

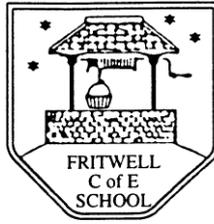
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Fritwell Church of England

Primary School

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Fritwell Church of England Primary School

Equalities Policy and Plan

“Growing and learning together with God.”

Children at Fritwell Church of England School are confident and inspired.
They achieve personal success and show love and respect for all.

Equalities Policy Introduction

Fritwell 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 Fritwell is about providing quality and excellence for all in order to promote the highest possible standards of achievement.

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, which should be respected and celebrated by all those who learn, teach and visit here.

What sort of school are we?

Fritwell CE Primary School is an inclusive, village, Church of England school built on the foundations of its Christian values.

We are situated in the village of Fritwell, 5 miles from the centre of Bicester, and have a planned admission of 20 into our reception class. We serve 9 village communities within a radius of 6 miles. Our catchment varies in social and economic diversity with both fairly affluent families and some pockets of social deprivation. Many of our children travel to school by bus, even those in Foundation Stage (though we also welcome many pupils who live outside of the catchment).

Very few of our pupils are from minority ethnic backgrounds (3%), 2% 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>Value Hexagons awarded</p> <p>Attendance Ted awarded weekly</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 – 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><i>Actions:</i> <i>Celebrating diversity through Collective Worship and curriculum</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>Annual Anti-Bullying Week</p> <p>Incidents of bullying recorded and reported to governors.</p> <p>Data analysed annually</p> <p><i>Action: Create Anti-Bullying material 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>Primary Leadership Team (supported by Governor) meets regularly.</p> <p>School leaders undertake parental survey 3 times a year.</p> <p>Reception Parents surveyed annually.</p> <p>Staff invite Primary Leadership Team reps to staff meetings annually.</p> <p>Governors analyse results of parental surveys.</p> <p><i>Action: Survey parental responses to information evenings held by the school.</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 monitors 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 funds are 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>Termly class newsletters sent out.</p> <p>Weekly newsletters sent out.</p> <p>School Noticeboard updated regularly.</p> <p>Twice yearly parent teacher meetings, plus annual reports.</p> <p>At least one parent meeting annually to look at curriculum and learning.</p> <p>Annual curriculum evening for parents with children in Foundation Stage.</p> <p>Ensuring 'absent' parents receive information.</p> <p>Governor and SLT 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. 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"> • 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 	<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>

	are made to cater for a child with disabilities- if possible in advance of starting at the school.	Personal greeting/welcome from HT/AHT.
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 underachieve. The school ensures that:</p> <ul style="list-style-type: none"> • The curriculum is relevant • Appropriate teaching styles and classroom organisations are adopted • 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 essentials 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>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 (via DOL) and those under achieving are highlighted.</p> <p>Regular pupil progress meetings between class teachers and senior leaders.</p> <p><i>Action: Underperformers identified for early support and provision adjusted accordingly.</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 Pupil Profiles 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 Pupil Profiles where necessary and share them regularly with parents.</p> <p>Extra support 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</i></p>

staff training.

<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 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>Adaptations are made so as to include all children in educational visits, extra-curricular opportunities, residential etc.</p> <p><i>Action: To follow school Accessibility Plan.</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 do 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 that uniform requirements have on pupils and modifies them where appropriate• It accommodates the needs of different cultures, ethnicities 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	<p>Admissions policy set in accordance with OCC.</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>same sex relationships is conveyed responsibly and sensitively.</p>	
<p>11.</p>	<p>Ensuring fair and equal treatment for staff 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>Non-discriminatory practices undertaken 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>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, 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 SLT 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 and religious celebrations etc. of minority groups.</p>

13. Monitoring and Evaluating the policy

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:

- 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

Actions:

Named governor to take responsibility for Equality Policy and Plan

Named Governor to oversee implementation of actions on Equality Policy and Accessibility Plan.

Named Governor to report to Governors annually.

Named Governor and SLT to report to parents and governors on equality issues annually via the school website.

Specific Reporting Duties

We will publish information to demonstrate compliance with the three aims of the Equality Duty at least annually:

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

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.

