

## **New Marston Primary School Equality Policy and Action Plan**

### **Introduction**

New Marston Primary School is committed to the education of the whole child. Through a broad, balanced and relevant curriculum we aim to encourage personal fulfilment and enjoyment as well as the children's positive attitude towards their own learning and a self-perception as successful and independent learners. Children have varied life experiences and needs. In consideration of this it is necessary to ensure the curriculum and the means by which we deliver it, is inclusive and provides equal and appropriate access. New Marston Primary 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, medical concerns, attainment and background.

We are a welcoming and inclusive school. Staff, governors, pupils and families work together to provide a high quality education in a caring and nurturing environment.

#### What makes our school different?

- We spend time getting to know individual needs and abilities including our gifted and talented. Our curriculum is tailored around the pupils' interests so as far as possible the pupils help to choose the topics. We believe this is the key to inspiring and motivating our learners.
- We teach our pupils to be independent learners. We encourage our pupils to be fully involved in their learning and their successes and teach them the skills to problem solve and continually strive to achieve.
- We want our pupils to be responsible. Pupils are given special responsibilities across the school including Prefects in Year 6, making school decisions in the Learning Detectives group, Eco and School Councils, being Community Stars (helping out in the community) and being House captains.
- Our staff are committed to continually developing their own skills through training and visiting other classes and schools. We also encourage regular feedback on how we are doing through our bi-annual questionnaires and termly 'Have your say'/Breakfast morning meetings for parents.
- We value the importance of outdoor learning and all our classes in FS and KS1 have their outdoor areas.

The school recognises it has to 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
- 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
- Pupils from disadvantaged backgrounds

#### **Analysis of Pupil Achievement and Vulnerable Groups**

- The proportion of pupils that met the expected standard in phonics was above the national figure in year 1. The % of children achieving a pass on the phonics test is increasing.
- KS2 progress in reading was significantly below average (low prior attainment especially)
- KS2 progress in writing was significantly below average (low & middle prior attainment groups especially)
- KS2 progress was significantly below average (in at least one subject for the groups: disadvantaged, disadvantaged low, disadvantaged middle, girls, girls middle, boys, boys low, boys middle, SEN support low, SEN support middle)
- KS1 reading was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS groups: emerging (E+), expected (E+).
- KS1 writing was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS groups: emerging (E+), expected (E+).
- KS1 mathematics was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS groups: emerging (E+), expected (E+).
- KS1 attainment was well below the national figure for expected+ or greater depth in at least one subject for the groups: disadvantaged expected, girls expected, boys emerging, boys expected.

### **Key Priorities for New Marston 2016/17:**

- To develop consistency of expectations in teaching and learning
- To ensure there is a challenging curriculum that reflects appropriate expectations for all.
- To use intervention programmes for identified groups
- To improve leadership and management at all levels
- Assessment and monitoring
- Communication

### **What sort of school are we?**

New Marston is a 2 form entry school. Early Years Foundation Stage provision is made through the school's Nursery and Reception classes. New Marston Primary School has a growing number of pupils from many different ethnic backgrounds. At present around 69% (March 2017) of the children are from mixed or minority ethnic backgrounds or are from other European countries. Around 46% of the children on roll are from families where another language is spoken at home. Many of the families are settled in the area but there are a significant number of children who attend this school for a year or less and then move back home or to another school in this country. The school's catchment is in the top 40% of deprived areas and this was a factor in the decision to build the Northway Children's Centre on the school site. The proportion with learning difficulties is above average; most commonly these pupils are identified as having cognition and learning needs, and communication and interaction difficulties. A group of pupils have medical needs such as severe allergies and specific medical needs e.g. heart conditions and diabetes. There is a hearing impaired unit and pupils from the unit are fully integrated into mainstream classes. The proportion of pupils joining or leaving the school at other than the usual times is high. A small group of pupils come to and from school by taxi.

### **The school has identified the following issues that may be barriers to effective learning and successful working at the school:**

- o Low self esteem, low expectations and peer group pressure
- o Experience of bullying, harassment or social exclusion
- o Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- o Low parental support or different parental expectations
- o Frequent moves and lack of stability in life leading to time out of school or low attendance
- o Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions
- o Language difficulties
- o Special Educational Needs
- o Lack of physical access to school facilities or services
- o Inappropriate curriculum
- o Recruitment, management and development of staff and governors

### **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

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.

### **Aims of the Equality Policy, Audit and Action Plan**

We aim to promote equal opportunities and good race relations in all areas of school life and to eliminate unlawful racial discrimination through the following:

- making the school a place where everyone feels welcome and valued;
- ensuring that all pupils are encouraged to achieve their full potential;
- enabling the school community to develop an understanding of and appreciation for different cultures and religions;
- fostering respect for and valuing the differences between people;
- celebrating the diverse nature of our school and the wider society;
- acknowledging the existence of racism and taking steps to prevent it;
- helping everyone to recognise racist attitudes and behaviour and to challenge them;
- having clear procedures in place to ensure that all staff deal with all forms of racism and racial harassment consistently;
- ensuring race equality in all areas of our work;
- helping the children to develop an understanding of global citizenship.

**Key Responsibilities**

Working Together Governing Group: Meet termly to evaluate and update this policy plan. The Headteacher leads this process.  
 Inclusion Coordinator: Rachel Vlachonikolis/Sarah Douglas. The INCCo leads and co-ordinates the provision for EAL and EM pupils, PP pupils and more able pupils, and evaluates performance of these groups.  
 SENCO: Rachel Vlachonikolis. The SENCO lead co-ordinates the provision of SEN pupils and evaluates the performance of these groups.  
 Anti Bullying and Behaviour Co-ordinator: The Head Teacher leads this process: The Behaviour lead co-ordinates the procedures for behaviour and bullying and monitors incidents to evaluate and improve on practice.

	Equality Policy	Equality Plan			
	The school has identified the following strategies that are specifically designed to address those issues	What actions now need to happen? Cross Reference to SIP Priorities	Timescale and Lead	Updates and Next steps	Updates and next steps
1.	<p><b>Establishing, maintaining and developing a school culture and ethos</b></p> <ul style="list-style-type: none"> <li>• School TIGER Values (Teamwork, Initiative, Growth, Enthusiasm, Responsibility). This links with the termly focus for SEAL and teaching and learning.</li> <li>• Open door and welcoming atmosphere. Pupils encouraged to greet and welcome visitors.</li> <li>• School aims booklet detailing the responsibilities of pupils, staff and parents under five school aims.</li> <li>• Fully embedded SEAL curriculum that includes assemblies, weekly themes, class challenges, links to lessons and cultural festivals and events.</li> <li>• Silver Seal or learning mentor groups for vulnerable pupils.</li> <li>• Weekly achievement assemblies and termly awards.</li> <li>• House system and tournaments and Friendship times.</li> </ul>	<p>Update the behaviour policy to ensure that pupils perceive there to be a balance between sanctions and rewards. <b>Ref: Behaviour and Safety</b></p> <p>Set charities for the year. <b>Ref: Behaviour and Safety</b></p> <p>Link behaviours we want to see with updated SEAL themes of the week. <b>Ref: Behaviour and Safety</b></p> <p>Set up opportunities for pupils learn together across the school (Anti Bullying week, house friendship times). <b>Ref: Behaviour and Safety</b></p>	<p>Sept 16 HB</p> <p>Sept 16</p> <p>Sept 16 HB</p> <p>Sept 16 HB</p>	<p>Behaviour policy has been updated. Consistently applied in all classes.</p> <p>Children in Need, Comic Relief/Sport Relief and world disasters as appropriate.</p>	

	<ul style="list-style-type: none"> <li>• Annual International Evening and Anti Bullying week</li> <li>• Responsibilities schemes (Prefects, School Council, Learning Detectives and Freindship Champions)</li> <li>• Charity events and fundraising</li> <li>• Clear expectations for learning (Rhinos and Tigers) linked to school improvement plan</li> <li>• Clear procedures for inductions for staff/volunteers and admission meetings for new pupils and parents.</li> <li>• High quality displays around the school that reflect the diversity across all aspects of equality.</li> </ul> <p>Link to Behaviour and Attitude to Learning Policy  Link to Inductions and Admission procedures.  Link to SEAL planning and School Council meetings.</p>				
2.	<p><b>Preventing and dealing effectively with bullying and harassment</b></p> <ul style="list-style-type: none"> <li>• Annual Anti Bullying week and revisiting of practice and policies during the school year linked to SEAL themes.</li> <li>• Bullying covered in all pupil admission meetings and staff inductions. Information covered in school prospectus and website.</li> <li>• Clear reporting of bullying incidents with follow up actions and reviews.</li> <li>• Termly analysis of behaviour, bullying and racist incidents.</li> <li>• Parental issues/concerns and follow up actions reported to governors at the end of each term.</li> </ul> <p>Link to Anti Bullying audit and policy.</p>	<p>Implement actions detailed on Anti Bullying audit action plan (revisit policy, zones, pupil survey, mediation skills).  <b>Ref: Behaviour and Safety</b></p> <p>Promote roles of Prefects, Freindship Champions and School Council in peaceful problem solving and mediation.  <b>Ref: Behaviour and Safety</b></p>	<p>April 17 HB</p> <p>Nov 16 HB</p>		
3	<p><b>Listening to pupils, staff, parents and others</b></p> <ul style="list-style-type: none"> <li>• School Council</li> <li>• SEAL lessons</li> <li>• Questionnaires twice a year (parents, pupils and staff)</li> <li>• Headteacher/HSLW at the gate in the mornings</li> <li>• Breakfast mornings (three times a year)</li> <li>• Parents' Evenings (three times a year)</li> <li>• FONM meetings</li> <li>• Governor present at Open Mornings</li> <li>• Email direct to HT, teachers and governors</li> <li>• Pupil feedback meetings twice a year</li> </ul> <p>Link to HYS meetings, SEAL, SC and questionnaire analysis.</p>	<p>Evaluate system for parents to come and talk with HT/Governor once a term (Breakfast mornings). Link to Class reps. Display and communicate outcome of actions. Explore other ways to listen and communicate with parents.  <b>Ref: Leadership and Management Listening to Stakeholders</b></p> <p>Parent Questionnaires to be available online to increase feedback.  <b>Ref: Leadership and Management Listening to Stakeholders</b></p> <p>Governor presence at key events and</p>	<p>Jan 17</p> <p>March 17</p>		

		<p>staff meetings.  <b>Ref: Leadership and Management Listening to Stakeholders</b></p> <p>Set up termly Governor Drop in to communicate things happening at school and gain feedback.  <b>Ref: Leadership and Management Listening to Stakeholders</b></p>	<p>March 17</p> <p>April 17</p>		
4.	<p><b>Equalising opportunities</b>  Recognising that some of the groups covered in this policy are likely to be economically disadvantaged.</p> <ul style="list-style-type: none"> <li>• School uniform sold at no profit</li> <li>• All pupils have access to go on school trips (educational)</li> <li>• Free clubs for all pupils at lunchtimes and after school</li> <li>• PE funding used to provide free lunchtime sports club.</li> </ul>	<p>Audit the take up of clubs to make sure all groups of pupils are accessing them.</p> <p>Develop links with secondary schools in order to access coaching from sixth form students.</p>	<p>April 17</p>		
5.	<p><b>Informing and involving parents, carers and community</b>  Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible.</p> <ul style="list-style-type: none"> <li>• Weekly parent newsletters</li> <li>• Daily communication board</li> <li>• Termly Breakfast mornings</li> <li>• HT at gate each morning</li> <li>• Parents' Evening (Open Evening)</li> <li>• Open Mornings</li> <li>• Admission meetings and visits</li> <li>• HSLW worker support for targeted parents</li> <li>• Storytime at key events in different languages.</li> </ul> <p><a href="#">Link to newsletters, Admission meeting procedure, H/S worker files</a></p>	<p>Ensure newsletters get to pupils who have been away. Set up Newsletter pockets.  <b>Ref: Leadership and Management Informing and involving parents and community</b></p> <p>Create list of parents who can translate newsletters. Send home translated newsletters to identified parents and on website.  <b>Ref: Leadership and Management Informing and involving parents and community</b></p> <p>Increase effectiveness of communication with taxi pupils. Evaluate current provision.  <b>Ref: Leadership and Management Informing and involving parents and community</b></p> <p>Audit the website to identify improvements needed. Action improvements and evaluate impact.  <b>Ref: Leadership and Management Informing and involving parents and</b></p>	<p>Sept 16 HB</p> <p>April 17 CW</p> <p>Jan 17</p> <p>April 17</p>		

		<p><b>community</b></p> <p>Weekly governor updates in parent and staff newsletters. Promote Parentmail so that parents can receive information by email and text. <b>Ref: Leadership and Management Informing and involving parents and community</b></p> <p>Increase links with pre schools and potential feeder settings. Investigate better signage for the school from the road. <b>Ref: Leadership and Management Informing and involving parents and community</b></p> <p>Set up Open Afternoons for local community <b>Ref: Leadership and Management Informing and involving parents and community</b></p>	<p>Nov 17</p> <p>Sept 17</p> <p>Oct 17</p>		
6.	<p><b>Welcoming new pupils and helping them to settle in effectively</b> 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.</p> <ul style="list-style-type: none"> <li>• School tours and initial visits of appropriate length</li> <li>• Admission meetings</li> <li>• Further meeting with HSLW worker, EAL teacher and SENCO if needed.</li> <li>• Buddy system</li> <li>• Home/School agreement</li> <li>• Parents to stay during initial visits if needed.</li> <li>• Home visits for new F1 pupils.</li> </ul> <p><a href="#">Link to Admission procedures.</a></p>	<p>Continue home visits and evaluate impact.</p>	<p>Nov 16 HB</p>		
7.	<p><b>Addressing the full range of learning needs</b> Recognising that some of the groups covered in this policy are more likely to under-achieve.</p> <ul style="list-style-type: none"> <li>• Range of teaching methods used to engage all pupils and their backgrounds and interests.</li> <li>• Our resources reflect the reality of an ethically, culturally and sexually diverse society</li> <li>• Pupil's progress tracked through ongoing assessments and pupil at risk plan implemented</li> </ul>	<p>Audit classroom resources and books to make sure all groups are represented.</p>	<p>March 17 RV</p>		

	<p>for pupils at risk of underachieving.</p> <ul style="list-style-type: none"> <li>• Attendance and Welfare officer appointed.</li> <li>• Provision map in place and evaluated.</li> <li>• Rainbow room for withdrawal and Rainbow Room support at lunchtimes.</li> <li>• TIGER values (Truly Independent, Great challenger, Enthusiastic, Responsible) are fundamental to how staff teach and children learn.</li> <li>• Equal access to clubs, mixed teams where possible, clubs that run before school, lunchtimes and after school.</li> </ul> <p><a href="#">Link to Teaching and Learning Policy, Behaviour and Attitude to Learning Policy and Tracking information.</a></p>				
8.	<p><b>Supporting learners with particular needs</b> Recognising that some of the groups covered in this policy are more likely to have particular needs:</p> <ul style="list-style-type: none"> <li>• Free revision guides.</li> <li>• Free breakfast revision club for Y6 pupils</li> <li>• CPD action plan created from staff Appraisal.</li> <li>• Appraisal reviews</li> <li>• Class information packs for new teachers/supply teachers</li> <li>• Medical needs board</li> <li>• Admission meetings and medical forms</li> </ul> <p><a href="#">Link to Appraisal records.</a></p>	<p>Update class information packs and make sure accessible to supply teachers and volunteers.</p> <p>Creation of Chill out zones at playtimes.</p> <p>Make sure that training needs link to Appraisal and SIP.</p>	<p>March 17</p> <p>July 17</p>		
9.	<p><b>Making the school accessible to all</b></p> <ul style="list-style-type: none"> <li>• School building fully DDA compliant.</li> <li>• Disabled parking spaces.</li> <li>• Single story</li> </ul>	<p>Complete physical audit of classrooms to make sure everyone can move around the rooms easily. Use document: Accessibility in Primary Schools Self audit questionnaire.</p> <p><b>Ref: Leadership and Management Making the school accessible to all.</b></p>	<p>May 17</p>		
10	<p><b>Ensuring fair and equal treatment for pupils</b> Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against pupils in the school:</p> <ul style="list-style-type: none"> <li>• SEN Policy</li> <li>• Behaviour and Attitude to learning policy</li> <li>• End of term analysis of behaviour incidents and bullying and racist incidents.</li> </ul>	<p>Follow up meetings consistently applied by all staff when an issue has been raised.</p>	<p>May 17</p>		
11.	<p><b>Ensuring fair and equal treatment for staff and others</b> 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</p>	<p>Training action plan to be created and monitored through the year.</p>	<p>Ongoing</p>		

	and that positive role models and a wider perspective will strengthen the school: <ul style="list-style-type: none"> <li>• Policies</li> <li>• Absence meetings and return to work interviews</li> <li>• Performance Management</li> <li>• Well Being meetings</li> </ul>				
12.	<b>Encourage participation of under-represented groups</b> <ul style="list-style-type: none"> <li>• Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially &amp; economically disadvantaged groups,</li> </ul>	Governor recruitment to make sure fair representation as possible.  Increase membership of Friends of New Marston. Link governor needed. <b>Ref: Leading and Management Informing and involving parents</b>	Ongoing		
13	<b>Other</b> The school recognises its continuing duty to treat former pupils fairly and equally in relation to the provision of references and access to 'old pupils' communications and activities. <ul style="list-style-type: none"> <li>• Work experience placements given to ex pupils.</li> <li>• Ex Year 6 pupils invited to give talks to current Year 6 pupils.</li> </ul>				
14.	<b>Monitoring and Evaluating the policy</b> 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: <ul style="list-style-type: none"> <li>• Staff &amp; governor training</li> <li>• Monitor and review practice</li> <li>• Impact assessments to evaluate practice Reporting to governors (FGM and HT's report)</li> <li>• Reporting to parents and pupils (newsletters)</li> </ul>	Speak to parents at Parents' Evening about initial needs and actions.  Discuss with staff at weekly staff meetings.  Post the draft Equality Plan on the school website  Consult pupils, parents and staff on how the policy is working and how it could be improved  Changes need to be reflected in the school's self-evaluation			

**The specific reporting duties**

We will:

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.

To achieve the specific duties, we will collect and analyse data related to the protected characteristics to determine our focus for the equality objectives.

We will decide what information we need to publish to demonstrate our compliance with the Equality Duty as **there is no subscribed format**. 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. ***It is essential for us to maintain and ensure that our focus is on performance, 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.

**The Governing Body will report annually on progress made to achieve equalities objectives.**

**Monitoring and Review**

The overall responsibility for monitoring and reviewing this policy will be for the Headteacher. The Headteacher will monitor the impact of the policy and action plan with the designated members of the Working Together Governors group. This group meet once a term to review actions and update the action plan. A summary of actions and impact will be shared with the full governing body at the termly full governors and through the Headteacher's termly report to governors (also available on GVO). Staff and parents will be updated through the weekly newsletters.