

Brookside Primary School Equality Policy and Equality Plan

Based on the Oxfordshire County Council Model Policy and Plan (Accessed April 2024)

Equality Policy Introduction

Brookside Primary School is committed to ensuring that all pupils, staff, governors, parents and other visitors are provided with equality and excellent support and that there is no difference to the service offered to any person due to their gender, race or disability.

The school recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children looked after and their carers

The school monitors pupil achievement using qualitative and quantitative information gathered from parents, staff or the pupils themselves. The school also works closely to support children and parents with outside agencies should these be needed.

Three times a year pupil achievement for all pupils is monitored and disadvantaged and vulnerable pupils are considered as part of this. Meetings are held with teachers to discuss pupil progress where individuals and groups of children are discussed if their achievement is not in line with that expected by the Government or by their individual needs.

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
- Low parental support or different parental expectations
- 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
- Inappropriate curriculum
- Recruitment, management and development of staff and governors

The school recognises that it has a legal obligation under the disability discrimination act to meet the needs of people with disabilities even if it requires giving them more favourable treatment.

http://portal.oxfordshire.gov.uk/content/public/LandC/SandPM/Equalities/dda/Disability_Equalities_Schemes.pdf

	Equality Policy	Equality Plan
	The school has identified the following strategies that are specifically designed to address those issues	
1.	<p>Establishing, maintaining and developing a school culture and ethos <i>The school celebrates diversity and equality through the following methods;</i></p> <ul style="list-style-type: none"> - <i>Weekly assemblies with a planned focus</i> - <i>PSHE lessons using the Jigsaw resources</i> - <i>Outside visitors and visits throughout the year</i> <p><i>Achievement is celebrated for all pupils during a weekly celebration assembly and by other methods as outlined in the Positive Relationship (Behaviour) Policy.</i></p> <p><i>Children have the opportunity throughout their time at Brookside to attend different places of worship</i></p> <p><i>Behaviour expectations are outlined to all pupils and staff receive training on this as part of induction and ongoing. Children are taught how to behave both in themselves and towards others as part of the PSHE and behaviour curriculum embedded within this. This is taught alongside PSHE lessons looking at the Brookside Learning Powers and The Brookside Way.</i></p> <p><i>All parents who request a school tour are provided with this by the office manager and are offered the opportunity to meet with school leaders if they wish. These are available for all parents of children of primary school age or the year before they need to apply for a reception or nursery place.</i></p>	<p>The PSHE lead to ensure that developments in Jigsaw are shared with teaching staff such as ad-hoc lessons following national events.</p> <p>The PSHE lead to continue to run School Council which is open to all pupils in school.</p> <p>The behaviour policy to be edited from April 2024 and this will be disseminated to pupils, parents and staff.</p> <p>The school to continue to follow the OCC Safer Recruitment policy and update linked to OCC updates</p> <p>Curriculum Leaders to ensure that the curriculum matches the ethnic groups and religions represented in school and the UK.</p> <p>The curriculum leader to ensure that school visits or visitors allow for opportunities to promote positive attitudes towards people of different ethnic groups/religions</p>
2.	Preventing and dealing effectively with bullying and harassment	

<p>Children at Brookside are taught about bullying and harassment through the PSHE curriculum and also class and whole school assemblies.</p> <p>Staff are reminded during safeguarding training that groups covered by the Equality Act are more vulnerable to bullying and harassment.</p> <p>Through assemblies and class lessons pupils are taught that bullying and harassment is not acceptable and that consequences will be put in place if this is occurring. These consequences are alongside reflective/restorative conversations and further pastoral support as outlined in our Positive Relationship (Behaviour) Policy.</p> <p>All behaviour incidents are recorded on Integris and are monitored by school leaders fortnightly. Any incidents which are reported are addressed swiftly and effectively. This is then monitored during the next leadership meeting or safeguarding meeting if appropriate.</p> <p>Analysis of reports of bullying and harassment on grounds of race, gender, disability or another characteristic are conducted by the leadership team as part of these meetings.</p>	<p>The School Positive Relationship Policy (Behaviour) is shared with parents via the school website</p> <p>To ensure that links to behaviour and bullying are included in the newsletter</p> <p>Family Links training to be provided to parents (Spring 2025) to give them support with helping their children and also in liaising with school</p> <p>SLT to regularly monitor the behaviour outcomes which have been recorded on Integris</p> <p>Learning Walks to be completed by SLT to monitor behaviour in school</p> <p>De-briefs to take place between the staff member and SLT when behaviour has occurred which could be bullying or harassment</p>
<p>3 Listening to pupils, staff, parents and others</p> <p>Children are supported to provide their voice through class assembly sessions and PSHE lessons. The wider pupil voice is gathered through the Brookside School Council which meets each half term and this meeting is attended by the PSHE leader and the headteacher.</p> <p>All staff know that there is an open door policy to provide feedback to teachers and school leaders. Staff receive the opportunity to speak to the headteacher each summer to discuss anything which they have not raised before.</p> <p>School Governors visit the school regularly and as part of these visits have the opportunity to meet with staff and pupils to discuss any concerns which they may have.</p> <p>Parents are able to speak to teachers and school leaders daily. They are able to make an appointment or pop in and see school leaders if there is a concern which they would like to raise immediately. A parent questionnaire is provided each July as part of the annual report for parents where they are able to provide additional feedback to school. All parents receive the opportunity to attend a parent consultation each November and March and are welcome to book an additional parent consultation in July if they wish. At this meeting they are able to raise anything which they wish to discuss with the class teacher.</p>	<p>The PSHE lead to continue to run School Council, ensuring that pupil voice is heard.</p> <p>The Science Lead continue to run Science Council to hear the views of pupils concerning their science lessons</p> <p>The PE lead to continue to run Sports Council who also consider health and wellbeing of the pupils</p> <p>Staff to continue to have appraisals and informal check ins from team leaders to ensure that any concerns are considered by the leadership team</p> <p>Parent questionnaire to be issued in July and results analysed by the leadership team</p>

	<p>The SENDCo meets with a range of children with SEND needs throughout the academic year and formal opportunities are provided by class teachers or teaching assistants for these children three times a year to record their thoughts as part of the SEND pupil profile reviews.</p>	
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<p>4.</p>	<p>Equalising opportunities</p> <p>Brookside School realises that some groups covered by this policy are likely to be economically disadvantaged and various strategies are put in place to support these parents.</p> <ul style="list-style-type: none"> - All parents are offered 'pre-loved' uniform at a cost of 50p per item - The uniform policy outlines which uniform is encouraged to include the school logo - The school provides a number of free (to parents) after school clubs throughout the school year - The breakfast club and after school club are run at a cost effective price for parents - The school charging policy follows OCC and national guidance and outlines which elements of charging are voluntary and which are required to be made by parents. No child is ever excluded from a visit due to their parents inability to make contributions - The school works closely with social workers when they are providing support to families to ensure that any additional financial support is provided to these families - The school is able to provide food bank vouchers to families who require an emergency food parcel. These are often delivered by school as well to remove that possible barrier - The school provides Home School Link Worker support to families where this is required and she is able to provide some support on budgeting and finances using resources provided by the Oxfordshire Safeguarding Children Board. - The school has a hygiene bank available in the school office for all parents and parents who request a food bank voucher are also provided with a hygiene bank parcel - Emails are provided to any parent who has Parental Responsibility if they request it either via email or post. This includes all parents unless there is a Court Order in place which restricts this from occurring. If this is the case this is recorded on the child's record and kept securely digitally. 	<p>Continue to work with local agencies (such as the hygiene bank, food bank, DWP) to ensure parents are supported during the school year.</p> <p>The HT/DHT/Finance Officer to liaise with parents who are under financial pressure to ensure that they are supported with financial contributions being requested</p> <p>The Finance Officer to ensure that all avenues of funding are used appropriately in school and possible monies are gained from other agencies if possible</p> <p>The Sports Leader to monitor the take up of extra curricular sports activities both within and outside the school day and ensure that strategies are put in place to equalise opportunities throughout the school year</p> <p>The charging policy is reviewed by the HT and Finance Officer each March and adjusted if needed</p>
<p>5.</p>	<p>Informing and involving parents and carers</p> <p>Brookside School realises that all parents and pupils have different attitudes towards education and schools. The School recognises that some people, particularly those covered by this policy, are more likely to find school intimidating, strange or in accessible.</p> <p>The school explains how the school operates to new parents through a school tour, telephone conversation and induction email which contains additional information.</p> <p>Parents are able to call, email or pop into the school office to discuss things with school and the office staff will provide answers or arrange for them to be answered by the appropriate person.</p>	<p>Communication takes place electronically for most parents, all communication to continue to be available in print if required</p>

<p>Through annual update forms parents are asked to ensure information held by the school is up to date and this includes if there is any information about the family which needs to be updated.</p> <p>At the beginning of each term parents are provided with information about the work which their children will be completing that term and how they can help them at home.</p> <p>Parents are provided with a parents evening twice per year and an opportunity to meet, if they wish, in the summer term. A formal written report is provided to parents each July which is then passed to their child's new class teacher.</p> <p>Parents with SEND are provided with a SEND pupil profile which is reviewed following the assess, plan, do, review cycle as outlined in the SEND Code of Practice. This is reviewed three times per year with parents and the pupil. Children with EHCP have a formal review annually as well.</p> <p>The Friends of Brookside School (FoBS) provide additional support to the school through organising events for the children and fundraising. All parents are encouraged through various means to take an active part in this organisation.</p> <p>Parents are encouraged to communicate with the Governing body if they wish and through elections for parent governors can become an active member of the Governing body.</p> <p>Through parent workshops they are provided with opportunities to learn more about how they can support their child at home both academically and emotionally. Examples of courses run annually include; phonics, multiplication, Family Links, reading, SWIFT.</p>	<p>Following a survey of parents in July 2024 it was found that online sessions to share information is preferable for parents. School will provide a mix of face to face and online parents sessions during the academic year 2024-2025 and monitor uptake</p> <p>Following a survey of parents in July 2024 it was found that parents would like information in newsletters and on the website. The website is to be reviewed, dynamically, this year to include information which parents regularly ask school for</p> <p>The MIS needs updating and this will take place in January 2025 and will allow for updated technology to be used to communicate with parents, for example through an app.</p> <p>The Phonics Leader to provide regular updates to parents of how they can help their child with early reading and phonics at home</p> <p>The Computing Leader to provide regular updates in the newsletter to explain how parents can keep their children safe using technology at home, including online</p> <p>The DHT/SENDCo to organise for someone to speak with parents about being safe online</p> <p>The Chair of Governors to ensure that the Governor Code of Conduct allows for the Governing body to represent the school population and encourage parents to join the Governing Body</p> <p>The Friends of Brookside School (FoBS) to be welcoming to all parents and communicate events to parents through school and online</p>
<p>6. Welcoming new pupils and helping them to settle in effectively</p>	

The School recognises that for some of the groups covered in this policy there is the possibility that they may move schools mid-year or regularly during their primary education. These groups may find school intimidating, strange or inaccessible.

At Brookside we will ensure a happy start to the school by listening to any concerns which the parents or pupil raises about their previous educational setting and taking this into account.

Encouraging parents and pupils to see a start at Brookside as a 'fresh start'

The School will speak with the headteacher, SENDCo and DSL of the previous school to ensure that the school transfer is smooth. If possible a meeting will take place (on MS Teams) with parental consent, between the previous teacher and the new teacher or school leader.

Pastoral support will be provided by the class teacher, teaching assistant or Learning Mentor if needed to ensure a smooth start for the pupil if they find the change of school challenging. Additional support may be provided by the Home School Link Worker to the parents if needed. If the family are being supported by Childrens Social Care then close working with them will take place to ensure that the transfer to Brookside is smooth for those children

A transition meeting and plan will be put in place specifically for pupils who need them (as outlined below) which will be a multi-agency meeting and will have representatives from both the previous school and Brookside.

- Children we care for
- Children who have previously been cared for
- Adopted children
- Children with a social worker
- Children resettling in England on a resettlement scheme provided by the British Government
- Children with SEND
- Children whose parents have declared that they have a disability
- Those children who are Young Carers

Support and possible changes will be considered for all pupils who are transferring to Brookside should these be required. Possible examples are;

- A teaching assistant to provide support
- Resources or changes to the school site
- Possible referral and support from Oxfordshire County Council Childrens Social Care services

Induction of new pupils and their family to continue to be offered from school staff following methods used historically

School Leaders will work with the Local Authority on transition of pupils with EHCP to ensure that they settle in effectively and that the right support is in place.

School Leaders and teachers to ensure that transition from other schools is smooth through a clear transition plan which will be bespoke to each child.

	<p>- Possible support from the Oxfordshire Virtual School or Adoption Thames Valley</p>	
<p>7.</p>	<p>Addressing the full range of learning needs</p> <p>Some of the groups covered in this policy are more likely to under-achieve.</p> <p>Teachers and subject leaders, with support from the Curriculum Leader and Headteacher ensure that the curriculum remains relevant to the children who are being taught.</p> <p>Special consideration is given, post Covid-19, on the impact of this on all pupils but particularly those covered by this policy and adaptations needed to the curriculum for this.</p> <p>Special consideration is given to each individual cohort of pupils in Reception and Nursery each year and what how the curriculum can be adapted for them to ensure it meets the needs which they enter Brookside with.</p> <p>All teaching staff receive regular updates on appropriate teaching styles and classroom organisation and Brookside works with colleagues from outside agencies to provide additional support for pupils when required such as those from the NHS or OCC.</p> <p>Teacher use planning time to ensure that prior learning is considered and this also outlines what support is being provided by adults within the classroom and why. Adaptations are made to planning and teaching to ensure that children are able to access the work and make academic and behaviour progress during the school day.</p> <p>The Marking policy promotes learning for all and additional support is provided to some pupils to access the next steps in their learning, if needed.</p> <p>Pupil progress is tracked and underperformance is identified as outlined above.</p> <p>Good attendance is encouraged by all staff and is communicated with parents regularly, more detail about this can be found in the school Attendance Policy. Strategies, support and monitoring is outlined within the Attendance Policy for all pupils and identifies the further support provided by the OCC Attendance Team.</p>	<p>Provision Map was introduced in October 2024. During this academic year the use of Provision Map to establish more streamlined analysis and development of interventions will be put in place</p> <p>Training by OXSIT of all staff on how to adapt lessons for all pupils in class whether there is a teaching assistant present or not</p> <p>Curriculum Leaders to ensure that the curriculum meets the needs of all pupils. Considering the effective use of additional adults and different learning needs</p> <p>Classroom environment expectations to be shared with all teachers and monitored throughout the school year.</p> <p>The English and Maths subject leader to ensure that SEND and inclusion is included within their school development plan</p> <p>Phase and subject leaders to ensure, through monitoring, that planning is based on earlier learning using the assess, plan, do, review cycle</p> <p>The attendance policy to be update in line with OCC model policy. Support and information sharing to be completed with parents where their pupils attendance falls behind expected standards of attendance</p>
<p>8.</p>	<p>Supporting learners with particular needs</p>	

	<p>Brookside School recognises that some of the groups covered in this policy are more likely to have particular needs. This is supported by;</p> <p>Providing distance learning packs when children are not able to access education (such as when needing medical support). Children will be transferred to the Hospital School if appropriate.</p> <p>Pupils with SEND will have SEND pupil profiles which are regularly reviewed and updated.</p> <p>Children who are cared for will have personal education plans overseen by the Virtual School for the local authority who monitors this.</p> <p>Basic life skills support, such as Maths For Life, will be provided to children if appropriate</p> <p>Language support is provided to pupils through resources from Hounslow to ensure that children who are new to English make as smooth a possible transition into school in England.</p> <p>Tutoring is provided to some pupils throughout the school year. This is determined by the school leaders and provided to the targeted children.</p> <p>Homework support is provided through a club to all pupils in KS2 if they wish to attend.</p> <p>Training is provided to staff either from other teachers or from outside agencies to support learners with particular needs (recent training includes trauma training, dyslexia, maths interventions etc.)</p>	<p>Gaps identified in training needs analysis are reflected in staff development plan</p> <p>Children who are out of school will be provided with a learning pack by the class teacher. If this continues then the Hospital School will be consulted for further support</p> <p>The DHT will include EAL in the school development plan to ensure that strategies in place support the children who have English as</p> <p>Homework club to continue to be offered to all KS2 pupils and some pupils to be signposted towards it if needed</p>
<p>9.</p>	<p>Making the school accessible to all</p> <p>Brookside School is accessible to all pupils with physical disabilities. Changes have been made in recent years to ensure that children with physical disabilities are able to access the whole school site.</p> <p>Additional support is provided and followed for children with visual or hearing impairment. This is supported by colleagues in the NHS when appropriate.</p> <p>Support is put in place for any child with additional needs if they wish to attend extra-curricular activities.</p>	<p>School trips are planning in line with OCC Educational Visits guidance.</p> <p>All teaching staff to receive visit leader training in October 2024, to include signposting to national guidance and discussion around inclusion on school visits</p>

	<p>All curriculum lessons are planned to ensure that they are inclusive for all children</p> <p>The school works with the Local Authority when a child with an EHCP has additional needs which means a personalized curriculum is required.</p>	<p>Teachers to consider the transport and supervision of children with disabilities as part of the risk benefit assessment</p> <p>For children with disabilities support will be sought from the occupational therapy team at NHS Oxford Health to adapt the school environment as needed</p>
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<p>10.</p>	<p>Ensuring fair and equal treatment for staff and others</p> <p>Brookside School recognizes that all policies and practice must not discriminate, directly or indirectly, against adults as well as pupils in the school.</p> <p>Many of the policies which the school adopts are based upon the model policies provided by Oxfordshire County Council.</p> <p>The school follows the OCC recruitment policy, and pay and conditions document. The school staff Code of Conduct is based on a national document.</p> <p>The school follows the National Curriculum and follows the SEND Code of Practice.</p> <p>All staff are encouraged to attend professional development and are asked to speak to their line manager or team leader if they have identified an area of need.</p> <p>All staff receive regular safeguarding training through email, posters or face to face training.</p>	
<p>11.</p>	<p>Encourage participation of under-represented groups</p> <p>Brookside school recognizes that it has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially and economically disadvantaged groups. It does this by;</p> <ul style="list-style-type: none"> - Encouraging all parents to attend parent/teacher sessions - Making parent consultations accessible for all (for example offering phone calls or MS Teams meetings to parents unable to get to school) - Recruiting Governors representative of the pupil population and the community - Encouraging all parents to take an active part in the Friends of Brookside School (PTA) events if they are able to - Provide close links with local groups such as local sports groups 	
<p>12.</p>	<p>Monitoring and Evaluating the policy</p> <p>This policy will be shared with the Governing Body and adapted if required at least every two years. The policy, once ratified with the Governing Body, will form part of the Safeguarding Policy document and will be shared with all staff in school.</p>	

The headteacher will monitor that everyone is actively implementing it and that gaps and the need for further development will arise from regular evaluation during leadership meetings, safeguarding meetings and Governing Body meetings.

All staff and Governors will receive any training which is required as identified in this policy.

A report to Governors will be made three times per year as part of the headteachers report or the Pupil Support Report by the Deputy Headteacher.