

BRIZE NORTON PRIMARY SCHOOL Equalities Policy and Plan

This policy was adopted by the Governing Body on 12th July 2012.

Review Date Planned	Review Date	Date adopted by Governing Body	Chair of Governors Signature
1 st April 2014			

Introduction

Brize Norton Primary School is committed to ensuring that it fulfils its duties under the Equality Act 2010. Equality at our school is about providing equality and excellence for all to secure the highest possible standards of attainment and education. Equality applies to all members of the school community: pupils, parents, staff, community and governors.

It is based on the following core values and ethos as expressed in the school's aims and mission statement

School Mission Statement and Aims

Our Vision Statement

We believe that the primary years shape children for life. As well as giving them the essential tools for learning, primary education is about children experiencing the joy of discovery, solving problems and being creative. Our vision is to provide all children in our care with the self-confidence and skills to become life-long learners.

Our Mission Statement: ***'Belonging, learning and succeeding'***

The Aims of Brize Norton Primary School

We aim to:

- promote safe and healthy lifestyles
- educate and nurture each child so that s/he can achieve their full potential as enthusiastic learners
- enable the school community to care for and respect each other and show consideration towards others
- encourage children to see obstacles as an opportunity to learn, developing self-esteem and self-awareness
- develop lively and creative minds with an ability to question
- ensure that all children achieve success when working independently and cooperatively with others
- encourage children to show care and respect for, and take pride in their environment both natural and built
- develop each child's responsibility to demonstrate good behaviour and choices
- promote high standards in English and Mathematics and achievement in all subjects
- foster effective learning partnerships between home and school and within the local community
- provide experiences for children to develop spiritually, culturally and morally
- develop an understanding and tolerance of European and international cultures

In addition Brize Norton Primary School aims to ensure that:

- reasonable adjustments are made for disability
- prejudice are prejudice based incidents are acknowledged and addressed and that positive action is taken to eliminate this
- good relations between different groups with the school and wider community are fostered
- pupils are prepared for life in a diverse society

These aims are designed to ensure that the school provides equality of education and opportunity for all. Brize Norton Primary School is committed to being an inclusive school and a place where everyone feels welcome and valued.

The school meets the needs of all, taking account of learning ability, disability, ethnicity, culture, gender, language, race, faith or belief, sexual orientation and socio-economic factors.

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
- Pupils or families with different religions or beliefs
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children looked after and their carers
- Children or staff who are gay or lesbian
- Pupils or staff who are pregnant or have just given birth
- Pupils or staff undergoing gender reassignment

Leadership and Management

All the school policies reflect a commitment to inclusion and equalities. A clear ethos is also set by the governing body and the Headteacher, which reflects the school's commitment to equality for all members of the school community. The school advances equalities of opportunity through positive and proactive approaches to valuing and respecting diversity.

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 school management works in partnership with others to eliminate all forms of oppressive behaviour; prejudice related incidents and discrimination.

All members of the school community, including pupils, parents, community and staff are consulted and contribute to the development and review of policy documents. The school ensures the involvement of governors and takes positive action to enable consultations and contribution of all.

The evaluations of plans and policies are used to set equality objectives and address equality issues. The development of teaching and the curriculum are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school, local, UK and global community.

Responsibilities

The Governing Body and Headteacher will ensure that the school complies with all relevant equalities legislation and ensures that the policy; related procedures and strategies are implemented. The Headteacher will also ensure that all staff are aware of their responsibilities under the policy.

Mark Smith (Headteacher) is the named member of staff with responsibility for leading on equalities.

Analysing Pupil Achievement

All staff at Brize Norton Primary School are committed to ensuring that all children achieve their full potential. The school uses a range of strategies to analyse the achievement of different groups of children, allowing the identification of vulnerable individuals and groups. Annually the attainment and progress of such groups is evaluated using national and local data sources and identified actions prioritised to narrow the gaps between such groups and their peers is included within the school development plan.

Teachers use formative assessment strategies to monitor the progress that individuals make and plan next steps in learning. The headteacher and senior teacher (with responsibility for pupil tracking and personalisation) use the school tracking system to monitor the achievement of all children and set individual targets in response. To ensure that vulnerable groups achieve to their full potential, reasonable adjustments are made to ensure that additional support is provided as required.

Understanding our School

Brize Norton Primary School is a county council school with 111 children on roll (March 2012) from Reception to Year 6. The school has used annual census data to analyse membership of protected groups. As groups some groups are small, this data is not published in the policy or plan as it would be easy to identify individuals.

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

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.

In order to meet our general duties, listed above, the law requires us to fulfil specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any child)
- Prepare and publish equality objectives

Our objectives will detail how we will ensure equality is applied to the services listed above. However where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

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.

	<p>The school has identified the following strategies that are specifically designed to address equality issues</p>
<p>1.</p>	<p>Establishing, maintaining and developing a school culture and ethos Brize Norton Primary School opposes all forms of harassment, prejudice related incidents and discrimination and publicly celebrates diversity. The school also actively promotes good personal and community relations. Diversity is respected and inclusion is strength of the school. Staff foster a positive atmosphere of mutual respect and trust among all pupils. The school actively teaches children about different faiths and beliefs and actively encourages all pupils to understand these. Our work as a school with an International School Award focuses on understanding our life within a global society. This focus on celebrating difference in our own and the wider community. Clear procedures are in place to ensure that staff are able to confidently deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant LA policy and guidance such as those for anti-bullying and dealing with prejudice related incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policy. Pupils, staff and parents are aware of the procedures for dealing with these and confident in their knowledge that such behaviour is always unacceptable.</p>
<p>2.</p>	<p>Preventing and dealing effectively with bullying and harassment Clear procedures are in place to ensure that staff are able to confidently deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant LA policy and guidance such as those for anti-bullying and dealing with prejudice related incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policy. Pupils, staff and parents are aware of the procedures for dealing with these and confident in their knowledge that such behaviour is always unacceptable.</p>
<p>3</p>	<p>Listening to pupils, staff, parents and others The school has an open door policy and as a small community dialogue between parents and staff is very good. The school has engaged a Parent Council with representatives from each year group. This acts as a means of gathering the views of the parent body and listening to aspects of the schools work that concerns them. A further role of the Parent Council is to ensure that the wide parent audience is consulted during decision making processes. This also ensures that we receive feedback from some parents who otherwise might be hard to reach. The Parent Council meets with the headteacher once a month. The school has an active School Council that meets once a week with a senior teacher. This group plays an important role in decision making within the school. All year groups are represented on the School Council and members are elected by their peers at the start of the year. In addition the school has an active health and eco team who lead on school developments. The school uses a wide range of other methods for listening to children’s views. The school has a string ethos of mutual respect and staff make time to listen to children’s thoughts/ideas. Each class has a VIB for VIP box (very important box for very important people). This is a means by which children can share their ideas or concerns if they do not want to talk directly to an adult. In evaluating the work of the school, staff regularly survey children to gain feedback on school developments e.g. new lunchtime arrangements, new whole school curriculum themes and visits. The School Council has also devised their own improvement plan based on their evaluations of the school.</p>
<p>4.</p>	<p>Equalising opportunities The school recognises that some groups covered in this policy may be economically disadvantaged. Brize Norton Primary School ensures that it provides equality of opportunity to all children in a variety of ways. The school provides many extra-curricular opportunities that are open to all children. The school has a very clear charging policy which is made available to all parents and reviewed annually by the governing body. For extra-curricular activities such as visits and visitors the school asks</p>

	<p>parents for a voluntary contribution making clear that a child will not be disadvantaged if their parents cannot make a financial contribution. All trips and visitors are subsidised and sometimes paid for by the School Association. Where the school asks for a parent contribution, notice is given and where the amount is significant, in the case of residential trips, a 12 month payment plan is offered.</p> <p>The school offers a range of after-school clubs many of which are provided free of charge. Take-up of after-school clubs is monitored closely and the majority of children take part in at least one club during the week.</p>
<p>5.</p>	<p>Informing and involving parents and carers</p> <p>Parents are invited to attend two parent/teacher discussions each year and a more informal open evening. Attendance at these is monitored and followed up with individual parents.</p> <p>The school issues all parents with a termly report detailing the progress their child has made over the term and their next steps in learning. At the end of the year parents receive an annual report in addition to this. Parents of children with SEN are invited to attend an additional meeting each term to review progress against their individual education plan.</p> <p>Information for parents is easily accessible in user-friendly language. Information is sent by email, paper copies and is available on the school website. The school also uses text messaging to alert parents to information. We publish our plan on the school website; raise awareness through the school newsletter, assemblies, staff meetings and other communications and make sure that hard copies are available.</p> <p>Reasonable adjustment is made for disability, e.g. producing enlarged copies of newsletters as requested by parents.</p> <p>Absent parents receive all communication either by email or post and the office keep a list of this information.</p> <p>Meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups and alternative ways are continually being tried to attract a greater numbers of parents e.g. child and parent writing workshops following class assemblies. Informal events are designed to include the whole community and at times may target particular groups according to needs identified through data analysis. The school provides a range of workshops and information events for parents to keep them up-to-date with ways of supporting their children at home.</p> <p>Parents are openly invited to help in school whether occasionally or on a more regular basis. All parents are members of the School Association and annually have the opportunity to join the committee. The governing body is represented by parents from across the school. When a position becomes available a parent election takes place.</p>
<p>6.</p>	<p>Welcoming new pupils and helping them to settle in effectively</p> <p>Staff at Brize Norton Primary School recognise that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible. The school has very good transition arrangements for all children and families when they first start school. This includes a number of informal stay and play sessions, parent and child invitations to lunch, formal visits, home visits and pre-school visits. Where a child starting school requires adjustments to cater for a disability, additional induction is planned prior to the child starting school. The SENCo ensures that planning meetings are established with the parents and other relevant professionals to ensure a smooth start for the child.</p>
<p>7.</p>	<p>Addressing the full range of learning needs</p> <p>Recognising that some of the groups covered in this policy are more likely to under-achieve, curriculum planning takes account of and builds on children's starting points and is differentiated appropriately to ensure the inclusion of all pupil.</p> <p>Brize Norton Primary School provides a creative curriculum that is broad and balanced. Curriculum design has involved all children and staff and has used feedback from parents and carers to ensure that the curriculum is relevant and offers all children meaningful experiences. The school monitors and evaluates its effectiveness in providing an appropriate curriculum through the analysis of pupil progress and surveys to ascertain attitudes to learning. Each area</p>

of the curriculum is planned to incorporate the principles of equality and positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of pupils. The content of the curriculum has been carefully planned to value diversity. It encourages children to explore bias and to challenge stereotypes and prejudice. Extra-curricular activities are planned to cater for the interests and capabilities of all pupils.

Teachers ensure that the classroom is an inclusive environment in which all children can participate; feel all their contributions are valued; have opportunities to succeed and achieve high standards. All children access the mainstream curriculum and teachers take positive action to include all groups or individuals. Teaching styles, strategies and pupil groupings in the classroom is planned and varied.

All children at Brize Norton Primary School have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.

The headteacher and senior teacher with responsibility for assessment and personalisation monitor pupil performance of all groups. As Brize Norton Primary School is a small school, the majority of these groups include only one or two children. As a result and because we are committed to ensuring that all children achieve their best, pupil achievement is analysed and reviewed on an individual basis. The monitoring and analysing of pupil performance by gender, ethnicity, disability and background enables the identification of groups of pupils and individuals where there are patterns of underachievement. The school ensures that action is taken to counter this.

Staff have very high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.

Assessment for learning, including self-assessment and peer assessment, provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

All pupils have full opportunities to demonstrate what they know, understand, can do and are aware of the next steps in their learning. Information from assessment is used to inform future learning and staff use a range of methods, strategies and approaches to assess pupils' progress.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to close gaps.

8. Supporting learners with particular needs

Recognising that some of the groups covered in this policy are more likely to have particular needs, welfare and well-being takes account of cultural, religious and ethnic differences, and the differences that all children have experienced.

Staff at Brize Norton Primary School provide excellent care and support to all pupils regardless of their needs. When relevant the school uses a wide range of access strategies for pupils learning English as an additional language. The school takes account of and meets the needs of Gypsy, Roma and Traveller pupils, through the building of productive and supportive relationships with the families and by close partnership working with a range of agencies.

9. Making the school accessible to all

The governing body are committed to ensuring that Brize Norton is an inclusive school. In 2006 the school was remodelled to include three new classrooms with access to the outside space, new toilets (all with disabled facilities), new cloakrooms, a library and art area, a new playground and all weather pitch and a new school hall. In 2007 the hall was fitted with acoustic panels and in 2008 the Foundation Stage classroom was extended to include an outside covered area with access for all children. As a result the school is now able to admit pupils with physical disabilities.

	<p>The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairment when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.</p>
<p>10.</p>	<p>Ensuring fair and equal treatment for pupils Brize Norton Primary School recognises that it needs to ensure that its policies and practice does not discriminate, directly or indirectly, against pupils in the school.</p> <p>As a maintained school, all admissions are processed by Oxfordshire County Council.</p> <p>The school and families are aware of their rights and responsibilities in relation to pupil attendance. The school has a comprehensive attendance policy and all absences are followed up promptly by the school office. Attendance is monitored by group characteristics. Action is taken in order to reduce any disparities between different groups of pupils.</p> <p>The school expects high standards of behaviour from all pupils and has a very clear behaviour policy which is reviewed and communicated to parents annually. Exclusions are very rare. The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.</p> <p>Pupils, staff and parents are aware of procedures for dealing with all forms of harassment. They know that any language or behaviour, which for example is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.</p>
<p>11.</p>	<p>Ensuring fair and equal treatment for staff and others Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against adults as well as children in the school and that positive role models and a wider perspective will strengthen the school, the school adheres to recruitment, selection and retention procedures, which are fair, equal, and in line with statutory duties. Positive action is taken to encourage people from under- represented groups to apply for positions at all levels in the school.</p> <p>Positive action is taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are familiar with it as part of their induction programme. The skills of all staff, including support and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge. Staff handbooks and CPD opportunities are available to support their practice in relation to this policy. Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.</p>
<p>12.</p>	<p>Other The school recognises its continuing duty to treat former pupils fairly and equally in relation to the provision of references and access to 'old pupils' communications and activities.</p>
<p>14.</p>	<p>Monitoring and Evaluating the policy The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our equality objectives set annually and review this policy and accompanying action plan on a three year cycle. As part of the annual review the member of staff responsible for equalities will audit staff and governor training needs in relation to fulfilling its duty.</p> <p>This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community and the effectiveness of the policy will also be evaluated annually, led by the member of staff responsible for equalities.</p> <p>Member of staff responsible for equalities: Mark Smith (Headteacher)</p>

The specific reporting duties

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.
- Set and publish equality objectives, at least every four years.

To achieve the specific duties, we will collect and analyse data related to the protected characteristics to determine our focus for the equality objectives.

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 publish this information at least annually.

The Governing Body will report annually on progress made to achieve equalities objectives.

As a result of our audit of equalities (date), The Governing Body has agreed the following equalities objectives:

1. To ensure that boys and girls make similar rates of progress in all subjects each year.
2. To develop children awareness of diversity within their local community as well as wider/global community.
3. To ensure that all staff are trained in dealing with homophobic incidents (where children use words that they do not understand e.g. gay).

Following our audit of equalities in the school, the governing body has agreed the following Equality Objectives:

	Equality Objective	Success Criteria How we will know we are making progress	Actions required to achieve objective	Aims of the Equality Duty	Protected Characteristics
1.	To ensure that boys and girls make similar rates of progress in all subjects each year.	<p>Within 12 months Gap between progress of boys and girls in some year groups and subject will have reduced.</p> <p>Within 2 years Boys and girls make the same levels of outstanding progress in all subjects each year.</p>	<p>Evaluate the impact of current methods (introduced September 2011) on pupil progress.</p> <p>Use information to review curriculum coverage and contexts and develop planning to interest/be relevant to all groups.</p> <p>Look at how to improve the progress boys make in writing.</p>	<p>Eliminate unlawful discrimination</p> <p>Advance equality of opportunity</p> <p>Foster good relations</p>	<p>Race</p> <p>Disability</p> <p>Gender</p> <p>Religion or Belief</p> <p>Sexual Orientation</p> <p>Age</p>
2.	To develop children awareness of diversity within their local community as well as wider/global community.	<p>Within 12 months Children recognise and can explain how their community is diverse in terms of the protected characteristics.</p> <p>Within 2 years Children are able to challenge stereotypes and prejudice based on their increased knowledge relevant to age and development.</p>	<p>Continue to develop links with an Oxford City School (Church Cowley) to explore diversity within the wider local area. Increase relevance of RE curriculum to the local area.</p> <p>Increase working with community groups.</p> <p>Build on European and Global work through Comenius projects, twinning and the Uganda link.</p>	<p>Eliminate unlawful discrimination</p> <p>Advance equality of opportunity</p> <p>Foster good relations</p>	<p>Race</p> <p>Disability</p> <p>Gender</p> <p>Religion or Belief</p> <p>Sexual Orientation</p> <p>Age</p>
2.	To ensure that all staff are trained in dealing with incidents (where children use words that they do not understand e.g. homophobic/racial/disability)	<p>Within 24 months All staff say they are confident in how to deal with homophobic/racial incidents.</p> <p>Within 4 years No incidents of words being used negatively or through a lack of understanding.</p>	<p>Ensure that SEAL work in PSHCE raises children understanding of 'family'.</p> <p>Ensure that the member of staff for equalities attends training and disseminates this to all staff. Alternatively organise staff training with a provider e.g. RISC.</p> <p>Introduce books to the library and resources for use in PSHCE. These resources will be very sensitive and age appropriate, introducing the concept that all families are different.</p>	<p>Eliminate unlawful discrimination</p> <p>Advance equality of opportunity</p> <p>Foster good relations</p>	<p>Race</p> <p>Disability</p> <p>Gender</p> <p>Religion or Belief</p> <p>Sexual Orientation</p> <p>Age</p>