



Equalities Policy and Plan

May 2023

Following Jesus' teachings about peace and love, we strive to develop our school family into people who will serve the community they live and work in with respect and compassion. We encourage everyone to develop their unique talents, achieve their full academic potential and take pride in all they do.

Responsibility:	Local Governing Body
Adopted:	May 2023
Date of next review:	May 2024

Equalities Policy and Plan

Introduction

Christopher Rawlins CE Primary School is committed to ensuring that the principles and practices of equality are understood by all – children, staff, governors, parents and links within the local community. Equality of opportunity at Christopher Rawlins is about providing quality and excellence for all in order to promote the highest possible standards of achievement. It is based on our Christian ethos as expressed in the school's vision statement:

We aim to teach children the core values of compassion, peace and serve so that they can serve their community. In school they work hard to develop wisdom and achieve their full academic potential and take pride in all they do.

Love one another. As I have loved you. (John 13:34)

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, disability and social circumstances and 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
- Children or families with different religions or beliefs
- Children and others with special educational needs
- Children and others with a range of disabilities
- Looked after children and their carers
- Children or staff from the LGBT+ community
- Children or staff undergoing gender reassignment
- Children or staff who are pregnant or have just given birth

It is important that we meet the needs of the school community to ensure inclusion for all; the highest possible standards of achievement; and prepare pupils for full participation in an increasingly diverse and multi-ethnic society.

To this end the Governors regularly review the admission policy annually to ensure that it is not discriminatory either in intention or effect. We ensure that the school has rigorous systems to ensure all children are tracked throughout the school and provision is made for those that need additional and different experiences to prosper.

As a school we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

What sort of school are we?

Christopher Rawlins CE Primary School is an inclusive, Church of England school.

We are situated in the village of Adderbury, approximately 4 miles from the centre of Banbury, and have a planned admission of 45 into our Reception class. The catchment of our school includes the villages of Adderbury and Milton, though we also welcome many pupils who live outside of the catchment area.

Currently, very few of our pupils are from minority ethnic backgrounds 10%, 8% are eligible for FSM/pupil premium, 13% are identified with Special Educational Needs or Disabilities and pupil mobility is low.

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
- Curriculum that does not meet the needs of children
- Recruitment, management and development of staff and Governors

Our Commitment to Equalities

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

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.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these 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 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.

Planning for Equality

	Equality Policy	Equality Plan
1.	<p>Establishing, maintaining and developing a school culture and ethos</p> <p>The school ensures that it:</p> <ul style="list-style-type: none"> • Celebrates diversity/equality • Celebrates achievement • Promotes positive attitudes towards disabled people • Promotes positive attitudes towards people of different ethnic groups / religions • Involves pupils, parents and staff • Promotes high expectations • Demonstrates sensitivity to pupils with disabilities • Communicate behaviour expectations • Welcomes applications for school places and jobs from all sections of society 	<p>School Vision and Values establish clear Christian ethos of valuing everyone and promotes inclusive behaviours.</p> <p>Weekly celebration assemblies to recognise achievement, values in action, effort and community contributions.</p> <p>Curriculum seeks to promote understanding of difference and celebration of diversity as well as courageous advocacy of equality within our school, local and global community.</p> <p>Pupil involvement in decision making and shared responsibility, through School Council, House Captain Roles, Pupil Working Groups.</p> <p>Parent involvement through active Governing Body, PTA, voluntary work and participation in Church services, open classrooms, special events etc.</p> <p>Staff and governors act as good role models</p> <p>Behaviour Policy in place and followed consistently throughout school.</p> <p>Admissions Policy and Recruitment Practices are non-discriminatory</p>
2.	Preventing and dealing effectively with bullying and harassment	Anti-Bullying Policy in place and followed consistently throughout school

	<p>The school recognises that the groups covered in this policy are more vulnerable to bullying and harassment, and ensures that it:</p> <ul style="list-style-type: none"> • Communicates to pupils, parents and staff its abhorrence of all forms of bullying and harassment • Ensures that incidents are reported and addressed swiftly and effectively • Records, analyses and reports bullying and harassment on grounds of race, gender, disability, sexual orientation etc. • Supports vulnerable children through a variety of measures 	<p>Anti-bullying policy available to parents on school website (provides information on school procedures and signposts further support)</p> <p>Incidents of bullying and behaviours involving racist or discriminatory/derogatory language or extremist views are recorded and reported to Governors termly and data analysed annually</p> <p>SEMH interventions, led by ELSA trained staff support children’s social and emotional interactions</p> <p>Effective PSHE programme and whole school activities (eg. Anti-bullying Week, Internet Safety Day) raise awareness in children, develop protective behaviours and signpost support</p> <p>School encourages opportunities for older and younger children to build trusting and supportive relationships e.g. reading exchanges, house afternoons, Sports Day</p> <p>Staffing policies ensure staff dignity and allow staff to feel safe in reporting bullying and harassment. (See Code of Conduct, Dignity at Work, Grievance, Disciplinary and Whistle Blowing Policies and procedures)</p>
3	<p>Listening to pupils, staff, parents and others</p> <p>The school regularly and systematically listens and responds to the views of all stakeholders to ensure that it:</p> <ul style="list-style-type: none"> • Hears the student voice • Actively seeks staff views and listens to staff concerns • Seeks the views of parents • Ensure it encourages, enables and hears the full range of views including those with disabilities 	<p>School Council (supported by Headteacher or other Senior Leader) meets regularly and is consulted on school wide policies eg values and vision</p> <p>Parent survey at least annually and report back to parents on outcomes</p> <p>Parent consultation and/or working groups are part of school development e.g. School Vision & Values</p>

		Regular 'full' staff meetings to engage staff at all levels in school development.
4.	<p>Equalising opportunities</p> <p>The school recognises that some of the groups covered in this policy are likely to be economically disadvantaged and ensures that:</p> <ul style="list-style-type: none"> • School uniform is affordable • Parents are not put under unnecessary financial pressure • It promotes the take-up of extra-curricular opportunities • The charging policy is appropriate • It monitors take-up of extra-curricular opportunities 	<p>Charging Policy is fair and understood</p> <p>School uniform is affordable and easy to obtain. Recycled, good as new uniform items are available to all for free</p> <p>Pupil Premium is used to support 'economically disadvantaged' pupils to take up extra-curricular opportunities and increase cultural capital e.g. providing of high quality texts for those children in receipt of PPG</p> <p>School is aware of barriers to participation in extra-curricular activities such as kit and transport and seeks to mitigate these wherever possible</p>
5.	<p>Informing and involving parents and carers</p> <p>The school recognises that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible. The school ensures that it:</p> <ul style="list-style-type: none"> • Explains how the school operates • Offers a range of ways of communicating between school and parents that meet parents' circumstances and needs • Encourages parents to let the school know if they have a particular disability or other need • Encourages parents to discuss their concerns • Ensures that parents understand how well their child is progressing • Explains how parents can help their child at home • Explains how parents and others can help in school • Encourages parents to join the PTA and/or Governing Body 	<p>School website is hub of parent school communication</p> <p>Regular weekly newsletters sent out</p> <p>Twice yearly face to face parent teacher meetings with an annual report</p> <p>At least one parent meeting annually to look at school improvement/development focus (e.g curriculum; learning; assessment; progress issues)</p> <p>New Parents Meeting for reception parents prior to their child starting school</p> <p>3x curriculum events for reception parents providing advice on helping children to learn at home</p>

		<p>Ensuring 'absent' parents receive information</p> <p>PTA representation at New Parent Meeting and some governor attendance at parent/teacher evenings</p> <p>Open and timely communication with parents via email and telephone.</p> <p>Teaching staff available at the beginning and end of the teaching day to "meet and greet" parents</p>
<p>6.</p>	<p>Welcoming new pupils and helping them to settle in effectively</p> <p>The school recognises that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year. The school works to:</p> <ul style="list-style-type: none"> • Ensure a happy start to the school at normal times • Ensure effective school transfer and induction mid-year • Ensure that extra help is given to pupils who find change of school challenging • Ensure well-planned school adjustments are made to cater for a child with disabilities- if possible in advance of starting at the school 	<p>Transition programme in place for children entering Reception including setting visits and school 'taster' sessions</p> <p>New Parents Meeting for those parents who are entering reception</p> <p>Transition arrangements for children with disabilities, medical needs and/or learning disabilities are carefully managed by senior leaders and SENCo, with support from outside agencies where appropriate</p> <p>Meetings with new parents to discuss most advantageous induction arrangements for children transferring mid-year – with opportunities for 'tailor-made' transition visits</p>
<p>7.</p>	<p>Addressing the full range of learning needs</p> <p>The school recognises that some of the groups covered in this policy are more likely to under-achieve. The school ensures that:</p> <ul style="list-style-type: none"> • The curriculum is relevant • Appropriate teaching styles and classroom organisation • Planning is based on earlier learning • Marking / feedback promotes learning of all • Pupil progress is tracked and under performers are identified 	<p>Use of creative curriculum allows teachers to tailor topics to develop children's individual areas of interest</p> <p>Curriculum planning is progressive and builds on prior learning in all subject areas. Children are taught effectively from their individual starting points</p> <p>Marking and feedback supports children in understanding what they need to do next in their learning.</p>

	<ul style="list-style-type: none"> It promotes and maintains higher attendance - strategies & monitoring 	<p>Quality first teaching is monitored for clear appropriate differentiation and effective use of support staff</p> <p>Support staff are used to provide targeted support for individuals or small groups and deliver specific effective intervention programmes</p> <p>Pupil Progress is tracked 3 times annually using Target Tracker and those at risk of under achieving identified</p> <p>Regular pupil progress meetings with class teachers</p>
8.	<p>Supporting learners with particular needs</p> <p>The school recognises that some of the groups covered in this policy are more likely to have particular needs. The school ensures that it:</p> <ul style="list-style-type: none"> Develops individual pupil profile plans to focus on learning / behaviour priorities Makes language support available as required Provides additional support in developing key skills – reading, spelling, speech and language Provides appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission 	<p>Teachers and support staff attend training relating to the needs of individuals or groups of children as appropriate</p> <p>Teachers prepare individual support plans where necessary and share regularly with parents</p> <p>Additional provision is provided where appropriate</p> <p>The school works in partnership with external agencies – e.g. School Nurse, CAMHS, LCSS, Social Workers, Virtual School, SENSS - to ensure it fully supports those children with additional needs</p> <p>Transition arrangements for children with disabilities, medical needs and/or learning disabilities are carefully managed with support from outside agencies where appropriate</p> <p>Children with medical conditions and personal care needs are supported in attending school (See Supporting Children with Medical Conditions Policy and Individual Health Care Plans)</p>
9.	<p>Making the school accessible to all</p> <p>The school ensures that:</p>	<p>Good interagency links are maintained by the school</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 disability • It will identify further developments to address outstanding issues where these constitute reasonable adjustments 	<p>School Leaders and SENCo build very supportive relationships with parents of children with additional needs</p> <p>Children with additional physical, medical and emotional needs are supported appropriately in school (and outside agencies engaged as appropriate – LCSS, CAMHS, School Nurse)</p> <p>Reasonable adjustments are made so that children with disabilities and or additional needs have full access to curriculum as to include all children in educational visits, extra- curricular opportunities, residential, after school clubs etc</p> <p>Regular review of school accessibility plan</p>
<p>10</p>	<p>Ensuring fair and equal treatment for pupils</p> <p>The school recognises that it needs to ensure that its policies and practice does not discriminate, directly or indirectly, against pupils in the school. It will ensure that:</p> <ul style="list-style-type: none"> • It has a fair admissions procedure (applicable to Academy status) • It assesses the implications uniform requirements have on pupils and modifies them where appropriate • It accommodates the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example) • It monitors 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 • Where relevant that teaching or the expression of religious belief about gender, sex and relationships is conveyed responsibly and sensitively 	<p>Admissions Policy in place and reviewed annually (and put out for consultation) to ensure that it is not discriminatory either in intention or effect</p> <p>Uniform is affordable and flexible enough to allow for accommodation to meet the needs of different cultures or religions where appropriate</p> <p>Behaviour Policy in place and followed consistently throughout school (with practice and reported behaviour data monitored annually by SLT and Governors)</p> <p>Parents consulted on 'sensitive' subject areas e.g. Collective Worship Policy, Relationships & Sex Education Policy</p> <p>School has regard to Church of England guidance on challenging homophobic, biphobic and transphobic bullying: Valuing All God's Children.</p>
<p>11.</p>	<p>Ensuring fair and equal treatment for staff and others</p> <p>The school recognises that it needs to ensure that its policies and practice does not discriminate, directly or indirectly, against adults as well as pupils in the school</p>	<p>Non-discriminatory practices undertaken in all recruitment procedures</p> <p>All staff involved in supportive staff appraisal processes</p>

	<p>and that positive role models and a wider perspective will strengthen the school. It will:</p> <ul style="list-style-type: none"> • Ensure non-discriminatory recruitment and employment practices • Promote dignity at work • Encourage the development of all staff • Ensure equality of opportunities for part-time staff 	<p>Staff given regular CPD opportunities to develop their skills</p> <p>Opportunities taken to support staff development in all areas and at all levels and 'grow' staff within school e.g. Teaching Assistants training to be teachers, apprenticeship training, specialist support training</p> <p>Staffing policies ensure staff dignity (See Code of Conduct, Staff Dignity, Grievance, Disciplinary and Whistleblowing Policies) and all staff treated with regard to our central Christian Vision – 'Valuing Everybody' and our Values – Respect, Honesty, Perseverance, Creativity and Community</p>
12.	<p>Encourage participation of under-represented groups</p> <p>The school recognises it has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially & economically disadvantaged groups. The school ensures that it:</p> <ul style="list-style-type: none"> • Recruits Governors representative of the pupil population and/or community • Encourages the widest participation in PTA activities • Supports individuals and community groups to express their case on matters affecting themselves and their community 	<p>Links with the community e.g. Church, Pre-School, Beesom, etc. strengthen our ability to work with a diverse group of parents and local residents</p> <p>Good relationships with external support agencies mean we can support parents with specific needs more effectively</p> <p>Active Governing Body (with strong parental involvement) and PTA reach out to parents regularly</p> <p>Governor and PTA representation at New Parents Meeting and parent teacher meetings</p> <p>Creative curriculum provides opportunities for teachers to include cultures, interests, religious celebrations etc. of minority groups</p>
13.	<p>Monitoring and Evaluating the policy</p> <p>The school recognises that the strength of this policy depends upon ensuring that everyone is actively</p>	<p>Named Governor to takes responsibility for Equality Policy and Plan</p>

	<p>implementing it and that gaps and the need for further development will arise from effective evaluation. The school undertakes to:</p> <ul style="list-style-type: none"> • Train all staff & Governors • Consult pupils, parents and staff on how the policy is working and how it could be improved • Monitor and review practice • Carry out impact assessments to evaluate practice • Report to Governors • Report to parents and pupils 	<p>Named Governor to oversee implementation of actions on Equality Policy and Accessibility Plan.</p> <p>Named Governor to reports to Governors annually.</p> <p>Named Governor and SLT to report to parents and Governors on equality issues annually via the school website.</p>
--	---	--

Specific Reporting Duties

We will publish information to demonstrate compliance with the three aims of the Equality Duty:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

at least annually. We will decide what information we need to publish to demonstrate our compliance with the Equality Duty as there is no subscribed format. We will look at what equality information we publish already, and to 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. It is essential for us to maintain and ensure that our focus is on performance, not process.

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 as hard copies if requested. We will also consider whether the information is provided in a way which makes it easy for everyone to understand and use.

We will review this policy and set and publish information of our actions and progress in relation to equality actions annually.