Valley Road

Equality policy

Introduction

Valley Road School is committed to ensuring that all members of the school community irrespective of gender, race, religion or disability are treated with equality and respect. This policy and plan covers these aspects as a whole. It is reviewed annually.

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
- CYPs and others with Special Educational Needs
- CYPs and others with a range of disabilities
- CYP looked after and their carers

The school uses a range of means of establishing vulnerable individuals or groups. These include:

- tracking of pupil progress
- conversations and dialogue with parents and pupils
- observation by other members of the school community
- information revealed by questionnaires

Barriers to effective learning and successful working are:

- 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
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental and 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 has a responsibility to remain actively aware of the above issues and a legal obligation under the disability discrimination act to meet the needs of pupils with disabilities, even if it requires giving them more favourable treatment.

Equality Plan 2019

Review October 2020

	Equality Policy	Equality Plan	Review
	The school has identified the following strategies that are specifically designed to address issues of inequality.		
1	*Establishing, developing and maintaining a whole school ethos* • The school celebrates diversity through its assemblies, PSHE work, sharing with parents and its curriculum • We celebrate achievement through sharing assemblies, Newsletters, individual praise and peer praise • We positively promote the role of disabled people both in our community and society through the use of positive role models in our curriculum and pastoral work • We make good use of our links with Bishopswood Special school in helping raise awareness of disability • We involve children in establishing the school rules and establishing appropriate sanctions for those who find it hard to follow the rules • We make it clear in our appointment procedures that we are an equal opportunities employer	• Continue to develop links to Bishopswood through main school pupil involvement • To continue to actively promote diversity through assemblies with themes such as Black History Month	.
2	*Preventing and Dealing Effectively with Bullying and Harassment*	• To continue the use of the school councillor as an effective means of pupil support	

	• Valley Road is opposed to all forms of bullying and works with parents, staff and pupils to improve the lives of all members of its community • We attempt to deal with all examples of bullying swiftly and effectively. Incidents are recorded in a class book. Concerns are discussed with parents of the children involved and the children themselves. The school analyses its record to check for trends. • The school has a school councillor who sees pupils for a variety of reasons	• To continue to analyse data and discussion with pupils involved in the group to deduce levels of success. • To continue to use the QCA behaviour checklist before and after assessment	
3	**_Listening to pupils, parents, staff and others_** • The school operates the authority Dignity at Work Policy. All concerns expressed by staff are taken seriously. It seeks to listens to the views of all concerned in disputes or incidents.	• To request feedback from pupils and parents on the school's current Equality provision (in June 2020) • To continue to raise awareness of the Dignity at Work policy through Staff meetings	
4	**_Equalising Opportunity_** • We endeavour to make our uniform affordable and also for parts of it such as trousers to be purchasable at large stores • We make it clear through our prospectus and newsletters about the possible financial support of the Henley Educational Charity and money provided through Pupil Premium. This support includes clubs. • We offer a diversity of clubs all of which are accessible to all members of our school community should they wish • We monitor our provision of clubs to discover what parents and children enjoy and what they would wish to see in the school	• To use club information to see if any pupils would benefit from financial support (Pupil premium) in attending a club when the child does not attend any paying clubs. • To continue to mention available funds in newsletters	•

5	**Involving and informing parents and carers**
	
	• The school offers clear lines of communication to parents in the following ways:
	  o Notice boards
	  o Newsletters
	  o Email
	  o Three Parent/teacher consultations a year
	  o A detailed school report
	  o A member of staff always being accessible on the playground first thing in the morning and at the gate last thing in the day
	  o Parents are encouraged to help with their child's education through information sessions and sharing assemblies.		

6	**Welcoming new Children and helping them to settle in effectively** • We meet with new parents when children transfer from other schools. • The school has very good transition arrangements with Gillotts and involves pupils and parents who may have difficulties in transferring in undertaking more introductory visits	• To continue to revise the information pack that is given out to new parents transferring from other schools when they arrive. Current parental view is the school is very good at this.	•

7	**Addressing the full range of learning needs** • The school looks at different Learning Styles to understand different methods of communicating with children • There is very clear tracking of pupil progress to identify all levels of progress • We monitor attendance and correspondent with parents when there are cases of lateness. We give written praise and verbal feedback when children improve.	• Continue to analyse the resources used in the school for gender and racial bias. • To continue to actively promote the display of work of all children irrespective of ability • To discuss as a staff and with pupils the use of language by staff towards pupils.	
8	**Supporting learners with particular needs** • We analyse need across the school and put into place appropriate support. • We undertake appropriate INSET for staff. Where possible we undertake this as a group activity in the school • We have a school councillor	• Continue the use of the school councillor	
9	**Making the school accessible to all** • The school works with the authority and community in ensuring the school is accessible to all	• Request views of parents with physical disabilities as to the accessibility of the school	

10	**Ensuring fair and equal treatment for staff and others** • The school endorses the Dignity at Work Policy and a copy can be found in the staffroom • All job applications carry and Equal Opportunities statement • Two SLT members are trained in Safer Recruitment practices • All staff has access to INSET as part of their performance management and the development of school priorities. This includes the support staff	• Remind staff on an annual basis about the Dignity at Work Policy and what to do in cases of concern • Headteacher and another member of staff to receive updated training in Safer Recruitment	
11	**Encourage participation of under-represented groups** • The school encourages the involvement of all members of our community in its life. We involve parents in decisions making through questionnaires • All members of our community are encouraged to become part of the Governing Body when a space should arise and all parents are automatically members of the PTA	• Request views of parents with physical disabilities as to the accessibility of the school	
12	**Monitoring and Evaluating the policy** • The school evaluates policy through its SIP review. This is undertaken by the Governing Body sub committees across the year and by all members of the community at the end of the year • This is followed by a report to Governors and parents that appears on the web site	Report for Governors and parents on the web January 2020	