



LONGWORTH UNDENOMINATIONAL PRIMARY SCHOOL POLICY DOCUMENT		
Equality and Diversity Policy		Policy No: LPS-15 Issue No: 02
Next Review Date:	March 2020	Date: March 2017

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.

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

Introduction

All the adults who work at the school are very aware of the needs and abilities of every child and are able to identify vulnerable individuals and groups.

Staff must share their concerns, observations and evaluations of the children on an ongoing and daily basis, both formally and informally, and support must be adjusted 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 levels of parental support or lower parental expectations
- frequent moves and lack of stability in life leading to time out of school or low attendance



LONGWORTH UNDENOMINATIONAL PRIMARY SCHOOL POLICY DOCUMENT		
Equality and Diversity Policy		Policy No: LPS-15 Issue No: 02
Next Review Date:	March 2020	Date: March 2017

- 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 Disability Discrimination Act to meet the needs of people with disabilities even if it requires giving them more favourable treatment, or making adaptations to buildings.

Strategies and Guidelines

The school has identified the following strategies that are specifically designed to address the following issues:

1. Establishing, maintaining and developing a school culture and ethos

Celebrate diversity and equality

- Both SEAL (Social and Emotional Aspects of Learning) and Values are used as a basis for assemblies and staff are encouraged to actively seek opportunities to celebrate equality and diversity through school assemblies.
- In addition the curriculum has been developed to include multi-cultural and international links which are both are purposeful and relevant.

Celebrate achievement

- A weekly celebratory assembly is held where certificates are given out to children who have shown excellent behaviour, achievement or collaborated with other children in a positive way,. There is a house point award system. The Headteacher gives special stickers for outstanding work and every class has its own merit/good news system working towards positive celebrations and acknowledgements.

Promote positive attitudes towards disabled people

- Through the assembly cycle (Respect, Thoughtfulness) and through work in PHSE positive attitudes are promoted.

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 to support multi-cultural teaching.



LONGWORTH UNDENOMINATIONAL PRIMARY SCHOOL POLICY DOCUMENT		
Equality and Diversity Policy		Policy No: LPS-15 Issue No: 02
Next Review Date:	March 2020	Date: March 2017

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.

Promote high expectations

- The school constantly works 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

Communicate behaviour expectations

- All staff have contributed to our 'Behaviour 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 followed by take up time etc).
- Classes all follow the 'Five School Rules' – Respect, Care and Share, Good listening, Take Pride and the use of the 6Bs.

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

2. Preventing and dealing effectively with bullying and harassment

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

- There is a whole school focus on Anti-bullying every year, using the SEAL materials and open this work is opened to parents and carers through questionnaires, activities and a sharing assembly.
- The school ensures that all incidents are reported and addressed swiftly and effectively to parents
- Bullying and harassment on grounds of race, gender, disability, sexual orientation etc. is reported, recorded and analysed



LONGWORTH UNDENOMINATIONAL PRIMARY SCHOOL POLICY DOCUMENT		
Equality and Diversity Policy		Policy No: LPS-15 Issue No: 02
Next Review Date:	March 2020	Date: March 2017

3. Listening to CYP, staff, parents and others

The student voice is heard

- There is an effective School Council
- The Headteacher makes lunchtime appointments available for pupils
- Children complete Ofsted-style questionnaires each year which are analysed
- Children complete SMILE Again 'smiley' face questionnaires twice a year which are analysed

Staff views are actively sought and staff concerns are listened to:

- A weekly staff meeting is held together with weekly staff briefings
- ALL staff are invited to Inset e.g. Safeguarding, Behaviour for Learning
- There are weekly TA meetings

We seek the views of parents:

- Ofsted-style questionnaires are collected and analysed annually
- 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

The local community is consulted with:

- Children contribute to Seven Voices magazine
- A school report is presented to the annual Parish Council Meeting

4. Equalising opportunities

It is recognised that some of the groups covered in this policy are likely to be economically disadvantaged, and so the school:

- ensures school uniform is affordable and does not insist on uniform with logos.
- avoids putting parents under unnecessary financial pressure by monitoring the timing of events, trips and visits
- Promotes the take-up of extra-curricular opportunities, using both extended services funding and opportunities to provide a range of events and monitor take up
- has in place 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.



LONGWORTH UNDENOMINATIONAL PRIMARY SCHOOL POLICY DOCUMENT		
Equality and Diversity Policy		Policy No: LPS-15 Issue No: 02
Next Review Date:	March 2020	Date: March 2017

5. Informing and involving parents and carers

It is recognised that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible and so the School ensures that:

- the prospectus, policies, newsletters inform parents and explain how the school operates
 - er a range of ways of communicating between school and parents are offered that meet parents' circumstances and needs, including by paper, telephone and email
 - Absent parents are actively encouraged to register for ParentMail or send in envelopes for regular communication
-
- It is made clear to parents that teachers are always available after school to discuss their concerns and share any issues about their child
 - There are two Parent Teacher Interviews evenings each year when parents can find out how well their child is progressing
 - There are three 'open afternoons' when children come in to view their children's work
 - We hold open school events to encourage parents to understand about their child's learning (e.g. phonics and spelling party)
 - The School explains how parents can help their child at home, giving regular information about topics and themes
 - Parents and others who help in school and offer invitations to help with reading, craft days, sports events, clubs etc are welcomed
 - Parents are encouraged to join FLS and the governing body.
 - If there was a need for Braille or translations this would be provided
 - Letter and outline of areas to be covered each term given out each term

6. Welcoming new CYP and helping them to settle in effectively

Children and their families who join school at normal admission (September) are welcomed and helped to settle in smoothly. Arrangements are made to settle the children and families who join at other times 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 the 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.



LONGWORTH UNDENOMINATIONAL PRIMARY SCHOOL POLICY DOCUMENT		
Equality and Diversity Policy		Policy No: LPS-15 Issue No: 02
Next Review Date:	March 2020	Date: March 2017

Extra help is always given to children who find the change of school challenging, and the high adult: child ratio gives the School flexibility to provide support whenever needed or appropriate

The School works 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 term) weekly meeting between staff, following same topic cycle, moderating FSP scores, talk through each child’s likes, dislikes etc. (see file)

7. Addressing the full range of learning needs

- Some of the groups of children covered in this policy are more likely to underachieve and to support their learning journey the School:
- Plans a motivating and relevant curriculum (which appeals to all learning styles) each in a range of appropriate teaching styles and methods of classroom organisation
- Bases all planning on previous learning
- Marks and respond to work so that learning of all is promoted (see policy)
- Tracks progress carefully, monitoring regularly so that i under- performance can be identified
- Promotes and maintains higher attendance through very careful monitoring of attendance data and regular (x6 a year) monitoring, informing parents of current attendance levels
- Works closely with other professionals (ESW, HSLW, School Health Nurse) to support families with attendance problems

8. 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 tutoring or mentoring schemes
- Homework/revision support is provided



LONGWORTH UNDENOMINATIONAL PRIMARY SCHOOL POLICY DOCUMENT		
Equality and Diversity Policy		Policy No: LPS-15 Issue No: 02
Next Review Date:	March 2020	Date: March 2017

- 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.
- The School works closely with colleagues in the Faringdon partnership (Faringdon Improving Outcomes Network) and Fitzwaryn Special School to train staff, share expertise and offer professional development
- The school identifies gaps in training needs through the staff performance management cycle and then arrange appropriate training

9. Making the school accessible to all

The 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
- The creative and thematic approach to planning ensures that curricular and extra-curricular opportunities are available for children with disabilities
- The School would carry out further developments to address other particular issues as required, including transport and supervision for children with disabilities if needed

10. 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. The School works hard to provide positive role models and give the children a wider perspective to strengthen the school, and

- Ensures that recruitment and employment practices are non-discriminatory by following OCC procedures in full
- Promotes dignity at work, having adopted the OCC policy and procedures on this
- Encourages the development of all staff, through a well established cycle of professional development and performance management.



LONGWORTH UNDENOMINATIONAL PRIMARY SCHOOL POLICY DOCUMENT		
Equality and Diversity Policy		Policy No: LPS-15 Issue No: 02
Next Review Date:	March 2020	Date: March 2017

11. 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:

- aims to recruit governors who are representative of the pupil population and community
- encourages the widest participation in FLS activities
- supports 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

12. Monitoring and Evaluating the policy

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 every 3 years
- Monitoring and evaluation is done via the complaints policy



LONGWORTH UNDENOMINATIONAL PRIMARY SCHOOL POLICY DOCUMENT		
Equality and Diversity Policy		Policy No: LPS-15 Issue No: 02
Next Review Date:	March 2020	Date: March 2017

This policy agreed at a meeting of the Full Governing body on Thursday 9th March 2017

Change & approval

Details of Changes:

Approval:

Approved by:	Signature:	Date:
Headteacher Neil Wilson		
Chair of Governors Stuart Warwick		