



Dr South's CE Primary School

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Faith, Hope and Love

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Equality Plan (including Accessibility Plan and gender and racial equality) - statutory

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

Updated by the Teaching and Learning Committee in October 2018

Signed Chair of Teaching and Learning Committee

Signed Headteacher

Review Date: September 2019

	Equality Policy	Progress towards objectives
	The school has identified the following strategies to improve equality issues across the school:	As at September 2018
1.	<p>Establishing, maintaining and developing a school culture and ethos</p> <p><i>Celebrate diversity/equality</i></p> <p><i>Celebrate achievement</i></p> <p><i>Promote positive attitudes towards disabled people</i></p> <p><i>Promote positive attitudes towards people of different ethnic groups/religions etc</i></p> <p><i>Involve pupils, parents and staff</i></p> <p><i>Promote high expectations</i></p> <p><i>Demonstrate sensitivity to pupils with disabilities</i></p> <p><i>Communicate behaviour expectations</i></p> <p><i>Ensure that it welcomes applications for school places and jobs from all sections</i></p>	<p><i>Headteacher and members of teaching staff circulate daily on the playground before school to promote communication with vulnerable families (ongoing)</i></p> <p><i>Equalities issues permeate all planning which is placed on the school website (curriculum updated Sep 2017).</i></p> <p><i>Equalities week involved study of disabled artists, homophobia and transphobia issues and racial discrimination (Sep 2018).</i></p> <p><i>Job adverts routinely welcome applicants from all sectors (ongoing).</i></p>
2.	<p>Preventing and dealing effectively with bullying and harassment</p> <p>We recognise that the groups covered in this policy are more vulnerable to bullying and harassment.</p> <p><i>Communicate to pupils, parents and staff its abhorrence of all forms of bullying and harassment</i></p> <p><i>Ensure that incidents are reported and addressed swiftly and effectively</i></p> <p><i>Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc.</i></p>	<p><i>Issues around bullying discussed regularly with children (ongoing).</i></p> <p><i>Meticulous records kept of bullying/harassment incidents (one in previous academic year).</i></p> <p><i>Governors receive termly reports on bullying/harassment issues.</i></p>
3	<p>Listening to pupils, staff, parents and others</p> <p><i>Hear the student voice</i></p> <p><i>Actively seek staff views and listen to staff concerns</i></p> <p><i>Seek the views of parents</i></p> <p><i>Ensure it encourages, enables and hears the full range of views including those with disabilities</i></p>	<p><i>Headteacher meets regularly with groups of children to explore issues of concern.</i></p> <p><i>Governors devise annual parent questionnaire which includes questions on equality issues. Issues raised around friendship last year addressed through change in policy.</i></p> <p><i>Equality issues discussed at staff training.</i></p> <p><i>Children are placed in 'family' groups, and have buddies from older year groups who can assist them with concerns.</i></p>
4.	<p>Equalising opportunities</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> <p><i>Ensuring that school uniform is affordable (second-hand available)</i></p> <p><i>Avoiding putting parents under unnecessary financial pressure</i></p> <p><i>Promoting the take-up of extra-curricular</i></p>	<p><i>Letter sent to parents at the end of each term itemising costs and requests for voluntary contributions for the next term. Total clarity that contributions are voluntary.</i></p> <p><i>Trips rationed through the year to prevent excessive requests for funding.</i></p> <p><i>Pupil Premium money used to</i></p>

	<p><i>opportunities</i> <i>Ensuring that its charging policy is appropriate</i> <i>Monitoring take-up of extra-curricular opportunities</i></p>	<p><i>subsidise those eligible.</i> <i>Other shortfalls made up from Dr South's Trust Fund.</i> <i>Confidential discussions had with parents with concerns about money.</i></p>
<p>5.</p>	<p>Informing and involving parents and carers 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: <i>Explain how the school operates</i> <i>Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs</i> <i>Encourage parents to let the school know if they have a particular disability or other need</i> <i>Encourage parents to discuss their concerns</i> <i>Ensure that parents understand how well their child is progressing</i> <i>Explain how parents can help their child at home</i> <i>Explain how parents and others can help in school</i> <i>Encourage parents to join The Friends of Dr South's and/or governing body</i></p>	<p><i>Headteacher pro-actively has regular informal chats with parents with EAL.</i> <i>Most correspondence now sent by e-mail to enable parents to study it at leisure.</i> <i>Parent briefings held to explain the curriculum and assessment systems (Sep, Oct 2017, Jan 2018).</i> <i>FODS pro-actively target new parents to try to make them feel welcome.</i></p>
<p>6.</p>	<p>Welcoming new pupils and helping them to settle in effectively 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"> ○ <i>Ensure a happy start to the school at normal times</i> ○ <i>Ensure effective school transfer and induction mid-year</i> ○ <i>Ensure that extra help is given to pupils who find change of school challenging</i> ○ <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> 	<p><i>Governors asked for transition issues to be placed on the School Development Plan to embed successful routines.</i> <i>Children are placed in 'family' groups to help them make friends quickly.</i></p>
<p>7.</p>	<p>Addressing the full range of learning needs 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"> ○ <i>Ensure that the curriculum is relevant</i> ○ <i>Ensure appropriate teaching styles and classroom organisation</i> ○ <i>Planning is based on earlier learning</i> ○ <i>Marking policy promotes learning of all</i> ○ <i>Track pupil progress & Identify under-performing</i> ○ <i>Promote and maintain higher attendance - strategies & monitoring</i> 	<p><i>Curriculum has been completely revised and published on the school website (ongoing updates)</i> <i>More practical/outdoor learning has been introduced across all age ranges. (Sep 2018)</i> <i>Attendance has improved to above average (July 2018).</i></p>
<p>8.</p>	<p>Supporting learners with particular needs This school recognises that some of the groups</p>	<p><i>Pupil Profile meetings are held between class teacher and parents,</i></p>

	<p>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"> ○ Provide distance learning packs for children out of school ○ Prepare Pupil profiles and Personal Education Plans to focus on learning priorities ○ Provide Pastoral Plans and support ○ Ensure language support is available as required ○ Provide Homework/Revision support ○ Provide appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission. 	<p><i>with SENCO input where appropriate (ongoing).</i> <i>SALT visits school at least termly.</i> <i>Spirals language training has taken place and groups run twice weekly (Sep 2018).</i> <i>Psychotherapy arranged for vulnerable child (ongoing).</i></p>
<p>9.</p>	<p>Making the school accessible to all (Accessibility Plan) The school tries to ensure that:</p> <ul style="list-style-type: none"> ○ It meets the needs of pupils, staff and others with physical disabilities; ○ It meets the needs of pupils, staff and others with other disabilities; ○ Curricular and extra-curricular opportunities are available for pupils with disabilities; ○ It increases the ability of disabled pupils to participate in the school's curriculum; ○ It improves the physical environment so disabled pupils can take better advantage of the education, benefits, facilities and services we offer; ○ It improves the availability of accessible information to disabled pupils. 	<p><i>Site accessible to people with physical disabilities, including wheelchair use. Should the school admit a pupil with disabilities, the classroom organisation will be reviewed.</i> <i>Use of contrasting paint tones (to assist people with visual impairments) is always considered when decorating work is undertaken.</i> <i>Special equipment to enable improved curriculum access is purchased for a child with cerebral palsy when needed (ongoing).</i></p>
<p>10</p>	<p>Ensuring fair and equal treatment for pupils 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"> ● Accommodating the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example) ● Informally monitoring the use of sanctions to ensure that staff do not impose stricter disciplinary penalties on one group than they do in similar circumstances to others ● Ensuring where relevant that teaching or the expression of religious belief about same sex relationships and transgender issues is conveyed responsibly and sensitively. 	<p><i>The school provides quiet space for children fasting (Ramadan).</i> <i>Behaviour forms checked weekly by head to check for balance and suitability (ongoing).</i> <i>Relationship education permeates the whole school. Specialist support sought when necessary (July 2018).</i></p>
<p>11.</p>	<p>Ensuring fair and equal treatment for staff and others This school recognises that the school needs to</p>	<p><i>There is a designated governor for staff welfare. In addition, there is extensive signposting to specialist</i></p>

	<p>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"> ○ <i>Ensure non-discriminatory recruitment and employment practices</i> ○ <i>Promote dignity at work</i> ○ <i>Encourage the development of all staff</i> 	<p><i>medical and pastoral support. Dignity at Work explored in depth in staff training (Sep 2018).</i></p>
<p>12.</p>	<p>Encourage participation of under-represented groups This school recognises that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially & economically disadvantaged groups, and does its best to:</p> <ul style="list-style-type: none"> ○ <i>Recruit governors' representative of the pupil population and/or community</i> ○ <i>Encourage the widest participation in The Friends activities</i> ○ <i>Support individuals and community groups to express their case on matters affecting themselves and their community</i> 	<p><i>Friends pro-actively approach all parents, including eg Travellers (who help run stalls at the summer fair). Individual discussions held with Traveller family regarding residential trip. Head available in playground daily for informal discussions; actively approaches individuals who may be less forthcoming (ongoing).</i></p>