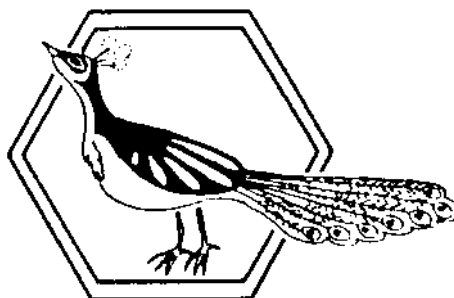


Stanton Harcourt CE Primary School



Equality Policy

Date agreed by Governors 23.05.13

Signed.....

Print name.....

Capacity...Chair of Governors

Signed.....

Print name.....

Capacity.....Headteacher

Frequency of review: Every four years

Next date for review: September 2017

Interim notes: Communication committee to ensure publication of equality reporting annually

Stanton Harcourt School is committed to making effective use of data and information, to support effective partnerships and to ensuring that all the members of its community are treated fairly and with respect regardless of their race, disability, sex, religious beliefs and sexual orientation.

The school recognises it has to make special efforts to ensure that no one is disadvantaged on the basis of

- Age
- Race
- Gender
- Disability
- Religion
- Sexual orientation
- Gender Status

The school has identified the following issues that may be barriers to effective learning and successful working;

- low self esteem, low expectations and peer group pressure
- experience of bullying, harassment or social exclusion
- low income
- low adequate home study space
- low parental support
- low parental expectation
- frequent moves
- low attendance
- lack of help with emotional, mental and physical well-being
- poor behaviour
- exclusion
- Special Educational Needs
- Lack of physical access
- Inappropriate curriculum
- Recruitment, management and development of staff and Governors

The school has identified the following strategies that are specifically designed to address those issues;

1. In developing a school culture and ethos the school will:

- Celebrate diversity/equality; Distinctive but inclusive Christian ethos **embedded in teaching practice and policy, embedded use of AFL throughout the school**
- Celebrate achievement; **child of the week, child of the day, personalised learning, weekly achievement assembly**

- Promote positive attitudes (Race/disability/culture/religion) **RE/PHSCE policy and curriculum, celebrating diversity annually**
 - Involve children, parents and staff; **school ethos is shared by all, evidence from questionnaires, SWOT analysis**
 - Promote high expectations; **behaviour policy and practice**
 - Communicate behaviour expectations; **behaviour policy and practice**
 - Ensure that we welcome applications for school places and jobs from all sections; **follow Oxfordshire Policy**
2. In preventing and dealing effectively with bullying and harassment the school will:
- Communicate; **anti-bullying week, item on all meeting agendas (governors/staff)**
 - Ensure incidents are reported; **as above**
 - Record and analyse bullying and harassment; **Incidents of bullying are recorded and filed. Pupils fill in questionnaires and are asked about bullying - this information is then analysed and then discussed with staff, governors and school council who plan actions**
3. To ensure we are listening to children, staff, parents and others the school will:
- Encourage the Student voice through; **questionnaires, assemblies, school council, eco committee, SEN reviews, parents evenings, open door policy**
 - Actively seek staff views and listen to concerns; **staff meeting minutes, staff appraisal meetings**
 - Seek views of parents; **parent questionnaires, parent open evening, steering groups (PFSU), Bunnies meetings**
 - Encourage, enable and hear the full views including those with disabilities or from other races/faiths or religions; through a **Disability Equality Scheme**
4. To ensure equalisation of opportunities the school will:
- Ensure school uniform is affordable: **schools holds a selection of second hand uniform, uniform is ordered online and parents without access to the internet may come in to school to place an order, any make can be worn, wide choice**
 - Avoid putting parents under unnecessary financial pressure; **the school applies for grants for trips, voluntary contributions are always asked for, FOSHS provide**

many curricular and extra curricular activities. All letters mention the School Welfare Trust and have a box to tick if finances need to be discussed, there are also several other charitable grants that can be applied for. The information for these is supplied by the Partnership Manager.

- Promote the take up of extra curricular opportunities; **extended services grants applied for, grants for residential trips applied for**
- **Have an up to date charging policy available to all**
- **Open the following to all: School experience placements from secondary school, teacher swap day, mini business topic in Y5&6**

5. To inform and involve parents and carers

The school recognizes that some groups of parents may be intimidated, uncomfortable or unsure how to proceed when contacting the school. They will address this through

- **Operating an open door policy where parents/carers can normally speak to a teacher on the same day either in person or by telephone.**
- **Offering a range of ways of communicating: in addition to face to face meetings, parents have monthly newsletters either on paper or by email as preferred by them.**
- **Encouraging communication of need: parents with a particular physical need, or parents of children with particular needs are catered for with practical solutions and sensitivity.**
- **Encouraging parents to discuss their concerns: the staff always try to be accommodating and friendly to parents/carers and encourage them to share their concerns.**
- **Ensuring parents to know how their child is progressing: Parents are invited to attend parents evenings at least twice a year to keep up to date with their children's progress. They are offered advice on how they can support learning at home both here and at informal meetings/ celebrations of children's work.**
- **Explaining how parents can help at school: Parents (and the local community) are frequently encouraged to come into school to support projects e.g. Reading (in particular the band of readers in Key stage 1), gardening and outside work in the school grounds, cycling proficiency, orchestra, weekly swimming trips, trips to support topics such as Cadbury World, Forest schools (weekly for a term), etc.**

6. To welcome new children and helping them to settle effectively

The school recognises that some children may be more intimidated or uncomfortable than others when starting school and works to:

- **Ensure a happy start at usual time of starting: children are able to have transition visits to get the feel of their new classroom and teacher(s).**
- **Ensure all teachers are sensitive to the needs of children when they are in a settling period at school.**

- Ensure effective induction mid-year: **teachers make the time to welcome children starting mid-year by introducing them to the class and help form friendships by choosing friends from volunteers. Practical steps such as naming coat hooks and explaining routines are part of the induction.**
- Ensure extra help is given to children who find change challenging: **if children are not settling quickly teachers discuss this with the child and find ways to ease the problems. Feedback to parents during the settling period is important.**
- Ensure school adjustments are made to cater for children with disabilities: **the school will make the necessary adjustments as soon as is reasonably possible following notification that a child with particular physical needs is attending the school.**

7. In addressing the full range of learning needs the school will

- Ensure curriculum is relevant: **teachers teach creatively through various topics and lessons are differentiated to enable access to the curriculum for all levels of ability.**
- Ensure appropriate teaching styles and classroom organisation: **classroom organisation is constantly reviewed and adjusted to assist the learning process. Teaching styles are varied to provide children with variety.**
- Ensure that planning is based on earlier learning: **planning reflects where the children are in their learning and targets the next steps they need to know.**
- Ensure that marking promotes learning for all: **marking of work is positive and highlights what has been achieved in relation to the learning objective. It also indicates an area in which the pupil can make specific improvements.**
- Track pupil progress and identify under achievement: **summative data is collected three times a year for analysis by the class teachers and the Headteacher. This enables tracking of individual and cohort tracking.**
- Promote and maintain higher attendance: **families wishing to remove their children from school during term time must seek permission from the Headteacher.**

8. In supporting learners with particular needs the school will

- Ensure that particular learning needs are catered for in line with the school ethos of inclusivity and are expanded in **the Stanton Harcourt CE Primary School SEN Policy**

9. In making the school accessible to all

- The school aims to provide full access for everyone in line with the school ethos of inclusivity. This is itemised in the **Stanton Harcourt CE Primary School Access Plan**.

10. In ensuring fair and equal treatment for staff and others

- Ensure non-discriminatory recruitment and employment practices: **the school operates an equal opportunity policy towards recruitment and all employment practice.**
- Promote dignity at work: **respect and dignity for self is promoted across the school encompassing both children and staff.**
- Encourage the development of all staff: **CPD is encouraged for all members of staff and training is fed back at weekly whole staff meetings.**

11. In encouraging participation of under-represented groups the school will

- Recruit governors representative of the community: **Governors come forward from the local community and are representative of that community.**
- Encourage the widest participation in Parents/ Friends (FOSHS) association activities: **the school has a highly constructive relationship with FOSHS, and welcomes any interest from parents and friends of the school.**
- Support individuals/community groups to express their case on matters affecting themselves: **the school welcomes interaction from the community whether that be from individuals or groups.**

12. In monitoring and evaluating the policy

The school recognises that the strength of the policy depends on effective evaluation. Below is what the school does to:

- Train all staff and governors: ensure all needs are assessed and matched to ongoing targets etc and that training opportunities are encouraged and actively sought.
- Consult pupils, parents and staff on how the policy is working and how it could be improved: end of year surveys; forum meetings.
- Monitor and review practice: through self-assessment, and assessment and analysis of pupil and parent surveys.
- Carry out impact assessments to evaluate practice: follow up analysis of pupil and parent surveys with staff and other stakeholders and implement change as necessary
- Report to governors, parents and pupils: as described above.