



Appleton CE (A) Primary School Equalities Policy

The Governors and staff of Appleton CE (A) Primary School recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals. We welcome families of different faiths and of no faith. The school will regularly review admission policy to ensure that it is not discriminatory either in intention or effect.

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 or families with different religions or beliefs
- 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 or lesbian
- Pupils or staff who are pregnant or have just given birth
- Pupils or staff undergoing gender reassignment

Aims

- To promote Christian Values and to encourage a sense of commitment, openness, forgiveness, self-reliance, responsibility and self-esteem.
 - To maintain the school as a caring community, emphasising the central importance of good human relationships based on sensitivity, tolerance, goodwill and a sense of humour.
 - To foster the habits of responsibility, self-discipline, initiative, endeavour and individual judgement.
 - To develop a curriculum which is flexible enough to respond, whenever possible, to the needs of pupils of different ages and abilities.
 - To be selective in the materials presented to students in order to stimulate intellectual curiosity and develop the art of learning, fostering the capacity to tackle unfamiliar problems.
 - To promote understanding that the individual and the community have a reciprocal responsibility; that the individual must at times be secondary to the greater needs of the larger group and that collaboration is a two-way activity.
 - To secure the active involvement of all people concerned with the school's welfare (staff, pupils, governors, parents and the authority) in the regular reassessment of the aims and values.
 - To encourage everyone to feel valued and supported whatever their role in the school.
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- Appleton CE (A) Primary School serves the villages of Appleton, Eaton, Besselsleigh, Fyfield and Tubney. It is set within a rural community and has close links with the Parish Church. We have a low percentage of EAL children but in 2013-24 12% of our families described themselves as other than White British. There does not seem to be any significant variation in performance of this group. In the 2013-14 cohort we had 5.5% School Action children and 3.3% children supported by school action plus or with a statement of SEN. A number of children enter the school as in year admissions and a significant proportion of these have SEND or entered the school significantly below ARE.

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.

Equality Policy	
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</p> <p>Appleton CE (A) Primary 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. Through our Christian Values staff foster a positive atmosphere of mutual respect and trust among all pupils. The school actively teaches children about different faiths and beliefs and actively encourages all pupils to understand and respect these.</p> <p>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 for anti-bullying and dealing with prejudice related incidents. Any 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.</p>
2.	<p>Preventing and dealing effectively with bullying and harassment</p> <p>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 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.</p>

3	<p>Listening to pupils, staff, parents and others</p> <p>The school has an open door policy and communication between parents and staff is very good. There is an active Parent Teacher Association 'The Friends of Appleton School' with representatives in each year group and regular meetings.</p> <p>The school has an active School Council that meets once a week with a senior teacher. This group plays an important role in decision making within the school. All year groups are represented on the School Council and members are elected by their peers at the start of the year.</p> <p>The school uses a wide range of other methods for listening to children's views. The school has a string ethos of mutual respect and staff make time to listen to children's thoughts/ideas. Classes use different strategies including thought boxes and card systems to indicate when a private word is requested.</p>
4.	<p>Equalising opportunities</p> <p>The school recognises that some groups covered in this policy may be economically disadvantaged. Appleton CE (A) Primary School ensures that it provides equality of opportunity to all children in a variety of ways. The school provides many extra-curricular opportunities that are open to all children. The school has a very clear charging policy which is made available to all parents and reviewed annually by the governing body. For extra-curricular activities such as visits and visitors the school asks parents for a voluntary contribution making clear that a child will not be disadvantaged if their parents cannot make a financial contribution. Some trips and visitors are subsidised and sometimes paid for by the Friends of Appleton School. Where the school asks for a parent contribution, notice is given and where the amount is significant, in the case of residential trips, a payment by instalment plan is offered.</p> <p>The school offers a range of after-school clubs many of which are provided free of charge. These are varied throughout the school year in order to appeal to all ages and interests. The uptake is very good and most clubs are fully subscribed to.</p>
5.	<p>Informing and involving parents and carers</p> <p>Parents are invited to attend two parent/teacher discussions each year in which the child's progress is discussed as well as their next steps in learning and a more informal open evening. Attendance at these is monitored and followed up with individual parents and alternative dates and times offered. More frequent meetings are arranged as necessary. At the end of the year parents receive an annual report. Parents of children with SEN are invited to attend an additional meetings each term to review progress against their individual education plan.</p> <p>We use ParentMail to send out our weekly newsletters and additional information but paper copies are provided for families who cannot access this facility. Newsletters are also posted on the school website. The school also uses text messaging to alert parents to information. We publish our policies, curriculum plans and a wide range on the school website.</p> <p>Parental Questionnaires are sent out twice a year to establish feedback on the school. We encourage parents to inform us of any concerns they have and invite them to discuss these or make their comments anonymously if they prefer. The results of these questionnaires are published through ParentMail.</p>

6.	<p>Welcoming new pupils and helping them to settle in effectively</p> <p>We recognise that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible. The school has very good transition arrangements for all children and families when they first start school. This includes pre-school visits, induction visits, welcome sessions and meetings with parents. Where a child starting school requires adjustments to cater for a disability, additional induction is planned prior to the child starting school. The SENCo ensures that planning meetings are established with the parents and other relevant professionals to ensure a smooth start for the child. We also plan very carefully for transition to Secondary with additional support planned for vulnerable pupils.</p>
7.	<p>Addressing the full range of learning needs</p> <p>Recognising that some of the groups covered in this policy are more likely to under-achieve, curriculum planning takes account of and builds on children's starting points and is differentiated appropriately to ensure the inclusion of all pupil.</p> <p>Appleton CE (A) Primary School provides a creative curriculum that is broad and balanced. The school monitors and evaluates its effectiveness in providing an appropriate curriculum through the analysis of pupil progress and surveys to ascertain attitudes to learning.</p> <p>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 pupils. Teachers ensure that the classroom is an inclusive environment in which all children can participate; feel all their contributions are valued; have opportunities to succeed and achieve high standards. All children are enabled to access the curriculum and teachers take positive action to include all groups or individuals. Teaching styles, strategies and pupil groupings in the classroom consider the needs of each individual pupil.</p> <p>Baseline assessment is used appropriately for all pupils. The Headteacher and senior leadership including the SENCo monitor pupil performance of all groups working with the class teachers to develop programmes for improvement. As a result and because we are committed to ensuring that all children achieve their best, pupil achievement is analysed and reviewed on an individual basis. The monitoring and analysing of pupil performance by gender, ethnicity, disability and background enables the identification of groups of pupils and individuals 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.</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, 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 all groups to ensure all pupils are making the best possible progress and take the appropriate actions to ensure this is achieved.</p>

8.	<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, welfare and well-being takes account of cultural, religious and ethnic differences, and the differences that all children have experienced.</p> <p>Staff at Appleton CE (A) Primary School provide excellent care and support to all pupils regardless of their needs through the building of productive and supportive relationships with the families and by close partnership working with a range of agencies.</p>
9.	<p>Making the school accessible to all</p> <p>The governing body are committed to ensuring that Appleton CE (A) Primary is an inclusive school. There is wheelchair access to the building which is equipped with a disabled toilet. The site has been adapted to accommodate a child with a severe visual impairment and equipment has bought and hired to enable her to fully access the curriculum.</p> <p>The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairment when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.</p>
10	<p>Ensuring fair and equal treatment for pupils</p> <p>Appleton CE (A) Primary School recognises that it needs to ensure that its policies and practice does not discriminate, directly or indirectly, against pupils in the school.</p> <p>As a voluntary aided school our admission policy is in line with Diocesan Policy. All admissions are processed by Oxfordshire County Council but admissions appeals are heard by a Diocesan Panel.</p> <p>The school and families are aware of their rights and responsibilities in relation to pupil attendance. The school has a comprehensive attendance policy and all absences are followed up promptly by the school office. Attendance is monitored carefully.</p> <p>The school expects high standards of behaviour from all pupils and has a very clear behaviour policy which is reviewed and communicated to parents annually. Exclusions are very rare.</p> <p>The school's procedures for managing behaviour are fair and applied equally to all.</p> <p>Pupils, staff and parents are aware of procedures for dealing with all forms of harassment. They know that any language or behaviour, which for example is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable</p>
11.	<p>Ensuring fair and equal treatment for staff and others</p> <p>Appleton CE (A) Primary School ensures that its policies and practice do not discriminate, directly or indirectly, against adults as well as children in the school. We emphasise that positive role models and a wider perspective will strengthen the school, the school adheres to recruitment, selection and retention procedures, which are fair, equal, and in line with statutory duties.</p> <p>The skills of all staff, including support and part-time staff are recognised and valued. All staff are encouraged to share their knowledge.</p>
12	<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>

<p>14.</p>	<p>Monitoring and Evaluating the policy The Policy has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our equality objectives set annually and review this policy on a three year cycle. This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community and the effectiveness of the policy will also be evaluated annually, led by the member of staff responsible for equalities. Member of staff responsible for equalities: Annabel Brown (Headteacher)</p>
	<p>The specific reporting duties</p> <p>We will:</p> <ul style="list-style-type: none"> • Publish information to demonstrate compliance with the three aims of the Equality Duty within all our functions and to do this at least annually. • Set and publish equality objectives, at least every four years. <p>To achieve the specific duties, we will collect and analyse data related to the protected characteristics to determine our focus for the equality objectives.</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> 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. <i>It is essential for us to maintain and ensure that our focus is on performance, not process.</i></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> <p>We will publish this information at least annually.</p>

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

As a result of our audit of equalities in October 2014 The Governing Body has agreed the following equalities objectives:

1. To ensure that all groups within the school make similar rates of progress in English and Maths each year.
2. To develop children's awareness of diversity within their local community and within the global community.

Approved by the Governing Body26.11.14

The date that we will review the equalities objectives ...November 2018.....