



**Burford Primary School**  
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## **Equality Policy and Accessibility Plan**

### **1.0 INTRODUCTION**

Burford Primary School is committed to ensuring equality of education and opportunity for all pupils, staff, governors, parents and other visitors, regardless of their gender, race, or any disability. We aim for a culture of inclusion and diversity in which everyone can participate fully in school life. The school recognises its responsibilities, to ensure that all groups prosper, including:

- Boys and girls, men and women
- 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
- Pupils looked after children and their carers
- Pupils or staff who are gay or lesbian
- Pupils or staff who are pregnant or have just given birth
- Pupils or staff undergoing gender reassignment

### **2.0 EFFECTIVE LEARNING**

The school promotes an inclusive learning environment in which individuals are valued and supported in achieving their full potential and 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
- Chaotic family life or parents under emotional or financial pressure
- Low parental support or different parental expectations
- Lack of stability in life leading to low attendance
- High mobility – that is, the child has attended a number of schools
- Speaking a limited amount of English
- Special Educational Needs

Through the school's monitoring and analysis of pupil progress and staff appraisal systems, we aim to ensure that vulnerable groups or individuals are identified and supported to achieve their full potential.

### **3.0 THE LAW**

The school recognises its duties and legal obligation and endeavours to meet its duties under the Equality Act 2010 to:

- Eliminate discrimination
- Promote equality of opportunity
- Foster good relations

### **4.0 IMPLEMENTATION**

The school has identified the following strategies that are specifically designed to implement this policy:-

#### **4.1.1 OUR SCHOOL CULTURE AND ETHOS**

Through the school curriculum, ethos and modelling and attitude of the school team, we:-

- Celebrate diversity/equality
- Celebrate achievement
- Promote positive attitudes towards disabled people and those of different ethnic groups/religions etc.
- Involve pupils, parents, staff, governors and other visitors
- Promote aspiration and high expectations
- Demonstrate sensitivity towards pupils with disabilities

- Communicate behaviour expectations
- Welcome applications for school places and jobs from all sections

#### **4.1.2 PREVENTING AND DEALING EFFECTIVELY WITH BULLYING AND HARASSMENT**

In recognising that groups covered in this policy may be vulnerable to bullying and harassment, we:

- Communicate to pupils, parents, staff and governors our abhorrence of all forms of bullying and harassment
- Ensure that incidents are reported and addressed swiftly and effectively, in accordance with the school's Anti-bullying and Complaints Policies
- Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc. in line with Local Authority regulations.

#### **4.1.3 WE LISTEN TO PUPILS, STAFF, PARENTS AND OTHERS BY:-**

- Having an active school council that provides a voice for the whole school
- Seeking staff views and listening to their concerns through regular meetings, reviews and informally
- Seeking the views of parents through consultations and informally
- Encouraging, enabling and hearing the full range of views, including those with disabilities.

#### **4.1.4 EQUALISING OPPORTUNITIES**

Recognising that some of the groups covered in this policy may be economically disadvantaged, we:

- Ensure school uniform is affordable
- Are clear about requests for voluntary contributions, as defined in the school's charging policy
- Promote and monitor the take-up of extra-curricular opportunities, and signpost families to funding opportunities.

#### **4.1.5 INFORMING AND INVOLVING PARENTS AND CARERS**

Recognising that some of the groups covered in this policy might find school intimidating, strange or inaccessible, we:-

- 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 Burford Primary School (parent/carer association)/or Governing Body

#### **4.1.6 WELCOMING NEW PUPILS AND HELPING THEM TO SETTLE IN EFFECTIVELY**

Recognising that some of the groups covered in this policy might find school intimidating, strange or inaccessible, and may join the school mid-year we:-

- Ensure a happy start to the school at normal times
- Ensure effective school transfer and induction mid-year, by talking to families and other schools
- 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

#### **4.1.7 ADDRESSING THE FULL RANGE OF LEARNING NEEDS**

Recognising that some of the groups covered in this policy are more likely to under-achieve, we:-

- Provide a creative curriculum that is broad and balanced
- Differentiate the curriculum to ensure it is relevant, challenging and stimulating
- Ensure appropriate teaching styles and classroom organisation
- Ensure marking celebrates achievement and identifies next steps
- Track pupil progress and identify under-achievement early on
- Plan extra support where needed
- Promote and maintain high attendance

#### **4.1.8 SUPPORTING LEARNERS WITH PARTICULAR NEEDS**

Recognising that some of the groups covered in this policy are more likely to have particular needs, we:-

- Ensure extra support is available as required
- Prepare Individual Education Plans to focus on learning priorities
- Provide appropriate training to enable staff to meet particular learning
- Provide learning packs for children out of school

#### **4.1.9 MAKING THE SCHOOL ACCESSIBLE TO ALL**

As an inclusive school, the needs of pupils, staff, governors, parents and visitors with physical and other disabilities will be taken into account, to ensure that:

- Disabled children and young people can engage in the school curriculum and extra-curricular activities
- The physical environment enables physical access

#### **4.1.10 ENSURING FAIR AND EQUAL TREATMENT FOR PUPILS**

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

- Assess the implications uniform requirements have on pupils and modify where appropriate
- Accommodate the needs of different cultures, races and religions where reasonably possible

#### **4.1.11 ENSURING FAIR AND EQUAL TREATMENT FOR STAFF AND OTHERS**

We recognize that the school needs to ensure that its policies and practice do not discriminate, directly or indirectly, against adults and other young people in the school and that positive role models and a wider perspective will strengthen the school, we

- Ensure non-discriminatory recruitment and employment practices
- Promote dignity at work
- Encourage the development of all staff

#### **4.1.12 ENCOURAGE PARTICIPATION OF UNDER-REPRESENTED GROUPS**

We recognise that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially and economically disadvantaged groups. Accordingly the school strives to:

- Recruit governors representative of the pupil population and local community  
Encourage the widest participation of activities and memberships of Friends of Burford Primary School
- Support vulnerable families through school and extended support services.

#### **4.2 MONITORING AND EVALUATING THE POLICY**

We have a rolling programme for evaluating and reviewing policies and in line with legislative requirements will:

- Ensure this policy is available to parents and pupils via the school website
- Monitor and review this policy and accompanying action plan on a three year cycle
- Monitor and review the policy to ensure that it does not disadvantage particular sections of the community
- The Governing Body will report annually on progress made towards achieving the equality objectives and its duties and legal obligations under the Equality Act 2010. (See Section 3.0)

Signed: Zoey Khan, Chair of Governors

Dated: 14 May 2013

Review Date: May 2015