GREAT ROLLRIGHT CE PRIMARY SCHOOL

Church End, Great Rollright, Oxon, OX7 5SA 01608 737202

Head Teachers – Miss Michelle Hastings & Mrs Rebecca Buckland

Equality and Diversity in the Workplace Policy

With the Christian value of LOVE at its heart, we have an inclusive community built on the Christian values of courage,
truth and respect.

We engage, excite and enthuse our pupils, valuing each as an individual
to be nurtured and enabled to achieve their potential
in a safe and happy environment.

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

Legal duties

As a school we welcome our duties under the Equality Act 2010 (updated 2014). The general duties are to :

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age (for volunteers and employees not for service provision)
- Disability
- Race
- Sex (including issues of transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for volunteers and employees)

The value of LOVE is visible in every area of school life, and our strong inclusive community is strengthened by our other Christian Values of COURAGE, RESPECT and TRUTH.

In order to meet our general duties. listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its function (We will not publish any information that can specifically identify any child)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above, however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

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.

In fulfilling our legal obligations we will :

- Recognise and respect diversity
- Foster positive attitudes and relationships and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

<u>What sort of school are we?</u>
We are situated in the village of Great Rollright, approximately three miles from the town of Chipping Norton. We have a planned admission number of 15. The catchment of our school includes some of the children from the village, children from Chipping Norton who mainly use our free minibus service and some children from other local villages. Usually we around 25% pupils with SEND, 10% of pupils who are eligible for Pupil Premium and 5% who have English as an additional language..

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The school has identified the following issues which may be barriers to 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
- Special Educational Needs
- Issues leading to poor attendance
- Lack of physical access to school facilities or services
- Difficulties caused by the 2020-22 Covid-19 pandemic

Roles and responsibilities

- Governing Body – Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
- Head Teacher – As above plus promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. Monitoring the policy and reporting to the Governing Body annually on the effectiveness of the Policy and publish this information.
- Senior Management Team – to support Head as above. To ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
- Teaching staff – help in delivering the right outcomes to pupils. Uphold the commitment made to pupils and parents/carers on how they can expect to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
- Support staff – support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Head on how pupils and parents/carers can expect to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
- Parents – take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve its goal to tackle inequality and achieve equality of opportunity for all.
- Pupils – support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Head on how pupils and parents/carers, staff and the wider school community can be expected to be treated.

The value of LOVE is visible in every area of school life, and our strong inclusive community is strengthened by our other Christian Values of COURAGE, RESPECT and TRUTH.

- Local community – take an active part in identifying barriers for the school community and informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the Great Rollright School website at www.greatrollrightprimary.com

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Staff development and training

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Publishing our policy

The Equality Policy and plan will be available to all persons on request and will be explained to all stakeholders through:

- The school website
- Newsletters
- Staff and pupil induction

We will continue to involve people from all aspects of our school community in the ongoing evolvement of our Equality Policy and action plan. This will include –

- Time at School 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

Breaches of this policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and the governing body.

Monitoring and Evaluation

This policy will be evaluated and reviewed every 4 years by the Headteacher and the Monitoring Committee of the Governing Body.

Equality Objectives

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At Great Rollright 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.
To 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.

Date approved by the Governing Body : Autumn 2026

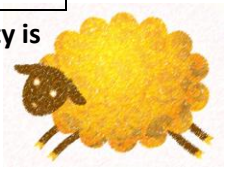
Signed

Allison Dawe
Chair of Governors

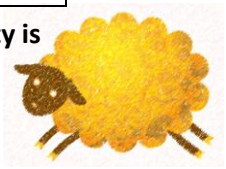
Date for review : Autumn 2027

Planning for equality

	Equality policy	Planning for this
1	**Establishing, maintaining and developing a school culture and ethos** The school ensures that it: • Celebrates diversity/equality • Celebrates achievement • Promotes positive attitudes towards disabled people • Promotes positive attitudes towards people of different ethnic groups / religions etc • Involves pupils, parents and staff • Promotes high expectations • Demonstrates sensitivity to pupils with disabilities • Communicate behaviour expectations	Weekly sharing assemblies to celebrate achievement and effort and community contributions Values stars to promote school ethos Pupil involvement in decision making and shared responsibility, through School Council and peer mediators Staff and governors act as good role models (implicit and explicit through community assemblies etc.) Parent Events to foster parental involvement in children's learning Positive Behaviour Policy based on restorative justice in place and followed consistently throughout school Core Christian values foster respect for

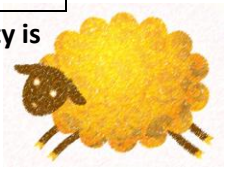


	• Welcomes applications for school places and jobs from all sections of society	others and promotes sense of community for all. PSHE/RSE delivered by Jigsaw and embedded across the curriculum Home-school agreement signed by parents and shared with children Careful selection of displays in school to ensure positive/non-discriminatory messages are transitted Oxfordshire policy on tackling racial harassment or discrimination is followed in school Oxfordshire policies are followed for pupil admissions and staff recruitment
2	**Preventing and dealing effectively with bullying and harassment** The school recognising that the groups covered in this policy are more vulnerable to bullying and harassment, and ensures that it: • 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	Anti-bullying policy in place and followed consistently throughout school Policy constructed in consultation with children and available/displayed in child friendly form Anti-bullying questionnaire given to KS2 children and results acted upon Anti-bullying week participated in annually Anti-bullying leaflet available to parents on school website (provides information and signposts further support) Incidents of bullying recorded and reported to governors. Data analysed annually 'Anti-bullying ambassadors' support children in dealing with minor disputes, and report to adults in more serious cases. Staffing policies ensure staff dignity and allow staff to feel safe in reporting bullying and harassment. (See Code of Conduct and Grievance, Disciplinary and Whistle Blowing procedures)
3	**Listening to pupils, staff, parents and others** The school regularly and systematically listens and responds to the views of all stakeholders to ensure that it: • Hears the student voice • Actively seeks staff views and listens to staff concerns • Seeks the views of parents	School Council (supported by Headteacher) meets regularly. Parental survey undertaken annually Governors meet with School Council reps regularly. Parent's evenings held 3x per year with Head Teacher also available Staff consulted about well-being and stress formally each year and through an open

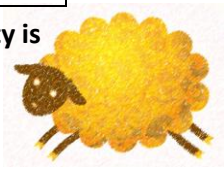


	• Ensure it encourages, enables and hears the full range of views including those with disabilities	door policy with Head Teacher
4	**Equalising opportunities** The school recognises that some of the groups covered in this policy are likely to be economically disadvantaged and ensures that: • School uniform is affordable • Parents are not put under unnecessary financial pressure. • It promotes the take up of extra curricular opportunities • It's charging policy is appropriate • It monitors take up of extra-curricular opportunities	Charging Policy is fair and understood. School uniform requirements are affordable and easy to obtain. Pupil Premium is used to support 'economically disadvantaged' pupils to take up extra-curricular opportunities and undertake school visits. Budgeting plans available to support parents in paying for trips Lending of chromebooks when required Resources available for homework
5	**Informing and involving parents and carers** 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: • 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.	School website Regular weekly newsletters sent out. School Noticeboard in regular use. Three parent teacher meetings each year. Some meetings held by phone if appropriate. Every child followed up at each meeting. At least one parent meeting annually to look at curriculum; learning; assessment; progress issues Annual New Parents meeting Ensuring 'absent' parents receive information Governor and PTA representation at New Parents meeting. Open communication with parents via email and telephone and 1-1 meetings and effective senior management involvement when necessary Staff available at beginning and end of day when appropriate.
6	**Welcoming new pupils and helping them to settle in effectively** The school recognises that some of the groups covered in this policy are more	Transition programme in place for children entering Foundation Stage including school 'taster' sessions New parents meeting for those parents

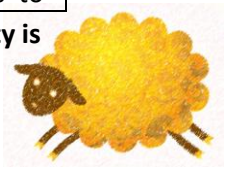
	likely to find school intimidating, strange or inaccessible, and to move mid-year. The school works to: • Ensure a happy start to the school at normal times • Ensure effective school transfer and induction midyear • Ensure that extra help is given to pupils who find change of school challenging • Ensure well-planned school adjustments are made to cater for a child with disabilities- if possible in advance of starting at the school.	who are entering foundation stage. Transition arrangements for children with disabilities, medical needs and/or learning disabilities are carefully managed with support from outside agencies where appropriate. Meetings with new parents to discuss most advantageous induction arrangements for children transferring mid-year – with opportunities for 'tailor-made' orientation visits etc.
7	**Addressing the full range of learning needs** The school recognises that some of the groups covered in this policy are more likely to under-achieve. The school ensures that: • The curriculum is relevant • Appropriate teaching styles and classroom organisation is used • Planning is based on earlier learning • Marking / feedback promotes learning of all • Pupil progress is tracked and under performers are identified • It promotes and maintains higher attendance - strategies & monitoring	Planning is monitored regularly for curriculum coverage and effective differentiation in all subject areas. First quality teaching is monitored for clear appropriate differentiation and effective use of support staff. Marking code is applied consistently and understood by all. Support staff are used to provide targeted support for individuals or small groups and deliver specific effective intervention programmes. Regular pupil progress meetings with class teachers eg. writing conferences. SENCO closely monitors provision mapping and there is rigorous tracking of pupil progress, and that those at risk of underachieving are identified early Resources are chosen carefully to avoid stereotyping and positively reflect a wide range of peoples, cultures, abilities and achievements
8	**Supporting learners with particular needs** The school recognises that some of the groups covered in this policy are more likely to have particular needs. The school ensures that it: • Develops individual pupil profile plans to focus on learning / behaviour priorities • Provides Basic Skills support, as	Teachers and support staff attend training relating to the needs of individuals or groups of children as appropriate. Teachers prepare individual support plans where necessary and share regularly with parents. Additional provision is provided where appropriate. The school works in partnership with



	appropriate • Makes language support available as required • Provides Homework/Revision support • Provides appropriate training to enable staff to meet particular learning needs which are planned well in advance of a child's admission.	external agencies to ensure it fully supports those children with additional needs. Transition arrangements for children with disabilities, medical needs and/or learning disabilities are carefully managed with support from outside agencies where appropriate. School offers homework club to support children with additional social / emotional needs SENDCo given a day each week to provide support across the school Appropriate training and resources provided as needed
9	**Making the school accessible to all** The school ensures that: • 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	Good interagency links are maintained by the school. Very supportive relationships with parents of children with additional needs Children with additional physical, medical and emotional needs are supported appropriately in school (and outside e.g. home school links, Witney Hub, CAMHS, Social Care) Adaptations are made so as to include all children in educational visits, extra curricular opportunities, residentials etc. Regular review of school accessibility plan.
10	**Ensuring fair and equal treatment for pupils** 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: • It has a fair admissions procedure (applicable to Academy status) • It assesses the implications uniform requirements have on pupils and modify them where appropriate • It accommodates the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example)	Admissions policy in place and regularly reviewed to ensure that it is not discriminatory either in intention or effect Uniform requirements are affordable and flexible enough to allow for accommodation to meet the needs of different cultures or religions where appropriate Behaviour Policy in place and followed consistently throughout school Monitoring of clubs etc to ensure that they are inclusive of all pupil groups Use of the 'No Outsiders' programme



	• Where relevant that teaching or the expression of religious belief about same sex relationships is conveyed responsibly and sensitively	
11	**Ensuring fair and equal treatment for staff and others** 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 and that positive role models and a wider perspective will strengthen the school. It will: • 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	Non-discriminatory practices undertaken in all recruitment procedures. Staff given regular CPD opportunities to develop their skills. All staff involved in supportive staff appraisal processes. Staffing policies ensure staff dignity(See Code of Conduct and Grievance, Disciplinary and Whistle Blowing procedures) and all staff treated with regard to our core Christian values – Love, Truth, Courage and Respect
12	**Encourage participation of under-represented groups** 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: • Recruits governors representative of the pupil population and/or community • Encourages the widest participation in School Support group activities • Supports individuals and community groups to express their case on matters affecting themselves and their community	Links with the community e.g. church, village organisations to strengthen our ability to work with a diverse group of parents and local residents Work with the 'Friends' group to develop positive strategies for parental engagement Good relationships with external support agencies (home school link, Witney hub etc.) mean we support parents with specific needs more effectively. Active Governing body (with strong parental involvement) and Support Group reach out to parents regularly. Governor and Support Group representation at New Parents meeting and parents evenings. Creative curriculum weeks provide opportunities for teachers to include cultures, interests, religious celebrations etc. of minority groups.
13	**Monitoring and Evaluating the policy** The school recognises that the strength of this policy depends upon ensuring that	Resulting Actions: Named governor who takes responsibility for Equality Policy and Plan and reports to



	everyone is actively implementing it and that gaps and the need for further development will arise from effective evaluation. The school undertakes to: • 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	Governors annually. Named Governor and SLT to report to parents and governors on equality issues annually via the school website.