

# Dr South's CE(A) Primary School

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*Faith, Hope and Love*

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## Equality Scheme - statutory

The Governors at Dr South's Primary School adopt the attached Equality Scheme.

Adopted by the Full Governing Body in July 2011

Updated by the Full Governing Body in March 2012

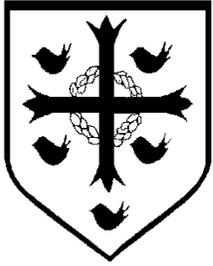
Updated by the Teaching and Learning Committee in January 2013

Updated by the SENCO in January 2016

Signed ..... Chair of Governing Body

Signed ..... Headteacher

Review Date: March 2018



# Dr South's CE(A) Primary School

## Dr South's CE (VA) Primary School Equality Scheme and Equality Plan

### Equality Scheme Introduction

Dr South's CE (VA) Primary School is committed to ensuring that the school is inclusive and accessible to pupils, members of staff, governors, parents, carers and other visitors irrespective of gender, race, ethnicity, religion and/or disability. The school will regularly review admission policy to ensure that it is not discriminatory either in intention or effect.

The school recognises 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
- Pupils and others with a range of disabilities
- Looked after children and their carers
- Children who are young carers
- Children or staff who are gay or lesbian
- Pupils who are pregnant or have just given birth
- Pupils or staff undergoing gender reassignment

The school regularly analyses pupil achievement to identify vulnerable individuals or groups.

### **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
- Being a Young Carer
- 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 including having English as an additional language
- Special Educational Needs
- Lack of physical access to school facilities or services
- Inappropriate curriculum
- Recruitment, management and development of staff and governors

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. Refer to Disability Equality Scheme.

The school recognises that new 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, pupils with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

	<b>Equality Policy</b>	<b>Equality Plan</b>
	<b>The school has identified the following strategies that are specifically designed to address those issues</b>	
<b>1.</b>	<b>Establishing, maintaining and developing a school culture and ethos</b> <ul style="list-style-type: none"> <li>○ <i>Celebrate diversity/equality</i></li> <li>○ <i>Celebrate achievement</i></li> <li>○ <i>Promote positive attitudes towards disabled people</i></li> <li>○ <i>Promote positive attitudes towards people of different ethnic groups/religions etc</i></li> <li>○ <i>Involve pupils, parents and staff</i></li> <li>○ <i>Promote high expectations</i></li> <li>○ <i>Demonstrate sensitivity to pupils with disabilities</i></li> <li>○ <i>Communicate behaviour expectations</i></li> <li>○ <i>Ensure that it welcomes applications for school places and jobs from all sections</i></li> </ul>	<i>Practice positive behaviour management procedures in accordance with policy.</i>  <i>Stars of the Week awarded certificates for work and values and names published on the newsletter (ongoing)</i>  <i>Headteacher and members of teaching staff to circulate regularly on the playground to promote communication with vulnerable families.</i>
<b>2.</b>	<b>Preventing and dealing effectively with bullying and harassment</b> We recognise that the groups covered in this policy are more vulnerable to bullying and harassment. <ul style="list-style-type: none"> <li>○ <i>Communicate to pupils, parents and staff its abhorrence of all forms of bullying and harassment</i></li> <li>○ <i>Ensure that incidents are reported and addressed swiftly and effectively</i></li> <li>○ <i>Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc.</i></li> </ul>	<i>Procedures for reporting bullying regularly revised with pupils.</i>  <i>Record book kept (and used if necessary)</i>

3	<p><b>Listening to pupils, staff, parents and others</b></p> <ul style="list-style-type: none"> <li>○ <i>Hear the student voice</i></li> <li>○ <i>Actively seek staff views and listen to staff concerns</i></li> <li>○ <i>Seek the views of parents</i></li> <li>○ <i>Ensure it encourages, enables and hears the full range of views including those with disabilities</i></li> </ul>	<p><i>Child's voice included in reviews Annual Pupil Survey, plus additional surveys as necessary. Governors' Annual Questionnaire to parents. School Forum events.</i></p>
4.	<p><b>Equalising opportunities</b></p> <p>This school recognises that some of the groups covered in this policy are likely to be economically disadvantaged and is committed to:</p> <ul style="list-style-type: none"> <li>○ <i>Ensuring that school uniform is affordable (second-hand available)</i></li> <li>○ <i>Avoiding putting parents under unnecessary financial pressure</i></li> <li>○ <i>Promoting the take-up of extra-curricular opportunities</i></li> <li>○ <i>Ensuring that its charging policy is appropriate</i></li> <li>○ <i>Monitoring take-up of extra-curricular opportunities</i></li> </ul>	<p><i>Inform parents as well in advance as possible of possible expenditures.</i></p> <p><i>Continue requesting 'voluntary' donations to cover the cost of visits and trips.</i></p> <p><i>Offer economically disadvantaged families financial assistance for visits and trips and extra-curricular activities using Dr South's Charity funding.</i></p>
5.	<p><b>Informing and involving parents and carers</b></p> <p>This school recognises that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible and does its best to:</p> <ul style="list-style-type: none"> <li>○ <i>Explain how the school operates</i></li> <li>○ <i>Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs</i></li> <li>○ <i>Encourage parents to let the school know if they have a particular disability or other need</i></li> <li>○ <i>Encourage parents to discuss their concerns</i></li> <li>○ <i>Ensure that parents understand how well their child is progressing</i></li> <li>○ <i>Explain how parents can help their child at home</i></li> <li>○ <i>Explain how parents and others can help in school</i></li> <li>○ <i>Encourage parents to join The Friends of Dr South's and/or governing body</i></li> </ul>	<p><i>Continue to offer help and support to families with English as an additional language by explaining the contents of newsletters and helping to fill in forms.</i></p> <p><i>Ensure that parents are given copies of pupil profile reviews after discussion.</i></p> <p><i>Hold introduction sessions- 'meet the teacher' to encourage early communication between parents and staff.</i></p>
6.	<p><b>Welcoming new pupils and helping them to settle in effectively</b></p> <p>This school recognises that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, particularly when moving in the middle of an academic year. It does its best to:</p> <ul style="list-style-type: none"> <li>○ <i>Ensure a happy start to the school at normal times</i></li> </ul>	

	<ul style="list-style-type: none"> <li>○ <i>Ensure effective school transfer and induction mid-year</i></li> <li>○ <i>Ensure that extra help is given to pupils who find change of school challenging</i></li> <li>○ <i>Ensure well-planned school adjustments are made to cater for a child with disabilities- if possible in advance of starting at the school</i></li> </ul>	
<b>7.</b>	<p><b>Addressing the full range of learning needs</b> This school recognises that some of the groups covered in this policy are more likely to under-achieve and does its best to:</p> <ul style="list-style-type: none"> <li>○ <i>Ensure that the curriculum is relevant</i></li> <li>○ <i>Ensure appropriate teaching styles and classroom organisation</i></li> <li>○ <i>Planning is based on earlier learning</i></li> <li>○ <i>Marking policy promotes learning of all</i></li> <li>○ <i>Track pupil progress &amp; Identify under- performing</i></li> <li>○ <i>Promote and maintain higher attendance - strategies &amp; monitoring</i></li> </ul>	<p><i>Monitor Pupil profiles.</i></p> <p><i>Monitor weekly plans to ensure that planning is sufficiently and appropriately differentiated (ongoing).</i></p> <p><i>Achievement for All (scheme to improve planning and teaching for least able).</i></p>
<b>8.</b>	<p><b>Supporting learners with particular needs</b> This school recognises that some of the groups covered in this policy are more likely to have particular needs, and when appropriate does its best to:</p> <ul style="list-style-type: none"> <li>○ <i>Provide distance learning packs for children out of school</i></li> <li>○ <i>Prepare Pupil profiles and Personal Education Plans to focus on learning priorities</i></li> <li>○ <i>Provide Pastoral Plans and support</i></li> <li>○ <i>Ensure language support is available as required</i></li> <li>○ <i>Provide Homework/Revision support</i></li> <li>○ <i>Provide appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission.</i></li> </ul>	<p><i>LAC Training</i> <i>Team Teach training- whole staff</i></p>
<b>9.</b>	<p><b>Making the school accessible to all</b> The school tries to ensure that:</p> <ul style="list-style-type: none"> <li>○ <i>It meets the needs of pupils, staff and others with physical disabilities</i></li> <li>○ <i>It meets the needs of pupils, staff and others with other disabilities</i></li> <li>○ <i>Curricular and extra-curricular opportunities are available for pupils with disabilities.</i></li> </ul>	<p><i>Site accessible to people with disabilities.</i> <i>Should the school admit a pupil with disabilities, the classroom organisation will be reviewed.</i> <i>Forest School activities</i></p>
<b>10</b>	<p><b>Ensuring fair and equal treatment for pupils</b> This school does its best to ensure that its policies and practice do not discriminate, directly or indirectly, against pupils in the school, for example by:</p> <ul style="list-style-type: none"> <li>● <i>Accommodating the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example)</i></li> <li>● <i>Informally monitoring the use of sanctions to ensure that staff do not impose</i></li> </ul>	

	<p>stricter disciplinary penalties on one group than they do in similar circumstances to others</p> <ul style="list-style-type: none"> <li>• Ensuring where relevant that teaching or the expression of religious belief about same sex relationships is conveyed responsibly and sensitively.</li> </ul>	
<b>11.</b>	<p><b>Ensuring fair and equal treatment for staff and others</b></p> <p>This school recognises that the school needs to ensure that its policies and practice 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, and does its best to :</p> <ul style="list-style-type: none"> <li>○ <i>Ensure non-discriminatory recruitment and employment practices</i></li> <li>○ <i>Promote dignity at work</i></li> <li>○ <i>Encourage the development of all staff</i></li> </ul>	<p><i>All members of staff have access to governors if they want to make an informal grievance.</i></p> <p><i>There is a designated governor for staff welfare.</i></p>
<b>12.</b>	<p><b>Encourage participation of under-represented groups</b></p> <p>This school recognises that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially &amp; economically disadvantaged groups, and does its best to:</p> <ul style="list-style-type: none"> <li>○ <i>Recruit governors representative of the pupil population and/or community</i></li> <li>○ <i>Encourage the widest participation in The Friends activities</i></li> <li>○ <i>Support individuals and community groups to express their case on matters affecting themselves and their community</i></li> </ul>	<p><i>Parents of different groups invited to talk with classes about areas of expertise (eg religious belief).</i></p>
<b>13.</b>	<p><b>Monitoring and Evaluating the policy</b></p> <p>The school recognises that the strength of this policy depends upon ensuring that everyone is actively implementing it and that gaps and the need for further development will arise from effective evaluation, and does its best by:</p> <ul style="list-style-type: none"> <li>○ <i>Training all staff &amp; governors</i></li> <li>○ <i>Consulting pupils, parents and staff on how the policy is working and how it could be improved</i></li> <li>○ <i>Monitoring and reviewing practice</i></li> <li>○ <i>Carrying out impact assessments to evaluate practice</i></li> <li>○ <i>Reporting to governors</i></li> <li>○ <i>Reporting to parents and pupils</i></li> </ul>	<p><i>Include a question in the Governors' Annual Questionnaire to Parents and in the Annual Pupil Survey with regard to the effectiveness of our Equalities Scheme.</i></p>