



EQUALITY PLAN

New Marston Primary School

Introduction

Equality at New Marston Primary School is about providing equality and excellence for all to secure the highest possible standards of attainment. Equality applies to all members of the school community.

It is based on our core values and ethos as expressed in the school's Vision and Values (see website).

These aims are designed to ensure that our school provides equality of education and opportunity for all. We aim to meet the needs of all, taking account of learning ability, disability, ethnicity, culture, gender, language, race, faith or belief, sexual orientation, family structures and socio-economic factors.

Such aims include:

- Ensuring that all pupils and staff are encouraged and able to achieve to their full potential
- Making reasonable adjustments for disability
- Respecting, valuing and celebrating differences between people
- Preparing pupils for life in a diverse society
- Acknowledging and addressing prejudice and prejudice based incidents and positive action to eliminate it
- Making the school a place where everyone feels welcomed and valued
- Increasing participation and fostering good relations between different groups within the school and within the wider community
- Ensuring that an inclusive ethos is established and maintained

It is important that in our school, we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a diverse society.

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
- All family structures, including those with adopted children
- Pupils or families with diverse religions or beliefs
- Pupils and others with special educational needs
- Pupils in receipt of Pupil Premium grant
- Pupils 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
- Pupils or staff identifying as transgender, gender fluid or undergoing gender reassignment

All the school policies reflect a commitment to inclusion and equality. A clear ethos is also set by the governing body and the school leadership, 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 leadership works in partnership with others to eliminate all forms of oppressive behavior, 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 relevant plan 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.

Responsibilities

The Governing Body and Headteacher will ensure that the school complies with all relevant equalities legislation and ensures that the plan, related procedures and strategies are implemented. The Headteacher will also ensure that all staff are aware of their responsibilities under the plan.

	What are we trying to achieve?	How will we achieve this?	Evaluation
1.	Establishing, maintaining and developing a school culture and ethos	<p>The school celebrates diversity, equality and achievement through weekly programme of Values based Education assemblies, led by the Headteacher, colleagues and visiting speakers</p> <p>Positive attitudes towards all, including disabled people and people of different gender, ethnic groups and religions are at the heart of the New Marston Curriculum.</p> <p>Pupils, parents and staff are involved in establishing, maintaining and developing a school culture and ethos through Values based Education, and also by eliminating discrimination</p> <p>We proactively challenge gender stereotypes.</p> <p>High expectations are promoted for all children, regardless of gender, age, disability, ethnic group, religion.</p> <p>The school celebrates diversity, and promotes sensitivity towards pupils with disabilities. We believe that all children should understand differences and similarities between each other, and therefore develop a better understanding of disability, tolerance and inclusivity.</p> <p>Behaviour expectations are very high and we expect them to be adhered to by all members of the school community.</p> <p>The learning environment promotes diversity and equality</p> <p>The school welcomes applications for school places, jobs and governor posts from all sections of society</p>	Ongoing, by Leadership Team, Governors and School Council

2.	Preventing and dealing effectively with bullying and harassment	<p>The school has a clear plan on anti-bullying, drawn up with contributions from all groups of the school community.</p> <p>We present various assemblies to the school outlining ways to identify and prevent bullying behaviour choices. (Recent The Power of One (Nov 2018)</p> <p>All members of the school community are aware that any form of bullying and harassment is unacceptable and would need to be reported.</p> <p>The school seeks to understand any tension that may develop into bullying or harassment, and to use tactics to prevent an escalation.</p> <p>The school records, analyses and reports bullying and harassment on grounds of race, gender, disability, sexual orientation etc.</p>	Recent (Nov 2018) pupil voice indicates that this is not seen to be an issue.
3	Listening to pupils, staff, parents and others	<p>The School Council and all pupils have a key part to play in student voice.</p> <p>Staff views, including those of Teaching Assistants and non-teaching staff, are sought through informal and formal meetings, questionnaires, appraisal. Staff concerns are evaluated and responded to.</p> <p>Parents are consulted with regards to this Plan.</p>	Parents, staff and pupils consulted with Jan 2019

4.	Equalising opportunities Recognising that some of the groups covered in this plan are likely to be economically disadvantaged	<p>Headteacher and Inclusion Leader regularly appraise provision for Pupil Premium and SEN.</p> <p>Staff identify potential barriers to success of disadvantaged children and implement determined methods to overcome these.</p> <p>Individual pupil tracking forms are kept for each Pupil Premium and SEND child.</p> <p>A provision map is used in order to describe and analyse effectiveness and impact of support given.</p> <p>Progress is closely monitored and termly pupil premium meetings take place.</p> <p>Pupil premium budget is used to ensure that children's needs are met-academically, physically and emotionally.</p> <p>Register is kept of extra-curricular activities; take-up is monitored and some families are supported financially.</p> <p>Second hand uniform is available for sale.</p>	SLT and Governing Body, ongoing
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5.	<p>Informing and involving parents and carers</p> <p>Recognising that some of the groups covered in this plan are more likely to find school intimidating, strange or inaccessible</p>	<p>The school website aims to offer a range of ways of communicating, with written text combined with images and video.</p> <p>Where appropriate, telephone and email are used in conjunction with specialist software.</p> <p>We ensure that 'absent parents' receive communication through text messages, letters and meetings.</p> <p>Parents and carers offered face-to-face support in completing forms and understanding information.</p> <p>Open-door plan encouraged throughout the school, with teachers, headteacher and office staff available most mornings to discuss concerns</p> <p>Active PTA is encouraged to be inclusive, eg mindful of family budgets.</p>	<p>Parent Governors regularly consulted</p>
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6.	<p>Welcoming new pupils and helping them to settle in effectively</p> <p>Recognising that some of the groups covered in this plan are more likely to find school intimidating, strange or inaccessible, and to move mid-year</p>	<p>All pupils are made to feel welcome and included regardless of when they join the school or when they move to a new school. Diversity is celebrated with children given opportunities to share their previous life experiences and cultural reference points. All abilities included in lessons with differentiated tasks and support as needed. Data and background information is shared appropriately.</p> <p>All children starting at New Marston are offered a pre-visit with parents or carers and the opportunity to ask questions, meet their teacher and other members of staff and to buy uniform in advance. Data, background notes and other information is collected to allow for preparation. E.g. equipment needed health/care plan or use of laptop. A buddying system is in place for in-year new pupils.</p> <p>Transition day at the end of year allows all children to meet their new teacher, visit classroom, and meet other children. Booklets/letters are sent home to explain how each</p> <p>Year/key Stage works. In year starters-children are given extra tour and a buddy to support them. Extra visits maybe arranged for vulnerable children including opportunities to visit regularly. EAL children given language support.</p> <p>Transition to secondary starts in Y5. From September in Y6 there is a change in expectation to match secondary; independence is encouraged, organisational skills taught and the same timetable format used. Visits to secondaries arranged with extra visits for vulnerable children. Sports events all year with other Y6 classes. Teacher meets with secondary staff to talk through the ability and needs of each individual child. Y7 ex TH children visit to talk to class and allay fears. Science days and sports days attended. Talk for parents by parents at secondary to answer questions. Open days at secondary promoted in school and parents encouraged to attend. Extra support given to vulnerable parents.</p>	
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<p>7.</p>	<p>Addressing the full range of learning needs</p> <p>Recognising that some of the groups covered in this plan are more likely to under-achieve</p>	<p>Develop a relevant curriculum that enables all children to learn effectively.</p> <p>Particular focus given to groups of children who are more likely to under-achieve, with identified teachers and teaching assistants who will track progress of individuals more frequently, using short interventions where appropriate.</p> <p>Appropriate teaching styles and classroom organisation support needs of all.</p> <p>Closing gap marking and quality verbal and written feedback are given particularly high emphasis.</p> <p>Assessment methods track pupil progress and identify under-performing children, regardless of group. Collaborative approaches across the River Learning Trust have been set up.</p> <p>Promote and maintain higher attendance for any child whose attendance is below 95%.</p>	<p>Teaching and support staff</p>
<p>8.</p>	<p>Supporting learners with particular needs</p> <p>Recognising that some of the groups covered in this plan are more likely to have particular needs,</p>	<p>Ensure language support is available as required.</p> <p>Teaching assistants are highly trained and effective – this is regularly monitored.</p> <p>Pupil profiles and individual provision trackers to focus on learning priorities.</p> <p>Provide children with appropriate homework and revision support.</p> <p>Ensure that training is in place for any children with particular needs.</p>	<p>Inclusion Lead</p>
<p>9.</p>	<p>Making the school accessible to all</p>	<p>The school continues to ensure that the needs of pupils, staff and others with physical or other disabilities are met.</p> <p>Opportunities for pupils with disabilities include residential trips.</p> <p>Transition for pupils where members of family may need specific support as their child moves location.</p> <p>2 year-olds are taken into our nursery.</p>	<p>We have success with engaging families through non-academic events, eg International Evening, exhibitions etc.</p>

10	Ensuring fair and equal treatment for pupils	<p>Recognition 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"> • Assess the implications uniform requirements have on pupils and modify them where appropriate • Accommodate the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example) • Ensure that the implementation of uniform and other plans are sufficiently flexible to accommodate the needs of pupils undergoing gender reassignment • Monitor the use of sanctions to ensure that staff do not impose stricter disciplinary penalties on one group than they do in similar circumstances to others • Ensure where relevant that teaching or the expression of religious belief about same sex relationships is conveyed responsibly and sensitively. • Revision of behaviour plan to include specific monitoring of the use of sanctions to ensure that staff do not impose stricter sanctions on one group than they do in similar circumstances to others, otherwise they will be subject to disciplinary procedures • Ensure that the teaching of religious or non-religious beliefs is conveyed responsibly and reflects Values based Education focus for our school. • Ensure that we working closely with families of pupils identifying as transgender or gender fluid, in order to meet their needs • In the case of multiple birth families (twins, triplets), working with the desires of families whether to have siblings working together in classes or not 	<p>OCC manages admissions.</p> <p>Second-hand uniform is available through the school.</p> <p>School uniform plan amended to reflect price of black school shoes locally to allow more flexibility and affordability.</p>
11.	Ensuring fair and equal treatment for staff and others	<p>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.</p> <p>We ensure non-discriminatory recruitment and employment practices by following Oxfordshire and River Learning Trust Safer Recruitment procedures</p> <p>We promote dignity at work and the development of all staff. In particular this year, we encourage development of Teaching Assistant staff.</p>	SLT and Governing Body
12.	Encourage participation of under-represented groups	<p>To model empowerment and promote the active participation of people with disabilities, those from religious or ethnic minority groups, and those who are social and economically disadvantaged are actively encouraged to participate in all events and opportunities.</p>	All staff and Governing Body

		<p>Through a values based education, we actively promote positive attitudes and mutual respect between groups and communities different from each other.</p> <p>We promote positive messages about equality and diversity; this is embedded in the school through displays, assemblies, visitors and whole school events.</p> <p>Economically disadvantaged groups have access to debt counselling and payment plans.</p> <p>GRT families are encouraged to fully participate (and this is successful to date).</p>	
13	Other	<p>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.</p> <p>Examples include work experience offers for former pupils, visits and lunch for former pupils. School anniversaries are used to invite former pupils and staff to celebrate.</p>	
14.	Monitoring and evaluating the plan	<p>Recognising that the strength of this plan depends upon ensuring that everyone is actively implementing it and that gaps and the need for further development will arise from effective evaluation</p> <p>The plan will be monitored with staff and governors before end of February 2019 and then reviewing and monitoring will take place over the next four years as follows: - consult pupils, parents, carers and families and staff on how the plan is working and how it could be improved</p>	<p>- monitor and review practice</p> <p>- carry out impact assessments to evaluate practice</p> <p>- report to governors, parents, carers and families and pupils</p>
15	The specific reporting duties	<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 continue to 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 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.</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</p>	

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

Signed _____  _____

Due for review February 2020