



GREAT ROLLRIGHT CE PRIMARY SCHOOL

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



Headteacher Miss Michelle Hastings

Equality and Diversity in the Workplace Policy

Our vision

Like the Good Shepherd, we nurture our children as unique individuals in a safe and secure environment, to ensure they thrive and fulfil their potential. Our Christian distinctiveness can be seen in the way 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**.

We are a thriving village school with a warm and friendly atmosphere and all we are and all we do is founded on the principles of the Christian faith. We nurture every child in a secure and positive learning environment so that each one is a happy, confident learner who thrives in a culture of equality. We enable each child to develop their spiritual growth and moral understanding. Every member of the Great Rollright School community is valued and respected, so that everyone can have a positive attitude to themselves, others and life. We inspire high self-esteem and aspirations, we recognise the talents of all, we value personal and academic achievement and we celebrate the success of each and every individual.

The values we hold for our school Love, Courage, Truth and Respect. Everything we do is rooted in these and so we have a strong inclusive community.

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. 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)

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.



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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

What sort of school are we?

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 mini bus service and some children from other local villages. Currently we have 14.7% pupils with special educational needs, 6.9% of pupils are eligible for FSM/pupil premium and 7.8% are from ethnic minority backgrounds.

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

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.
 - 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.
 - 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



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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.

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.

Date approved by the Governing Body :

Date for review :

Planning for equality

	Equality policy	Planning for this
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"> <input type="checkbox"/> Celebrates diversity/equality <input type="checkbox"/> Celebrates achievement <input type="checkbox"/> Promotes positive attitudes towards disabled people <input type="checkbox"/> Promotes positive attitudes towards people of different ethnic groups / religions etc <input type="checkbox"/> Involves pupils, parents and staff <input type="checkbox"/> Promotes high expectations <input type="checkbox"/> Demonstrates sensitivity to 	<p>Weekly sharing assemblies to celebrate achievement and effort and community contributions</p> <p>Values stars to promote school ethos</p> <p>Pupil involvement in decision making and shared responsibility, through School Council and peer mediators</p> <p>Staff and governors act as good role models (implicit and explicit through community assemblies etc.)</p> <p>Parent Events to foster parental</p>

	<p>pupils with disabilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate behaviour expectations <input type="checkbox"/> Welcomes applications for school places and jobs from all sections of society 	<p>involvement in children's learning</p> <p>Positive Behaviour Policy based on restorative justice in place and followed consistently throughout school</p> <p>Core Christian values foster respect for others and promotes sense of community for all.</p>
2	<p>Preventing and dealing effectively with bullying and harassment</p> <p>The school recognising 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"> <input type="checkbox"/> Communicates to pupils, parents and staff its abhorrence of all forms of bullying and harassment <input type="checkbox"/> Ensures that incidents are reported and addressed swiftly and effectively <input type="checkbox"/> Records, analyses and reports bullying and harassment on grounds of race, gender, disability, sexual orientation etc. <input type="checkbox"/> Supports vulnerable children through a variety of measures 	<p>Anti-bullying policy in place and followed consistently throughout school</p> <p>Policy constructed in consultation with children and available/displayed in child friendly form</p> <p>Anti-bullying questionnaire given to KS2 children and results acted upon</p> <p>Anti-bullying leaflet available to parents on school website (provides information and signposts further support)</p> <p>Incidents of bullying recorded and reported to governors.</p> <p>Data analysed annually</p> <p>'Peer mediators' support children in dealing with minor disputes, and report to adults in more serious cases.</p> <p>Staffing policies ensure staff dignity and allow staff to feel safe in reporting bullying and harassment.</p> <p>(See Code of Conduct and Grievance, Disciplinary and Whistle Blowing 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"> <input type="checkbox"/> Hears the student voice 	<p>School Council (supported by Headteacher) meets regularly.</p> <p>Parental survey undertaken annually</p> <p>Governors meet with School Council reps regularly.</p> <p>Parent's evenings held 3x per year</p>



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	<ul style="list-style-type: none"> <input type="checkbox"/> Actively seeks staff views and listens to staff concerns <input type="checkbox"/> Seeks the views of parents <input type="checkbox"/> Ensure it encourages, enables and hears the full range of views including those with disabilities 	<p>with Head Teacher also available Staff consulted about well-being and stress formally each year and through an open door policy with Head Teacher</p>
4	<p>Equalising opportunities 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"> <input type="checkbox"/> School uniform is affordable <input type="checkbox"/> Parents are not put under unnecessary financial pressure. <input type="checkbox"/> It promotes the take up of extra curricular opportunities <input type="checkbox"/> It's charging policy is appropriate <input type="checkbox"/> It monitors take up of extra-curricular opportunities 	<p>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.</p>
5	<p>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:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explains how the school operates <input type="checkbox"/> Offers a range of ways of communicating between school and parents that meet parents' circumstances and needs <input type="checkbox"/> Encourages parents to let the school know if they have a particular disability or other need <input type="checkbox"/> Encourages parents to discuss their concerns <input type="checkbox"/> Ensures that parents understand how well their child 	<p>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</p>

	<p>is progressing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explains how parents can help their child at home <input type="checkbox"/> Explains how parents and others can help in school <input type="checkbox"/> Encourages parents to join the PTA and/or governing body 	<p>necessary</p> <p>Staff available at beginning and end of day when appropriate.</p>
6	<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"> <input type="checkbox"/> Ensure a happy start to the school at normal times <input type="checkbox"/> Ensure effective school transfer and induction midyear <input type="checkbox"/> Ensure that extra help is given to pupils who find change of school challenging <input type="checkbox"/> 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 Foundation Stage including school ‘taster’ sessions</p> <p>New parents meeting for those parents who are entering foundation stage.</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>Meetings with new parents to discuss most advantageous induction arrangements for children transferring mid-year – with opportunities for ‘tailor-made’ orientation visits etc.</p>
7	<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"> <input type="checkbox"/> The curriculum is relevant <input type="checkbox"/> Appropriate teaching styles and classroom organisation is used <input type="checkbox"/> Planning is based on earlier learning <input type="checkbox"/> Marking / feedback promotes learning of all <input type="checkbox"/> Pupil progress is tracked and 	<p>Use of creative curriculum allows teachers to tailor topics to develop children’s individual areas of interest.</p> <p>Planning is monitored regularly for curriculum coverage and effective differentiation in all subject areas.</p> <p>First quality teaching is monitored for clear appropriate differentiation and effective use of support staff.</p> <p>Marking code is applied consistently and understood by all.</p>



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	<p>under performers are identified</p> <ul style="list-style-type: none"> <input type="checkbox"/> It promotes and maintains higher attendance - strategies & monitoring 	<p>Support staff are used to provide targeted support for individuals or small groups and deliver specific effective intervention programmes.</p> <p>Regular pupil progress meetings with class teachers eg. writing conferences.</p> <p>SENCO closely monitors provision mapping and there is rigorous tracking of pupil progress, and that those at risk of underachieving are identified early</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"> <input type="checkbox"/> Develops individual pupil profile plans to focus on learning / behaviour priorities <input type="checkbox"/> Provides Basic Skills support, as appropriate <input type="checkbox"/> Makes language support available as required <input type="checkbox"/> Provides Homework/Revision support <input type="checkbox"/> Provides appropriate training to enable staff to meet particular learning needs which are 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. Additional provision is provided where appropriate.</p> <p>The school works in partnership with external agencies 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>School offers homework club to support children with additional social / emotional needs</p>
9	<p>Making the school accessible to all</p> <p>The school ensures that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> It meets the needs of pupils, staff and others with physical disabilities <input type="checkbox"/> It meets the needs of pupils, staff and others with 	<p>Good interagency links are maintained by the school.</p> <p>Very supportive relationships with parents of children with additional needs</p> <p>Children with additional physical, medical and emotional needs are supported appropriately in</p>

	<p>other disabilities</p> <p><input type="checkbox"/> Curricular and extra curricular opportunities are available for pupils with disability</p>	<p>school (and outside e.g. home school links, Witney Hub, CAMHS, Social Care)</p> <p>Adaptations are made so as to include all children in educational visits, extra curricular opportunities, residential etc.</p> <p>Regular review of school accessibility plan.</p>
10	<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> <p><input type="checkbox"/> It has a fair admissions procedure (applicable to Academy status)</p> <p><input type="checkbox"/> It assesses the implications uniform requirements have on pupils and modify them where appropriate</p> <p><input type="checkbox"/> It accommodates the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example)</p> <p><input type="checkbox"/> Where relevant that teaching or the expression of religious belief about same sex relationships is conveyed responsibly and sensitively</p>	<p>Admissions policy in place and regularly reviewed to ensure that it is not discriminatory either in intention or effect</p> <p>Uniform requirements are 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</p>
11	<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 and that positive role models and a wider perspective</p>	<p>Non-discriminatory practices undertaken in all recruitment procedures.</p> <p>Staff given regular CPD opportunities to develop their skills.</p> <p>All staff involved in supportive staff appraisal processes.</p> <p>Staffing policies ensure staff</p>



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	<p>will strengthen the school. It will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure non-discriminatory recruitment and employment practices <input type="checkbox"/> Promote dignity at work <input type="checkbox"/> Encourage the development of all staff <input type="checkbox"/> Ensure equality of opportunities for part-time staff 	<p>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</p>
12	<p>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:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recruits governors representative of the pupil population and/or community <input type="checkbox"/> Encourages the widest participation in School Support group activities <input type="checkbox"/> Supports individuals and community groups to express their case on matters affecting themselves and their community 	<p>Links with the community e.g. church, village organisations to strengthen our ability to work with a diverse group of parents and local residents 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.</p>
13	<p>Monitoring and Evaluating the policy The school recognises 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 undertakes to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Train all staff & governors 	<p>Resulting Actions: Named governor who takes responsibility for Equality Policy and Plan Named Governor who oversees the implementation of actions on Equality Policy and Accessibility Plan. Named Governor to report to Governors annually. Named Governor and SLT to</p>

	<ul style="list-style-type: none"><input type="checkbox"/> Consult pupils, parents and staff on how the policy is working and how it could be improved<input type="checkbox"/> Monitor and review practice<input type="checkbox"/> Carry out impact assessments to evaluate practice<input type="checkbox"/> Report to governors<input type="checkbox"/> Report to parents and pupils	report to parents and governors on equality issues annually via the school website.
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