



Larkrise Equalities Policy and Plan

At Larkrise Primary we welcome our duties under the Equality Act 2010. We aim to: eliminate discrimination, advance equality of opportunity and foster good community cohesion. We regard these as essential for achieving an inclusive, harmonious society. We believe that pupils, staff, governors, visitors, parents and carers have the opportunity to fulfil their potential, whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates differences within a culture of respect and cooperation.

We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the service of our school. We recognise that equality will only be achieved by the whole community working together-our learners, staff, governors and parents. Throughout this policy, 'parents' can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

The Larkrise Equality policy provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way. Our 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.

The policy is based on the core principle that its effectiveness will be determined by

- Active involvement with key stakeholders, not just in developing the policy, but also in its review and implementation
- Proactive leadership
- Prioritising activities that produce specific, tangible improved outcomes
- Removal of attitudinal and cultural barriers

Our policy includes a plan of action to address these priorities over the next three years. We recognise that improving outcomes such as attendance or attainment for a specific group of pupils will help to improve our outcomes for all. Our commitment to equality is thus fundamental part of our drive towards excellence and one of our core principles that no 'child is left behind.'

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 and others with special educational needs
- Pupils and others with a range of disabilities

- Children looked after and their carers
- Children or staff who are gay, lesbian, bisexual or transgender
- Pupils in receipt of any Pupil Premium funding

The school tracks the attainment and progress of children at six points throughout the year. The data is analysed by gender, ethnicity, pupil premium, special educational needs and new arrivals.

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 & physical well-being and poor behaviour including exclusions
- Language difficulties
- 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.
http://portal.oxfordshire.gov.uk/content/public/LandC/SandPM/Equalities/dda/Disability_Equalities_Schemes.pdf

	Equality Policy	Equality Plan
	The school has identified the following strategies that are specifically designed to address those issues	
1.	<p>Establishing, maintaining and developing a school culture and ethos School Ethos 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. Diversity is respected and inclusion is strength of the school. 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 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.</p>	
2.	<p>Preventing and dealing effectively with bullying and harassment Recognising 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</p>	

	<p>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. Staff are trained to deal effectively with prejudice related incidents.</p>	
3	<p>Listening to pupils, staff, parents and others Hear the student voice Larkrise Circles, Class Circle Time, Pupil profile review process includes the child, pupil questionnaires and intervention provision Actively seek staff views and listen to staff concerns Staff meetings for teachers, TAs, cleaning staff, office staff – always includes AOB, safeguarding and H&S Staff questionnaires Performance management reviews for all school staff Seek the views of parents Parent questionnaires Focus groups Parent post box Governor links Family Support Worker available before and after school and for drop in during school time Parent Teacher Consultations</p>	
4.	<p>Equalising opportunities Recognising that some of the groups covered in this policy are likely to be economically disadvantaged, Avoid putting parents under unnecessary financial pressure Clear guidelines on school charging policy to ensure parents and children can access provision Extended services support and provision TAC/CAF support and facilitation of financial support Promote the take-up of extra-curricular opportunities Pupil premium funding for vulnerable groups to attend activities Family learning opportunities Target vulnerable pupils for specific clubs Ensure that its charging policy is appropriate See charging policy Widen access to careers advice and work experience placements School provides work experience placements Past pupils visit to describe studying for A levels and their future ambitions</p>	
5.	<p>Informing and involving parents and carers Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, Partnership with Parents and the Community Progress reports to parents are accessible to ensure that all parents have the opportunity to participate in the dialogue. They are also encouraged to participate at all levels in the full life of the school. 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. Meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.</p>	

	<p>Informal events are designed to include the whole community and at times may target particular groups according to needs identified through data analysis.</p> <p>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.</p>	
<p>6.</p>	<p>Welcoming new pupils and helping them to settle in effectively Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year,</p> <p>Ensure a happy start to the school at normal times Detailed transition planning for summer term and into the autumn term Ensure effective school transfer and induction mid-year Buddy system in place Introduced to key staff Close liaison with exit school over data transfer, information sharing (safeguarding)</p> <p>Ensure that extra help is given to pupils who find change of school challenging All of the above In addition support plans e.g. Pupil Profiles, PSPs, regular team meetings, including parents/carers and other agencies if appropriate</p> <p>Ensure well-planned school adjustments are made to cater for a child with disabilities- if possible in advance of starting at the school Meetings with parents/carers, key staff and all multi agency to ensure that provision is completely in place before the child starts school</p>	
<p>7.</p>	<p>Addressing the full range of learning needs Recognising that some of the groups covered in this policy are more likely to under-achieve,</p> <p>Curriculum Curriculum planning takes account of and builds on pupils` starting points and is differentiated appropriately to ensure the inclusion of all, including pupils:</p> <ul style="list-style-type: none"> • 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 <p>The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds. 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 should cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.</p> <p>Teaching and Learning Teachers ensure that the classroom is an inclusive environment in which all pupils can participate; feel all their contributions are</p>	

	<p>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.</p> <p>Learners' Progress, Attainment and Assessment</p> <p>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.</p> <p>The monitoring and analysing of pupil performance by gender, ethnicity, SEND, Pupil Premium 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.</p> <p>Staff have very high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement in and outside of school.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<p>8.</p>	<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,</p> <p>Learners' personal development, welfare and well-being</p> <p>Welfare and well-being takes account of cultural, religious and ethnic differences, and the experiences and needs of refugee and asylum seeker children.</p> <p>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.</p> <p>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.</p>	
<p>9.</p>	<p>Making the school accessible to all:</p>	

	See the school access plan	
10.	<p>Ensuring fair and equal treatment for staff and others</p> <p>Recognising that the school needs to ensure that its policies and practice does 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,</p> <p>Recognising that the school needs to ensure that its policies and practice does 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,</p> <p>Staffing: Recruitment, Retention and Continuing Professional Development (CPD)</p> <p>The school adheres to recruitment, selection and retention procedures, which are fair, equal, and inline with statutory duties. Positive action is taken to encourage people from under-represented groups to apply for positions at all levels in the school. Positive action is taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are familiar with it as part of their induction programme.</p> <p>The skills of all staff, including support and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge. Staff handbooks and CPD opportunities are available to support their practice in relation to this policy.</p> <p>Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.</p>	
11.	<p>Encourage participation of under-represented groups</p> <p>Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially & economically disadvantaged groups:</p> <p>Parent governors recruited via school newsletter and website, annual consideration of governing body make-up informs co-options.</p> <p>Friends of Larkrise recruited through school newsletter, website, face book, word of mouth. Variety of activities to appeal to wide audience</p> <p>Invite neighbours to performances and include their requests (e.g. parking) in newsletters</p>	
12.	<p>Monitoring and Evaluating the policy</p> <p>Recognising 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,</p> <p>Train all staff & governors</p> <p>Inset, twilights, staff meetings, governor meeting, strategy day, OCC governor training</p> <p>On SDP</p> <p>Consult pupils, parents and staff on how the policy is working and how it could be improved</p> <p>Strategic Plan</p> <p>School Improvement Plan</p> <p>Carry out impact assessments to evaluate practice</p> <p>March 2018</p> <p>Report to governors</p>	

The Governing Body will report annually on progress made to achieve equalities objectives.

As a result of our audit of equalities (October 2017), the Governing Body has agreed the following equalities objectives:

1. Tackle underperformance of children in year 5 in reaching nationally expected levels.
2. Tackle underperformance and low expectations of the white working class girls and their parents in Year 5.
3. Welcome and meet the parents of new arrivals in Key Stage 2, to ensure they feel valued and engaged to communicate fully with the school.
4. Improve attendance of all children and those identified by analysis of attendance data.

Signed.....(Chair of Governors)

Signed.....(Headteacher)

Reviewed October 2017

Next Review October 2018