



# Launton C.E. Primary School

## Equality Policy and Equality Plan

### Equality Policy Introduction

This policy forms a single equality policy. It details Launton School's policy on our day-to-day practices and interactions with the whole school community. It reflects the legal duties set out in the Equality Act 2010.

The Public Sector Equality Duty means that schools must adopt a proactive approach to equality. In practice, this requires our school to:

- Take positive and proactive steps to identify areas of potential inequality before they have the chance to make an impact.
- Make changes to ensure that any areas of potential inequality are eliminated.

This policy should be read in conjunction with 'The Equality Act 2010 and schools – Department advice for school leaders, school staff, governing bodies and local authorities' Published May 2014.

This policy is based on the Oxfordshire County Council Model Policy for Equality.

At Launton CE Primary School, in accordance with the vision and Christian ethos of the school, we are committed to promoting excellence and equality for all our children in order that all may live life in all its fullness. Equality applies to all members of our school community: pupils, parents, staff, governors and the wider community.

### School Vision

This is how our children describe our school:

"Our school is a place where we have the courage to make a difference: where we learn to look after each other and our environment.

Our school is a place where we are honest and truthful and where we do good things even when nobody sees. We are friendly and welcoming, inclusive, kind and polite. We do not give up when things are difficult.

Our school is a place where we can think and talk about our ideas and discuss big questions, express ourselves, be creative and excited, be safe, supported and challenged."

Everything we do in our school is underpinned by the values:

**compassion    courage    integrity    resilience**

In this we take as our model the life and teaching of Jesus

## 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 school management, 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.

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

- Boys and girls, men and women or people who identify as other sexes
- 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

Launton School recognises that a protected characteristic under the Equality Act 2010 covers the following groups:

Age (for employees)  
Disability  
Race  
Sex (including transgender)  
Gender reassignment  
Maternity, pregnancy,  
Religion and belief  
Sexual orientation  
Marriage and Civil Partnership (for employees)

The school uses the data management systems available to it to identify vulnerable groups or individuals and is able to analyse this data to monitor trends linked to these groups or individuals.

The school has identified the following issues that may be barriers to effective learning and successful working at the school, if they were unrecognised or not addressed:

- 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
- Recruitment, management and development of staff and governors

### **Launton CE Primary 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 for all
- promote 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, parent, staff member or governor.
- Prepare and publish equality objectives.

Our objectives will detail how we will ensure equality if 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 needs of, pupils with specific protected characteristics. If we decide to use these, we will ensure that it is a proportionate response to achieve the relevant aim.

## **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. A named member of staff will be responsible for leading on equalities.

## **Equality Policy**

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

Establishing, maintaining and developing a school culture and ethos.

The 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.

As a school we celebrate the diversity of the wider communities of Launton, Bicester, Oxfordshire and the United Kingdom and are committed to the principles of inclusion and equality of opportunity. Diversity is respected and inclusion is a strength of the school.

## **Establishing, maintaining and developing a school culture and ethos**

In Launton School, we:

- Celebrate diversity/equality by recognising the uniqueness of each individual, embracing diversity and the positive contribution it makes within our school
- Celebrate achievement through praise, weekly Achievement Assembly, rewards and praise
- Promote positive attitudes towards disabled people
- Promote positive attitudes towards people of different ethnic groups/religions etc through our curriculum, including RE lessons and through school visits and visitors
- Involve pupils, parents and staff in the life of the school, for example through Friends of Launton School PTA, events in school to which members of the local village community are invited (concerts, exhibitions, tea parties)
- Promote high expectations through recognising and celebrating achievements within school and outside school, including in sport, dance, drama and communities groups such as Beavers
- Communicate behaviour expectations through our behaviour policy, our learning dispositions of resourcefulness, reflectiveness, resilience and reciprocity, and our school values of courage, integrity, compassion and resilience
- Ensure that we welcome applications for school places and jobs from all sections by having a comprehensive, non-selective intake. The school uses the Oxfordshire County Council Admissions Policy and the Local Authority manages admissions to the school. Advertisements for jobs state that there are no barriers to job applications as we adhere to the Oxfordshire County Council Equal Opportunity Policies

## **Preventing and dealing effectively with bullying and harassment**

Recognising that the groups covered in this policy are more vulnerable to bullying and harassment, in Launton School we:

- Communicate to pupils, parents and staff that any form of bullying or harassment is unacceptable, through our Behaviour Policy and Anti-Bullying Policy
- Ensure that all staff are aware of the importance of dealing with any incident of bullying, discrimination or harassment, and how this should be responded to and reported and recorded
- Ensure that incidents are reported and addressed swiftly and effectively and that a member of the Leadership Team is informed
- Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation and other protected characteristics

### **Listening to pupils, staff, parents and others**

To ensure that the views of stakeholders are considered:

- Children are encouraged to express their views through regular conversations with staff and during PSHCE and RSE lessons and the pupil leadership groups
- The school leadership team actively seeks staff views and listen to staff concerns, for example during staff meetings, Team Meetings, by employing an “open door” policy and through staff surveys and consultations
- The school seeks the views of parents during parent consultations, by telephoning parents, surveys, invitations to open consultations and through the weekly newsletter
- Ensures it encourages, enables and hears the full range of views including those with disabilities by taking the advice of the Local Authority

### **Equalising opportunities**

Recognising that some of the groups covered in this policy are likely to be economically disadvantaged, the school:

- Ensures school uniform is affordable: no school- branded uniform is required and the PTA sells good quality donated uniform several times a year, inexpensively; vouchers to purchase uniform are sent to parents whose children qualify for Free School Meals, when they join the school in reception
- Avoids putting parents under unnecessary financial pressure by avoiding holding days where families may feel pressure to buy costumes (World Book Day), or provide donations for non-uniform days
- Promotes the take-up of extra-curricular opportunities by making minimal charge for clubs run by the school; makes some clubs freely available for economically disadvantaged pupils
- Ensures that its charging policy is appropriate
- Monitors take-up of extra-curricular opportunities

### **Informing and involving our families**

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

- Explains how the school operates through the weekly newsletter, a parent handbook, the website and information sessions for new parents
- Offers a range of ways of communicating between school and parents that meet parents' circumstances and needs through telephone calls, email, individual meetings and parents' evenings

- Encourages parents to let the school know if they have a particular disability or other need
- Encourages parents to attend parent consultations by teachers telephoning non-attenders to make alternative arrangements
- Ensures that parents understand how well their child is progressing through frequent conversations, annual reports and parents' evenings
- Explains how parents can help their child at home through letters, information on the website, parents' evenings, frequent conversations and messages in reading diaries
- Explains how parents and others can help in school, for example by helping on school visits or joining in with PTA events
- Encourages parents to join in with PTA and governing body through the weekly newsletter and through the use of information boards around school

### **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 school intimidating, strange or inaccessible, and to move mid-year, the school:

- Ensures a happy start to the school through induction sessions for Nursery and Reception pupils in the term before they start school or nursery
- Ensures effective school transfer and induction mid-year by the use of visits, buddies and sensitive communication between home and school
- Ensures that extra help is given to pupils who find a change of school challenging and that staff monitor carefully those pupils who are vulnerable
- Ensures that pupils with disabilities join the school when provision is in place to support all of their needs, with support from the School Health Nurse and the SEN support service
- Liaises with the support services/ school of transfer in advance to inform ongoing necessary modifications or alterations to provision

### **Support for all learning needs**

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

- Ensures the curriculum is relevant to the needs and interests of all our pupils
- Uses materials that reflect the diversity of the school population and the wider community, for example in terms of gender, race and disability without stereotyping
- Ensures appropriate inclusive teaching styles and classroom organisation for the needs of all our pupils
- Planning is based on earlier learning
- Ensures the Marking Policy promotes learning for all
- Tracks pupil progress and identifies where and how pupils might be able to make more progress
- Promotes and maintains high levels of attendance by monitoring attendance and working with the attendance team where there are barriers to attendance

### **Supporting learners with any additional needs**

Recognising that some of the groups covered in this policy are more likely to have particular needs, the school:

- Provides distance learning for children out of school for health reasons, with support from the Hospital School
- Prepares Electronic Personal Education Plans to focus on learning priorities for any child in care, with support from the Virtual School
- Provides in-class adult support and intervention groups for all children who are identified as requiring additional learning support

- Ensures language support is available as required
- Provides Homework/Revision support
- Provides appropriate training to enable staff to meet particular needs such as training from the School Health Nurse, Educational Psychologist, Young Carers, Behaviour Support Services
- Will draw on the expertise of outside agencies to support parents and pupils, such as CAMHS, MHST, speech and language therapists, SEN Support Service, LCSS, Children's Social Care and the Family Solutions Service

### **Making the school accessible to all**

The school:

- Meets the needs of pupils, staff and others with physical disabilities by providing designated toilets and adaptations to the school building where appropriate
- Provides additional support for pupils who need a higher level of supervision when on school visits, during break and lunchtimes or toileting
- Gives consideration to improving the accessibility of the building when all minor works are undertaken
- Ensures that curricular and extra-curricular opportunities are available for pupils with disabilities by putting risk assessments in place to address access issues
- Assesses the needs of pupils and seeks support from external agencies to identify how the accessibility of the school can be further improved

### **Fair and equal treatment for all pupils**

Recognising that the school needs to ensure that its policies and practices do not discriminate, directly or indirectly, against the pupils, the school:

- Will ensure a fair admissions procedure for pupils in Nursery using the OCC Nursery Admissions Policy
- Use the OCC Admissions Policy for pupils in YR – Y6, administered by OCC
- Will accommodate the needs of different cultures, races and religions where
- reasonably possible (in relation to wearing of uniform for example)

### **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 pupils in the school and that positive role models and a wider perspective will strengthen the school, we will:

- 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
- Ensure that all staff appointments are made on the basis of merit and ability and in compliance with the law.

Public Sector Equality Duty (149, 1-9)

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and re-evaluating staff structures to ensure decisions are free of discrimination.

Launton School, as part of Oxfordshire County Council (the Local Authority) has due regard to the need to –

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention, including monitoring allegations of bullying and harassment of staff
- Continued professional development opportunities for all staff
- Promoting dignity at work through adopting the OCC Dignity at Work Policy
- Leadership team support to ensure equality of opportunity for all

### **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, we endeavour to:

- Recruit governors representative of the pupil population and/or community
- Encourage the widest access to participation in PTA and wider school activities
- Support individuals and community groups to express their case on matters affecting themselves and their community

### **Monitoring and Evaluating the policy**

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 arise from effective evaluation, the school will:

- Ensure that all staff and governors receive appropriate training on equality
- Consult pupils, parents and staff on how the policy is working and how it could be improved
- Monitor and review practice
- Report to governors
- Report to parents and pupils where appropriate