

Equality Information and Objectives (2024-2027)



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Hook Norton CE Primary School

Equality Statement

Hook Norton CEP School is committed to equality, in accordance with our Owl Values and Christian Vision of "Love your neighbour as yourself" (Matthew 22:29).

- We ensure that everyone in school is treated fairly and with respect.
- We recognise that people have different needs and that treating people equally does not always involve treating everyone in exactly the same way.
- We ensure that school is a safe place for everyone.
- We consult with people from different groups and involve them in our decision making.
- We recognise that extra support is needed for some pupils to help them achieve their full potential and be successful.

Legislation:

- We will comply with relevant legislation, including The Equality Act 2010 and more specifically, the Public Sector Equality Duty that came in to force April 2011. The Equality Duty covers the following protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion (including lack of belief), sex, sexual orientation.
- The Equality Duty has three aims. It requires public bodies to have **due regard** to the need to: eliminate unlawful discrimination, advance equality of opportunity, foster good relations.

School Context:

- The school is in a rural setting with a mainly white British population.
- A very small minority of pupils have English as an Additional Language or are from other ethnic backgrounds.
- The school is fully accessible, with wide corridors, doorways and ramps and sound boards in every classroom.
- Around 18.14% children on roll have SEND.
- Around 14.5% children attract the pupil premium.
- There are currently more boys than girls on roll.
- There are currently no asylum seekers or LAC on roll.
- The school has been involved in British Council projects with schools in Europe for many years, as well as links with schools in Britain, USA and Kenya.
- The school is an Expert Centre for Global Learning, leading training for local schools.
- The school has the International Schools Award in recognition of our commitment to a global curriculum, preparing children for life in the 21st century.

Staff Training:

- Our school ensures that staff are supported through continual professional development to position our school well for the equality and diversity agenda.

Who is responsible?

The Governing Body:

- Ensures that the school complies with all relevant equalities legislation.
- Ensures all governors receive up to date training in all the equalities duties.
- Designates a governor with specific responsibility for the Single Equality Scheme.
- Establishes that the action plans arising from the scheme are part of the School Improvement Plan.
- Supports the Head Teacher in implementing any objectives necessary.
- Ensures the scheme is published for parents and the wider community.
- Evaluates and reviews s the objectives regularly.

- Assesses the potential impact of decisions made upon equalities.

The Senior Leadership Team:

- Has responsibility for supporting other staff in implementing this Scheme.
- Provides a lead in the collection and dissemination of information relating to the Scheme.
- Identifies good quality resources and CPD opportunities to support implementation of the Scheme.
- With the Head Teacher, provides advice/support in dealing with any incidents/issues.
- Assists in implementing reviews of this Scheme
- Evaluates and review the objectives.
- Ensures coverage in the curriculum of equalities issues.
- Ensures the curriculum promotes pupils' SMSC.

Parents/Carers:

- Have access to the Scheme, via the school website (or can request a hard copy).
- Are encouraged to support the Scheme.
- Have the right to be informed of any incident related to this Scheme that could directly affect their child.

School Staff:

- Accept that this is a whole school issue and support the Single Equality Scheme.
- Make known any queries or training requirements.
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping.
- Know procedures for reporting prejudice driven behaviour, including incidents of racism, harassment or other forms of discrimination.
- Do not discriminate on racial, disability or other grounds.
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA.
- Ensure that pupils from all groups are included in all activities and have full access to the curriculum.
- Promote equality and diversity through teaching, pedagogy, curriculum, the learning environment and through relations with pupils, staff, parents and the wider community.
- Support the implementation of objectives through key action points.

Pupils:

- Are made aware of any relevant part of the Scheme, appropriate to age and ability.
- Are expected to act in accordance with any relevant part of the Scheme.
- Experience a curriculum and environment that is respectful of diversity and difference and prepares them well for life in a diverse society.
- Understand the importance of reporting discriminatory bullying and racially motivated incidents.
- Understand their role in supporting the implementation of objectives (where relevant).

Visitors:

- Visitors and contractors are responsible for complying with the school's Equality Scheme.

Objectives

- This Scheme is supported by annually published equality objectives; their progress is monitored and evaluated regularly by the Governing Body.
- Our objectives are based upon the evidence we have collected.
- National and local priorities and initiatives, as appropriate.
- We keep our equality objectives under review and report annually on progress towards achieving them.
- Although there is no specific duty to produce an action plan, we believe that an action plan ensures a proactive response to achieving our objectives and helps us to demonstrate 'due regard'.

Action Plan to address the Public Sector Equality Duty

	Actions	By whom	Start	Finish	Evidence that it is completed
i. Promote equality of opportunity	Track groups of children to ensure equality of opportunity, through for example, after school clubs registers, well done assembly. Invite specific children to join clubs. Change4Life club to encourage healthy lifestyles. Participate in CNS partnership events, including Dennis Victory Street Dance, festivals and competitions.	NCJSSB /EVo	Sept 202418	On-going	Club registers, individual tracking. Register of events participated in.
ii. Eliminate unlawful discrimination	Disseminate policy, through school website and highlight in newsletter. Behaviour, racist or homophobic incidents will be logged electronically.	NCJSSB	March 202548	On-going	Scheme readily accessible. Patterns of behaviour can be analysed using Integris.
iii. Eliminate harassment on the basis of any of the protected characteristics.	Identify specific school based issues arising from scheme and include in school development plan if necessary. Take part in Oxfordshire Anti-Bullying Week and cyber-bullying survey.	NCJSSB	March 202548 Autumn 202418	On-going	Action Plan in place. Posters, children's work. Feedback on survey.
iv. Promote good relations between different ethnic groups	Global Learning programme. Erasmus project. Promote world music through Collective Worship.	NC & SP22HN	March 202548 3/18	Erasmus – July 202548 On-going	Global learning embedded in curriculum. Teachers trained to deliver. List of music for CW reflects different cultures as well as genres.
Other actions required (please list)	Equalities to be a regular agenda item on governor meetings Cross reference equality objectives in SIP.	NCJSSB & GB	March 202548	On-going	Agendas/minutes SIP

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How policies and practice are monitored and evaluated:

- Attainment and progress of pupils through individual pupil tracking.
- Through reports from HT to Governing Body/Equalities governor

Live Love Care Think Learn Dare

- Racial/homophobic incidents reports.
- School council
- Parent/teacher consultations

Appendix 1:

Accessibility Plan (April 1st 2021-March 31st 2023),
(as required by the Special Educational Needs and Disability Act (SENDA) 2001 and
with reference to the Equalities Act 2010.)

	Actions	By whom	Start	Finish	Evidence that it is completed
i. improvements in access to the curriculum	1. Ensure appropriate deployment of support staff. 2. Ensure high quality teaching, through CPD for all to improve disabled pupils' access 3. Development of the role of Pastoral Support Assistant to support children and their families. 4. Audit extra-curricular activities to ensure participation of disabled pupils. 5. Introduction of the new Learning Challenge Curriculum enhances personalised learning.	KM JS GJ	April 2015 On-going April 2015	Ongoing On-going April 2018	Programmes of support. Staff lists. Disabled pupils with full access to the curriculum, working with independence when appropriate and interacting fully with peers. Disabled pupils with full access to the curriculum. Analysis of clubs. All out of schools activities are planned to ensure the participation of the whole range of pupils.
ii. physical improvements to increase access to education and associated services	1. Ensure new classrooms are fully accessible. 2. Ensure school is kept clutter-free – training for caretaker	SBM	Easter 2021	September 2021	
iii. improvements in the provision of information in a range of formats for disabled pupils	1. Consult with parents when necessary to provide information in the appropriate format. 2. Seek advice from outside agencies when necessary in providing, for example, visual timetables for pupils.	KM		On-going	Parents/carers/pupils able to access fully information.

	Actions	By whom	Start	Finish	Evidence that it is completed
i. improvements in access to the curriculum	1. Ensure appropriate deployment of support staff.	NC/HM	On-going	On-going	Programmes of support. Staff lists. Provision map and outcomes.
	2. Ensure quality first teaching, through CPD for all to improve disabled pupils' access	NC	On-going	On-going	Disabled pupils with full access to the curriculum, working with independence when appropriate and interacting fully with peers.
	3. Ensure appropriate differentiation in teaching	NC	On-going	On-going	Disabled pupils with full access to the curriculum. Analysis of clubs. All out of schools activities are planned to ensure the participation of the whole range of pupils.
	4. Development of the role of Pastoral Support Assistant to support children and their families. Audit extracurricular activities	RW	Sept 2024	July 2025	
	5. Ensure participation of disabled pupils.	LV	Sept 2024	Dec 2024	

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**5. Accessibility Plan (April 1st 2018-March 31st 2021),
(As required by the Special Educational Needs and Disability Act (SENDA)
2001 and with reference to the Equalities Act 2010.)**

	Actions	By whom	Start	Finish	Evidence that it is completed
i. improvements in access to the curriculum	<p>1. Ensure appropriate deployment of support staff.</p> <p>2. Ensure high quality teaching, through CPD for all to improve disabled pupils' access</p> <p>3. Continue to support role of Pastoral Support Assistant to support children and their families.</p> <p>4. Audit extra-curricular activities to ensure participation of disabled pupils.</p>	<p>KM</p> <p>SB</p> <p>GJ</p> <p>EVo</p>	<p>April 2018</p> <p>On-going</p> <p>From 4/18</p> <p>From 4/18</p> <p>April 2018</p>	<p>2024</p> <p>On-going</p> <p>April 2024</p>	<p>Programmes of support. Staff lists.</p> <p>Disabled pupils with full access to the curriculum, working with independence when appropriate and interacting fully with peers.</p> <p>Disabled pupils with full access to the curriculum.</p> <p>Analysis of clubs.</p> <p>All out of school activities are planned to ensure the participation of the whole range of pupils.</p>
ii. physical improvements to increase access to education and associated services	<p>1. Ensure any future new builds are fully accessible.</p> <p>2. Ensure school is kept clutter free</p>	SB/HH	<p>April 2018</p> <p>April 2018</p>	<p>On-going</p> <p>On-going</p>	<p>Any future projects are fully accessible.</p> <p>Successful H&S audit Jan 2019</p>
iii. improvements in the provision of information in a range of formats for disabled pupils	<p>1. Consult with parents when necessary to provide information in the appropriate format.</p> <p>2. Seek advice from outside agencies when necessary in providing, for example, visual timetables for pupils.</p>	KM	April 2018	On-going	Parents/carers/ pupils able to access fully information.

ii. physical improvements to increase access to education and associated services	1. Ensure school is kept clutter-free.	ROC	Sept 24	Ongoing	Corridors and classrooms clear and accessible. Parking space repainted Adjustable bed installation by OCC
	2. Disabled parking space clearly defined	CC	Sept 24	Dec 24	
	3. Modifications to the disabled toilets for new children	OCC	Dec 24	Dec 24	
iii. improvements in the provision of information in a range of formats for disabled pupils	1. Consult with parents when necessary to provide information in the appropriate format. 2. Seek advice from outside agencies when necessary in providing, for example, visual timetables for pupils.	HM	Dec 2024	On-going	Parents/carers/pupils able to access fully information. Pupils able to fully access the curriculum.