



Sunningwell CE Primary School Equalities Policy and Plan

Sunningwell CE Primary School is committed to ensuring Equality of Opportunity at Sunningwell is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community – pupils, staff, governors, parents and community members.

It is based on the following core values and ethos as expressed in this school's mission statement.

The aim of our school is to help children to develop personally, socially, emotionally, spiritually, physically and intellectually in an atmosphere of community spirit and environmental awareness, where rights also bring responsibilities. Further information on the mission statement can be found in – Curriculum Policy Statement

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of the school community to ensure inclusion for all and that pupils are prepared for full participation in a multi-ethnic society.

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

- Boys and girls, men and women
- All minorities including service families, ethnic groups, 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

Achievement of pupils is tracked through Pupil Tracker and is regularly monitored by staff, leadership team and governors. On entry to school, other than Reception pupils, all pupils undertake some assessments so that decisions are made related to their needs.

What sort of school are we?

Sunningwell CE Primary School is an inclusive, rural, church school built on the foundations of its Christian values. We are situated in a small village between Oxford and Abingdon; the catchment of the school includes our village, neighbouring hamlet Bayworth, the local army base Dalton Barracks, North Abingdon and Boars Hill.

Consideration is given to:

- Ethnic composition of pupils and staff
- Gender
- Disability
- Socio-economic backgrounds of pupils
- Attainment levels of different groups of pupils
- Cultural, faith and linguistic diversity of pupils
- Pupil mobility- particular consideration is given to pupil mobility as we have over 30% of our pupils that belong to a service family
- Travellers, refugees and asylum seekers

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, all members of the school community with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

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

- Low self-esteem and low expectations
- 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
- Inappropriate curriculum
- 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 Jan 2007 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.

Equality Policy	Equality Plan
<p>Establishing, maintaining and developing a school culture and ethos</p> <ul style="list-style-type: none"> ▪ Celebrate diversity/equality ▪ Celebrate achievement ▪ Promote positive attitudes towards disabled people ▪ Promote positive attitudes towards people of different ethnic groups/religions etc ▪ Involve pupils, parents and staff ▪ Promote high expectations ▪ Demonstrate sensitivity to pupils with disabilities ▪ Communicate behaviour expectations <p>Ensure that it welcomes applications for school places and jobs from all sections</p>	<ol style="list-style-type: none"> 1. Share Values through assemblies and class work <ol style="list-style-type: none"> a. 'I will show you my faith by my works' James 2:18 b. Friendship, Trust, Forgiveness, Perseverance and TOBY 2. Staff and governors to act as good role models welcoming all. 3. Develop further understanding through CPD including anti-bullying, Global learning Programme, specific needs training, talks and presentations by local/national and international groups
<p>Preventing and dealing effectively with bullying and harassment</p> <ul style="list-style-type: none"> ▪ Communicate to pupils, parents and staff its dissatisfaction of all forms of bullying and harassment ▪ Ensure that incidents are reported and addressed swiftly and effectively ▪ Record, analyse and report bullying and harassment on 	<ol style="list-style-type: none"> 1. Recording and reporting of incidents 2. Analyse data

grounds of race, gender, disability, sexual orientation etc.	
Listening to pupils, staff, parents and others <ul style="list-style-type: none"> ▪ Hear the student voice ▪ Actively seek staff views and listen to staff concerns ▪ Seek the views of parents ▪ Ensure it encourages, enables and hears the full range of views including those with disabilities 	<ol style="list-style-type: none"> 1. School's Council 2. PTA input to Schools Council 3. Governors talking with pupils 4. Parental/pupil questionnaires
Equalising opportunities <ul style="list-style-type: none"> ▪ Ensure school uniform is affordable ▪ Avoid putting parents under unnecessary financial pressure ▪ Promote the take-up of extra-curricular opportunities ▪ Ensure that its charging policy is appropriate ▪ Monitor take-up of extra-curricular opportunities 	<ol style="list-style-type: none"> 1. Use Poor's Land fund to enable all to participate in a range of events and activities 2. Use and monitor the Pupil Premium money allocated to the school – see report 3. Ensure clubs are affordable as poss.
Informing and involving parents and carers Ensure that some of the groups covered in this policy who are more likely to find school intimidating, strange or inaccessible: <ul style="list-style-type: none"> ▪ Understand how school operates ▪ Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs ▪ Encourage parents to let the school know if they have a particular disability or other need ▪ Encourage parents to discuss their concerns ▪ Ensure that parents understand how well their child is progressing ▪ Explain how parents can help their child at home ▪ Explain how parents and others can help in school ▪ Encourage parents to join the Friends or governing body 	<ol style="list-style-type: none"> 1. Contact using telephone, Parentmail, text and providing translations if necessary 2. Ensure that 'absent parents' receive communication – office 3. Create a range of opportunities for parents to come into the school including sharing assemblies, coffee mornings, reading together etc.
Welcoming new pupils and helping them to settle in effectively <ul style="list-style-type: none"> ▪ Ensure a happy start to the school at normal times ▪ Ensure effective school transfer and induction mid-year ▪ Ensure that extra help is given to pupils who find change of school challenging ▪ Ensure well-planned school adjustments are made to cater for a child with disabilities- if possible in advance of starting at the school 	<ol style="list-style-type: none"> 1. Assessment of new pupils to be undertaken by JC 2. EC and class teachers to monitor children's social and emotional welfare
Addressing the full range of learning needs <ul style="list-style-type: none"> ▪ Ensure curriculum is relevant ▪ Ensure appropriate teaching styles and classroom organisation ▪ Planning is based on earlier learning ▪ Marking policy promotes learning of all ▪ Track pupil progress & Identify under- performing ▪ Promote and maintain higher attendance - strategies & monitoring 	<ol style="list-style-type: none"> 1. See Teaching and Learning Policy 2. Develop provision maps to establish effective analysis and development of interventions - EC
Supporting learners with particular needs <ul style="list-style-type: none"> ▪ Provide distance learning packs for children out of school ▪ Use AfL to focus on learning priorities ▪ Provide Basic Skills support through 1-1 ▪ Ensure language support is available as required ▪ Provide Homework/Revision support ▪ Provide appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission. 	<ol style="list-style-type: none"> 1. Support gaps identified in training needs analysis for staff 2. Provide the correct support for children with the support of external agencies

<p>Making the school accessible to all</p> <ul style="list-style-type: none"> ▪ Meet the needs of pupils, staff and others with physical disabilities ▪ Meet the needs of pupils, staff and others with other disabilities ▪ Ensure that curricular and extra-curricular opportunities are available for pupils with disabilities ▪ Identify further developments to address outstanding issues where these constitute reasonable adjustments <p><i>Note:</i></p> <ul style="list-style-type: none"> ▪ <i>Increasing extent to which disabled pupils can participate in the curriculum</i> ▪ <i>Improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided</i> ▪ <i>Improving the availability of accessible information to disabled pupils</i> 	<ol style="list-style-type: none"> 1. Supervision for children with disabilities 2. The new build in 2010 helped to make the school much more accessible for disabled pupils 3. Disabled parking spaces to be made permanent in car park
<p>Ensuring fair and equal treatment for pupils</p> <ul style="list-style-type: none"> ▪ Ensure fair admissions procedure (applicable to Foundation/Church Controlled School) ▪ 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 policy is 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. 	<p>See</p> <ol style="list-style-type: none"> 1. Behaviour Policy 2. Admissions Policy
<p>Ensuring fair and equal treatment for staff and others</p> <ul style="list-style-type: none"> ▪ Ensure non-discriminatory recruitment and employment practices ▪ Promote dignity at work ▪ Encourage the development of all staff 	<p>See</p> <ol style="list-style-type: none"> 1. Safeguarding – recruitment 2. Dignity at Work
<p>Encourage participation of under-represented groups</p> <ul style="list-style-type: none"> ▪ Recruit governors representative of the pupil population and/or community ▪ Encourage the widest participation in Friends Association activities ▪ Support individuals and community groups to express their case on matters affecting themselves and their community 	<ol style="list-style-type: none"> 1. Continue to encourage all groups to be represented in school activities
<p>Other</p> <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>	<ol style="list-style-type: none"> 1. Continue to encourage past pupils into the school for visits or work experience.
<ul style="list-style-type: none"> ▪ Monitoring and Evaluating the policy ▪ Train all staff & governors ▪ Consult pupils, parents and staff on how the policy is 	<ol style="list-style-type: none"> 1. Requirement to report on disability aspects

<p>working and how it could be improved</p> <ul style="list-style-type: none"> ▪ Monitor and review practice ▪ Carry out impact assessments to evaluate practice ▪ Report to governors ▪ Report to parents and pupils 	<ol style="list-style-type: none"> 2. Update website 3. Update school's self-evaluation
<p>The specific reporting duties the aims of which are to</p> <ul style="list-style-type: none"> ▪ Eliminate unlawful discrimination ▪ Advance equality of opportunity ▪ Foster good relations <p>We will:</p> <p>Publish information to demonstrate compliance with the three aims of the Equality Duty within all our functions and to do this at least annually.</p> <p>Set and publish equality objectives, at least every four years.</p> <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 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 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.</p> <p>We will publish this information at least annually.</p>	

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