

# 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.		
<i>IMPACT</i>			
Support learners with particular needs.	<p>Staff receive appropriate training relating to the needs of individuals or groups.</p> <p>Individual plans are in place for learners with particular needs and shared 3x per year with parents.</p> <p>Transition meetings with current and next teacher, plus parents, takes place in term 6.</p> <p>Support from outside agencies is accessed and advice/expertise utilised effectively.</p> <p>Parents are signposted to appropriate outside agency support through the website and in meetings with school staff.</p> <p>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.</p> <p>Nurture groups are set up and effectively support pupils with emotional needs.</p> <p>Behaviour and attendance analysis includes information about groups of pupils with actions in place to address issues.</p> <p>The Provision Map identifies support in place for all children with additional needs, is analysed for</p>	<p>Learners with particular needs are well supported in school, make good progress and access a curriculum appropriate for them.</p> <p>Parents are kept well informed of the progress their child is making and how the school is supporting this.</p> <p>Parents know how to access support outside of school.</p> <p>Pupils report they feel happy and safe in school.</p> <p>Senior leaders are aware of groups of pupils regarding behaviour and attendance and work to address any issues.</p> <p>Staff monitor effectiveness of additional support for pupils and amend accordingly to ensure all pupils make good progress.</p>	<p>Whole school CPD taken place this academic year linked to inclusion including:</p> <ul style="list-style-type: none"> <li>• Zones of Regulation (C&amp;I team)</li> <li>• Universal Strategies (SENS team)</li> <li>• Inclusive Classroom (OXSiT) x2</li> <li>• Social Stories &amp; Comic strips (C&amp;I team)</li> <li>• Mental Health in young people</li> <li>• Autism (C&amp;I team)</li> <li>• Dyslexia</li> <li>• De-escalation training (OXSiT)</li> <li>• EBSA training (TAs supporting chn)</li> <li>• PACE training</li> <li>• Working with Children with Complex Needs</li> <li>• Thinking Differently About Behaviour</li> </ul> <p>Systems and process shared with staff for the identification of children with SEN. SEN review weeks established.</p> <p>New SENCo appointed. Links with outside agencies established.</p> <p>Monitoring of CPOMs taking place.</p> <p>Pupil Profile weeks established</p> <p>SEN coffee mornings to support community links and communication as well as aid support</p> <p>SEN Parent voice carried out.</p> <p>Monitoring of CPOMs continued</p> <p>Newsletters and website update with parent information that's relevant.</p> <p>SENCo line manage for teaching partners – MITA approach of developing independent learners is a focus.</p>

	effectiveness and updated 3x per year.		
<i>IMPACT</i>			
<p>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></p> <p>Service families and their children feel supported and understood.</p> <p>Pupils understand the lives of their military peers.</p>	<p>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.</p> <p>Strengthen Service parents' engagement and communication through website, seeking their voice, newsletter, parent presentations.</p> <p>Write, and publish on the school website, a separate SPP Strategy</p> <p>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.</p> <p>Raise the profile of the school's links with the military – communal displays.</p> <p>Create robust arrangements for pupil transition.</p> <p>Children Service Champion to lead effective child focused pastoral support.</p> <p>Celebrate service families through events – Month of the Military Child, Camo Day.</p>	<p>Robust and reflective school development plan for the Forces Families show positive impact.</p> <p>Service children feel understood, supported and nurtured.</p> <p>Service families and school links are strong.</p> <p>Staff knowledge and understanding of service children lived experience is strong.</p> <p>Profile of the school's links with the military is evident in the physical environment and online.</p> <p>Transitions for children are in and out of school are effective.</p> <p>Pupils understand the importance and relevance of the service family children within our community.</p>	<p>Thriving Lives Toolkit has been used to evaluate our provision: action plan created.</p> <p>Dedicated web page set up. Newsletter for Service Families created.</p> <p>Role of Service Children's Champion established.</p> <p>The wing created as a dedicated space for service children.</p> <p>Celebration of our Military children taken place: Camo day, month of the military child, Festival of Friends.</p> <p>Thriving Lives is continued to be in use to evaluate provision and create an action plan.</p> <p>Separate SPP Strategy is published and shared with Governors.</p> <p>Parent Voice shows provision for Service Children is Strong.</p> <p>Monitoring of Service children and their provision is mapped to ensure all children access support on a bespoke level.</p> <p>Month of the Military Child observed.</p> <p>Work is underway on transition packs for military children to support their entry into school.</p> <p>Assemblies support awareness of children within our community.</p>
Ensure fair and equal treatment for all staff	Staff can easily access ODST Equality Policy – on the shared drive, policy	All staff to know their statutory responsibilities in relation to Equalities.	<p>Monday Morning briefings established</p> <p>Staff Survey carried out for wellbeing monitoring</p> <p>Relevant ODST policies shared and accessible for staff.</p>

	<p>folder and in the shared folder in the staffroom.</p> <p>All staff are provided with the opportunity to access the same level of well-being support through the school insurance.</p> <p>All staff are provided with communication about school through a Monday Morning Briefing and notes are emailed to those who can't attend.</p> <p>All staff receive the weekly newsletter via Parentmail.</p>	<p>All staff know how to access relevant support for themselves.</p> <p>All staff feel they are treated equally regarding information about the school.</p>	<p>Annual staff survey including wellbeing/being valued/support from leaders. Positive return.</p> <p>Emails following briefings with minutes ensure no information is missed.</p>
<i>IMPACT</i>			
<p>Ensure all parents/carers feel welcome and receive good communication from school.</p>	<p>All communication to parents is via Parentmail; reminders and updates are sent via ClassDojo and Text message.</p> <p>Fortnightly newsletter keeps parents informed of school celebrations, events and dates.</p> <p>The website has relevant school information and is kept up to date</p> <p>Parents have an opportunity to meet the class teacher with information about the year ahead in Term 1</p> <p>Open classroom sessions enable parents to view children's work and progress.</p> <p>Parents' evenings take place 3x a year.</p>	<p>Parents report they feel welcome in school.</p> <p>Parents acknowledge they are kept up to date with information about the school.</p> <p>Parents receive appropriate information about the progress their child is making.</p>	<p>Class Dojo established.</p> <p>Fortnightly newsletters have taken a new format.</p> <p>New website established to reflect the school</p> <p>Meet the Team set up</p> <p>Opportunities for parents to come to school established to gain information: maths café, SEN coffee morning, Understanding and Responding to Behaviour course.</p> <p>Opportunities for parents to come to school established to strengthen community links: class assemblies, music concert, assemblies, open classrooms, watching phonics.</p>
<i>IMPACT</i>			
<p>Pupils are aware of different faiths and cultures.</p>	<p>RE teaching provides opportunities to learn about a range of faiths</p> <p>Assemblies cover a range of faiths and cultures.</p>	<p>Pupils have a broader understanding of the different faiths and cultures that exist within the local community and accept these with respect.</p>	<p>New RE curriculum takes on an enquiry approach over a focus day.</p> <p>Re focus days are being embedded</p> <p>New assembly cycle established wider faiths and cultures within it.</p> <p>Visit from speakers to support learning of faiths within focus days.</p>

	Visits and visitors focus on finding out about different places of worship and cultures.		
<i>IMPACT</i>			
To promote positive attitudes to all gender identity and sexual orientations.	<p>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.</p>	<p>Pupils have a broader understanding of the different gender identity and sexual orientations that exist and accept these with respect.</p>	<p>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.</p>
<i>IMPACT</i>			
To promote positive attitudes to disability.	<p>Staff have access to inclusion sports training. Assemblies includes Anti-Bullying week and a regular focus on 'respect and accept'. Curriculum planning includes links to relevant local and national events promoting disability .</p>	<p>Pupils enhance their understanding of respect for others. Pupils understand how life is the same and different for somebody with a disability.</p>	<p><i>INSPIRE</i> assemblies include individuals with disability  Anti-bullying looked at respect and accept.  Project 10 taught to Yr 5 &amp; 6  Citizenship focus in assemblies includes inspiration people with disabilities.  SEN child attend Burford partnership games event.</p>
<i>IMPACT</i>			
Trends in outcomes and progress for all groups across the school is analysed 3x per year.	<p>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 &amp; Teaching Committee 3x per year with outcomes and progress of all groups, in every year group.</p>	<p>Any gaps between specific groups are narrowed so they are not disadvantaged in any way.</p> <p>Actions to be planned and evaluated for impact where gaps are found.</p>	<p>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.</p>

	School Development Plan identifies any gaps in attainment between groups with actions in place to reduce gaps.		
<i>IMPACT</i>			

*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)*

*Final update and evaluation of impact January 2027*