

St John's Primary School

Equalities Policy and Plan

Our school is committed to equal opportunities and aims to be a school where everyone, staff and children are respected and developed to achieve their full potential. We believe that everyone should be treated equally regardless of race, disability, health, physical ability, age, income, religion, beliefs, ethnic or national origin, marital status, gender, special educational needs, sexuality, gender reassignment, marital status. This policy also applies to staff who are pregnant or have just given birth.

St John's Primary School is located in the market town of Wallingford. Percentages of pupils in receipt of pupil premium, from ethnic minorities and whose first language is not English, is below the national average. As a school, we analyse pupil achievement of all groups of pupils. Currently, our pupil premium children in some year groups achieve less well than our non-pupil premium children (Raiseonline Oct 2015).

The purpose of this policy is to outline how we ensure that direct or indirect unlawful discrimination and other undesirable behaviour including harassment does not occur.

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 also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognize 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.

Responsibilities:

The governing body is responsible for ensuring the school complies with legislation, and that this policy and its related strategies are implemented. The headteacher is responsible for implementing the policy and related strategies; for ensuring all staff are aware of their responsibilities and are given appropriate training and support. All staff are responsible for implementing the policy in their everyday practice.

Equality Plan

Establishing, maintaining and developing the school culture and ethos:

Through our values education, assemblies and through the curriculum, including PHSE, we celebrate diversity, promote positive attitudes towards all ethnic groups and religions and promote equality. Children learn about different cultures and faiths, through a range of subjects, including Literacy,

Geography and RE. Children learn about and visit a range of places of worship and learn about festivals from a range of faiths. Our behaviour policy sets out our high standards and expectations of all members of the school community.

Preventing and dealing effectively with bullying and harassment:

The school upholds the principles of tackling bullying as set out by the Anti-bullying Alliance; we hold an Anti-bullying week annually and ensure that bullying is discussed as part of the PHSE curriculum. The school has pupil Anti-bullying ambassadors and children are taught what to do if they experience or witness bullying. All incidents are dealt with and recorded in accordance with our behaviour and Anti-bullying policies.

All staff in school will challenge abusive behaviour, including any incident of racist behaviour which will be dealt with by the headteacher. A record is made of all incidents and racist incidents are reported to the governing body.

Listening to pupils, staff and parents:

The school has an elected School Council and Eco Council. The pupils, parents and staff take part in an annual survey. Our SENCo consults with parents of pupils with special educational needs to ensure our provision is in line with the needs of the pupils and their families; the school seeks the views of professionals in order to meet the needs of specific pupils for example the Virtual School or attachment specialists for our looked after children. The school has an open door policy and parents are welcome to share their views through a variety of means.

Equalising opportunities:

Our Nurture HLTA works with disadvantaged families to ensure they have access to information distributed by the school and attend events run by the school. Places are made available in our after school clubs and extra-curricular clubs for pupils in receipt of pupil premium. Children are always included in all trips and residential regardless of ability to pay or non-payment. However should the level of contribution be insufficient, an activity may be cancelled.

Narrowing the Gap:

We analyse pupil performance data by gender and ethnic origin and take action to address any underachievement of different groups. We also analyse the performance of our pupil premium pupils and plan specific actions to ensure the progress of these pupils.

Informing and involving parents and carers:

All parents are encouraged to attend parent teacher interviews and school events. Our Nurture HLTA ensures all parents receive relevant information, on a one to one basis and through a home visit if necessary. The school runs information events on a range of areas of the curriculum to enable parents to support their children at home.

Welcoming new pupils and helping them to settle in effectively:

We run a comprehensive induction programme for children starting school in Foundation Stage, this may include the teacher visiting pupils in their pre-school setting. Transition programmes are put in place for any pupils who may find changing school, phase or class challenging. Any adjustments required to cater for a children with disabilities is made in advance of them joining the school.

Addressing the full range of learning needs:

The school has a clear policy for SEN, in accordance with the SEN Code of Practice, 2014. All pupils with special educational needs have a pupil profile which is regularly reviewed by teachers and parents, and is shared with all relevant adults. Staff receive regular training from the SENCo, Educational Psychologist and other external professionals on catering for the needs of all pupils within the classroom. The progress of all pupils is monitored termly and Individual Pupil Progress Interviews (IPPIs) are held with teachers to discuss strategies for any pupils falling behind in their learning.

Making the school accessible to all:

The school assesses the needs of individual pupils with medical needs or physical disabilities and makes adjustments where necessary. The school ensures that wherever possible all pupils have access to all of the curricular and extra-curricular opportunities on offer. Where appropriate, a medical or access plan is written and a risk assessment undertaken.

Ensuring fair and equal treatment for pupils and staff:

The school follows the admissions policy of the local authority. The school ensures that teaching about religious belief is conveyed responsibly and sensitively. The school follows non-discriminatory recruitment and employment practices and promotes dignity at work. The school has a strong commitment to the development of all staff.

Encourage participation of under-represented groups:

The school seeks to encourage participation in the Governing Body and Parent Teacher and Friends Association by all groups.

Monitoring and evaluating the policy:

We use a range of data to monitor this policy and make adjustments as appropriate. Any breaches of this policy will be dealt with by the headteacher and if appropriate the governing body.

January 2016