



## **SINGLE EQUALITIES POLICY**

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

Longworth Primary School is a very small school in a rural and fairly isolated village. The children come from a wide range of locations and backgrounds. They join the school with diverse levels of knowledge about the world in which they live, and a range of experiences, skills and abilities. All staff at Longworth are all committed to ensuring that each child, together with their parents and carers are treated with equal respect, have equal and appropriate opportunities and equal access to everything that the school has to offer.

### *Introduction*

Because there are so few pupils in our school, all the adults who work here are very aware of the needs and abilities of every child and are then able to identify vulnerable individuals and groups.

Every child is well known to every adult in school and this is very powerful when staff share their concerns, observations and evaluations of the children on an on-going and daily basis, both formally and informally, and then adjust support accordingly. In addition the school maintains detailed records of the attendance, attainment and progress of every child and uses this data to identify under-achieving individuals or groups.

### *Barriers*

The school has 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
- frequent moves and lack of stability in life leading to time out of school or low attendance
- lack of help with emotional, mental and physical well-being and poor behaviour including exclusions
- language difficulties
- Special Educational Needs
- lack of physical access to school facilities or services
- inappropriate curriculum

The school recognises that it has a legal obligation under the Equalities Act 2010 to meet the needs of people with disabilities even if it requires giving them more favourable treatment, or making reasonable adaptations to buildings.

## 1. Aims

Equality at Longworth 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: pupils, parents, community, staff and governors.

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

Children, staff, parents and the wider community work actively in partnership to enable all children to be happy and successful

### **Our Aims**

We will treat all children equally and create an aspirational culture for all.

Our aspiration is for all children to:-

- ❖ Be life long learners
- ❖ Value themselves
- ❖ Respect others
- ❖ Have a sense of belonging to local, multicultural and global communities

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

It is important that in this 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.

## 2. School's Commitment to Equalities

### *Rationale*

The school is committed to ensuring that this commitment is extended to all, regardless of gender, race, disability, ability and social background.

This commitment is to every child and young person in our school, to all our staff and our governors and to every parent, carer and visitor.

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
- Children and others with special educational needs
- Children and others with a range of disabilities
- Children who are looked after and their carers

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.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to fulfil specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- Prepare and publish equality objectives

Our objectives will detail how we will ensure equality is applied to the services listed above. However where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

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.

#### **4. Leadership and Management**

All the school policies reflect a commitment to inclusion and equalities. A clear ethos is also set by the governing body and the school management, 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.

## Equalising opportunities

We recognise that some of the groups covered in this policy are likely to be economically disadvantaged, and:

- We ensure school uniform is affordable, do not insist on uniform with logos.
- We avoid putting parents under unnecessary financial pressure by monitoring the timing of events, trips and visits
- Promote the take-up of extra-curricular opportunities, use both extended services funding and opportunities to provide a range of events and monitor take up
- There is an appropriate charging policy and we actively seek support with costs from FLS, Longworth School and School Endowment Trust (LSSE), Hinton and Longworth Fund (HaLF) and other charities to support families in paying for residential visits.

## Making the school accessible to all

Longworth School has given full consideration to the needs of pupil and staff and would be very quick to react if these needs changes or new pupils and staff members had particular needs

- The school has ramps and appropriate door widths, and a disabled toilet, for children, staff and others with physical disabilities
- Our creative and thematic approach to planning ensures that curricular and extra-curricular opportunities are available for children with disabilities
- We would carry out further developments to address other particular issues as required, including transport and supervision for children with disabilities if needed

## Listening to CYP, staff, parents and others

*We hear the student voice:*

- We have an effective School Council
- Headteacher makes lunchtime appointments available for pupils
- Children complete and analyse Ofsted-style questionnaires each year
- Children complete and analyse SMI LE Again 'smiley' face questionnaires twice a year

*We actively seek staff views and listen to staff concerns:*

- We hold weekly staff meeting and weekly staff briefings
- ALL staff are invited to Inset e.g. Safeguarding, Behaviours for Learning
- There are weekly TA meetings

*We seek the views of parents:*

- We collect Ofsted-style questionnaires every year
- We actively involve our parents in the collection of information to inform our School Improvement Plan
- Parent Governor Liaison is pro-active in meeting new families and dealing with concerns
- Policies are shared with parents and comments noted in final edition
- Parent Focus Discussion Groups are held annually to gather parental opinions

### *We consult with our local community*

- We work with LEN (Longworth Environmental Network) to support our work towards 'Green Flag' status.
- Children contribute to Seven Voices magazine

### Encourage participation of under-represented groups

Staff and governors recognise that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially and economically disadvantaged groups, and to further this aim the school:

- The school aims to recruit governors who are representative of the pupil population and community
- We encourage the widest participation in FLS activities
- We support individuals and community groups on matters affecting themselves and their community, seeking advice when needed, e.g. from other professionals, Home School Link Worker etc

### *Involve CYP (Children and Young People), parents and staff*

- Children are encouraged to share their thoughts and ideas in open discussions.
- There are books and other resources showing people from a range of backgrounds.

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.

## **5. School Ethos**

Staff foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups. The school also caters for the dietary and dress requirements of different religious groups and enables pupils and staff to celebrate festivals and other events relevant to their particular faith and actively encourages all pupils to understand these.

### Establishing, maintaining and developing a school culture and ethos

#### *Celebrate diversity and equality*

- We use both SEAL (Social and Emotional Aspects of Learning) and Values as a basis for our assemblies and actively seek opportunities to celebrate equality and diversity through school assemblies.
- In addition we have developed a curriculum where diversity and international links are purposeful, relevant and promoted

### Preventing and dealing effectively with bullying, harassment, prejudice related incidents and discrimination

The school management works in partnership with others to eliminate all forms of oppressive behaviour; prejudice related incidents and discrimination and publicly celebrates diversity. The school also actively promotes good personal and community relations. Diversity is respected and inclusion is strength of the school. Advancing diversity is integral to us in our drive to raise standards for all.

The school recognises that the groups covered in this policy are more vulnerable to bullying and harassment, and we communicate to children, parents and staff our abhorrence of all forms of bullying and harassment.

- We have a whole school focus on Anti-bullying every year, using the SEAL materials and we open this work to parents and carers through questionnaires, activities and a sharing assembly.
- We ensure that all incidents are reported and addressed swiftly and effectively to parents
- We record, analyse and report bullying and harassment on grounds of race, gender, disability and sexual orientation.

## **6. Admissions, Induction and Attendance**

The admissions process and induction procedures are monitored to ensure that they are fair, transparent and consistent for all pupils. This ensures that they do not discriminate and disadvantage pupils from any particular group(s).

Comprehensive information about pupils` ethnicity, first language(s), faith, physical needs, diet is included in all admission forms.

### Welcoming new CYP and helping them to settle in effectively

We welcome children and their families who join school at normal admission (September) but have made special arrangements to settle the children and families who join us at other times and mid-school year

- For the children joining in Foundation Stage, there are meetings for parents and visit days for children to ensure a happy start to the school at normal times
- When children join our school mid-year there is induction for both families and children, with increased opportunities for parents to talk to staff, and a named governor who makes contact and supports the family
- Extra help is always given to children who find the change of school challenging, and our high adult: child ratio gives us flexibility to provide support whenever needed or appropriate
- We work with parents and other professionals to ensure well-planned school adjustments are made to cater for a child with disabilities or additional educational needs in advance of starting at the school (e.g. EYSENS)
- Joint sessions with preschool – shared stories twice a week, shared outdoor area sessions, joint cake sales, Christmas crafts days (aim for one joint day each 'old' term), weekly meeting between staff, following same topic cycle, moderating FSP scores, talk through each child's likes, dislikes etc. (see file)

Ensure that it welcomes applications for school places from all sections. The admissions policy is written jointly with the Partnership Foundation Stage Unit, and criteria are only concerned with location and siblings.

The school and families are aware of their rights and responsibilities in relation to pupil attendance, and appropriate personnel who are aware of community issues always follow up absence.

Provision is made for leave of absence for religious observance, which includes staff as well as pupils. Provision is also made for pupils on extended leave so that they are able to continue with their learning.

Attendance is monitored by gender, ethnicity, special educational need and background. Action is taken in order to reduce any disparities between different groups of pupils.

## **7. Curriculum**

Curriculum planning takes account of and builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of all, including pupils:

- Learning English as an additional language
- From minority ethnic groups
- Who are gifted and talented
- With special educational needs
- Who are looked after by the local authority
- Who are at risk of disaffection and exclusion

Each area of the curriculum is planned to incorporate the principles of equality and positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes. Extra curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

*Promote positive attitudes towards people of different ethnic groups and religions*

- In RE and geography, teachers aim to ensure that there are opportunities to see, hear and meet people of different ethnicity and faith.
- Topics, fiction /non-fiction books - multicultural (Handa's surprise, Mary Seacole, Africa etc.)
- Resources are bought in from Wiltshire Library Service to promote and support diversity in teaching.

## **8. Teaching and Learning**

Teachers ensure that the classroom is an inclusive environment in which all pupils can participate; feel all their contributions are valued; have opportunities to succeed and achieve high standards. All pupils access the mainstream curriculum and teachers take positive action to include all groups or individuals.

Teaching styles, strategies and pupil groupings in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, EAL, gender and background.

### Addressing the full range of learning needs

Some of the groups of children covered in this policy are more likely to under-achieve, and to support their learning journey we:

- Plan a motivating and relevant curriculum (which appeals to all learning styles)

- Teach in a range of appropriate teaching styles and methods of classroom organisation
- Base all planning on earlier learning
- Mark and respond to work so that learning of all is promoted (see policy)
- Track progress carefully, monitoring regularly so that we can identify under-performing
- Promote and maintain higher attendance through very careful monitoring of attendance data and regular (x6 a year) monitoring, informing parents of current attendance level
- Work closely with other professionals (ESW, HSLW, Sch Health Nurse) to support families with attendance problems

### Supporting learners with particular needs

There is a whole school strategy for supporting children with additional educational and other needs in the following ways:

- A child who is out of school for any length of time, would be provided with distance learning packs
- The school works with parents to agree Personal/Individual Education Plans to focus on learning priorities
- Basic skills support is provided to all learners with identified needs
- If necessary, language support would be made available as required (e.g. listening 1:1 work done 4 times a week for 10 mins a day is from S&L therapist)
- Children are supported through any tutoring or mentoring schemes (e.g. 1 : 1, ECaW)
- We provide homework/revision support
- Staff are provided with appropriate training to enable them to meet any particular learning needs and, if necessary, this would be planned in advance of a child's admission.
- We work closely with colleagues in the Faringdon partnership (Faringdon Improving Outcomes Network) and Fitzwaryn Special School to train staff, share expertise and offer professional development
- We identify gaps in training needs through the staff performance management cycle and then arrange appropriate training

## **9. Learners' Progress, Attainment and Assessment**

All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.

The monitoring and analysing of pupil performance by gender, ethnicity, disability and background enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

### *Promote high expectations*

- We constantly work towards having a culture of high expectation, with all children involved in their learning, assessment of self and peers, and Assessment for Learning a feature of all lessons, with opportunities for 'Going for Gold'
- Children are involved in setting and reviewing their own targets

Assessment for learning, including self-assessment and peer assessment, provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

#### *Celebrate achievement*

- There is a weekly celebratory assembly, a House point award system. Headteacher gives special stickers for outstanding work and every class has its own merit/good news system working towards positive celebrations and acknowledgements.

All pupils have full opportunities to demonstrate what they know, understand, can do and are aware of the next steps in their learning. Information from assessment is used to inform future learning and staff use a range of methods and strategies and approaches to assess pupils' progress.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to close gaps.

### **10. Communicate behaviour expectations**

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour and all staff operate consistent systems of rewards and discipline.

- All staff have contributed to our Behaviours for Learning policy and there is a whole school commitment to consistency in approach and the use of positive behaviour management.
- Staff often discuss behaviour with children in whole school, whole class, group or individual situations and use consistent vocabulary (e.g. good choices, sensible choices etc).
- Classes write their own Class Behaviour Charter, with rights and responsibilities, expectations and sanctions. .

### **11. Learners' personal development, welfare and well-being**

Welfare and well-being takes account of cultural, religious and ethnic differences, and the experiences and needs of refugee and asylum seeker children.

The school uses a wide range of access strategies for pupils learning English as an additional language and encourages them to use their first/home and community languages and takes account of and meets the needs of Gypsy, Roma and Traveller pupils. Providers of all services to the school are also required to demonstrate their commitment equalities and inclusion.

Appropriate support is given to victims of harassment and prejudice related incidents, through the use of multi-professional teams and approaches where appropriate. The

perpetrators are challenged in accordance with school policy and also provided with relevant support and strategies for improving behaviour.

## **12. Partnership with Parents, Carers and the Community**

The school works in partnership with parents and the community and continues to develop positive attitudes to diversity and respond to key issues. The school takes positive action to encourage involvement and participation of under-represented groups of parents and sections of the community.

### Informing and involving parents and carers

We recognise that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible and we ensure that:

- Our prospectus, policies, newsletters inform parents and explain how the school operates
- We offer a range of ways of communicating between school and parents that meet parents' circumstances and needs, including by paper, telephone and email and we have a computer available in a public area of the school
- Absent parents are actively encouraged to register for ParentMail or send in envelopes for regular communication
- We make it clear to parents that teachers are always available after school to discuss their concerns and share any issues about their child
- There are three Parent Teacher Interviews evenings each year when parents can find out how well their child is progressing
- We explain how parents can help their child at home, giving regular information about topics and themes
- We welcome parents and others who help in school and offer invitations to help with reading, craft days, sports events, clubs etc
- We encourage parents to join FLS and the governing body.
- If there was a need for Braille or translations we would ensure this was provided
- Letter and outline of areas to be covered each term given out each term
- New parents afternoon
- The arrival of an onsite pre-school was encouraged by the school and has made a very positive contribution to starting school 'nerves'.

The school's premises and facilities are equally available and accessible for use by all groups within the community. Reasonable adjustment is made for disability.

## **13. Staffing: Recruitment, Retention and Continuing Professional Development (CPD)**

### *Ensuring fair and equal treatment for staff and others*

*All staff and governors at Longworth School are committed to ensuring that the school's policies and practice does not discriminate, directly or indirectly, against adults as well as children. We work hard to provide positive role models and give the children a wider perspective to strengthen the school, and*

- *Ensure that recruitment and employment practices are non-discriminatory by following OCC procedures in full*

- Promote dignity at work, having adopted the OCC policy and procedures on this
- Encourage the development of all staff, through a well establish cycle of professional development and performance management.

Ensure that it welcomes applications for school jobs from all sections. The school follows OCC recruitment policy very closely, welcoming job applications from all sections of society and complying with County monitoring arrangements. .

#### 14. Responsibilities

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

A named member of staff will be responsible for leading on equalities.

#### 15. Monitoring and Evaluating the policy

In line with legislative requirements, all staff and governors at Longworth have a commitment to implementing this policy, evaluating and reviewing it and considering its effectiveness,

- This policy will be made available to parents, in school and on our web site
- Children, parents and staff will be consulted on how the policy is working and how it could be improved
- Governors will monitor practice and review this policy and progress against our equality objectives in Term 3 every year led by the member of staff responsible for equalities and will ensure that it does not disadvantage particular sections of the community.
- Monitoring and evaluation is done via the complaints policy

*This policy agreed at a meeting of the Full Governing body on ..... (date)*

Signed \_\_\_\_\_  
Chair of Governors

Signed \_\_\_\_\_  
Headteacher

**Member of staff responsible for equalities:** \_\_\_\_\_

**Date of policy:** \_\_\_\_\_

**Date of policy review:** \_\_\_\_\_

#### Appendices

**Appendix A:** Summary of legislative requirements

**Appendix B:** Current Equality Objectives

**Appendix C:** Summary of relevant data about the composition of the school and achievement data analysed by disability, ethnicity and gender