



'Shine like Stars'

Single Equality and Accessibility Policy

Document Approval Record

Committee	Teaching and Learning
Chair of Committee	Ryan Bradley
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FGB Approval:

Headteacher	Rachel Doe (Acting Headteacher)
Chair of Governors	Gary Chater
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To conform with the requirements of GDPR (General Data Protection Regulation) all data is handled according to the terms of our Privacy Notice. A copy of this is available on our school website.

School statement on equality

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

1. Legal framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender identity, race, religion, sex and sexual orientation.

We 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.

2. Guiding principles

At Stoke Row Church of England Voluntary Aided Primary School, we believe that learning should be purposeful, fun and challenging. We aim to develop confident learners, who take ownership of their learning and are proud of their achievements. We aim to grow and develop within our community.

We believe every child is entitled to enjoy his or her childhood. We seek to do this through learning together in a secure, happy and healthy environment, where we have high expectations of each other and approach with enthusiasm, exciting challenges that inspire and motivate us to achieve in all areas of our lives: cognitively, physically, spiritually, emotionally, socially and morally. Our Christian ethos encourages kind, thoughtful, responsible behaviour and within supportive communities like ours everyone's contribution is valued.

We believe that good teamwork and respectful positive partnerships will lead to effective teaching, high standards and successful learning. Equality at the 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: pupils, parents, community, staff and governors.

3. Development of the policy

The school recognises that 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
- Disadvantaged pupils (ie, those eligible for Pupil Premium)
- Pupils and others with a range of disabilities
- Looked-after children and their carers
- Children or staff who are gay, lesbian or bisexual
- Pupils or staff who are pregnant or have just given birth
- Pupils or staff undergoing gender reassignment

Through our careful monitoring and tracking system, all groups of pupils' achievements are analysed. Where a specific group of children appears to be underperforming then appropriate action will be taken. We have identified the following issues that may be barriers to effective learning and successful working at the school:

- 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
- Special Educational Needs including communication difficulties
- Lack of physical access to school facilities or services.

4. Links to other policies and documentation

We ensure that the principles listed above apply to all of our policies and practice including those that are concerned with:

- Safeguarding and child protection
- Pupils' progress, attainment and achievement
- Pupils' personal development and wellbeing
- Teaching styles and strategies
- SMSC (spiritual, moral, social and cultural education) and PSHE (personal, social, health and economic)
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Special educational needs and disability
- Behaviour, discipline and exclusions
- Bullying and addressing prejudice-related bullying
- Working in partnership with parents, carers and guardians
- Working with the wider community

We also ensure that information about our responsibilities under the Equality Act are included in our School Development Plan, Self-evaluation review, the school prospectus, school website and newsletters.

5. Our actions

The table below sets out how we aim to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity between different groups; and
- foster good relations.

	Equality Policy	Equality Plan (reviewed annually)
1	<p>Establishing, maintaining and developing a school culture and ethos</p> <p>The school:</p> <ul style="list-style-type: none"> • Celebrates diversity and equality through its teaching in RE, PSHE and collective worship; • Celebrates achievement and positive behaviour through rewards in school such as assemblies, the school newsletter, the school website and the local press; • aims to promote positive attitudes towards disabled people and people of different ethnic groups/religions through PSHE and RE as well as school trips; • regularly promotes high expectations around attitudes towards learning and behaviour towards others. These are communicated regularly through assemblies, class work and on the website. <p>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. Advancing diversity is integral to us in our drive to raise standards for all. Staff foster a positive atmosphere of mutual respect and trust among pupils, parents and visitors from all ethnic groups. The school enables pupils and staff to celebrate festivals and other events relevant to different faiths and actively encourages all pupils to understand these.</p>	<p>January 2019 actions:</p> <p><i>PSHE is a focus area on our School Development Plan (SDP) this year. Updates on our progress will be shared at Full Governing Board (FGB) and on our SDP. Continue to explore further opportunities for at least annual school trips which link to this objective.</i></p>
2	<p>Preventing and dealing effectively with bullying and harassment</p> <p>The school recognises that the groups covered in this policy are more vulnerable to bullying and harassment. Clear procedures are in place to ensure that staff are able to confidently deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant LA policy and guidance such as those for anti-bullying and dealing with prejudice related incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policy. Pupils, staff and parents are aware of the procedures for dealing with these and confident in their knowledge that such behaviour is always unacceptable. Members of staff are trained to deal effectively with</p>	<p>January 2019 actions:</p> <p><i>Review and adapt the 'Managing Abusive Parents Policy' into a parental code of conduct.</i></p>

<p>3 Listening to pupils, staff, parents and others</p> <p>The school has several forums to hear the student voice on a variety of issues; these include the School Council, Sports Council and Eco Council as well as weekly Key Stage assemblies. The school has an annual pupil survey which records the views of pupils on a variety of areas. It also has informal mechanisms for pupils to talk about areas of concern both within the school day and privately and confidentially (eg, worry box). For key pupils (such as those with Special Educational Needs (SEN)) 'voice of child' is regularly sought and shared with key members of staff.</p> <p>There is a structured performance-management system in place for all staff members. This allows staff to raise any issues in relation to their work.</p> <p>The school seeks the views of parents formally through an annual questionnaire as well as specific requests for information. It also has regular times for parents to talk to individual teachers and/or the Headteacher about any aspect of a pupil's progress and care. It regularly reminds and encourages parents to talk to the teachers after school about any arising concerns.</p>	<p>January 2019 actions:</p> <p><i>Set regular 'house assemblies' in order for Year 6 House Captains to have time to listen and respond to the ideas of the children in their house.</i></p>
<p>4. Equalising opportunities</p> <p>The school recognises that some of the groups covered in this policy are likely to be economically disadvantaged, and therefore has a number of strategies for ensuring access for all. These are:</p> <ul style="list-style-type: none"> • ensuring that the school uniform is affordable by having a regular second-hand sale and stocking low-price items of uniform; • when asking for extra funding for trips the school always requests voluntary contributions to avoid putting parents under unnecessary financial pressure; • the PTA fund some extracurricular activities which are offered to all pupils; • the charging and remissions policy is regularly reviewed by the Governing Body to ensure that it remains appropriate; • registers are kept of the take-up of extracurricular activities to monitor fairness of opportunity; • Pupil Premium funding is carefully targeted to maximise outcomes for disadvantaged children. 	<p>January 2019 actions:</p>
<p>5. Informing and involving parents and carers</p> <p>The school recognises that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible. We have a website which is regularly updated with information for parents and others wishing to find out information about the school. Parents are regularly communicated to through email, letters sent home and on the phone. They are invited to regular meet the teacher events; parents evenings and subject specific events and are also sent progress reports.</p> <p>The school operates an open-door policy and invites parents to raise any concerns and thoughts regarding their child as soon as possible. The school has an active PTA which regularly recruits helpers</p>	<p>January 2019 actions:</p>

	and members to join and raise money. Parents and members of the community can also volunteer to help at the school.	
6.	<p>Welcoming new pupils and helping them to settle in effectively</p> <p>The school aims to:</p> <ul style="list-style-type: none"> ensure a happy start to school life through organising a transition period from Early Years settings; pre-school visits; new parent meetings and visits for the children. It provides effective school transfer and induction mid-year through tailored visits and tours for parents and individual children; offer a settling in period during September where parents can help the children to settle during morning registration. ensure that extra help is given to pupils who find change of school challenging; ensure that well-planned school adjustments are made to cater for a child with disabilities – if possible in advance of starting at the school. 	<p>January 2019 actions: <i>Where possible, staff will carry out a home visit for new starters for those who:</i></p> <ul style="list-style-type: none"> <i>Have a significant special educational need.</i> <i>Have a significant medical need.</i> <i>Have not attended a pre-school or nursery.</i>
7.	<p>Addressing the full range of learning needs</p> <p>The school recognises that some of the groups covered in this policy are more likely to under-achieve. We aim to:</p> <ul style="list-style-type: none"> ensure the curriculum is relevant through continuous review and cohort adaptation; ensure appropriate teaching styles and classroom organisation; plan based on previous learning and communication between staff being key in ensuring a good handover between academic years; apply a marking policy that promotes learning for all and is regularly reviewed to ensure consistency and fairness; observe lessons using the Oxfordshire 'inclusion checklist' in order to monitor inclusion for all. track pupil progress regularly by the teacher and Headteacher to ensure that all pupils are being monitored and supported to reach their potential; expect high attendance. Unexplained absence is followed up by the Headteacher and the holiday policy is clear and understood. 	<p>January 2019 actions:</p>
8.	<p>Supporting learners with particular needs</p> <p>Recognising that some of the groups covered in this policy are more likely to have particular needs, the school will invite parents to meet with the teacher and other relevant professionals as required and prepare Pupil Profiles and Individual Trackers as appropriate.</p> <p>The school has a Homework Policy and sends pupils home with regular and relevant homework. Booster groups are set up for those children who require additional support in a subject area. The school provides appropriate training to enable staff to meet particular learning needs from a wide variety of professionals. The school has good links with the pre-school which helps with passing on relevant information and transition.</p>	<p>January 2019 actions:</p>
9.	<p>Making the school accessible to all</p>	

<p>10. Ensuring fair and equal treatment for pupils The school recognises its need to ensure that its policies and practices do not discriminate, directly or indirectly, against pupils through:</p> <ul style="list-style-type: none"> ensuring a fair admissions procedure through our admissions policy which is reviewed annually; ensuring our uniform policy is adhered to at all times; ensuring that the implementation of uniform and other policies is sufficiently flexible to accommodate the needs of pupils from vulnerable groups; ensuring where relevant that teaching or the expression of religious belief about same-sex relationships are conveyed responsibly and sensitively. 	
<p>11. Ensuring fair and equal treatment for staff and others Recognising that the school needs to ensure that its policies and practices do 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, it has policies to:</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>January 2019 update: Acting Headteacher has received Safer Recruitment training.</p>
<p>12. 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 and economically disadvantaged groups, it has policies appropriate to the following:</p> <ul style="list-style-type: none"> recruiting governors representative of the community population; encouraging the widest participation in the PTA; supporting individuals and community groups to express their thoughts on matters affecting themselves and their community. 	
<p>13. Other The school recognises its continuing duty to treat former pupils fairly and equally in relation to the provision of references and access to former pupils' communications and activities.</p>	
<p>14. Monitoring and evaluating the policy Recognising that the strength of this policy depends on ensuring that everyone is actively implementing it, and that gaps and the need for further development will be identified from effective evaluation and a description of what the school does to:</p> <ul style="list-style-type: none"> train all staff and governors; consult pupils, parents and staff on how the policy is working and how it could be improved; monitor and review practice; carry out impact assessments to evaluate practice; report to governors; 	

<ul style="list-style-type: none"> • report to parents and pupils. 	
<p>15. The specific reporting duties</p> <p>We will:</p> <ul style="list-style-type: none"> • Publish information to demonstrate a 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 collect and analyse data relating 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 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. 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>	

As a result of our audit of equalities, the Governing Body has agreed the following equalities objectives:

	Equality Objective	Success Criteria: How we will know we are making progress?	Actions required to achieve objective	Aims of the Equality Duty	Protected Characteristics	Review of Objective (reviewed annually)
1.	<p>To continue to maintain links with Choithram School in India, via the British Council, in order for:</p> <ul style="list-style-type: none"> • The children to compare and contrast their own lives. • The children to collaboratively learn about arising issues across both nations. • The teachers to collaborate and share good practice. 	<p>Within 12 months</p>	<ul style="list-style-type: none"> • Annual global citizenship week and events planned in collaboration with Choithram school. • Use technological advances to foster links between the two schools. • Teachers to continue to take part in exchange visits to share good practice when funding allows. 	<ul style="list-style-type: none"> • Eliminate unlawful discrimination • Foster good relations 	<p>Race</p> <p>Religion or belief</p>	

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2.	To ensure there is an accessible and level route through the original school building so that all members of our school community, as well as visitors, can move freely through the school.	Within 24 months	<ul style="list-style-type: none"> • Share objective with PTA (FOSRS) as possible supporters. • Discuss at Finance Committee as a possible use of capital funding. • Level or install ramps between Stream and Ocean class. • Level or install ramps between Ocean and River classes and the cloakroom. 	<ul style="list-style-type: none"> • Eliminate unlawful discrimination • Foster good relations • Advance equality of opportunity. 	Disability	

	Equality Objective	Success Criteria: How we will know we are making progress?	Actions required to achieve objective	Aims of the Equality Duty	Protected Characteristics	Review of Objective (reviewed annually)
3.	Where possible, staff will carry out a home visit for new starters for those who: <ul style="list-style-type: none"> • Have a significant special educational need. • Have a significant medical need. • Have not attended a pre-school or nursery. 	Within 12 months	<ul style="list-style-type: none"> • Review new starters list and liaise with pre-schools. • Contact parents directly who have no pre-school listed. 	<ul style="list-style-type: none"> • Eliminate unlawful discrimination • Foster good relations • Advance equality of opportunity. 	Disability Age	

	Equality Objective	Success Criteria: How we will know we are making progress?	Actions required to achieve objective	Aims of the Equality Duty	Protected Characteristics	Review of Objective (reviewed annually)
4.	Continue to ensure all staff have regular and up-to-date information from Stonewall in order to ensure we offer an inclusive, equal, age-appropriate and inspiring education about LGBT people.	Within 12 months	<ul style="list-style-type: none"> Review new starters list and liaise with pre-schools. Contact parents directly who have no pre-school listed. 	<ul style="list-style-type: none"> Eliminate unlawful discrimination Foster good relations Advance equality of opportunity. 	Disability	

6. Disseminating the policy

We ensure that this policy is known to all staff and governors, parents and carers and, as appropriate, to all pupils. This policy, our equality objectives and data are all available on our school website.

7. Roles and responsibilities

The governing body is responsible to ensuring that the principles and actions of this policy are upheld, and the headteacher and senior leadership team are responsible for ensuring that all aspects of the day-to-day running of the school reflect these principles and actions. Teaching and support staff ensure that the all aspects of equality are applied across the school environment, and take appropriate action should there be any breach of this policy.

This policy applies to all members of our school community and we encourage parents and carers to help us in implementing it by adhering to its principles, both in their engagement with the school and when discussing issues relating to this policy with their children.

8. Staff development and training

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

9. Breaches of the policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

10. Monitoring and evaluation

The plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our equality objectives set annually and review this policy and accompanying action plan on a four-year cycle.

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community and the effectiveness of the policy will also be evaluated every four years led by the member of staff responsible for equalities.

We will review the equalities and accessibility objectives in July 2020. The Governing Body will report annually on progress made to achieve equalities objectives.