

Brize Norton Community Primary

SINGLE EQUALITY POLICY ACTION PLAN (January 2023 – January 2027)



Vision and Values

We are a community primary school and all our work is underpinned by our motto of 'We SHINE for ourselves and each other'. Our vision is for all children, and those within our community, to be enabled and empowered to SHINE: Strive, Help, Inspire, Nurture, Excel. Our 3 core values of Perseverance, Respect and Kindness underpin our vision.

Aims

- Create a safe, enjoyable and nurturing learning environment.
- Provide outstanding pastoral care for everyone.
- Value, encourage and equip every member of the school team in their respective roles.
- Create a culture of high expectations through all areas of school life.
- Create a motivating learning environment through inspirational teaching.
- Support all children to engage fully in their own learning and promote a love of learning.
- Encourage each child to develop self-confidence, practise care and respect for others.
- Welcome difference and celebrate all that we can learn from each other.

Equality Objective	Actions Required	Success Criteria	Actions
Promote social and cultural awareness through appropriate curriculum opportunities.	Non-core subjects focus on opportunities for pupils to widen their knowledge and understanding of different social and cultural situations, both locally and world wide.	Pupils show awareness of a range of social and cultural situations. Pupils show awareness of how life is for children in different schools.	New PSHE and RE curriculum introduced this academic year. Wider curriculum, such as history and geography, link to different social and cultural situation both locally and worldwide. Upper school children made links with a school in Texas. World Views assemblies mapped weekly for all children Arts week included Indian dancing

	The school links with another school, either UK based or further afield, to widen children's understanding of life in different settings.		RE curriculum reflects Oxfordshire's Locally Agreed Syllabus Tuesday Assemblies reflect world views and diversity Geography curriculum has been revised and reflects different opportunities to learn about a range of cultures.
IMPACT			
Support learners with particular needs.	Staff receive appropriate training relating to the needs of individuals or groups. Individual plans are in place for learners with particular needs and shared 3x per year with parents. Transition meetings with current and next teacher, plus parents, takes place in term 6. Support from outside agencies is accessed and advice/expertise utilised effectively. Parents are signposted to appropriate outside agency support through the website and in meetings with school staff. SEN Review week is held 3 times a year (the week prior to parents' evening) when class teacher and SENCo can meet with parents to discuss pupil profiles, targets and progress. Nurture groups are set up and effectively support pupils with emotional needs. Behaviour and attendance analysis includes information about groups of pupils with actions in place to address issues. The Provision Map identifies support in place for all children with additional needs, is analysed for	Learners with particular needs are well supported in school, make good progress and access a curriculum appropriate for them. Parents are kept well informed of the progress their child is making and how the school is supporting this. Parents know how to access support outside of school. Pupils report they feel happy and safe in school. Senior leaders are aware of groups of pupils regarding behaviour and attendance and work to address any issues. Staff monitor effectiveness of additional support for pupils and amend accordingly to ensure all pupils make good progress.	Whole school CPD taken place this academic year linked to inclusion including: • Zones of Regulation (C&I team) • Universal Strategies (SENSS team) • Inclusive Classroom (OXSiT) x2 • Social Stories & Comic strips (C&I team) • Mental Health in young people • Autism (C&I team) • Dyslexia • De-escalation training (OXSiT) • EBSA training (TAs supporting chn) • PACE training • Working with Children with Complex Needs • Thinking Differently About Behaviour Systems and process shared with staff for the identification of children with SEN. SEN review weeks established. New SENCo appointed. Links with outside agencies established. Monitoring of CPOMs taking place. Pupil Profile weeks established SEN coffee mornings to support community links and communication as well as aid support SEN Parent voice carried out. Monitoring of CPOMs continued Newsletters and website update with parent information that's relevant. SENCo line manage for teaching partners – MITA approach of developing independent learners is a focus. Mulberry Bush Social and Emotional Curriculum implemented Assistant SENCo employed to support with wider SEN documentation such as EHCNA applications Attendance regularly monitored School focus on adaptive teaching and scaffolding – adaptive curriculum documents being written to reflect practice Dyslexia screening implemented. Pupil Profiles moved across to INSIGHT Learning Plans reflect SMART targets

	effectiveness and updated 3x per year.		Five Foundations for attendance has been adopted by the school. New website launched. New SENCO in role and undertaking NPQSEN. SEN parent voice completed and pupil voice. Monitoring of CPOMs
IMPACT			
In accordance with the Armed Forces Covenant, we ensure, <i>Members of the Armed Forces Community do not face disadvantages arising from their service in the provision of public services.</i> Service families and their children feel supported and understood. Pupils understand the lives of their military peers.	Senior Leaders to continually review and moderate the Thriving Lives Toolkit self-evaluation, agreeing next steps and identifying timescales for key actions to inform strategy and robust development plan. Strengthen Service parents' engagement and communication through website, seeking their voice, newsletter, parent presentations. Write, and publish on the school website, a separate SPP Strategy Upskill the staff team's knowledge and understanding of Service children's lived experience, raising their awareness over why Service children are potentially vulnerable and need some tailored pastoral support to mitigate barriers to high achievement. Raise the profile of the school's links with the military – communal displays. Create robust arrangements for pupil transition. Children Service Champion to lead effective child focused pastoral support. Celebrate service families through events – Month of the Military Child, Camo Day.	Robust and reflective school development plan for the Forces Families show positive impact. Service children feel understood, supported and nurtured. Service families and school links are strong. Staff knowledge and understanding of service children lived experience is strong. Profile of the school's links with the military is evident in the physical environment and online. Transitions for children are in and out of school are effective. Pupils understand the importance and relevance of the service family children within our community.	Thriving Lives Toolkit has been used to evaluate our provision: action plan created. Dedicated web page set up. Newsletter for Service Families created. Role of Service Children's Champion established. The wing created as a dedicated space for service children. Celebration of our Military children taken place: Camo day, month of the military child, Festival of Friends. Thriving Lives is continued to be in use to evaluate provision and create an action plan. Separate SPP Strategy is published and shared with Governors. Parent Voice shows provision for Service Children is Strong. Monitoring of Service children and their provision is mapped to ensure all children access support on a bespoke level. Month of the Military Child observed. Work is underway on transition packs for military children to support their entry into school. Assemblies support awareness of children within our community. Thriving Lives toolkit still used to evaluate provision Service family's DOJO group set up Headteacher attended the Service Families conference Support and Provision of Service families a strength – OFSTED JUNE 2024 Service families parent voice Parent workshops carried out x3. Annual newsletter sent to parents Thriving lives set up Service Children Champion leadership role established. Pastoral support continued to support those with deployed parents Monitoring of SPP strategy

Ensure fair and equal treatment for all staff	Staff can easily access ODST Equality Policy – on the shared drive, policy folder and in the shared folder in the staffroom. All staff are provided with the opportunity to access the same level of well-being support through the school insurance. All staff are provided with communication about school through a Monday Morning Briefing and notes are emailed to those who can't attend. All staff receive the weekly newsletter via Parentmail.	All staff to know their statutory responsibilities in relation to Equalities. All staff know how to access relevant support for themselves. All staff feel they are treated equally regarding information about the school.	Monday Morning briefings established Staff Survey carried out for wellbeing monitoring Relevant ODST policies shared and accessible for staff. Annual staff survey including wellbeing/being valued/support from leaders. Positive return. Emails following briefings with minutes ensure no information is missed. Staff feel supported by leaders – OFSTED JUNE 2024 New appraisal process for all staff, including Teaching Partners, which supports personal growth. ODST Staff Voice carried out New staff induction taken place Growing Great People in place.
IMPACT			
Ensure all parents/carers feel welcome and receive good communication from school.	All communication to parents is via Parentmail; reminders and updates are sent via ClassDojo and Text message. Fortnightly newsletter keeps parents informed of school celebrations, events and dates. The website has relevant school information and is kept up to date Parents have an opportunity to meet the class teacher with information about the year ahead in Term 1 Open classroom sessions enable parents to view children's work and progress. Parents' evenings take place 3x a year.	Parents report they feel welcome in school. Parents acknowledge they are kept up to date with information about the school. Parents receive appropriate information about the progress their child is making.	Class Dojo established. Fortnightly newsletters have taken a new format. New website established to reflect the school Meet the Team set up Opportunities for parents to come to school established to gain information: maths café, SEN coffee morning, Understanding and Responding to Behaviour course. Opportunities for parents to come to school established to strengthen community links: class assemblies, music concert, assemblies, open classrooms, watching phonics. Parent voice found headteacher is approachable ODST and OCC parent meeting with regard to proposed new school development Headteacher available at drop offs. All whole school letters eg. Newsletters on DOJO as well as website New returns form moved to online to ease communication New Comms platform introduced through MCAS. Open door approach still on going Relevant documentation on the school's website Website reviewed and new school website launched 3 x a year attainment data sent to parents
IMPACT			

Pupils are aware of different faiths and cultures.	RE teaching provides opportunities to learn about a range of faiths Assemblies cover a range of faiths and cultures. Visits and visitors focus on finding out about different places of worship and cultures.	Pupils have a broader understanding of the different faiths and cultures that exist within the local community and accept these with respect.	New RE curriculum takes on an enquiry approach over a focus day. Re focus days are being embedded New assembly cycle established wider faiths and cultures within it. Visit from speakers to support learning of faiths within focus days. Re monitoring shows implementation matches intent. Pupil voice is strong for RE RE lead met with ODBE advisor to review curriculum Assemblies from different faith leaders Assemblies reflective of different cultural celebrations
<i>IMPACT</i>			
To promote positive attitudes to all gender identity and sexual orientations.	PSHE teaching provides opportunities to discuss issues around self-esteem, valuing self and gender identify as appropriate. Identifying and following up of bullying procedures includes identifying homophobic, biphobic and transphobic bullying. Anti-Bullying work focuses on 'respect and accept' and includes different family set-ups and relationships. Governors monitor anti-bullying strategies including policy and reports of bullying.	Pupils have a broader understanding of the different gender identity and sexual orientations that exist and accept these with respect.	New PHSE Curriculum Anti-bullying week was observed. 3 new rules established: be <i>respectful</i> , safe and ready. Shared texts reflect diversity and promote thoughtful discussion. Protected Characteristics features with assemblies. New Anti-Bullying Ambassadors New parent and child leaflets to support the robust Anti-Bullying Policy TALK school approach. Termly Governor and DSL meetings include Bullying as a focus. PHSE curriculum continues Reports termly to ODST. Project 10 delivered. Anti-Bullying Ambassadors trained by the ABA. Assemblies on British Values taken place along with protected characteristics Anti-Bullying Ambassadors receive training from the Princess Diana Award. PSHE curriculum embedded
<i>IMPACT</i>			
To promote positive attitudes to disability.	Staff have access to inclusion sports training. Assemblies includes Anti-Bullying week and a regular focus on 'respect and accept'.	Pupils enhance their understanding of respect for others. Pupils understand how life is the same and different for somebody with a disability.	INSPIRE assemblies include individuals with disability Anti-bullying looked at respect and accept. Project 10 taught to Yr 5 & 6 Citizenship focus in assemblies includes inspiration people with disabilities. SEN child attend Burford partnership games event.

	Curriculum planning includes links to relevant local and national events promoting disability.		Platinum Games award received Citizenship assemblies feature a diverse range of people with different disabilities. Focus on 'kindness' within values includes and celebrates how we treat one another. PE curriculum and opportunities open to all – children mapped for attendance Paralympian event to raise aspirational attitudes and awareness SEN children attended Burford partnership events Assemblies reflect disabilities and protected characteristics
IMPACT			
Trends in outcomes and progress for all groups across the school are analysed 3x per year.	Pupil Progress Meetings 3x per year with SLT and teachers to discuss outcomes for groups, and identify any individual pupils requiring additional support. Report to Governor Learning & Teaching Committee 3x per year with outcomes and progress of all groups, in every year group. School Development Plan identifies any gaps in attainment between groups with actions in place to reduce gaps.	Any gaps between specific groups are narrowed so they are not disadvantaged in any way. Actions to be planned and evaluated for impact where gaps are found.	Summative data is secure. Data reports to governors look at all groups and identifies trends. Pupil Progress meetings are 1:1 and focused Data tracked throughout the year with statutory assessment end points. Interventions support all children where required to ensure expected progress. Mulberry Bush Emotional and Social Curriculum interventions begun. Literacy Gold package bought which includes dyslexia screen Pupil Progress meetings continue to track progress and attainment and look for next steps Pupil Progress meetings continued 3 x a year Subject leaders scrutinise data to look for trends and gaps Interventions in place NEW EHCP mapping document to support Section F implementation. Pupil Premium and Service Pupil Premium strategy revised.
IMPACT			

Written January 2023

Updates – July 2023

Updates – September 2023– August 2024 throughout the year 1) and 2)

Updates – September 2024 – August 2025 throughout the year 1) and 2)

Updates – September 2025 – August 2026 throughout the year 1) and 2)

