearly parent teacher meetings, plus annual reports</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> |

|           |  |  |
|-----------|--|--|
|           |  | Staff available at beginning and end of day when appropriate   |
| <b>6.</b> | <p><b>Welcoming new pupils and helping them to settle in effectively</b></p> <p>The school recognises that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible. This includes children starting for the first time at the beginning of the academic year and those who move mid-year. The school works to:</p> <ul style="list-style-type: none"> <li>• Ensure a happy start to the school at normal times</li> <li>• Ensure effective school transfer and induction mid-year</li> <li>• Ensure that extra help is given to pupils who find change of school challenging</li> <li>• Ensure well-planned school adjustments are made to cater for a child with disabilities- if possible in advance of starting at the school</li> </ul> | <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> <p>Personal greeting/welcome from HT/AHTs</p>  |
| <b>7.</b> | <p><b>Addressing the full range of learning needs</b></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"> <li>• The curriculum is relevant</li> <li>• Appropriate teaching styles and classroom organisations are adopted</li> <li>• Planning is based on earlier learning</li> <li>• Marking / feedback promotes learning of all</li> <li>• Pupil progress is tracked and under performers are identified</li> <li>• It promotes and maintains higher attendance - strategies &amp; monitoring</li> </ul>   | <p>Planning is monitored regularly for curriculum coverage and effective differentiation in all subject areas</p> <p>Quality first 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 and those under achieving are highlighted</p> <p>Regular pupil progress meetings between class teachers and senior leaders</p> <p>SENDCO monitors the implementation and effectiveness of SEN support</p> |
| <b>8.</b> | <p><b>Supporting learners with particular needs</b></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"> <li>• Prepares Pupil Profiles to focus on learning priorities</li> <li>• Provides Basic Skills support, as appropriate</li> </ul>   | <p>Teachers and support staff attend training relating to the needs of individuals or groups of children as appropriate</p> <p>Teachers prepare Pupil Profiles where necessary and share them regularly with parents</p> <p>Extra tuition is provided where appropriate</p>  |



|                  |   |   |
|------------------|---|---|
|                  | <ul style="list-style-type: none"> <li>• Makes language support available as required</li> <li>• Supports students through tutoring/mentoring schemes</li> <li>• Provides Homework/Revision support</li> <li>• Provides appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission.</li> </ul>   | <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><b>9.</b></p> | <p><b>Making the school accessible to all</b></p> <p>The school ensures that:</p> <ul style="list-style-type: none"> <li>• It meets the needs of pupils, staff and others with physical disabilities</li> <li>• It meets the needs of pupils, staff and others with other disabilities</li> <li>• Curricular and extra-curricular opportunities are available for pupils with disability</li> <li>• It will identify further developments to address outstanding issues where these constitute reasonable adjustments</li> </ul>  | <p>Good inter-agency 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>All reasonable adaptations / additional arrangements made to include all children and staff in educational visits, residentials, extra-curricular opportunities etc, wherever possible.</p> <p>All pupils can take part in trips and residential visits (risk assessment dependent).</p> |
| <p><b>10</b></p> | <p><b>Ensuring fair and equal treatment for pupils</b></p> <p>The school recognises that it needs to ensure that its policies and practice do not discriminate, directly or indirectly, against pupils in the school. It will ensure that:</p> <ul style="list-style-type: none"> <li>• It has a fair admissions procedure</li> <li>• It assesses the implications that uniform requirements have on pupils and modifies them where appropriate</li> <li>• It accommodates the needs of different cultures, ethnicities and religions where reasonably possible (in relation to wearing of uniform for example)</li> <li>• 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</li> <li>• Where relevant, that teaching or the expression of religious belief about same sex relationships is conveyed responsibly and sensitively.</li> </ul> | <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>Assessing and accommodating needs of different cultures, races and religions (in relation to dress, dietary requirements etc.), as required</p>   |

|                   |   |   |
|-------------------|---|---|
| <p><b>11.</b></p> | <p><b>Ensuring fair and equal treatment for staff and others</b></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"> <li>• Ensure non-discriminatory recruitment and employment practices</li> <li>• Promote dignity at work</li> <li>• Encourage the development of all staff</li> <li>• Ensure equality of opportunities for part-time staff.</li> </ul>    | <p>Non-discriminatory practices undertaken in all recruitment procedures</p> <p>Dignity at work policy in place</p> <p>All staff undergo thorough induction process</p> <p>Staff given regular CPD opportunities to develop their skills</p> <p>Staff questionnaire to allow staff to express their opinions about the leadership and running of school</p>   |
| <p><b>12.</b></p> | <p><b>Encourage participation of under-represented groups</b></p> <p>The school recognises it has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially &amp; economically disadvantaged groups. The school ensures that it:</p> <ul style="list-style-type: none"> <li>• Recruits governors representative of the pupil population and/or community</li> <li>• Encourages the widest participation in School Association activities</li> <li>• Supports individuals and community groups to express their case on matters affecting themselves and their community</li> </ul> | <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, LCSS etc.) mean we support parents with specific needs more effectively</p> <p>Active Governing body (with strong parental involvement) and SA liaise with 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 interests and concerns</p> <p>Curriculum design provides opportunities for teachers to include cultures, interests and religious celebrations etc. of minority groups.</p> |
| <p><b>13.</b></p> | <p><b>Monitoring and Evaluating the policy</b></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> <ul style="list-style-type: none"> <li>• Train all staff &amp; governors</li> <li>• Consult pupils, parents and staff on how the policy is working and how it could be improved</li> <li>• Monitor and review practice</li> </ul>   | <p><i>Action:</i></p> <p><i>As of April 2024, S.Morey to:</i></p> <p><i>-take responsibility for Equality Policy and Plan</i></p> <p><i>-oversee implementation of actions on Equality Policy and Accessibility Plan.</i></p> <p><i>-report to Governors annually.</i></p>  |

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Carry out impact assessments to evaluate practice</li> <li>• Report to governors</li> <li>• Report to parents and pupils</li> </ul> | <p><i>S.Morey and SLT to report to parents and governors on equality issues annually via the school website.</i></p> |
|--|--|--|

## **Publishing our Policy**

The Single Equality Policy will be available to all persons on request and explained to all stakeholders through:

- School website
- Staff induction
- Distribution to local community and users of the school premises as appropriate.

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