



Langford Village CP School

Equality Statement Plan and Policy

Date updated: July 2024

Review date: July 2025

This policy forms a single equality policy. It details Langford Village CP School's policy on our day-to-day practices and interactions with the whole school community. It reflects the legal duties set out in the Equality Act 2010. The Public Sector Equality Duty means that schools must adopt a proactive approach to equality. In practice, this requires our school to:

- Take positive and proactive steps to identify areas of potential inequality before they have the chance to make an impact.
- Make changes to ensure that any areas of potential inequality are eliminated.

This policy should be read in conjunction with 'The Equality Act 2010 and schools – Department advice for school leaders, school staff, governing bodies and local authorities' Published May 2014.

This policy is based on the Oxfordshire County Council Model Policy for Equality.

Aims

Equality at Langford Village CP School is about providing equality and excellence for all to secure the highest possible standards of attainment. Equality applies to all members of the school community: pupils, parents, community, staff and governors.

The primary aim of Langford Village CP School is to enable all pupils to take part in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.

This means:

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and reasonable adjustments for disabled pupils, to enable our pupils to fully participate in school life.
- We are committed to ensuring staff with a disability have equality of opportunity.
- We expect positive attitudes towards pupils and staff and everyone to treat others with dignity and respect.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff

have equality of opportunity in extra-curricular activities and residential visits and the school will monitor the uptake of these visits to ensure no one is disadvantaged.

- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a diverse society.
- Acknowledging and addressing prejudice and prejudice based incidents and taking positive action to eliminate this.
- Making the school a place where everyone feels welcomed and valued.
- Increasing participation and fostering good relations between different groups within the school and within the wider community.
- Ensuring that an inclusive ethos is established and maintained.

At Langford Village CP School, we believe in providing an education which allows children to be ready, respectful and safe in the world they are growing up in. Children will develop the skills of being safe, thoughtful, adventurous, resilient and smiling, to enable them to be responsible citizens of the United Kingdom and the world.

Everyone is expected to maintain the highest standards of personal and professional conduct, to accept responsibility for their behaviour and encourage others to do the same. At Langford Village CP School, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning and is the expected behaviour of all.

School Vision

At Langford Village CP School, we believe in providing a safe, welcoming, happy and successful school environment in which children can learn effectively and reach the highest standards possible within their own talents.

We encourage all our children to show these learning powers which form our values and are considered skills for life by the whole school community:

Langford STARS:

- Safe
- Thoughtful
- Adventurous
- Resilient
- Smiling

The partnership between home and school plays a vital role in ensuring that we provide the very best education, environment and example for our children. The partnership with families underpins everything that we do. We feel that it is a privilege to work with young people from Bicester on their learning journey.

We believe all members of the school community should be equally valued and at the same time we have equal responsibility and part to play in helping our children to develop into independent, responsible and caring individuals.

Langford Village CP School's aims are designed to ensure that the school provides equality of education and opportunity for all. The school considers the needs of all, taking account of learning ability, disability, ethnicity, culture, gender, language, race, faith or belief, sexual orientation and socio-economic factors.

As a School we aim to:

- Ensure that all pupils and staff are encouraged and able to achieve to their full potential
- Make reasonable adjustments for disability

- Respect, value and celebrate differences between people
- Prepare pupils for life in a diverse society

Leadership and Management

All the school policies reflect a commitment to inclusion and equalities. A clear ethos is also set by the governing body and the school management, which reflects the school's commitment to equality for all members of the school community. The school advances equalities of opportunity through positive and proactive approaches to valuing and respecting diversity.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The school management works in partnership with others to eliminate all forms of disrespectful behaviour, prejudice related incidents and discrimination.

The evaluations of plans and policies are used to set equality objectives and address equality issues. The development of teaching and the curriculum are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school, local, UK and global community.

The school recognises it must make special efforts to ensure that all groups thrive including:

- Boys and girls, men and women or people who identify as other sexes with other gender identities
- 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 LGBTQ+
- Pupils or staff who are pregnant or have just given birth
- Pupils or staff undergoing gender reassignment

Langford Village CP School recognises that a protected characteristic under the Equality Act 2010 covers the following groups:

- Age (for employees)
- Disability
- Race
- Sex (including transgender)
- Gender reassignment
- Maternity, pregnancy, paternity, Adoption leave
- Religion and belief
- Sexual orientation
- Marriage and Civil Partnership (for employees)

The school uses the data management system SIMs to it to identify vulnerable groups or individuals and can analyse this data to monitor trends linked to these groups or individuals.

Langford Village CP School is located in the town of Bicester in Oxfordshire.

The school has identified the following issues that may be barriers to effective 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 during home learning situations.
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions
- Language difficulties
- Special Educational Needs
- Lack of physical access to school facilities or services
- Recruitment, management and development of staff and governors

Langford Village CP School's Commitment to Equalities

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

- eliminate discrimination
- advance equality of opportunity for all
- promote 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.

In order to meet our general duties, listed above, the law requires us to fulfil 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 functions. We will not publish any information that can specifically identify any child, parent, staff member or governor.
- Prepare and publish equality objectives.

Our objectives will detail how we will ensure equality if 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.

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 needs of, pupils with specific protected characteristics. If we decide to use these, we will ensure that it is a proportionate response to achieve the relevant aim.

Responsibilities

The Governing Body and Headteacher will ensure that the school complies with all relevant equalities legislation and ensures that the policy; related procedures and strategies are implemented. The Headteacher will also ensure that all staff are aware of their responsibilities under the policy. A named member of staff will be responsible for leading on equalities.

Equality Policy

The school has identified the following strategies that are specifically designed to address those issues.

Establishing, maintaining and developing a school culture and ethos.

The 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.

As a school we celebrate the diversity of the wider community of Bicester, Oxfordshire and the United Kingdom and are committed to the principles of inclusion and equality of opportunity. Diversity is respected and inclusion is a strength of the school.

Specifically, Langford Village CP School:

- Is committed to celebrating diversity and equality in many ways, in particular by recognising the uniqueness of every individual.
- Has good personal and community relations which are actively promoted by fostering a positive atmosphere of mutual respect and trust among all members of our community.
- Recognises diversity as having a positive role to play within the school.
- Collects information on ethnicity, gender, and disability during the admissions process and this is updated with parents annually.
- Uses whole school systems to emphasise praise, recognition and reward exist which promote and celebrate positive behaviour, sustained effort and hard work, contributions to the school community and also achievements outside school.
- Promotes positive attitudes towards people of different ethnic groups and religions for example through visitors to school and to places of worship.
- Involves pupils, parents and staff in the life and work of the school for example through involvement in community events and through FOLVS.
- Promotes positive attitudes towards disabled people by having an open admissions policy and including all children in all activities.
- Promotes high expectation through celebrating achievement.
- Communicates behaviour expectations through modelling good behaviour.
- Ensures that we welcome applications for school places and for jobs from all sections by having a comprehensive, non-selective intake.
- The school uses the Oxfordshire County Council Admissions Policy and the Local Authority manages admissions to the school.
- Advertisements for jobs state that there are no barriers to job applications as we adhere to the Oxfordshire County Council Equal Opportunity Policies.
- Has a SENDCo who meets with all pupils who may need additional support to access the school, the school day, educational visits and the wider curriculum.

Preventing and managing effectively bullying and harassment

(In addition to the equality policy, see Anti-bullying Policy)

Recognising that the groups covered in this policy are more vulnerable to bullying and harassment, the school:

- Communicates to pupils, parents and staff that bullying and harassment is not acceptable through the school Behaviour Policy and Anti Bullying Policy.
- Ensures that incidents of bullying and harassment are reported and addressed swiftly and effectively, and that a member of the Leadership Team is informed.

- Records and reports of bullying and harassment on grounds of race, gender, disability, sexual orientation and other protected characteristics are recorded and monitored.

All staff are aware of how they report incidents which they consider to be bullying, discrimination or harassment. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school, to ensure that incidents are reported and addressed swiftly and effectively.

The agreed procedure for responding and reporting is outlined below:

- Incident reported
- Member of staff to investigate further or challenge behaviour immediately, consulting with senior leaders
- Response to the victim/family
- Response to perpetrator/family
- Action taken to address the issue
- Incident to be recorded in the behaviour log
- Ongoing, targeted and severe, incidents to be reported to the Governing Body and Local Authority

Listening to pupils, staff, parents and all other stakeholders

To ensure that the views of all stakeholders are considered:

- Children are encouraged to express their views during PSHCE/RSE lessons and through regular conversations with staff.
- The school hears the 'pupil voice' through the Pupil Leadership Team.
- The school actively seeks staff views and listens to staff concerns, for example through team and staff meetings.
- The Senior Leadership team have an 'open door' policy where staff can raise concerns with any member of the leadership team.
- The headteacher holds professional meetings with groups of staff termly.
- The school seeks the views of parents through parent/teacher meetings, encouraging the same 'open door' policy.
- The school encourages, enables and hears the full range of views including those with disabilities by taking the advice of the Local Authority.

Equal opportunities

Recognising that some groups covered by this policy are likely to be economically disadvantaged, the school:

- Ensures that school uniform is affordable by avoiding expensive clothing. Items of clothing are sold online to ensure that it is accessible to all parents. The school sell good quality second-hand uniform during the year.
- Avoids putting parents under unnecessary financial pressure by supporting certain activities.
- Promotes the take up of extra-curricular opportunities by making a small voluntary charge for clubs run by the school.
- The School's Breakfast Club and After School Club are priced very competitively by KidzZone compared to those offered by other schools in Bicester and therefore represent a cost-effective method of childcare for all parents.

Informing and involving our families

Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, the school:

- Explains how it operated through the Headteacher's updates, its website, information sessions for parents and through monthly newsletters.

- Offers a range of ways of communicating between school and parents that meet parents' circumstances and needs through telephone contact or email, the Learning Mentor and parents' evenings.
- Actively encourages parents to attend consultation/parents' evenings by teachers or the school office telephoning non-attenders or making alternative arrangements. This is particularly important for pupils with SEND or those who are vulnerable.
- Has a designated parking space for disabled drivers in the school car park.
- Ensures that parents understand how well their child is progressing through regular progress checks and the annual end of year report.
- Explains to parents how they can help their child at home for example through parental discussions, information evenings and information letters.
- Encourages parents to join the PTA (FOLVS) and the Governing Body by regular announcements through the School Life system and notifications.

Welcoming new pupils

Recognising 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:

- Fosters a happy start through induction sessions for Nursery and Reception pupils at the start of the new academic year.
- Ensures that through a staggered start for pupils in Nursery and Reception they have a positive start to the school year.
- Challenges any inappropriate behaviour or attitudes.
- Briefs all staff to monitor vulnerable pupils and to communicate any concerns to class teachers.
- Ensures effective school transfer and induction mid-year by the use of visits, buddies and sensitive communication between home and school.
- Invites pupils, and their parents, who join the school mid-year to visit the school and discuss the needs of their pupil.
- Ensures that extra help is given to children who find a change in school challenging, for example through use of the Learning Mentor.
- Ensures that extra help is given to vulnerable pupils on transition to secondary school through the use of additional visits.
- Ensures that the SENDCo and/or class teacher speaks to the receiving school about a specific needs of pupils who are transferring to their school.
- Ensures well-planned school adjustments are made to cater for a child with disabilities including the availability of additional classroom support.
- Ensures that pupils with disabilities join the school when provision is in place to support all of their needs, with support from external agencies where appropriate.
- Liaises with support services/schools of transfer in advance to inform any ongoing necessary modifications or alterations to provision.

Support for all learning needs

The school recognises that some of the groups covered by this policy are more likely to under achieve and therefore we aim to provide all our pupils with the opportunity to be safe, happy and successful and to reach the highest level of personal achievement.

To do this, we:

- Use contextual data to improve ways in which we track pupil progress and identify under-performance, and provide support to individuals and groups or pupils.
- Monitor achievement by ethnicity, gender and disability and action any gaps.
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets.
- Ensure equality of access for all pupils and prepare them for life in a diverse society.
- Provide opportunities or pupils to appreciate their own culture and celebrate the diversity of other cultures.

- Seek to involve parents in supporting their child's education.
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes and the impact on learning.
- Ensure that the curriculum is relevant to the needs and interests of all pupils.
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- Promote and maintain high levels of attendance, through weekly monitoring of data.

Supporting learners with any additional needs

Recognising that some groups covered in this policy are more likely to have additional needs, the school:

- Will provide distance learning for any child out of school for health reasons, with support from the Local Authority Attendance Team.
- Will prepare Personal Education Plans to focus on learning priorities for any child in care, with support from the Virtual School and Children's Services.
- Provide in-class Teacher/TA support and intervention groups for all children identified as needing additional support.
- Arrange language support as required.
- Support vulnerable pupils and parents through the use of the safeguarding team and Learning Mentors.
- Provide appropriate training to enable staff to meet particular needs, such as training from the School Nurse Service, Young Carers, Behaviour Support Services or the Educational Psychologist.
- Will draw on the expertise of outside professional services to meet the individual needs of pupils.
- Langford Village CP School works with the following external agencies:
 - Children's Social Care
 - Bicester Family Solutions Service
 - LCSS
 - Educational Psychologist
 - Speech and Language Therapists
 - SEN Support Service Teachers, for Communication and Interaction
 - School Health Service
 - Young Carers
 - CAMHS/Horizon
- Liaise with the receiving school when pupils transition to ensure a smooth transition for pupils with additional needs.

Making the school accessible for all

The school:

- Meets the needs of pupils, staff and others with physical or sensory disabilities by providing designated toilets and adaptations made to the school buildings as appropriate.
- Ensures that curriculum and extra-curricular opportunities are available to pupils with disabilities by addressing access issues and putting risk assessments in place.
- Provides additional support for pupils who require a higher level of supervision at break, whilst eating, whilst toileting and on visits out of school.
- Identifies further development by assessing the needs of pupils and seeking support from outside agencies to identify how the school can support.
- The school is on one level and has ramped access from the playground. There is an accessible toilet in all areas of the school and a disabled toilet facility for all.

Fair and equal treatment for all pupils

Recognising that the school needs to ensure that its policies and practices do not discriminate, directly or indirectly, against the pupils, the school:

- Will ensure a fair admissions procedure for pupils in Nursery.

- Use the OCC Admissions Policy for pupils in YR – Y6.
- Will accommodate the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example).

Fair and equal treatment for staff and others

Recognising that the school needs to ensure that its policies and practices 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.

We will:

- Demonstrate our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing, recruitment and employment practices.
- Ensure that all staff appointments are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Public Sector Equality Duty (149, 1-9)

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and activity promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith of religion and considered with appointing staff and re-evaluating staff structures to ensure decisions are free of discrimination.

Langford Village CP School, as part of Oxfordshire County Council (the Local Authority) has due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff.
- Continued professional development opportunities for all staff.
- Promoting dignity at work through adopting the OCC Dignity at Work Policy.
- Leadership team support to ensure equality of opportunity for all.

Encourage participation of under-represented groups

Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially & economically disadvantaged groups, the school will:

- Recruit governors representative of the pupil population and community.
- Encourage the widest participation in PTA (FOLVS) activities by running events that appeal to a cross section of the school community.
- Support individuals and community groups to express their case on matters affecting themselves and their community through newsletters, invitations to speak during assemblies, through distribution of information as agreed by the headteacher.

Monitoring and evaluating the policy

Recognising 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 will:

- Equality and Diversity Objectives are reviewed annually.
- Ensure that all staff and governors receive appropriate training on equality.

- Monitors and reviews practice annually.
- Report to governors.
- Report to parents and pupils when appropriate.

Equality and Diversity Objectives			
Equality Objective and Intent	Actions and Evidence of Impact	Aims of the Equality Duty	Protected Characteristics
<p>The Curriculum</p> <ul style="list-style-type: none"> To have access to a curriculum and resources which promote and reflect diversity. 	<ul style="list-style-type: none"> Ensure diversity of reading materials. Ensure the curriculum reflects the diversity of our community. RSE curriculum. 	<ul style="list-style-type: none"> Eliminate unlawful discrimination Advance equality of opportunity Foster good relations 	<ul style="list-style-type: none"> Age (for employees) Disability Race Sex (including transgender) Gender reassignment Maternity, pregnancy, paternity, Adoption leave Religion and belief Sexual orientation
<p>Equity and excellence for all</p> <ul style="list-style-type: none"> To raise the levels of attendance, and of attainment and progress in all subjects, for all pupils regardless of age, race, sex, religion or belief. 	<ul style="list-style-type: none"> See attendance records, attendance target and School Development Plan. 		
<p>Community Engagement</p> <p>To continue to seek to engage with all communities associated with the school regarding all aspects of school life.</p>	<ul style="list-style-type: none"> Consider which communities are not currently engaged with communications from school (School Life, School Money/School Lunch Company, the website). Use CPD session on community engagement to consider how to reach and engage with all communities. 		