

Long Furlong Primary School Equality Policy and Plan 2017-2020

Introduction

Long Furlong Primary School is committed to ensuring that all people connected with the school i.e. children, staff, parents, other visitors, and governors are treated fairly regardless of gender, race, religion, disability and gender orientation.

Equality at Long Furlong Primary School is based on the following aims;

To ensure that:

- Every individual within the school achieves their full potential and has the same chance
- Equal access is achieved by everyone and for everyone
- Changing needs are responded to
- Pupils, staff, and other school stakeholders are informed, educated and reminded of the issues
- An equal, harmonious society is maintained

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

- Boys and girls, men and women
- All minority ethnic groups including Travellers, refugees, and asylum seekers
- Children and others with special educational needs
- Children and others with a range of disabilities
- Children looked after and their carers
- Children or staff who are gay or lesbian
- Staff who are pregnant or have just given birth
- Staff who undergo gender reassignment

Pupil progress is tracked and monitored on regularly on an informal basis and 3 times a year formally. As part of these formal reviews of pupil progress, we identify individuals and groups of children who are deemed to be underperforming and plan and deliver appropriate interventions. The Senior Leadership Team monitor the impact of these interventions.

Long Furlong is an average sized primary school where the majority of pupils and staff are from White British backgrounds with only a few from minority ethnic backgrounds, of which a very small minority speak English as an additional language. The proportion of pupils with special educational needs is below the national average, in the main relating to moderate learning difficulties. There are currently 2 pupils with either an Educational Health Care Plan (EHCP) or Statement of Special Needs relating to specific difficulties including both physical and learning difficulties. The proportion of pupils known to be eligible for free school meals is low and rates of pupil mobility are significantly below the national average.

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
- Experience of bullying, harassment, or social exclusion
- Low income leading to difficulty in participating in some aspects of school life
- Low parental support or different parental expectations
- Special Educational Needs
- Language difficulties
- Physical access to the school facilities or services
- Inappropriate curriculum

The 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

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 data which specifically identify a child**)
- Prepare and publish Equality Objectives

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The school recognises that new Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

	Equality Policy	Equality Plan
	<p>The school has identified the following strategies that are specifically designed to address those issues</p>	
<p>1.</p>	<p>Establishing, maintaining and developing a positive school culture and ethos</p> <ul style="list-style-type: none"> ○ The school is committed to celebrating diversity and equality in many ways, by recognising the uniqueness of every individual, as reflected in the school prospectus and on its website. ○ Information on equality is collected through the admissions and recruitment processes. ○ We celebrate achievement weekly in our Achievement Assembly for both academic success and for contributions to the school community through the Headteacher Merit System . nominations for Star of the Week and our Success Board. ○ We promote positive attitudes towards disabled people by having an open admissions policy and including all children in all activities. ○ We promote positive attitudes towards people of different ethnic groups/religions through our curriculum, particularly RE, PSHE and humanities etc. ○ We involve children, parents, and staff through our Parent Teacher Association (FOLF), the School Council and the governing body. ○ We promote high expectations by setting high standards, challenging targets and celebrating achievement ○ We communicate behaviour expectations through modelling good behaviour, having a clear and explicit behaviour policy, continually monitor and collate data collected on behaviour within the school which is reported annually to the Governing Body ○ 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 that there are no barriers to job applications as we adhere to Oxfordshire County Council Equal Opportunity Policies. ○ We provide additional support arrangements for disabled children in our break 	<p><i>To publish data relating to diversity within the school; pupils, staff, and community</i></p>

	and lunchtime support arrangements and extra-curricular opportunities such as residential and trips.	
2.	<p>Preventing and dealing effectively with bullying and harassment</p> <p>The school recognises that groups covered in this policy are more vulnerable to bullying and harassment. Thus, the school;</p> <ul style="list-style-type: none"> ○ Has clear procedures are in place to ensure that staff can confidently deal with all forms of bullying and harassment promptly, fairly and consistently. Actions taken are in line with relevant school policies and guidance such as anti bullying policy and guidance on dealing with prejudiced 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 and confident in their knowledge that such behavior is always unacceptable. 	<p><i>Staff training on dealing with prejudice related incidents</i></p> <p>Attendance at OCC Anti-bullying conference and seek advice from the anti-bullying team.</p>
3	<p>Listening to children, staff, parents and others</p> <ul style="list-style-type: none"> ○ Children are encouraged to express their views during PHSE lessons and Circle Time ○ The school hears the child's voice through its School Council. ○ The school actively seeks staff views and listens to staff concerns through various meetings and the annual Stress Management Survey. The survey results are analysed and where necessary action plans are constructed and embedded into development plans. ○ The school seeks the views of parents through parent/teacher consultations, Parental surveys, and regular Newsletters to parents ○ The school encourages, enables, and hears the full range of views including those with disabilities by taking the advice of the Local Authority. 	<p><i>Seek views from SEND Support Services and voluntary groups to get the full picture on disability.</i></p> <p><i>Continue to Seek Advice from the LA Premises Department.</i></p>
4.	<p>Equalizing opportunities</p> <p>Recognising that some of the groups covered in this policy are likely to be economically</p>	

<p>disadvantaged, the school:</p> <ul style="list-style-type: none"> ○ ensures that the price of school uniform is kept at cost to ensure that it is affordable and allows parents the option of purchasing clothes in school colours from high street retailers ○ avoids putting parents under unnecessary financial pressure by providing good notice for high cost trips and visits. Parents are encouraged to access financial support available. ○ ensures that there is always a good range of non-charged extra-curricular opportunities ○ has a Charging Policy which is published to parents and regularly reviewed by the governors. 	<p><i>Staff to understand the impact their plans have and consider carefully best value and other costs being incurred by families when planning events and activities</i></p>
<p>5. Informing and involving parents and carers</p> <p>Progress reports to parents are accessible to ensure that all parents can participate in the dialogue. They are also encouraged to participate at all levels in the full life of the school. The school works in partnership with parents and the community and continues to develop positive attitudes to diversity and respond to key issues. The school takes positive action to encourage involvement and participation of under-represented groups of parents and sections of the community.</p> <p>Information for parents is easily accessible in user-friendly language and is available in a range of formats. 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>Meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups. Informal events are designed to include the whole community and at times may target particular groups according to needs identified through data analysis.</p> <p>The school's premises and facilities are equally available and accessible for use by all groups within the community. Reasonable adjustment is made for disability.</p>	<p><i>Check that 'absent parents' receive communication</i></p> <p><i>Address issue of discovering the parents who may need alternative communication arrangements – information in community languages needs to be available if needed.</i></p> <p><i>Website has facility to be read in other languages.</i></p>
<p>6. Welcoming new children 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 unfamiliar or strange, the school:</p> <ul style="list-style-type: none"> ○ ensures a happy start for all pupils through induction days and pre-transfer visits and transition or class swap days ○ part of TAs brief to act as a listening ear and provide pastoral support for pupils who join the school midyear. ○ ensures effective school transfer and induction mid-year using visits, buddies and sensitive class teaching ○ ensures that extra help is given to children who find a change of school challenging through additional support ○ ensures well-planned school adjustments are made to cater for a child with disabilities. If possible this to take place in advance of starting at the school by the transferring child's SENCO attending annual reviews where necessary and arranging extra visits ○ Close links with support services address child needs in advance of transfer and constant involvement informs any ongoing necessary modifications or alterations to provision. 	
<p>7.</p>	<p>Addressing the full range of learning needs</p> <p>Curriculum</p> <p>Curriculum planning takes account of and builds on pupils` starting points and is differentiated appropriately to ensure the inclusion of all, including pupils:</p> <ul style="list-style-type: none"> ~ Learning English as an additional language ~ From minority ethnic groups ~ Who are gifted and talented ~ With special educational needs ~ Who are looked after by the local authority ~ Who are at risk of disaffection and exclusion <p>The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds. Each area 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 all pupils.</p>	

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes. Extra-curricular activities and special events should cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

Teaching & Learning

Teachers ensure that the classroom is an inclusive environment in which all pupils can participate; feel all their contributions are valued; have opportunities to succeed and achieve high standards. All pupils 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. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, EAL, gender and background.

Assessment & monitoring

All pupils 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 monitoring and analysing of pupil performance by gender, ethnicity, disability and background enables the identification of groups of pupils 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 and strategies and approaches to assess pupils' progress.

To further develop analysis of progress by different groups following the introduction of a new National Curriculum and assessment system.

	<p>We make regular assessments of pupils learning and use this information to track pupil progress. As part of this process, we 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.</p>	
<p>8.</p>	<p>Supporting learners with particular needs</p> <p>Welfare and well-being takes account of cultural, religious, and ethnic differences, and the experiences and needs of refugee and asylum seeker children.</p> <p>The school uses a wide range of access strategies for pupils learning English as an additional language and encourages them to use their first/home and community languages and takes account of and meets the needs of Gypsy, Roma and Traveller pupils. Providers of all services to the school are also required to demonstrate their commitment equalities and inclusion.</p> <p>Appropriate support is given to victims of harassment and prejudice related incidents, using multi-professional teams and approaches where appropriate. The perpetrators are challenged in accordance with school policy and provided with relevant support and strategies for improving behavior.</p>	<p>Access more additional support for children with EAL when needed.</p>
<p>9.</p>	<p>Making the school accessible to all</p> <p>The school:</p> <ul style="list-style-type: none"> ○ meets the needs of children, staff and others with physical and or sensory disabilities by providing designated toilets, purpose built fully equipped medical rooms and adaptations made to buildings in the form of ramps, lifts, carpeted areas and signage.; ○ ensures that curricular and extra-curricular opportunities are available for children with disabilities by assessing access issues. ○ identifies further developments by keeping in regular touch with representatives of disability groups to update provision. 	<p><i>Take advice from LA on physical access for wheelchair users and pupils with sensory needs.</i></p> <p><i>An ELSA room is available to provide a calm space to support those with emotional needs and a TA is a trained ELSA (Emotional Literacy Support Assistant).</i></p>
<p>10.</p>	<p>Ensuring fair and equal treatment for staff and others</p>	

	<p>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.</p> <p>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.</p> <p>Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.</p>	
<p>11</p>	<p>Ensuring fair and equal treatment for pupils</p> <p>The admissions process and induction procedures are monitored to ensure that they are fair, transparent, and consistent for all pupils. This ensures that they do not discriminate and disadvantage pupils from any group(s).</p> <p>Comprehensive information about pupils` ethnicity, first language(s), faith, physical needs, diet is included in all admission forms.</p> <p>The school and families are aware of their rights and responsibilities in relation to pupil attendance, and appropriate personnel who are aware of community issues always follow up absence.</p> <p>Provision is made for leave of absence for religious observance, which includes staff as well as pupils. Provision is also made for pupils on extended leave so that they are able to continue with their learning.</p> <p>Pupils attendance is monitored by gender, ethnicity, special educational needs and background. Action is taken to reduce any disparities between different groups of pupils.</p> <p>The school expects high standards of behaviour from all pupils and strategies are in place to reintegrate long-term truants and excluded pupils, which address the needs of all pupils. Exclusions are monitored by gender, ethnicity, special educational need and background and action is taken to eliminate any disparities between different groups of pupils.</p> <p>The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. It is recognised that cultural background may affect behaviour. The</p>	

	<p>school takes this into account when dealing with incidents of unacceptable behaviour and all staff operate consistent systems of rewards and discipline.</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>	
12	<p>Other</p> <p>The school recognizes its continuing duty to treat former pupils and employees fairly and equally in relation to the provision of references and access to old pupil communications and files.</p>	
13.	<p>Encourage participation of under-represented groups</p> <p>Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious, and socially & economically disadvantaged groups, the school:</p> <ul style="list-style-type: none"> ○ recruits governors representative of the children's population and/or community; ○ encourages the widest participation in Long Furlong Primary School activities by running events that appeal to a cross section of the school community e.g. Christmas Bazaar, Summer Fete, Easter Egg Hunt and Quiz Evenings ○ supports individuals and community groups to express their case on matters affecting themselves and their community through newsletters, invitations to speak in assemblies 	
14.	<p>Monitoring and Evaluating the policy</p> <p>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.</p> <p>This policy will be regularly monitored and reviewed to ensure that it does not disadvantage</p>	<p><i>The policy and action plan are available on the school website together with equalities information.</i></p> <p><i>Need to make staff & governors aware of equalities training opportunities</i></p> <p><i>Consult children, parents, and staff on how the policy is working and how it could be</i></p>

<p>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: Carol Dunne</p> <p>Date of policy: January 2017</p> <p>Date of policy review: January 2020</p>	<p><i>developed.</i></p>
<p>The specific reporting duties</p> <p>We will:</p> <ul style="list-style-type: none"> ~ 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. <p>To achieve the specific duties, we will collect and analyse data related to the protected characteristics to determine our focus for the equality objectives.</p> <p>We will decide what information we need to publish to demonstrate our compliance with the Equality Duty as <i>there is no subscribed format.</i> 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. <i>It is essential for us to maintain and ensure that our focus is on performance, not process.</i></p> <p>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.</p>	