

# Long Furlong Primary School

## Equality Policy and Plan 2023- 2026

### 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.

Equality at Long Furlong Primary School is built upon our Vision and Values where all our community will:

- be self-motivated, enthusiastic, life-long learners
- thrive because they feel cared-for, understood and valued
- care for each other and the world around them

Our values are ***Respect, Compassion, Responsibility, Courage, and Resilience.***

In addition:

- equal access is achieved by and for everyone
- changing needs are responded to

The school recognises it must make special efforts to ensure that all groups thrive, including all those with protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race (*including racial groups that are made up of two or more distinct groups, eg Black Britons, Irish Travellers*)
- religion or belief
- sex
- sexual orientation

*Pupil progressed is tracked and monitored on regularly on an informal basis and 3 times a year formally. As part of these formal*

*Last reviewed by Governing Body: February 2023*

*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 monitors the impact of these interventions.*

Long Furlong is a one-form entry primary school, with nursery class, where the majority of pupils and staff are from White British backgrounds with only a few from minority ethnic backgrounds, of which a small minority speaks English as an additional language. The proportion of pupils with special educational needs or disabilities is below the national average, in the main relating to moderate learning difficulties, with a small number with an Educational Health Care Plan (EHCP). 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 (direct and indirect discrimination)
- 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.

As a maintained primary school, we also recognise our duties to promote the British Values of:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect.
- Tolerance of those of different faiths and beliefs.

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 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.

	<b>Equality Policy</b>	<b>Equality Plan</b>
	<b>The school has identified the following strategies that are specifically designed to address those issues</b>	
<b>1.</b>	<p><b>Establishing, maintaining and developing a positive school culture and ethos</b></p> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Information on equality is collected through the admissions and recruitment processes.</li> <li>○ 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.</li> <li>○ We promote positive attitudes towards disabled people and those with Special Educational Needs, by having an open admissions policy and including all</li> </ul>	<p><i>To publish data relating to diversity within the school; pupils, staff, and community where and when relevant (eg reporting assessment information, sharing learning and experiences).</i></p> <p><i>NB: Parents and staff identify, therefore we may not always know this data</i></p> <p><i>Indirect discrimination is understood and addressed (in addition to direct and visible</i></p>

	<p>children in all activities.</p> <ul style="list-style-type: none"> <li>○ We promote positive attitudes towards people of different ethnic groups and religions through our curriculum.</li> <li>○ We involve children, parents, and staff through our Parent Teacher Association (FOLF), the School Council and the governing body.</li> <li>○ We promote high expectations by setting high standards, challenging targets and celebrating achievement</li> <li>○ 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</li> <li>○ 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.</li> <li>○ We provide additional support arrangements for-pupils with Special Educational Needs and/ or disabilities in our break and lunchtime support arrangements, and extra-curricular opportunities such as residential and trips.</li> <li>○</li> </ul>	<p><i>discrimination): through staff CPD and pupils' curriculum/ teaching and learning.</i></p>
<p><b>2.</b></p>	<p><b>Preventing and dealing effectively with bullying and harassment</b></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"> <li>○ 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.</li> <li>○ 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.</li> </ul>	<p><i>Staff training for dealing with safeguarding and prejudice-related incidents</i></p> <p><i>Seek advice from anti-bullying team when necessary.</i></p>
<p><b>3</b></p>	<p><b>Listening to children, staff, parents and others</b></p> <ul style="list-style-type: none"> <li>⊖ Children are encouraged to express their views</li> <li>○ The school hears the child's voice through many forms including its School Council.</li> <li>○ The school actively seeks staff views and listens to staff concerns through various meetings and the <b>Staff Engagement survey or similar</b>. The survey</li> </ul>	<p><i>Circle and PSHE/RSE times timetabled and used effectively</i></p> <p><i>Seek views from SEND Support Services and</i></p>

	<p>results are analysed and where necessary action plans are constructed and embedded into development plans.</p> <ul style="list-style-type: none"> <li>○ The school seeks the views of parents through parent/teacher consultations, Parental surveys, and regular Newsletters to parents</li> <li>○ The school encourages, enables, and hears the full range of views including those with disabilities by taking the advice of the Local Authority.</li> </ul>	<p><i>voluntary groups to get the full picture about disability.</i></p> <p><i>Continue to Seek Advice from the LA Premises Department when necessary to meet accessibility needs</i></p>
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<p>4.</p>	<p><b>Equalizing opportunities (A)</b></p> <p>Recognising that some of the groups covered in this policy are likely to be economically disadvantaged, the school:</p> <ul style="list-style-type: none"> <li>○ 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</li> <li>○ 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.</li> <li>○ ensures that there is always a good range of non-charged extra-curricular opportunities</li> <li>○ has a Charging Policy which is published to parents and regularly reviewed by the governors.</li> </ul> <p><b>Equalizing opportunities (B)</b></p> <p>Recognising some of the groups are disadvantaged because of characteristics and factors other than socio-economic (eg racism/ sexism and more), the school will ensure staff and pupils have the tools to ensure prejudice and inequality are challenged and addressed.</p>	<p><i>A. 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><i>If necessary, trips may be unable to go ahead/ cancelled.</i></p> <p><b><i>B: Ensure staff are familiar with this policy and plan</i></b></p> <p><b><i>Continue CPD (continuous professional development) for staff to enable them to educate and challenge prejudice and inequality (direct and indirect discrimination).</i></b></p>
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<p>5.</p>	<p><b>Informing and involving parents and carers</b></p> <p>Annual reports to parents are written to be accessible and jargon-free for all parents and carers. They are also encouraged to participate 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><i>Check that all parents and carers (including those we may not regularly see) receive communications</i></p> <p><i>Address issue of discovering the parents who</i></p>
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<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. The school's premises and facilities are equally available, and the ground floor is accessible for use by all groups within the community. Reasonable adjustment is made for disability.</p>	<p><i>may need alternative communication arrangements – information in community languages needs to be available if needed.</i></p> <p><i>Google Translate is used to translate emails.</i></p> <p><i>Website has facility to be read in other languages.</i></p>
<p><b>6. Welcoming new children and helping them to settle in effectively</b></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"> <li>○ ensures a happy start for all pupils through induction days and pre-transfer visits and transition or 'class swap' days</li> <li>○ part of TAs brief to act as 'a listening ear' and provide pastoral support for pupils who join the school midyear.</li> <li>○ ensures effective school transfer and induction mid-year using visits, buddies and sensitive class teaching</li> <li>○ ensures that extra help is given to children who find a change of school challenging through additional support</li> <li>○ 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 liaising with the new school's SENCO, and arranging extra visits</li> <li>○ Close links with support services address child needs in advance of transfer and constant involvement informs any ongoing necessary modifications or alterations to provision.</li> </ul>	

## 7. Addressing the full range of learning needs

### Curriculum

Curriculum planning takes account of and builds on pupils' starting points and is planned appropriately to ensure the inclusion of all, pupils, including those with protected characteristics, those at risk of disaffection and exclusion, and all abilities.

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.

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

Staff 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 curriculum, as appropriate and staff take positive action to include all groups or individuals.

Teaching styles, strategies and groupings in the classroom are planned and varied.

### Assessment & monitoring

All pupils have the opportunity to achieve their highest standards. The school ensures, as far as possible, that assessment is free of gender, cultural and social bias, and that assessment methods are valid.

The monitoring and analysing of pupil performance by for different groups, currently including boys and girls, ethnicity, disability and background enables the identification of pupils where there is risk of underachievement. The school ensures that action is taken to counter this.

*Curriculum planning includes figures, groups and events that ensure the different characteristics are reflected (meaningful and not tokenistic)*

*Resources, including books, reflect different groups and characteristics in the locality, UK and beyond.*

*The RSE curriculum is fully embedded and children are aware of bias, stereotypes and given strategies to challenge for themselves and support others.*

<p>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.</p> <p>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.</p> <p>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.</p> <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><b>8. Supporting learners with particular needs</b></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><i>Access more additional support for children with EAL when needed.</i></p>
<p><b>9. Making the school accessible to all</b></p> <p>The school:</p> <ul style="list-style-type: none"> <li>○ meets the needs of children, staff and others with physical and or sensory</li> </ul>	<p><i>Take advice from LA on physical access for</i></p>



	<p>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.;</p> <ul style="list-style-type: none"> <li>○ ensures that curricular and extra-curricular opportunities are available for children with disabilities by assessing access issues.</li> <li>○ identifies further developments by keeping in regular touch with representatives of disability groups to update provision.</li> </ul>	<p><i>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>
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<p><b>10.</b></p>	<p><b>Ensuring fair and equal treatment for staff and others</b></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. 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 appropriate visitors provide a wide range of role models and reflect the diversity of the local and wider community.</p>	<p><i>Ensure visitors are encouraged and welcomed.</i></p>
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<p><b>11</b></p>	<p><b>Ensuring fair and equal treatment for pupils</b></p> <p>The admissions process for the nursery class, and induction procedures for all pupils 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). 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</p>	<p><i>OCC are responsible for and manage the admissions` process for the Reception Class/ in-year admissions</i></p>
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	<p>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, socio-economic (i.e. in receipt of Free School Meals -FSM/ Pupil Premium) and language spoken other than English (EAL -English is an Additional Language, not first or home language) 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 persistent absentees, and excluded pupils, which address the needs of all pupils.</p> <p>Exclusions are rare and 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 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 prejudicial language or behaviour is always unacceptable.</p>	
12	<p><b>Other</b></p> <p>The school recognises its continuing duty to treat former pupils and employees fairly and equally in relation to the provision of references. Access to former pupil/staff communications and files is in line with GDPR retention guidance and regulations.</p>	
13.	<p><b>Encourage participation of under-represented groups</b></p> <p>Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious, and socially &amp; economically disadvantaged groups, the school:</p> <ul style="list-style-type: none"> <li>○ recruits governors representative of the children's population and/or community;</li> <li>○ 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</li> </ul>	

	<ul style="list-style-type: none"> <li>○ supports individuals and community groups to express their case on matters affecting themselves and their community through newsletters, invitations to speak in assemblies</li> </ul>	
<p>14.</p>	<p><b>Monitoring and Evaluating the policy</b></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 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><b>Member of staff responsible for equalities:</b> Carol Dunne</p> <p><b>Date of policy:</b> February 2023</p> <p><b>Date of policy review:</b> February 2026</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 &amp; 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 developed.</i></p>
	<p><b>The specific reporting duties</b></p> <p>We will:</p> <ul style="list-style-type: none"> <li>• Publish information to demonstrate compliance with the three aims of the Equality Duty within all our functions and to do this at least annually.</li> <li>• Set and publish equality objectives, at least every four years.</li> </ul> <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 <b><i>there is no subscribed format.</i></b> 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. <b><i>It is essential for us to maintain and ensure that our focus is on performance,</i></b></p>	

***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.