Dr South's CE Primary School

Bletchingdon Road, Islip, Kidlington, Oxon OX5 2TQ

Nurture, Educate, Inspire

Headteachers: Mr Huw Morgan Mrs Helen Watson

Telephone (01865) 372323 **Website:** www.dr-souths.co.uk

Equality Plan (including Accessibility Plan and gender and racial equality) - statutory

The Governors at Dr South's Primary School adopt the attached reviewed Equality Plan.

Updated by the Teaching and Learning Committee in October 2018
Updated by the Teaching and Learning Committee in November 2019
Updated by the Teaching and Learning Committee in September 2020
Updated by the Teaching and Learning Committee in September 2021
Updated by the Teaching and Learning Committee in September 2022
Updated by the Teaching and Learning Committee in September 2023
Updated by the Teaching and Learning Committee in September 2024
Updated by the Teaching and Learning Committee in November 2025

Signed …….. **Chair of Teaching and Learning Committee**

Signed …… **Headteacher**

Review date: September 2026

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At Dr South's Primary School, we believe that all are equal and loved and nurtured as children of God. We are committed to eradication of discrimination and we actively work towards equality. We have devised this Equality Plan and will review it each year to check that all have equality of opportunity.

	Equality Policy	Progress towards objectives
	The school has identified the following strategies to improve equality issues across the school:	**As at September 2024**
1.	**Establishing, maintaining and developing a school culture and ethos** *Celebrate diversity/equality* *Celebrate achievement* *Promote positive attitudes towards disabled people* *Promote positive attitudes towards people of all ethnic groups/religions etc.* *Involve pupils, parents and staff* *Promote high expectations* *Demonstrate sensitivity to pupils with disabilities* *Communicate behaviour expectations* *Ensure that it welcomes applications for school places and jobs from all sections*	*Headteacher and members of teaching staff circulate daily on the playground before school to promote communication with vulnerable families (ongoing)* *Equalities issues permeate all planning which is placed on the school website (curriculum was updated to fully reference diversity during 2021/22).* *Annual Equalities week involves study of disabled artists, homophobia and transphobia issues and racial discrimination.* *Job adverts routinely welcome applicants from all sectors (ongoing).* *Children's achievements are celebrated in Friday assemblies – both their achievements in school and out of school.*
2.	**Preventing and dealing effectively with bullying and harassment** We recognise that the groups covered in this policy are more vulnerable to bullying and harassment. *Communicate to pupils, parents and staff its abhorrence of all forms of bullying and harassment* *Ensure that incidents are reported and addressed swiftly and effectively*	*Issues around bullying discussed regularly with children (ongoing).* *Meticulous records kept of bullying/harassment incidents.* *Governors receive termly reports on bullying/harassment issues.* *Children are taught what bullying is and how to identify it and deal with it*

	Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc.	*through PHSCE lessons.* *Anti-bullying week supported in school to allow children to focus on this issue.* *Bullying include cyberbullying is studied by Year 5/6 in Equalities Week.*
3	**Listening to pupils, staff, parents and others** *Hear the student voice* *Actively seek staff views and listen to staff concerns* *Seek the views of parents* *Ensure it encourages, enables and hears the full range of views including those with disabilities*	*Headteacher meets regularly with groups of children to explore issues of concern.* *Weekly staff meetings and weekly meetings with teaching assistants* *Governors devise annual parent questionnaire which includes questions on equality issues.* *Equality issues discussed at staff training.* *Children are placed in 'family' groups, and have buddies from older year groups who can assist them with concerns.* *Children complete a Stirling well-being questionnaire twice a year and this highlights any children who may be struggling and then interventions are put in place to address any concerns the children may have.*
4.	**Equalising opportunities** This school recognises that some of the groups covered in this policy are likely to be economically disadvantaged and is committed to: *Ensuring that school uniform is affordable (second-hand available)* *Avoiding putting parents under unnecessary financial pressure* *Promoting the take-up of extra-curricular opportunities* *Ensuring that its charging policy is appropriate* *Monitoring take-up of extra-curricular opportunities*	*Letter to be sent to parents at the end of each term itemising costs and requests for voluntary contributions for the next term. Total clarity that contributions are voluntary.* *Trips rationed through the year to prevent excessive requests for funding. The Friends of Dr South's subsidise transport to keep trips affordable.* *Pupil Premium money used to subsidise those eligible.* *Other shortfalls made up from Dr South's Trust Fund.* *Confidential discussions had with parents with concerns about money.* *The Friends of Dr South's will make available £500 per year for the heads to use at their discretion to support families in need.* *Regular second hand uniform sales are held by the Friends of Dr South's.* *Staff will ensure that all households have internet access if learning needs to be carried out on line. Where necessary, staff will ensure that children will have access to a device in order to be able to access home*

		learning (for example in the event of a Lockdown or school closure).
5.	**Informing and involving parents and carers** This school recognises that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible and does its best to: *Explain how the school operates* *Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs* *Encourage parents to let the school know if they have a particular disability or other need* *Encourage parents to discuss their concerns* *Ensure that parents understand how well their child is progressing* *Explain how parents can help their child at home* *Explain how parents and others can help in school* *Encourage parents to join The Friends of Dr South's and/or governing body*	*Headteacher pro-actively has regular informal chats with parents with EAL.* *Most correspondence now sent by e-mail to enable parents to study it at leisure.* *The Friends of Dr South's have WhatsApp groups and class reps to help with the distribution of information and to help any queries parents may have.* *Weekly newsletter sent all parents which is also on website.* *Parents held twice a year and open-door policy where parents can request a meeting if they have any issues.* *Phonics evenings held each year to inform parents how they can support their children.* *FODS meetings held at different times and on different days to encourage as many people as possible to attend.*
6.	**Welcoming new pupils and helping them to settle in effectively** This school recognises that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, particularly when moving in the middle of an academic year. It does its best to*:* ○ *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* ○ *Make sure documents are readily available on the website or on paper*	*Transition mornings held for all new Reception children.* *New children have a transition session to ensure a smooth start to school.* *Welcome letter and information pack sent to all new families* *Children are placed in 'family' groups to help them make friends quickly.* *Staff are available via email to address concerns.* *Children in Year 6 can work as Playleaders to help cross year group bonding and to promote positive playtimes.* *Breakfast Club offered as a soft landing if children are struggling to come into school.* *Welcome BBQ held for all families at start of the year.* *The Friends of Dr South's held coffee morning for all new families this September which helped new families (particularly in higher year groups) meet other parents. These events will become annual.* *All policies are on website and will be printed if requested.*
7.	**Addressing the full range of learning needs** This school recognises that some of the groups covered in this policy are more likely to under-achieve	*Curriculum is published on the school website (ongoing updates).* *Range of teaching strategies used to*

	and does its best to*:* ○ *Ensure that the curriculum is relevant* ○ *Ensure appropriate teaching styles and classroom organisation* ○ *Planning is based on earlier learning* ○ *Marking policy promotes learning of all* ○ *Track pupil progress & Identify under-performing* ○ *Promote and maintain higher attendance - strategies & monitoring*	*appeal to all types of learning styles. Insight and Tapestry identify gaps in pupil learning which are then addressed by teachers and teaching assistants.* *Progression of skills documents in place for all subjects which ensures planning is based on earlier learning.* *Marking policy is clear and applied consistently across all year groups.* *There is a homework club open to all children (charged, but free if needed).* *Booster sessions are run for children in Year 6 to help address learning gaps.* *Pupil progress meetings held with staff three times a year after data drops which identify children underperforming and identifies interventions put in place to help drive progress for these children.* *Attendance monitored by Headteacher and Attendance governor to ensure all children have good attendance.* *Attendance letters sent three times a year to ensure parents are aware of their child's attendance.*
8.	**Supporting learners with particular needs** This school recognises that some of the groups covered in this policy are more likely to have particular needs, and when appropriate does its best to*:* ○ *Provide distance learning packs for children out of school* ○ *Prepare Pupil profiles and Personal Education Plans to focus on learning priorities* ○ *Provide Pastoral Plans and support* ○ *Ensure language support is available as required* ○ *Provide Homework/Revision support* ○ *Provide appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission.* ○ *Create individual behavior plans when necessary.* ○ *Target families who may struggle with remote learning.*	*Pupil Profile meetings are held between class teacher and parents, with SENCO input where appropriate (ongoing).* *ELSA sessions cover children who have been identified by staff as needing emotional support.* *Some staff have undertaken mental health training, to address the needs of both children and adults.* *Swift training was held for staff and parents of children with autism to encourage a shared approach across home and school for children.* *Staff have attended ADHD training September 2023.* *1-1 staff allocated to all children who have EHCP's.* *Focus on staff training on this year's SDP in order to equip staff to support all children's needs across the school to the best of their ability.*
9.	**Making the school accessible to all (Accessibility Plan)** The school tries to ensure that:	*Site accessible to people with physical disabilities, including wheelchair use. Should the school*

	○ *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 disabilities;* ○ *It increases the ability of disabled pupils to participate in the school's curriculum;* ○ *It improves the physical environment so disabled pupils can take better advantage of the education, benefits, facilities and services we offer;* ○ *It improves the availability of accessible information to disabled pupils.*	*admit a pupil with disabilities, the classroom organisation will be reviewed.* *Use of contrasting paint tones (to assist people with visual impairments) is always considered when decorating work is undertaken.* *High steps have been painted yellow.* *Provision made so that transport is provided back from Jacob's Field for children who require it.* Quote from a visiting professional : "I feel I have to comment on the beautiful environment within the school. The children showed consideration, kindness and care to each other, had exemplary manners and relationships appeared to be a real strength within." All children are able to access full curriculum and extra curricular opportunities.
10	**Ensuring fair and equal treatment for pupils** This school does its best to ensure that its policies and practice do not discriminate, directly or indirectly, against pupils in the school, for example by: • Accommodating the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example) • Informally monitoring 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 • Ensuring where relevant that teaching or the expression of religious belief about same sex relationships and transgender issues is conveyed responsibly and sensitively.	*The school provides quiet space for children fasting (Ramadan).* *Behaviour forms checked weekly by heads to check for balance and suitability (ongoing).* *Relationship education permeates the whole school.* *Equality and diversity referred to in class plans.* *Two areas of the school have been set aside for quiet reflection, to enable children struggling some quiet space.*
11.	**Ensuring fair and equal treatment for staff and others** This school recognises that the school needs to ensure that its policies and practice do 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, and does its best to*:* ○ *Ensure non-discriminatory recruitment and employment practices* ○ *Promote dignity at work* ○ *Encourage the development of all staff*	*There is a designated governor for staff welfare. In addition, there is extensive signposting to specialist medical and pastoral support.* *Dignity at Work explored annually as part of INSET.* *All staff offered training each year.*
12.	**Encourage participation of under-represented groups** This school recognises that the school has an	*Friends pro-actively approach all parents.* *Head intentionally speaks with*

	opportunity to model empowerment of all groups including disabled, ethnic, religious and socially & economically disadvantaged groups, and does its best to: ○ *Recruit governors' representative of the pupil population and/or community* ○ *Encourage the widest participation in The Friends activities* ○ *Support individuals and community groups to express their case on matters affecting themselves and their community*	*identified families to ensure positive contact is maintained.* *FODS meetings are accessible to all.* *Head available in playground daily for informal discussions; actively approaches individuals who may be less forthcoming (ongoing).* *Families with issues are supported by members of staff.*