



Enstone Primary School Equalities Policy and Plan



Introduction

The Equality Policy for Enstone Primary School is a single policy for all protected characteristics covered under the Equality Act 2010. We are committed to creating an environment which will promote equality of opportunity for all members of our community including students, all staff, parents/carers and governors. At Enstone Primary School everyone is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, religion or belief. Equality is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school. It is about regularly monitoring progress and achievement. This policy will be underpinned by the stated aims and values of the school.

Background

Our Equality Policy is inclusive of the whole school community – pupils, staff, parents/carers, visitors and partner agencies who have been engaged with and who have been actively involved in and have contributed to its development.

The purpose of this policy is to set out how our practice and policies will have due regard to the need to:

- eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

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. The Equality Act 2010 states that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people

- Encouraging people from protected groups to participate in public life or in activities where their participation is disproportionately low

The Public Sector Equality duty refers to the following protected characteristics:

- Age (for staff and governors only)
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Our school in the wider context

Enstone Primary School has provided education in the community since 1875. It has offered and will continue to offer all the advantages of a traditional and friendly village school, while absorbing changes and developments from the educational world and the wider environment. The school recognises that parents are their children's first and enduring educators.

Enstone Primary School is co-educational and there is generally an even balance of boys and girls on roll. The school has a mixed catchment in socio-economic terms, but very little ethnic, cultural, faith or linguistic diversity. The number of pupils on the SEN register is often (and currently) above the national average. Pupil mobility is relatively low, although we have started to see a little more movement over the past 18 months.

The school is aware that the following may potentially be barriers to effective learning and successful working at the school:

- Low self esteem, low expectations and peer group pressure
- Bullying 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
- Language difficulties
- Special Educational Needs or Difficulties
- Difficulties for families caused by the Covid-19 pandemic of 2020-22.

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.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within the wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

These themes are reflected in our Equality Objectives.

Our approach

We seek to embed equality of access, opportunity and outcomes for all members of our school community, within all aspects of school life.

Our Vision statement about Equality

Enstone Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups, but we will strive to ensure that our differences do not become barriers to participation, access and learning, and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our Duties

We recognise and accept our equal opportunities duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process of developing this policy in order to ensure better outcomes for all. We have due regard

to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between and within different groups of pupils and the wider school community.

We are also guided by the United Nations Convention on Rights of the child as well as recognising and accepting our duty to have due regard to the need to prevent people from being drawn into terrorism (The Prevent Duty 2015) and promote the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those within different faiths and beliefs.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life.

We shall aim to achieve:

- An entitlement to equal access and participation in all aspects of school life for every child.
- An awareness of the inequalities of opportunity that exist in society and the determination that these shall not be replicated/perpetuated in school.
- Recognition and valuing of the diversity of cultures, languages, religions, opinions and beliefs in society.
- Openly questioning, discussing and countering all forms of stereotyping, prejudice and discrimination and taking positive action to enable every child to raise their self-esteem, expectations and achievement.
- In analysing pupil data, group filters will be applied so that any under-achievement amongst vulnerable or minority groups may be swiftly identified and appropriate actions put in place to rectify this. Use will also be made of the Department for Education's "Analysing Schools Performance" (ASP) analysis of the achievement of vulnerable or minority groups.

Consultation

The school consulted pupils, staff, governors, parents and carers and the wider school community in creating this Equality Policy and Plan. This has helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this policy and plan,

Roles and responsibilities within our school community

Our governing body will:

- Designate a governor with specific responsibility for the Equality Policy
- Ensure that the school complies with the appropriate equality legislation and regulations.
- Ensure that the objectives arising from the policy are part of the school improvement plan

- Support the head teacher in implementing the plan
- Ensure that the school's policies and procedures are developed and implemented with appropriate Equality Impact Assessments informing future plans
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the Board of Governors.
- Evaluate and review the policy annually and the objectives every 3 years.

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors/contractors are engaged in the development of and review of the Equality Policy
- oversee the effective implementation of the policy including communicating with staff, parents/carers, pupils and visitors/contractors about the Policy
- ensure staff have access to training which helps to implement the Policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the Policy and publish this information
- ensure that staff are kept up to date with any development affecting the Policy or actions arising from it

School staff will:

- be involved in the development and review of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements

Our pupils will:

- be actively encouraged to be involved in the development and review of the Policy and will understand how it relates to them, appropriate to age and ability
- be encouraged to actively support the Policy
- be involved in producing a simplified version of this Policy that can be displayed in the classrooms and communicable areas such as the hall and reception

Our parents/carers will:

- have access to the policy in a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be informed of any incident related to this Policy which could directly affect their child

Relevant voluntary community groups and partner agencies will:

- be involved in the development and review of the Policy
- be encouraged to support the Policy
- be encouraged to attend any relevant meetings and activities related to the policy

Commissioning and Procurement

Enstone Primary School is required by law to ensure that when we buy services from another organisation to help us provide services that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

Publishing our Policy

The equality policy and plan will be available to all persons on request and be explained to all stakeholders through:

- school website
- staff and parent newsletter
- staff and pupil induction
- distribution to local community and voluntary groups as appropriate.

We will continue to involve people from all aspects of our school community in the ongoing evolution of our Equality Policy and Action Plan. This will include:

- time at pupil council meetings to discuss equality and diversity issues where appropriate
- time at staff meetings to discuss equality and diversity issues where appropriate
- having staff able to discuss equality and diversity matters during parent consultation meetings.

Implementation monitoring and review

Implementation, monitoring and review are the responsibility of the Headteacher and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives. We will review annually the actions we have taken in the development of our Equality Policy and Action Plan, which include:

- the results of any information gathering activities for race, disability and gender and what the school has done with this information
- a summary from the equality impact assessments undertaken
- an update of the progress made against the priorities
- a celebration of what the school has achieved with regard to promoting community cohesion
- whether the policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to protected groups.

Equality Objectives

The Equality Objectives set out in the plan below have been formed using the views of pupils, parents, staff and our community and analysis of the information as outlined above.

At Enstone Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support our pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

- To ensure that all staff and governors receive appropriate training about good equalities practice so we can ensure that our curriculum is diverse and accessible to all.
- To ensure that all students are given the opportunity to make a positive contribution to the life of the school.
- To promote pupils' cultural development and equip them with a comprehensive understanding of people and communities beyond their immediate experience through provision of a rich range of experiences both in and beyond the school.

	Equality Strategies	Equality Action Plan
	The school has identified the following strategies that are specifically designed to address our objectives:	
1.	Establishing, maintaining and developing a school culture and ethos Our Mission Statement: Happy, Motivated, Achieving.	Ensure our ethos, aims and expectations are frequently and consistently communicated by all members of staff, governors and other stakeholders.

	<p>At Enstone Primary School we aim to:</p> <ul style="list-style-type: none"> • Create a happy and caring school. • Provide opportunities for everyone to reach their full potential. • Encourage and celebrate achievement. • Recognise and respect individuality. • Value and protect our environment. • Engage and work with the wider community. <p>We make every effort to create an atmosphere of mutual respect and trust between child and child, staff and staff, staff and children and staff and parents. Pupils' achievements in all areas – academic and non – are frequently celebrated. Expectations of all pupils are consistently high. The school values of RESPECT, KINDNESS, RESPONSIBILITY, GRATITUDE, TEAMWORK, HONESTY AND PERSEVERANCE are taught and “lived” throughout every school day. These values are promoted to parents and our wider community. We are aware of the ‘messages’ we may be giving in the language we use, in the images and displays around the school and in the choice of visitors/speakers invited to the school and ensure that positive, non-discriminatory messages are transmitted. We monitor playground use so that all children can be catered for and no single group is dominant. Oxfordshire policy on tackling racial harassment or discrimination is followed in school. Oxfordshire policies and practices for pupil admissions and staff recruitment are adhered to.</p>	<p>This is an embedded part of our PSHE curriculum and is supported by the use of the Jigsaw Scheme of Work for PSHE and RSE. The scheme was updated, with a move to the online platform, in September 2024.</p> <p>Continue to deliver high quality PSHE/RSE lessons that reflect up to date priorities. Continue to promote our school values throughout our whole school community.</p>
<p>2.</p>	<p>Preventing and dealing effectively with bullying and harassment The school has an Anti-bullying Policy, which is shared with and communicated to staff, parents and pupils. Staff, parents and pupils sign a Code of Conduct, which makes clear that bullying and harassment will not be tolerated. School, parents and pupils sign a Home-School Agreement, which makes clear the responsibility of all parties to ensure an ethos and atmosphere of respect and tolerance. Procedures are in place to ensure that any incidents of bullying or harassment are reported, recorded and addressed swiftly. A Behaviour and Safety file is maintained and reviewed regularly.</p>	<p>Conduct anti-bullying audit in autumn term 2024, as part of the Governors’ Safeguarding Audit.</p> <p>Action any points or issues that this raises.</p> <p>Participate in Anti-bullying week Nov 2024.</p>
<p>3</p>	<p>Listening to pupils, staff, parents and others</p>	<p>Follow up on any issues from the pupil and</p>

<p>The school has a School Council, comprising two elected pupils from each year group, which acts to represent the student voice.</p> <p>Annual pupil questionnaires are completed and analysed by the staff and governing body, with appropriate follow-up action taken.</p> <p>Bi-annual parent questionnaires are completed and analysed by the staff and governing body, with appropriate follow-up action taken.</p> <p>An open-door policy is maintained, and parents are invited to attend two formal parents' evenings a year, plus Pupil Profile review meetings for children on the SEN register.</p> <p>Regular staff meetings give opportunities for all staff to raise concerns.</p> <p>Stress analysis surveys are completed annually by staff with any appropriate follow up action taken.</p>	<p>parent questionnaires conducted in the summer term 2024.</p> <p>Ensure regular meetings of the student bodies in academic year 2024-25.</p> <p>Maintain regular face to face parents' evenings and open door policy.</p>
<p>4. Equalising opportunities</p> <p>School uniform is flexible with only two badged items requiring purchase through the school office. School sweatshirts are available in a choice of qualities, with the difference reflected in the price. The school does not profit from the sale of school uniform.</p> <p>Dates for school trips are published well in advance to allow parents time to save and budget. Costs are kept to a minimum and most trips are subsidised by the Friends' Association. Where appropriate parents are offered the opportunity to pay by installments.</p> <p>Pupil Premium funding is used to support the attendance of economically disadvantaged pupils on school trips and residential and to facilitate the uptake of extra-curricular opportunities.</p> <p>County guidelines are followed in respect of the school's policy on charging parents.</p>	<p>Maintain current strategies for supporting lower income families, as identified in the PPG action plan, e.g. support with purchasing badged uniform, homework packs to enable support for learning, lending of laptops if required, waiving of fees for trips and extra-curricular activities.</p>
<p>5. Informing and involving parents and carers</p> <p>Information about the school is available in both electronic and paper copy. Information can also be relayed verbally either by telephone or face to face, where this will assist understanding.</p> <p>Communications are delivered via email or text alert, where appropriate.</p> <p>Regular communication between all the school and all stakeholders is encouraged and facilitated through parents' evenings, written reports, newsletters, questionnaires and the school website.</p> <p>Parents are encouraged to get involved in school life through coming in as regular or occasional volunteer helpers, joining the Friends Association or Governing Body or by offering their services as an "expert" contributor to the curriculum. "Welcome meetings" are held for new parents every year and all parents are invited to the Friends'</p>	<p>Some parents and carers do not find letters from school easy to access and may miss important information.</p> <p>Action: maintain regular contact with parents and carers through email and text – smaller amounts of information delivered in one go.</p>


	Association's AGM.	
6.	<p>Welcoming new pupils and helping them to settle in effectively New pupils are given the opportunity to attend induction or "Roll-up" days prior to starting at Enstone Primary School. These are offered annually prior to new intake and also mid-term or year, as appropriate, to facilitate the effective transfer of pupils from other schools. Advice and support is sought from external agencies to ensure that well-planned adjustments are made to cater for a child with disabilities – if possible, in advance of starting at the school. For these pupils, extra transition work may be planned.</p>	<p>Visit new starters in their Pre-School or nursery settings before the roll up days in summer 2024. Liaise with SENDCo's at pre-school settings to ensure any additional transition needs may be met.</p>
7.	<p>Addressing the full range of learning needs We ensure that all children experience every area of the curriculum, and that appropriate provision is made, taking account of cultural and social background, abilities and interests. This includes providing for children whose families, at times, are unable to support them in their learning. We consider the potential of a broad multicultural dimension in every area of the curriculum and include it in our schemes of work. In our choice of resources, we try to avoid stereotyping and bias of any kind and to positively reflect a wide range of peoples, cultures, different abilities and human achievements. (See also Enstone Primary School Curriculum (Teaching and Learning) Policy</p>	<p>Maintain school's involvement in the Global Learning Project and continue to plan for multicultural learning opportunities across the broader curriculum.</p>
8.	<p>Supporting learners with particular needs Formative and summative assessments inform future planning for all groups of pupils. Where appropriate, pupil profiles are created for pupils with intended outcomes clearly stated. Some children also require individual educational targets, which are based on advice from advisory staff/external professionals and include clear success criteria. Lessons and resources are appropriately adapted to meet their needs, including the use of specialist resources and equipment where these are required. Appropriate training is provided to enable staff to meet the particular learning needs of individual children, wherever possible, well in advance of their admission to the school.</p>	<p>Continue to liaise with SENSS and follow advice given to ensure best provision for all learners with SEND.</p>
9.	<p>Making the school accessible to all The school building is adapted to be accessible to people with physical disabilities, including the provision of disabled toilet facilities, ramps to doors and a lift in the hall (currently de-commissioned). Where appropriate, personal care plans are devised to meet pupils' needs, including the establishment of medical protocols. Support staff are trained to meet the needs of these pupils and advice and support is sought from external professionals. Access funding is sought where applicable/available.</p>	<p>Re-commission hall lift if need arises. Reference also the Accessibility Plan.</p>

	Extra-curricular activities are planned to offer a range of opportunities suiting both able-bodied and non-able-bodied pupils.	
10	<p>Ensuring fair and equal treatment for pupils</p> <p>The school ensures a fair admissions procedure (following county guidelines). Where appropriate, the needs of different cultures, races and religions will be accommodated, for example in relation to uniform requirements.</p> <p>The school will monitor 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.</p> <p>The school will monitor the opportunities offered to different pupil groups to ensure that no group is treated more or less favourably than another with regard to teaching and learning, extra-curricular provision or special events and occasions.</p> <p>The school will ensure, where relevant, that teaching about same sex relationships is conveyed responsibly and sensitively and in accordance with the school's policy on sex education.</p>	Monitor the range of activities and opportunities offered within each class to ensure that they are inclusive of all pupil groups. E.g. Are children with SEND able to participate in clubs and school trips in the same way as their peers or are there any barriers to this? Are children from lower income households disadvantaged in any way by "off-timetable" or "non-uniform" days and how can this be mitigated? e.g. We are gathering a small stock of Christmas jumpers to loan to those who may not have one for the special lunch day.
11.	<p>Ensuring fair and equal treatment for staff and others</p> <p>The school ensures non-discriminatory recruitment and employment practices, in line with county policies and guidelines.</p> <p>Continuing Professional Development opportunities are offered to all members of staff.</p>	
12.	<p>Encourage participation of under-represented groups</p> <p>The school seeks to ensure that the governing body is representative of the pupil population and/or community of Enstone.</p> <p>All parents are automatically considered to be members of the Friends' Association and participation at committee level is keenly encouraged.</p> <p>The school's range of communication strategies and opportunities allows individuals and community groups to express their case on matters affecting themselves and their community.</p>	Work with Friends' Association to try to develop positive strategies for parental engagement that encompass a wider cross-section of the school community.
13	<p>Other</p> <p>The school recognises its continuing duty to treat former pupils fairly and equally in relation to the provision of references and access to 'old pupils' communications and activities.</p>	
14.	<p>Monitoring and Evaluating the policy</p> <p>This policy will be reviewed annually by the Resources Committee, and the school's access plan will be reviewed annually by the Full Governing Body of Enstone Primary School.</p> <p>Links to this policy will be included within the school prospectus and on the school</p>	

	<p>website. Parents and pupils will be consulted on equality matters via the pupil and parent questionnaires. Priorities arising from the review of this policy will be reflected in the school development plan.</p>	
	<p>The specific reporting duties</p> <p>We will decide what information we need to publish to demonstrate our compliance with the Equality Duty as <i>there is no subscribed format.</i></p> <p>We will look at what equality information we publish already and consider whether that gives a reasonable picture of progress on equality issues affecting our pupils, parents/carers, community and staff to raise standards for all.</p> <p>We will ensure that the information we publish and the equality objectives that we set are easily accessible for people. In addition to publishing them electronically on our website, we will consider making them available in other formats. We will also consider whether the information is provided in a way which makes it easy for everyone to understand and use.</p>	

Date Adopted: October 2024

Review Date: October 2025

Signature of Chair of Governors: 

Signature of Headteacher: 