



Charlton-on-Otmoor CofE Primary School
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Charlton-on-Otmoor CofE Primary School Equality Statement and Objectives

Equalities Statement

At Charlton-on-Otmoor CofE Primary School we are committed to:

- promoting equality of opportunity
- eliminating discrimination and harassment
- valuing diversity and promoting positive relationships
- providing an inclusive education which enables all pupils to develop their full potential
- meeting the requirements of the Equality Act 2010.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination legislation with a single Act. The Equality Duty is set out in section 149 of the Act. It replaces the three previous public sector equality duties – for race, disability and gender – and covers the following protected characteristics:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

We ensure that we have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
- advance equality of opportunity between people who share a characteristic and those who don't
- foster good relations between people who share a characteristic and those who don't.

The Governing Body will ensure, that in the cycle of policy reviews, that policies and practices are scrutinised to identify the effects they have on individuals or groups of people in relation to equality. Our school aims to be an inclusive school. We actively seek to include all our children in our school community. We do not exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children and we make this a reality through the attention we pay to the different groups of children within our school with consideration of the protected characteristics.

Values and Beliefs

We are an inclusive school where pupils, parents, staff, governors, the local authority and local services work in partnership to meet the needs of the community. We celebrate the positive contribution made by different social, ethnic and linguistic groups.

Underpinning the school vision: **Aspire and Grow Together** are our six core values:

Love, Kindness, Respect, Resilience, Honesty and Forgiveness

The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.

Matthew 13:31-32

Staff and governors demonstrate our values and commitment to equality by:

- ensuring acceptable behaviour,
- responding to incidents and complaints in a proactive way,
- providing access to services, facilities and information,
- recruiting and employing people fairly,
- meeting specific needs.

Equality Objectives 2023-27

Objective 1: Ensure high aspirations are held by all children in our school (Aspire)

Actions to be taken:

- Developing children's aspirations through lessons, assemblies and wider experiences - creating opportunities to learn about inspirational individuals representing a wide range of diversity, who provide challenge to stereotypes related to the protected characteristics.
- ensuring curriculum plans include topics with core texts/ speakers/ visits which promote global citizenship and celebrate diversity within the school, the wider community and globally.
- Ensure range of extra curricular activities in sports, music and arts and off-site trips to offer a broad range of exciting opportunities for all students to discover their passions and talents.
- Staff to hold high expectations for all children irrespective of their background, wealth or gender.

Objective 2: Ensure all children and families have equal access to the main curriculum and the wide range of extra-curricular learning opportunities (Grow)

Actions to be taken:

- Commitment to ongoing analysis of progress, attainment and attendance data, committing to take action to close any gaps identified.
- Commitment to monitor attendance of all pupils and ensure any barriers are tackled for all pupils.
- Accessibility- ensuring curriculum is accessible to pupils with SEND including ensuring the environment is such that children feel safe and ready to learn.
- Ensure all members of the school community feel welcome and encouraged to participate in school activities.
- strengthening relationships with all families to build trust, confidence, overcome any barriers and encourage increased participation. Particularly where homework completion, parental participation is limited.
- With support from the PTA, offering parent welcome sessions at the start of the school year and regular / PTA events, alongside termly/ half termly open sessions with the headteacher to help all families feel welcome in the school community and able to speak up if they have any concerns.
- School to work proactively with the PTA to increase opportunities for parent involvement in school- ensuring parent participation is accessible to all parents e.g. any physical accessibility needs are met.
- Extra-curriculum opportunities include activities accessible for all children.

Objective 3: Prepare our children for life in modern Britain by increasing their familiarity with and appreciation of the variety of cultures, religions, languages, abilities and lifestyles in our country and overseas (Together).

Actions to be taken:

- Creating a culture where pupils and staff feel able to voice and challenge any misunderstandings or stereotypes
- Creating a partnerships with others schools which give our children opportunities to get to know other children with different backgrounds, beliefs and experiences.
- ensuring curriculum plans include topics with core texts/ speakers/ visits which promote global citizenship and celebrate diversity within the school, the wider community and globally.
- Ensure resources within school represent a diverse range of people e.g. learning resources, books and displays.

The Equalities policy outlines the commitment of the staff, pupils and governors of Charlton to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Charlton-on-Otmoor CofE Primary School equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their sex, race, disability, religion or belief, sexual orientation, age, gender re-assignment or any other recognised area of discrimination including pregnancy and maternity.

School in Context

Charlton-on-Otmoor Church of England Primary School with 89 pupils on roll (July 2023). The school has 11 children on the SEN register (13%) which is the same as national. 12% of pupils are on the Pupil Premium register (significantly below national) with 7% of pupils having an EHCP (above national). The school draws its pupils, who are predominantly of White British heritage, from the surrounding villages. There are very few pupils from minority ethnic backgrounds, and currently there are no pupils attending who speak English as an additional language. The school consists of four mixed age classes taking children from nursery to year six. The school offers full time nursery provision with a breakfast and after school club in place during term time.

Monitoring and Review

Charlton-on-Otmoor CofE Primary School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our pupils/students:

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disability, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in After School Activities and Learning Activities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Charlton-on-Otmoor CofE Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

Information may be collected regarding:

- Applicants for employment
- Staff profiles
- Governing body profiles
- Training events

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and any action planning is the headteacher. Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

Developing Best Practice

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school places a very high priority on the provision for special educational needs and disability. We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school provides an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage when appropriate

Curriculum

Charlton-on-Otmoor CofE Primary School we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles

Resources and Materials

The provision of good quality resources and materials within Charlton-on-Otmoor CofE Primary School is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

Language

We recognise that it is important at Charlton-on-Otmoor CofE Primary School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age. We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity by providing them with written guidelines drawn from this policy. We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils

We undertake at Charlton-on-Otmoor CofE Primary School to make appropriate provision for any EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners
- Use first language effectively for learning

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- Setting up, as part of the schools' commitment to equality and diversity, a group made up of all stakeholders of the school community. This has been/will be developed to support the school with matters related to its equalities duties
- Members of the local community are encouraged to join in school activities
- Exploring the possibility of the school having a role to play in supporting new and settled communities

Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

Commissioning and Procure

Charlton-on-Otmoor CofE Primary School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process. All contractors will be provided with relevant information on expectations while on school property.

Approved by: Nadia Gosling

Date: 10.07.2024

Last reviewed on: 3.07.2025

Next review due by: 07.2026