

**BURE PARK PRIMARY SCHOOL**

**EQUALITY POLICY AND PLAN**



**Teamwork, Kindness, Honesty**

<b>ROLE</b>	<b>NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>
<b>Leader</b>	<b>Sarah Moon</b>		
<b>Headteacher</b>	<b>Sarah Moon</b>		
<b>Chair of Governors</b>	<b>Alastair Deacon</b>		

<b>Next Review</b>	<b>June 2028</b>
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## Equality Policy Introduction

Bure Park Primary School is committed to ensuring that we provide equality and excellence for all to secure the highest possible standards of attainment. Equality applies to all members of the school community: pupils, parents, staff, community and governors.

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

The school has three assessment points a year and performance of vulnerable groups is tracked by the assessment lead and is discussed at Governors, SLT and Pupil Progress Meetings. Discussions and actions are recorded and monitored by SLT and Governing Body.

**The school has identified the following issues that may be barriers to effective learning and successful working at the school:**

- 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
- Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions
- Language difficulties
- Special Educational Needs

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](http://portal.oxfordshire.gov.uk/content/public/LandC/SandPM/Equalities/dda/Disability_Equalities_Schemes.pdf)

	Equality Policy	Equality Plan
	<b>The school has identified the following strategies that are specifically designed to address those issues</b>	
1.	<b>Establishing, maintaining and developing a school culture and ethos</b>	<ul style="list-style-type: none"> <li>● Is committed to celebrating diversity and equality in many ways, in particular by recognising the uniqueness of every individual</li> <li>● Has good personal and community relations which are actively promoted by fostering a positive atmosphere of mutual respect and trust among all members of our community <ul style="list-style-type: none"> <li>● Recognises diversity as having a positive role to play within the School</li> </ul> </li> <li>● Collects information on ethnicity, gender and disability during the admissions process</li> <li>● Uses whole school systems to emphasise praise, recognition and rewards which promote and celebrate positive behaviour, sustained effort and hard work, contributions to the school community and also achievements outside school. A weekly Celebration Assembly is held for pupils in Reception-Y6. Hot Chocolate with the Head Teacher every Friday supports positive achievement and attitudes to learning.</li> <li>● Promotes positive attitudes towards people of different ethnic groups and religions for example through visitors to school and to places of worship</li> <li>● Involves pupils, parents and staff in the life and work of the school for example through involvement in community events e.g. Light Switch On in Bicester, Armed Forces Day, School Summer Fayre</li> <li>● Promotes positive attitudes towards disabled people by having an open admissions policy and including all children in all activities</li> <li>● Communicates behaviour expectations through modelling good behaviour, and having a clear and explicit Behaviour Policy which is shared with pupils, staff and parents</li> <li>● Ensures that we welcome applications for school places and for jobs from all sections by having a comprehensive, non-selective intake. The school uses the Oxfordshire County Council Admissions Policy and the Local Authority manages admissions to the school. Advertisements for jobs state that there are no barriers to job applications as we adhere to the Oxfordshire County Council Equal Opportunity Policies</li> <li>● Has a SEND Team who meet with all families of pupils who may need additional support to access the school, the school day, educational visits and the wider curriculum</li> </ul>
2.	<b>Preventing and dealing</b>	Recognising that the groups covered in this policy are more vulnerable to bullying and harassment,

	<p><b>effectively with bullying and harassment</b></p>	<p>the school:</p> <ul style="list-style-type: none"> <li>● Communicates to pupils, parents and staff that bullying and harassment is not acceptable through the Behaviour Policy and anti-bullying policy.</li> <li>● Ensures that incidents of bullying and harassment are reported on the CPOMS system and addressed swiftly and effectively, and that a member of the Leadership Team is informed</li> <li>● Records, analyses and reports bullying and harassment on grounds of race, gender, disability, sexual orientation and other protected characteristics. This is shared with the Governing body.</li> </ul> <p>All staff are aware of how they report incidents which they consider to be bullying, discrimination of harassment. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school, to ensure that incidents are reported and addressed swiftly and effectively</p>
<p><b>3</b></p>	<p><b>Listening to pupils, staff, parents and others</b></p>	<p>To ensure that the views of all stakeholders are considered:</p> <ul style="list-style-type: none"> <li>● Children are encouraged to express their views during PSHCE lessons and through regular conversations with staff.</li> <li>● The school hears the ‘pupil voice’ through the Children’s council and curriculum pupil voice questionnaires</li> <li>● The school actively seeks staff views, via surveys and listens to staff concerns, for example through Team and Staff Meetings. The leadership team have an ‘open door’ policy where staff can raise concerns with any member of the leadership team. The Headteacher and leadership team holds Professional Meetings with staff each year to reflect upon the school year</li> <li>● The school seeks the views of parents through parent/teacher consultations, newsletters and communications</li> <li>● The school encourages, enables and hears the full range of views including those with disabilities by taking the advice of the Local Authority.</li> </ul>

4.	<b>Equalising opportunities</b>	<p>Recognising that some groups covered by this policy are likely to be economically disadvantaged, the school:</p> <ul style="list-style-type: none"> <li>● Ensures that school uniform is affordable by avoiding expensive clothing. Items of clothing are sold online to ensure that it is accessible to all parents. The Buddies of Bure Park School sell good quality second-hand uniform at various points during the year</li> <li>● Avoids putting parents under unnecessary financial pressure by offering subsidies for certain activities, for example the cost of educational visits and residential visits where appropriate</li> <li>● Promotes the take up of extra-curricular opportunities by offering one free club to any child in receipt of pupil premium funding. Attendance of clubs is monitored to ensure equality of opportunity. The Schools After School Club – Krazy Kids and Breakfast Club are priced very competitively compared to those offered by other schools in Bicester.</li> </ul>
5.	<b>Informing and involving parents and carers</b>	<p>Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, the school:</p> <ul style="list-style-type: none"> <li>● Explains how it operated through its newsletters, its website, information sessions for parents and through curriculum newsletters each term</li> <li>● Offers a range of ways of communicating between school and parents that meet parents' circumstances and needs through telephone contact or email, and parents' consultation evenings</li> <li>● Actively encourages parents/carers to attend consultation evenings by teachers or the school office telephoning non-attenders or making alternative arrangements. This is particularly important for pupils with SEND or who are vulnerable</li> <li>● Has a designated parking space for disabled drivers in the school car park</li> <li>● Ensures that parents understand how well their child is progressing through regular progress checks and the annual end of year report</li> <li>● Explains to parents how they can help their child at home for example through class-based parent workshops, information evenings and information letters</li> <li>● Explains how parents and others can help in school, for example by helping on school visits, hearing children read or by joining Buddies.</li> <li>● Encourages parents to join Buddies and the Governing Body by regular announcements.</li> </ul>
6.	<b>Welcoming new pupils and</b>	<p>Recognising that some of the groups covered in this policy are more likely to find school intimidating,</p>

	<p><b>helping them to settle in effectively</b></p> <ul style="list-style-type: none"> <li>○</li> </ul>	<p>strange or inaccessible, and to move mid-year, the school:</p> <ul style="list-style-type: none"> <li>● Fosters a happy start through induction sessions and Home Visits for Nursery and Reception pupils at the start of the new academic year</li> <li>● Ensures that through a staggered start for pupils in Nursery and Reception they have a positive start to the school year</li> <li>● Challenges any inappropriate behaviour or attitudes</li> <li>● Briefs all staff to monitor vulnerable pupils and to communicate any concerns to class teachers</li> <li>● Ensures effective school transfer and induction mid-year by the use of visits, buddies and sensitive communication between home and school</li> <li>● Invites pupils, and their parents, who join the school mid-year to visit the school and discuss the needs of their pupil</li> <li>● Ensures that extra help is given to children who find a change in school challenging, for example through use of the Pastoral Team <ul style="list-style-type: none"> <li>● Ensures that extra help is given to vulnerable pupils on transition to secondary school through the use of additional visits</li> <li>● Ensures that the SEND Team and/or class teacher speaks to the receiving school about any specific needs of pupils who are transferring to their school</li> <li>● Ensures well-planned school adjustments are made to cater for a child with disabilities including the availability of additional classroom support</li> <li>● Ensures that pupils with disabilities join the school when provision is in place to support all of their needs, with support from any outside agencies such as the School Health Nurse and the Occupational Therapist team.</li> </ul> </li> <li>● Liaises with support services/schools of transfer in advance to inform any ongoing necessary modifications or alterations to provision.</li> </ul>
7.	<b>Addressing the full range of</b>	Bure Park School recognises that some of the groups covered by this policy are more likely to under

	<p><b>learning needs</b></p>	<p>achieve and therefore we aim to provide all our pupils with the opportunity to success, and to reach the highest level of personal achievement. To do this, we:</p> <ul style="list-style-type: none"> <li>● Use contextual data to improve ways in which we track pupil progress and identify under-performance, and provide support to individuals and groups or pupils</li> <li>● Monitor achievement by ethnicity, gender and disability and action any gaps</li> <li>● Take account of the achievement of all pupils when planning for future learning and setting challenging targets.</li> <li>● Ensure equality of access for all pupils and prepare them for life in a diverse society</li> <li>● Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping</li> <li>● Provide opportunities or pupils to appreciate their own culture and celebrate the diversity of other cultures</li> <li>● Seek to involve parents/carers in supporting their child's education <ul style="list-style-type: none"> <li>● Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes and the impact on learning</li> <li>● Ensure that the curriculum is relevant to the needs and interests of all pupils</li> <li>● Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils</li> </ul> </li> <li>● Ensure that the school's Marking Policy promotes learning for all</li> <li>● Promote and maintain high levels of attendance, for example through termly monitoring of data, displaying attendance in the weekly newsletter</li> </ul>
<p><b>8.</b></p>	<p><b>Supporting learners with</b></p>	<p>Recognising that some groups covered in this policy are more likely to have particular needs, the</p>

**particular needs**

school:

- Will aim to provide some distance learning for any child out of school for health reasons, with support from the Hospital School or other professionals
- Will prepare Electronic Personal Education Plans to focus on learning priorities for any child in care, with support from the Virtual School
- Provide in-class Teacher/TA support and intervention groups for children identified as needing additional support – ensuring staff are trained to deliver programmes
- Arrange language support as required
- Support vulnerable pupils and parents through the use of the Safeguarding team
- Provide appropriate training to enable staff to meet particular needs, such as training from the School Nurse Service, CAMHS, Behaviour Support Services or the Educational Psychologist etc
- Will draw on the expertise of outside professional services to meet the individual needs of pupils. Bure Park School works with a range of outside agencies including
  - o Children’s Social Care
  - o Family Solutions Service
  - o LCSS
  - o Connections
  - o Educational Psychologist
  - o Speech and Language Therapists
  - o SEN Support Service Teachers for Communication and Interaction
  - o Physical Disability and Complex Needs Team
  - o School Health Service
  - o Young Carers
  - o CAMHS/Horizon
  - o Aquarius
  - o SAFE
- Will liaise with the receiving school when pupils transition to ensure a smooth transition for pupils with addition needs.

<b>9.</b>	<b>Making the school accessible to all</b>	<p>The school:</p> <ul style="list-style-type: none"><li>● Meets the needs of pupils, staff and others with physical or sensory disabilities by providing designated toilets and adaptations made to the school buildings as appropriate</li><li>● Ensures that curriculum and extra-curricular opportunities are available or pupils with disabilities by accessing access issues and putting risk assessments in place where needed</li><li>● Provides additional support for pupils who require a higher level of supervision at different times of the school day</li><li>● Identifies further development by assessing the needs of pupils and seeking support from outside agencies to identify how the school can be developed further<ul style="list-style-type: none"><li>● The school has ramped access and is fully accessible for wheelchair users. There is an enabling toilet in the school.</li></ul></li></ul>
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**10. Ensuring fair and equal treatment for staff and others**

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, we will:

- Demonstrate our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing, recruitment and employment practices
- Ensure that all staff appointments are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Public Sector Equality Duty (149, 1-9) As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and activity promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith of religion and considered with appointing staff and re-evaluating staff structures to ensure decisions are free of discrimination.

Bure Park School, as part of Oxfordshire County Council (the Local Authority) has due regard to the need to –

- eliminate discrimination, harassment, victimization and any other conduct that is prohibited by or under this Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Promoting dignity at work
- Leadership team support to ensure equality of opportunity for all

11.	<b>Encourage participation of under-represented groups</b>	<p>Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially &amp; economically disadvantaged groups, the school will:</p> <ul style="list-style-type: none"> <li>● Where possible, recruit governors representative of the pupil population and community</li> <li>● Encourage the widest participation in Buddies activities by running events that appeal to a cross section of the school community</li> <li>● Support individuals and community groups to express their case on matters affecting themselves and their community through newsletters, invitations to speak during assemblies etc</li> </ul>
12.	<b>Monitoring and Evaluating the policy</b>	<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, The school will:</p> <p>Review the policy every three years, or sooner as necessary, in consultation with staff and governors.</p> <p>Evaluate the different aspects of the policy through the Head Teacher report to Governors, six times a year.</p> <p>Report on various parts of the policy to parents and pupils through the weekly newsletter</p>