



Hillcrest Equality Policy and Plan

Reviewed: November 2018

Acting Head Teacher: Bridget Norman

Lead Governor: Jon Ross

Review Date: November 2019

Hillcrest School is committed to ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, learning abilities, sensory or physical impairment, social class or lifestyle. Hillcrest School recognises differences and is committed to meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school.

Hillcrest school is committed to making 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
- Pupils and families with different religions or beliefs
- Those with special educational needs
- Those with a range of disabilities
- Looked After Children and their carers
- Children and staff who are gay or lesbian
- Staff who are pregnant or have just given birth
- Pupils and staff undergoing gender reassignment

Hillcrest staff and governors regularly analyse the school data, both internal tracking data and external tracking. When analysing the data staff and governors pay particular attention to achievement and progress of all pupils and whether or not it is broadly similar regardless of educational need, background, language or disability.

Hillcrest School is situated in Bristol. We pride ourselves on providing an environment in which everyone feels valued and nurtured so that they can learn and progress to reach their potential. We provide a rich and creative curriculum so that our pupils' needs are met through exciting learning experiences.

Our School is a larger-than-average-sized primary school with fourteen classes.

- Most pupils are of White British heritage. The proportion of pupils from minority ethnic backgrounds is well below average, as is the proportion of pupils who speak English as an additional language or are at the early stages of speaking English when they join the school.
- The proportions of disabled pupils and those who have special educational needs, including pupils supported at school action plus or with a statement of special educational needs are below average.
- The proportion of pupils eligible for the pupil premium funding is below the national average.

School's 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 will publish information to demonstrate compliance with the three aims of the Equality Duty within all our functions and to do this at least annually. 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 set and publish equality objectives at least every four years.

	Equality Policy	Equality Plan
1.	<p>Establishing, maintaining and developing a school culture and ethos</p> <p>We make every effort to create an atmosphere of mutual respect and trust between child and child; staff and staff; staff and children; staff and parents.</p> <p>We try to be aware of the “messages” we may be giving in the language we use, in the images and displays around the school and in the choice of visitors/speakers invited to school.</p> <p>We promote the principles and practices of equality and justice throughout the School.</p> <p><i>Paragraphs to describe what the school does:</i></p> <ul style="list-style-type: none"> ○ <i>We celebrate achievement through weekly Phase Celebration Assemblies giving all pupils and staff an opportunity to share and celebrate achievements in school. We celebrate out of school achievement through our Monday House assemblies,</i> ○ <i>We promote positive attitudes towards disabled people and pupils by educating pupils about disability through assemblies and PHSE and history lessons. We also promote positive attitudes to disability by teaching Paralympic sports eg. Boccia. We celebrate sports for the disabled with annual Olympic/Paralympic Legacy Days during which pupils take part in Olympic and Paralympic sports with specialist sports coaches and equipment eg. wheelchair basket ball</i> ○ <i>We promote positive attitudes towards people of different ethnic groups/religions etc. through themed RE days, assemblies and themed whole school topic work in classes, for example our topic themes Nelson Mandela.</i> 	<p>We plan to continue sharing our British Values with all stakeholders, ensuring all stakeholders have a good understanding of what they are and how they are taught in school</p> <ul style="list-style-type: none"> ○ We plan to ensure our values including British Values are clear to all stakeholders by further raising the profile of our values in communications to parents (Friday Mailbag) and in displays and assemblies and PHSE and SMSC teaching. ○ We plan to maintain the number of celebration displays of our work in school concerned with diversity. <ul style="list-style-type: none"> ○ <i>We plan to celebrate diversity/equality with an annual whole school Diversity Day and with values-themed weekly assemblies which make reference to equality and diversity</i> ○ <i>We have an annual Diversity Day celebration focused on the language and cultures of our children.</i>

	<p><i>We also visit galleries and museums to celebrate ethnic art/religion and we invite visitors into school to promote positive attitudes for example one RE Day was led by a Humanist, Islamic and Sikh guest speaker. We also take every opportunity to learn about the different cultures of pupils, parents, carers and staff and to celebrate that diversity in school.</i></p> <ul style="list-style-type: none"> ○ <i>We involve pupils, parents and staff in all our work promoting diversity, inviting them to take part in sports days and to come into school and share expertise too.</i> <p><i>We promote high expectations and model positive attitudes</i></p> <ul style="list-style-type: none"> ○ <i>We demonstrate sensitivity to pupils with disabilities and raise awareness of the needs of others in planning activities</i> ○ <i>We communicate behaviour expectations by modelling behaviour and having clear and consistent expectations using clear and accessible anti-bullying and behaviour policies.</i> ○ <i>We ensure that we welcome applications for school places and jobs from all sections of the community and our school is accessible to all.</i> 	
2.	<p>Preventing and dealing effectively with bullying and harassment</p> <p>Recognising that the groups covered in this policy are more vulnerable to bullying and harassment,</p> <ul style="list-style-type: none"> ○ <i>We regularly communicate to pupils, parents and staff our abhorrence of all forms of bullying and harassment through weekly assemblies and Open Doors Days, PHSE lessons and through our annual Anti-bullying Week in which we revisit policies and focus on positive roles models</i> ○ <i>We ensure that incidents are reported and addressed swiftly and effectively through CPOMS which have an ‘Add Action’ to ensure incidences are followed up.</i> ○ <i>We record any incidents of bullying or sexual harassment on grounds of race, gender, disability, sexual orientation etc. on a ‘Hillcrest Concern Form’. We analyse and report on these incidents to our governing body and keep detailed records.</i> 	<ul style="list-style-type: none"> ○ We plan to ensure that anti-bullying assemblies are planned regularly through the year to raise the profile of our policies and practice – ongoing. ○ We plan to regularly monitor CPOMS (Child Protection Online Monitoring System) and work with parents of children affected by poor behaviour . ○ We will sign up to the All Together School Alliance and aim to achieve our Gold Status by February 2020. In order to achieve this an improvement in wellbeing of pupils demonstrated in the final wellbeing questionnaire. An improvement in green and/or amber (fully or partially met) indicators in their final audit, with examples given of how we have met these indicators, and a detailed review of actions undertaken through the programme and their outcomes. No more than 10% of reds (not met) indicators

		<p>in their final audit. We will: Provide case studies or evidence /Give as much detail as possible/Show equal levels of wellbeing among disabled pupils, those with SEN, and pupils with no additional needs in the final wellbeing questionnaire.</p>
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<p>3</p>	<p>Listening to pupils, staff, parents and others <i>Describe what the school does to:</i></p> <ul style="list-style-type: none"> ○ <i>We listen to student voice by regular monitoring through pupil conference, circle time discussion, governor monitoring discussion and an annual pupil questionnaire. We also provide opportunities for pupil voice through our Student Council.</i> ○ <i>We actively seek staff views and listen to staff concerns through regular staff meetings, phase meetings and annual staff questionnaires and by promoting a culture of trust in which staff feel comfortable expressing their views. We use the information from questionnaires to inform our school development plan for the following year.</i> ○ <i>We seek the views of parents formally with an annual questionnaire and informally through open door policy</i> ○ <i>We ensure we encourage, enable and hear the full range of views including from those with disabilities by being a fully inclusive school</i> 	<ul style="list-style-type: none"> ○ We plan to continue to provide informal opportunities for parents to express and discuss their views of the school with governors through parents' evenings twice a year and by holding regular parent and governor forums during the spring and summer terms of each year. ○ We are planning increased opportunities for governors to come into school to monitor the work of the school, including pupil conference (ongoing throughout the year) ○ We plan to change our parent questionnaire from paper to electronic in order to increase the number of parents filling them in from 2018 ongoing.
<p>4.</p>	<p>Equalising opportunities Recognising that some of the groups covered in this policy are likely to be economically disadvantaged</p> <ul style="list-style-type: none"> ○ <i>We ensure school uniform is affordable by ensuring that most is available at low cost from the high street, and by offering regular second-hand sales</i> ○ <i>We avoid putting parents under unnecessary financial pressure by giving them advanced warning of school trips and opportunities to pay in instalments. We also offer financial support where needed through funding from Friends (the School's PTA)</i> ○ <i>Promote the take-up of extra-curricular opportunities by offering as many free clubs as possible and providing funded places for disadvantaged pupils</i> ○ <i>We ensure that its charging policy is appropriate and review it regularly</i> ○ <i>Monitor take-up of extra-curricular opportunities and try to alter provision to promote improved take-up</i> 	<ul style="list-style-type: none"> ○ We plan to continue to run a Chill Club at lunchtimes to increase inclusion. ○ We plan to continue to advertise Pupil Premium funding to parents and have given them information about the benefits of claiming it for their children if applicable, ensuring pupils in receipt of the funding can attend after school clubs free of charge. ○ We plan to ensure that parents of pupils in receipt of pupil premium understand that they can claim financial support for school uniform and for residential visits if needed.

<p>5.</p>	<p>Informing and involving parents and carers</p> <p>We try to increase parental involvement by improving communication on a formal and informal basis and by offering meetings at a variety of times. We seek to be supportive of staff and parents who are unable to get child care when having to attend meetings at school. We actively encourage all parents, regardless of gender and background, to become involved in school activities, in the school association and in the Governing Body.</p> <p>Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible</p> <ul style="list-style-type: none"> ○ <i>Most information is available on our website including a range of policies</i> ○ <i>We try to provide child care when we offer parent information meetings</i> ○ <i>We offer a range of ways of communicating between school and parents that meet parents' circumstances and needs including, reading diaries and noticeboards outside classrooms giving weekly and daily information and a twice weekly Tuesday and Friday mailbag.</i> ○ <i>We encourage parents to let the school know if they have a particular disability or other need</i> ○ <i>We encourage parents to discuss their concerns by promoting an open door policy with teachers and the head teacher available for meetings by prior arrangement</i> ○ <i>We ensure that parents understand how well their child is progressing by providing twice yearly parents meetings during which progress and attainment data is shared and by arranging to meet parents and carers as soon as concerns arise about a pupil. We provide three written report and we offer an opportunity to discuss the end of year report with parents.</i> ○ <i>We provide meetings to explain how parents can help their child at home and we share policies, for example our Calculation Policy which might help in this regard</i> 	<ul style="list-style-type: none"> ○ We plan to increase the amount and quality of information available to parents on our new website – ongoing ○ We plan to continue giving parents better quality information about their children's progress and attainment by providing a three mini reports and by including information about attitudes to learning as well as pupil progress. ○ We plan to continue providing Open Doors Days six times throughout the year , rotating the content to include maths, English, E-Safety and other curriculum areas – ongoing. ○ We plan to give parents access to a comprehensive prospectus of information.
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	<ul style="list-style-type: none"> ○ <i>We explain how parents and others can help in school and ask for specific help in our regular weekly newsletters</i> ○ <i>We encourage parents to join the Friends of Hillcrest and governing body by promoting both bodies positively and by providing opportunities for parents to meet their members informally eg. at new parents' meetings.</i> 	
6.	<p>Welcoming new pupils and helping them to settle in effectively</p> <p>Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year</p> <ul style="list-style-type: none"> ○ <i>We ensure a happy start to the school at normal times with invitations to visit, have some induction sessions and days and lots of team building activities at the start of term.</i> ○ <i>We ensure effective school transfer by providing pupils with induction visits. We also model warm welcoming attitudes for all new pupils and staff</i> ○ <i>We ensure that extra help is given to pupils who find change of school challenging. This can include nurture groups, buddy support at playtimes, circle time work on friendships and Chill Club.</i> ○ <i>We ensure well-planned school adjustments are made to cater for a child with disabilities- if possible in advance of starting at the school. This usually includes induction meetings with parents to discuss needs and working with our SENCO and outside agencies to ensure a smooth transition</i> 	<ul style="list-style-type: none"> ○ we are planning to continue training year 6 by training them take on the role of buddies in the playground ○ we are planning to find ways of improving our Reception outdoor area. ○ We are actively looking at providing more opportunities for outdoor learning by using Arnos Vale Cemetery T3-T6 2019
7.	<p>Addressing the full range of learning needs</p> <p>We make every effort to provide equal access by monitoring the criteria (gender, cultural, social, ability) used for grouping children.</p>	<ul style="list-style-type: none"> ○ We plan to continue funding a SENCo to enable continued effective provision and provision management for all pupils with additional needs. ○ we plan to monitor and evaluate the quality of inclusive teaching in school with the SENCo by regular learning walks giving feedback and evaluating impact of CPD

	<p>We are aware of the balance of time and attention we give to all children so that their needs are met, including time for the undemanding child. To facilitate the meeting of individual needs teachers are given an update of personal information, stored in the pupil's profile.</p> <p>We ensure that all children receive their entitlement to a broad, balanced and relevant curriculum, which is differentiated to meet identified individual needs through flexible and varied provision.</p> <p>Recognising that some of the groups covered in this policy are more likely to under-achieve,</p> <ul style="list-style-type: none"> ○ <i>We ensure curriculum is relevant by regularly updating and reviewing provision and ensuring teachers receive training to implement our curriculum</i> ○ <i>We ensure teachers use appropriate teaching styles and classroom organization by giving them high quality CPD and by monitoring the quality of inclusive teaching</i> ○ <i>We ensure planning is based on prior learning and we promote flexible grouping to ensure the needs of pupils are met as those needs change</i> ○ <i>Our feedback policy promotes learning for all pupils</i> ○ <i>We track pupil progress and identify all under- performing pupils across the school on SPTO which track interventions and impact. We are aware of difference between girls' and boys' attainment in different cohorts and are striving to close those gaps</i> ○ <i>We promote and maintain higher attendance, monitoring data termly and contacting parents to offer support if attendance falls</i> ○ <i>We promote equal opportunities by ensuring that staff are aware of gender when planning so that planning engages both boys and girls and caters for a range of learning styles</i> 	<ul style="list-style-type: none"> ○ we plan to continue to develop our creative curriculum by making links with the local authority and lightuplearning to see how improvements can be made. ○ We plan to continue using comprehensive cohort tracking documents on SPTO 9School Pupil Tracker Online) which help ensure that teachers are fully aware of all groups in their cohorts when tracking attainment and progress.
<p>8.</p>	<p>Supporting learners with particular needs</p> <p>We maintain high expectations of all groups of children and we endeavour to help them all achieve their true potential.</p> <p>We ensure that there is no discrimination in assessment procedures.</p> <p>We seek to provide opportunities for appropriate support for any child according to their needs, recognising that some of the groups covered in this policy are more likely to have particular needs</p>	<ul style="list-style-type: none"> ○ We are working with 'Better Bilingual' to develop a policy for the induction and assessment of new arrivals who are not fluent in English. We will be writing an Action Plan in order to enhance the outcomes for Bilingual Learners in T4 2019.

	<ul style="list-style-type: none"> ○ <i>We prepare Personal Education Plans to focus on learning priorities</i> ○ <i>We ensure language support is available when required</i> ○ <i>We provide support through small group or one to one interventions</i> ○ <i>We provide appropriate training and ongoing support to enable staff to meet particular learning needs</i> 	<ul style="list-style-type: none"> ○ We plan to continue to identify gaps in training needs and to plan to address these in our School Development Plan.
9.	<p>Making the school accessible to all</p> <ul style="list-style-type: none"> ○ <i>We meet the needs of pupils, staff and others with other disabilities by providing appropriate support.</i> ○ <i>We ensure that curricular and extra-curricular opportunities are available for pupils with disabilities</i> ○ <i>We are Identifying further developments to address outstanding issues where these constitute reasonable adjustments</i> 	<ul style="list-style-type: none"> ● We are planning to further improve the physical environment to enable all pupils to enjoy more variety of play opportunities at playtime and during PE and games ● We plan to continue to use the Sports Premium to provide expert Sports Coaches in school who have expertise in provision for pupils with SEND – ongoing.
10	<p>Ensuring fair and equal treatment for pupils</p> <p>Recognising that the school needs to ensure that its policies and practice do not discriminate, directly or indirectly, against pupils in the school</p> <ul style="list-style-type: none"> ● We assess the implications uniform requirements have on pupils and modify them where appropriate ● We accommodate the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example) ● We ensure that the implementation of uniform and other policy is sufficiently flexible to accommodate the needs of pupils undergoing gender reassignment ● We monitor 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 	<ul style="list-style-type: none"> ○ We are planning to ensure that parents receive information about school nurse provision of sex and relationship education well in advance of pupils receiving it to ensure that parents are sufficiently well informed to make decisions about their child’s take-up of the lessons. ○ The head teacher will continue to record, monitor and evaluate behaviour-related data in school termly and to be aware of groups in the evaluation of information.

	<ul style="list-style-type: none"> We ensure where relevant that teaching or the expression of religious belief about same sex-relationships is conveyed responsibly and sensitively. 	
<p>11.</p>	<p>Ensuring fair and equal treatment for staff and others</p> <p>We ensure that the school’s recruitment, selection and promotion procedures are based on good equal opportunities practice, in accordance with the County’s Equal Opportunities in Employment Policy.</p> <p>Under the terms of Performance Management, we regularly review the professional development of all staff within the school.</p> <p>We are aware of the importance of positive role models both in terms of gender and ethnic origin.</p> <p>The School is committed to the principles of dignity at work for all staff. This includes the right to be treated with respect by all managers and colleagues. Any person who fails to act in accordance with this principle may be the subject of formal disciplinary action. (See Dignity at Work Policy)</p> <p>The principle outlined in relation to fair and equal treatment will also apply to selection for training. Details of training opportunities will be made available to all staff, who will be given the opportunity to request training on courses which they believe to be relevant to their role and personal development. There can, of course, be no guarantee that all such requests will be met. Priorities for training allocation will be based on the School’s overall development plans and budget allocations.</p>	
<p>12.</p>	<p>Encourage participation of under-represented groups</p> <p>We recognise that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially & economically disadvantaged groups, <i>therefore</i></p> <ul style="list-style-type: none"> <i>We recruit governor representatives of the parent population and the local community</i> <i>We encourage the widest participation in Friends Association activities and involve the community as much as possible</i> <i>We support individuals and community groups to express their case on matters affecting themselves and their community and we work closely with our local pre-school and a number of local charities</i> 	<p>○Friends of Hillcrest and school plan to continue to coordinate the annual Summer Fair encouraging participation and giving local groups and charities an opportunity to work together to fundraise and raise awareness.</p>

<p>13.</p>	<p>Monitoring and Evaluating the policy</p> <p>Recognising 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,</p> <ul style="list-style-type: none"> ○ <i>we offer training to staff & governors</i> ○ <i>we consult pupils, parents and staff on how the policy is working and how it could be improved via questionnaires and informal opportunities for review e.g. Governor/parent forums</i> ○ <i>we monitor and review policy and practice</i> ○ <i>we consult governors on policy and report evaluations to them</i> 	<ul style="list-style-type: none"> ○ We plan to improve monitoring and evaluation of policy and practice by using a new format School Development Plan with termly reports for evaluation. ○ We plan to continue to ensure that we update policies on the school website to ensure that they are up to date. ○ We plan to continue to have a robust Policy Schedule to ensure all policies are reviewed and updated within specified time-frames.