



St. Swithun's CE Primary School

Inspiring learning, nurturing aspiration

Equalities Policy and Plan

Our Vision

St. Swithun's CE Primary School is a place at the heart of the community, where our children grow as confident, enthusiastic independent learners and reach their highest possible level of achievement. All school staff work hard to create an environment that enables every child to shape their own future, developing strong foundations for life. We work together to support our children so that they are ambitious, embrace challenge, are resilient and believe in themselves.

Introduction

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act, and provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies that had developed over time in the previous legislation, and it extends protection from discrimination in certain areas.

This Equality Policy and Plan sets out the school's approach to promoting equality and diversity in line with the legislative requirements of the 2010 Equality Act.

A protected characteristic under the Act covers the groups listed below:

- Age (for employees not for service provision)
- Disability
- Race
- Sex (including issues of transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and Civil Partnership (for employees)



At St. Swithun's School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, carers and visitors receiving services from the school, irrespective of race, gender, disability, faith or religion, or socio-economic background. We have, and continue to enhance, a culture of inclusion and diversity such that all those connected with the school feel proud of their identity and are able to participate fully in school life.

The school regularly reviews its admission and recruitment policies to ensure that it is not discriminatory either in intention or effect.

Rationale

Equality at St. Swithun's is about providing equality and excellence for all to secure the highest possible standards of attainment and achievement. Equality applies to all members of the school community: pupils, parents, staff and governors.

St. Swithun's School is committed to inclusion. The school defines inclusion as a process of identifying, understanding and breaking down barriers to participation and belonging. In our teaching, communication with parents and work with governors we aim to provide equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, ability, medical needs, attainment and background.

The school recognises it has to make special efforts to ensure that all groups prosper including:

- boys, 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, lesbian, bisexual or transgender;
- staff who are pregnant or have just given birth.

The school analyses pupil achievement through the identification of pupils within all the above groups and tracking individual progress by:

- class assessment procedures;
- individual mentoring sessions three times a year using the school's Active Mentoring process (carried out more often for children with Special Educational Needs or Disabilities (SEND) or Disadvantaged Children (children for whom the school receives additional funding in the form of the Pupil Premium));
- reviews for children with SEND;
- reviews of Personal Education Plans (PEPs) for Looked After children;



- Team Around the Child(TAC) or Team Around the Family (TAF) meetings for children for whom a Common Assessment Form (CAF) has been completed;
- analysis of data from formal assessment points, including of vulnerable groups (SEND, Disadvantaged Children, Children looked after, children with English as an additional language (EAL), children who travel to/from school by taxi;
- target setting reviews three times per year for all children to identify concerns and remedial action required;
- attendance and punctuality;
- access to extended services;
- referrals to outside professional agencies;
- pupil self-assessment.

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 family 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;
- SEND;
- cultural differences, such as children from traveller families.

St Swithun's School 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 principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

The school recognises that it has a legal obligation under the Disability Discrimination Act to meet the needs of people with disabilities even if it requires giving them more favourable treatment.



This policy has been produced using the principles in Oxfordshire County Council's Model Equality Policy.

The school has identified the following strategies that are specifically designed to address potential issues of equality:

	Equality Policy	Equality Plan
1.	<p>Establishing, maintaining and developing a school culture and ethos</p> <ul style="list-style-type: none"> • The school is committed to celebrating diversity and equality in many ways, via the whole school curriculum, through assemblies and acts of worship, through our vision and values. We celebrate the uniqueness of every individual and this is reflected in the daily life of the school as well as in our school prospectus, our newsletters and Twitter feeds. • Mutual respect and tolerance are expected and fostered amongst the school community, including pupils, parents, staff, governors and visitors. • Information on ethnicity, disability, gender and additional languages spoken at home is collected through the admissions process. This information is used to ensure that all pupils have equal access to clubs and roles in school (for example School Council, House Captains, ICT monitors, Librarians, Anti-bullying Ambassadors, Worship Leaders). • Diversity is recognised as having a positive role to play within the school. • Whole school systems emphasising praise, recognition and reward exist to promote and celebrate positive behaviour, sustained effort and hard work, contributions to the school community and achievements outside of school. A Celebrations Assembly is held each week. • We promote positive attitudes towards disabled people by having an open admissions policy and including all children in all activities, making adaptations as necessary. Awareness of people with disabilities is also made clear through events such as Disability Awareness Week. • We promote positive attitudes towards people of different ethnic groups/religions through visitors, our Personal, Social and Health Education (PSHE) and Religious Education (RE) curricula. • We involve pupils, parents and staff in the life and work of the school, for example through involvement in community events, through FOSS (the Friends of St Swithun's – our Parent-Teacher Association) and school events such as curriculum evenings and meetings. • We promote high expectations through celebrating achievement through House Points, the Achievements books, and celebration assemblies. • We communicate behaviour expectations through modelling exemplary behaviour and having a clear and explicit Positive Behaviour Policy which is shared with pupils and parents. 	<p>St. Swithun's School opposes all forms of harassment, prejudice related incidents and discrimination and publicly celebrates diversity. Clear procedures are in place to ensure that staff are able to deal with all forms of bullying and harassment promptly, firmly and consistently.</p> <p>All forms of harassment are recorded, monitored and dealt with in line with relevant school policy.</p>



	<ul style="list-style-type: none"> We ensure that we welcome applications for school places and jobs from all sections by having a comprehensive, non-selective intake. Advertisements for jobs state there are no barriers to job applications as we adhere to Oxfordshire County Council's Equal Opportunity Policies. 	
2.	<p>Preventing and dealing effectively with bullying and harassment</p> <p>Recognising that the groups covered in this policy could be more vulnerable to bullying and harassment:</p> <ul style="list-style-type: none"> Pupil Anti-bullying Ambassadors work with collectively with a teacher-lead (the subject leader for PSHE) in school to communicate the anti-bullying message to all pupils. An Anti-bullying Week is held each year, and information is also sent out to parents through newsletters or meetings. Bullying and harassment related incidents are reported and address swiftly and effectively. These incidents are recorded clearly on grounds of race, gender, disability, sexual orientation etc. These reported incidents are analysed by the Headteacher and the school's Leadership Team. 	<p>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 the school's Anti-bullying policy and Oxfordshire's policy and guidance.</p>
3	<p>Listening to pupils, staff, parents and others</p> <ul style="list-style-type: none"> Children are encouraged to express their views during PSHE lessons. Children's voices are obtained through surveys throughout the year, relating to a range of issues – Anti-bullying and Online-bullying. Results from these surveys are analysed by the school and actions taken. The school hears the pupil voice through the School Council and the Anti-bullying Ambassadors. Children have the opportunity to express their views through the Active Mentoring sessions that they have with their class teacher three times a year (these happen more often for vulnerable groups) The school actively seeks staff views and listens to staff concerns, for example through Team and Staff meetings. The school seeks the views of parents through parent or carer/teacher consultations, regular newsletters and annual surveys. The school encourages, enables and hears the full range of views from all in the school community. 	<p>There is a good support network for staff at St. Swithun's and their views and voices can be heard through different means, including team and staff meetings, contact with their line manager or members of the school's leadership team or governing body.</p> <p>Pupils' opinions are collected in annual Anti-bullying surveys. Results from these are fed into the school's annual Anti-bullying self-evaluation and subsequent action plan.</p>



<p>4.</p>	<p>Equality of opportunities Recognising that some of the groups covered in this policy are likely to be economically disadvantaged, school will:</p> <ul style="list-style-type: none"> • ensure school uniform is affordable and, in cases of financial hardship, provide support with the cost of purchasing uniform as appropriate; • avoid putting parents under unnecessary financial pressure; • promote the take-up of extra-curricular opportunities and in some cases provide support in funding places to promote broadening the opportunities for children; • ensure that the charging policy is appropriate; • monitor take-up of extra-curricular opportunities to ensure that they are attracting children from all groups within the school. 	<p>If particular groups of children are not taking advantage of extra-curricular activities, research where their interests lie and, wherever possible, provide opportunities to develop these.</p>
<p>5.</p>	<p>Informing and involving parents and carers Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, the school:</p> <ul style="list-style-type: none"> • explains its systems through its newsletters (on line or paper copy), keeping in touch messages, school prospectus, curriculum and information evenings for parents, parent workshops, telephone contact, emails, twitter feeds, Home/ School link books and the website; • offers a range of ways of communicating between school and parents/carers that meet their needs through telephone contact or email, keeping in touch messages and updates, Home/School link books and parents/carers' consultation evenings. • actively encourages parents to attend consultations evenings. Any parents/carers who do not attend are contacted and alternative dates arranged. In this way the school ensures that almost all parents/carers attend meetings throughout the year. • encourages parents to let the school know if they have a particular disability or other need. St. Swithun's has designated parking spaces for disabled drivers and the majority of areas are accessible for wheelchair users (with the exception of the classrooms and offices upstairs in the Key Stage 2 building). An alternative location to meet will always be arranged as required. A wheelchair-accessible stair lift is installed between the hall and Willow Class in the Key Stage 2 building. • enables parents/carers to understand how well their child is progressing through regular progress checks and end of year report. • explains how parents can help their child at home, for example initial parent meetings with their child's new class teacher (before the academic year), information evenings (curriculum evenings for 	<p>Telephone, email, translations, Braille</p> <p>Ensuring that 'absent parents' receive communication</p>



example), induction to the Saplings' Early Years Unit, parents/carers' consultations and on the annual reports.

- explains how parents and others can help in school, for example by helping in classrooms, on trips, hearing children read;
- encourages parents to join FOSS and/or governing body.

6. **Welcoming new pupils and helping them to settle in effectively**

Recognising that some of the groups covered in this policy are more likely to find starting school intimidating, strange or inaccessible, the school:

- fosters a happy start in the Saplings' Early Years Unit through (where possible) induction visits prior to a new academic year, Induction Parents' meeting for all parents/ carers, additional visits for children with SEND or vulnerable children before starting in Saplings, 1:1 meetings with new class teachers and opportunities for professionals meetings with parents for pupils with more complex SEND.
- offers optional home visits from Saplings' staff to the parents of children starting in Nursery or Reception;
- ensures effective school transfer and induction mid-year by the use of pupil and parent/carer visits to the school and effective communication between home and school and with previous/ receiving school;
- ensures that extra help is given to pupils who find change of school challenging, for example through joining nurture groups and listening to their concerns;
- ensures well-planned school adjustments are made to cater for a child with disabilities - if possible in advance of starting at the school - including communicating with other professionals involved with the pupil and the availability of additional classroom support where required.

7. **Addressing the full range of learning needs**

Recognising that some of the groups covered in this policy are more likely to under-achieve, the school will

- Ensure that the curriculum is relevant and planning takes account of and builds upon pupils' starting points. It is differentiated appropriately to ensure inclusion for those pupils:
 - learning English as an additional language
 - from minority ethnic groups
 - who are identified as being more able, gifted or talented
 - with SEND



	<ul style="list-style-type: none"> - Who are Looked After Children - Who are identified as Pupil Premium, vulnerable or disadvantaged - Who are at risk of exclusion • Ensure quality first teaching and good classroom organisation. Teachers at St. Swithun's ensure that the classroom is an inclusive environment in which all pupils can participate; have opportunities to succeed and achieve high standards. • Planning is based on prior learning. • Ensure the school's Feedback and Marking policy is implemented effectively to promote learning for all. • Track pupil progress to identify and address any under-performance, such as through regular progress meetings within teams, meeting with the Assessment Leader and/or the Headteacher. • Promote and maintain high attendance. Attendance and punctuality are monitored and analysed regularly. Letters are sent as needed and meetings held with parents/carers to identify and find a way to overcome, any barriers to good attendance and punctuality. Targets are set to increase attendance and/or improve punctuality. 	
8.	<p>Recognising that some of the groups covered in this policy are more likely to have particular needs, the school:</p> <ul style="list-style-type: none"> • provides distance learning packs for any child who needs to be out of school for a prolonged period of time; • prepare Personal Education Plans (PEPs) to focus on learning priorities for any child in care (Looked After Child); • provides in-class support and interventions groups for all children identified as having an additional need; • arranges language support as required; • supports vulnerable pupils through nurture groups, mentoring sessions and additional Active Mentoring sessions. • provides appropriate training to enable staff to meet particular learning needs, such as training from the Inclusion Leader or other professionals (eg occupational therapist, speech and language therapists, physiotherapist, the School Nursing Service and our Educational Psychology Service); • draws on the expertise of outside professional services to meet the individual needs of pupils for example through mental health services (PCAMHS or CAMHS) and our Educational Psychology Service. 	<p>Gaps identified in training needs analysis are reflected in the School Improvement and/or Inclusion Action Plan</p>



9.	<p>Making the school accessible to all St. Swithun's School:</p> <ul style="list-style-type: none"> • Meets the needs of pupils, staff and others with physical or sensory disabilities by providing designated toilets and adaptations made to the school building as appropriate. • Ensures that curricular and extra-curricular opportunities are available for pupils with disabilities by assessing and addressing access issues and putting risk assessments in place. • Provides 1:1 support for children who require a higher level of supervision at break, on visits out of school and other times where needed. • Identifies further developments by keeping in regular touch with representatives of disability groups in order to update provision. 	Including transport and supervision for children with disabilities
10.	<p>Ensuring fair and equal treatment for pupils Recognising that the school needs to ensure that its policies and practice do not discriminate, directly or indirectly, against pupils the school will:</p> <ul style="list-style-type: none"> • ensure that we use non-discriminatory admissions procedures; • ensure that any exclusions will always be based on the school's Behaviour Policy; • assess the implications uniform requirements have on pupils and modify them where appropriate, accommodate the needs of different cultures, races and religions where reasonably possible (see the school's Uniform Policy) • Monitor the use of sanctions to ensure that they are used fairly and without discrimination; 	
11.	<p>Ensuring fair and equal treatment for staff and others Recognising that the school needs to ensure that its policies and practice do not discriminate, directly or indirectly, against adults in the school and that positive role models and a wider perspective will strengthen the school, the school will:</p> <ul style="list-style-type: none"> • ensure non-discriminatory recruitment and employment practices; • ensure that all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law; • ensure that, as far as possible the staffing of the school reflects the diversity of our community; • promote dignity at work ; • encourage the professional development of all staff; 	<p>The school adheres to recruitment selection and retention procedures which are fair, equal and comply with statutory requirements. Positive action is taken to encourage people from under-represented groups to apply for positions at all levels in the school. Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.</p>



	<ul style="list-style-type: none"> • Demonstrate our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing, recruitment and employment practices. 	
12.	<p>Encourage participation of under-represented groups Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially & economically disadvantaged groups, the school will:</p> <ul style="list-style-type: none"> • recruit Governors representative of the pupil population and/or community; • encourage the widest participation in FOSS activities by running a variety of events which appeal to all sections of the school community; • support individuals and community groups to express their views on matters affecting themselves and their community through school assemblies, newsletters and special events. 	
13	<p>Other The school recognises its continuing duty to treat former pupils and staff fairly and equally in relation to the provision of references.</p>	
14.	<p>Monitoring and Evaluation 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 be identified effective evaluation, the school will:</p> <ul style="list-style-type: none"> • train all staff & governors; • consult pupils, parents and staff on how the policy is working and how it could be improved; • monitor and review practice; • carry out impact assessments to evaluate practice; • report to governors; • report to parents and pupils. <p>Review of progress and impact This policy and 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 on an annual basis, progress against our equality objectives.</p> <p>This policy will be monitored and reviewed and its effectiveness evaluated every three years, or more often if appropriate, to ensure that it provides for the needs of all sections of the community.</p>	<p>Requirement to report on disability aspects in school prospectus</p> <p>Best to report on all aspects of inclusion via website, newsletter etc Changes will also need to be reflected in the school's self-evaluation</p>



The specific reporting duties

We will:

- publish information at least annually to demonstrate compliance with the three aims of the Equality Duty. We will decide what information we need to publish to demonstrate our compliance, as there is no prescribed format. We will look at what equality information we publish already and 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 ensure that our focus is on performance, not process.
- set and publish equality objectives, at least every four years;
- collect and analyse data related to the protected characteristics to determine our focus for the equality objectives;
- ensure that the information we publish and the equality objectives that we set are easily accessible. 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.

Member of staff responsible for equalities: Mrs Helen Atkinson (Headteacher)

Signed (Headteacher) *Helen Atkinson*

Signed (on behalf of the Governors) *[Signature]*

Date *07 JUN 2016*

Date for review: Summer 2019

