



MANOR FARM COMMUNITY JUNIOR SCHOOL

Equality Duty Compliance

	ISSUE	AIM	OUTPUT
1.	Eliminating discrimination, promoting equality and celebrating diversity	Celebrate diversity/equality	PSHE content, assembly topics, visual displays
		Celebrate achievement	Achievement assembly, House points, Sports board, Website/Screen, In Touch
		Promote positive attitudes towards disabled people	School ethos, assemblies, PSHE
		Promote positive attitudes towards people of different ethnic groups/religion etc.	Assemblies, Topic work, Activities (e.g. Chinese New Year). RE
		Involve pupils, parents and staff	Class talks from Students. Art Exhibition.
		Promote high expectations	Vision, MF code
		Communicate behaviour expectations	Vision, MF code
		Ensure that it welcomes applications for school places and jobs from all sections of the community.	Pupil selection based fully on stated criteria (mostly from catchment).
2.	Preventing and dealing effectively with bullying and harassment Recognising that the groups covered in this policy are more vulnerable to bullying and harassment.	Communicate to pupils, parents and staff its zero tolerance to all forms of bullying and harassment	Home/School Agreement. Behaviour and Anti Bullying policy on Website. Introduction to the school meetings with parents. School prospectus
		Ensure that incidents are reported and addressed swiftly and effectively	Staff training/awareness of policy/procedures to deal with incidents.
		Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc.	Online ANT System, records incidents and enables analysis.
3.	Listening to pupils, staff, parents and others	Hear the student voice	Student/Eco Council. Have Your Say Days and pupils questionnaires regularly used. Discussions with pupils. Annual Reviews of



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			statemented pupils.
		Actively seek staff views and listen to staff concerns	Regular staff meetings, stakeholder research and Have Your Say Day.
		Seek the views of parents	Have Your Say Days, Stakeholder research, Parent Reps. 'Open door'. Annual Reviews of statemented pupils
		Ensure it encourages, enables and hears the full range of views including those with disabilities	Research can be completed online or on paper sent home with pupils. Have Your Say Day and Parent Teacher meeting offer face to face conversation.
		Identify areas in which the school needs to operate differently to capture all the views it needs – for example it may be necessary to seek views from voluntary groups outside the school to get the full picture on disability, race equality and or community cohesion	Staff external CPD. Safeguarding Forum meetings. Equalities group to be implemented.

4.	Developing the Curriculum	Ensure that all subject areas reflect cultural diversity and respect for others.	Planning long and short term. Learning Observations, work scrutiny. Curriculum enrichment activities
		Use RE/PSHE/Citizenship as models for best practice in developing an inclusive curriculum.	Friends for Life programme in PSHE. RE curriculum. School ethos.
		Use multi-cultural resources to ensure pupils enhance their understanding of different religions and cultures.	Chinese New Year. Visits to places of worship. Pupil presentations on their faiths. Resources within RE
		Make use of positive role models in the classroom to develop the self-esteem of vulnerable groups and the respect of all for diversity within the community.	Nurture Group input for identified pupils. Class monitors, sports champions, reading champions. Prefects. House captains.



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5. Equalising opportunities Recognising that some of the groups covered in this policy are likely to be economically disadvantaged	Ensure school uniform is affordable	Donated used uniforms available. Best price found for uniform.
	Avoid putting parents under unnecessary financial pressure	School helps with individual cases to ensure no pupil excluded
	Promote the take-up of extra-curricular opportunities	Wide range of activities available (good proportion free). Places on extra-curricular activities offered to those carrying out no outside school clubs.
	Ensure that the school charging policy is appropriate	Reviewed Yearly
	Monitor take-up of extra-curricular opportunities	Stakeholder Research 2014. Register of clubs kept.

6. Informing and involving parents and carers Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible	Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs	In touch, website, parent/teacher meetings, parent rep cascade, HYS, external board. Staff meet and greet parents am and pm
	Encourage parents to let the school know if they have a particular disability or other need	Information form when joining the school. Parent evenings. Meet and greet times
	Encourage parents to discuss their concerns	Parent/teacher meetings, parent rep cascade, HYS Comments on website
	Ensure parents understand how well their child is progressing	Parent teacher meetings/feedback on homework. Termly progress reports, annual school report. Request to see parents if required.
	Explain how parents can help their child at home	Parent Info on Website, Homework on website, Meet the teacher meetings, booklets sent home (e.g. Maths). Parent expectation explained at introductory school meeting



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		Explain how parents and others can help in school	Request in In Touch/On website. Approach to parents
		Encourage parents to join the PA and/or governing body	Open request to parents, via newsletters, display screen, website.

7. Welcoming new pupils and helping them to settle in effectively Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange, inaccessible and move mid-year	Ensure a happy start to the school at normal times	School visit in advance, 'about me' notes passed on from Infant School, buddy system in place.
	Ensure effective school transfer and induction mid-year	Annually built-in and liaison with other schools. Staff visit us and talk to pupils. Infant school visit us on occasions throughout the year
	Ensure that extra help is given to pupils who find change of school challenging	Nurture group available in suitable cases. Caring pastoral approach by all staff.
	Ensure well-planned school adjustments are made to cater for a child with disabilities - if possible in advance of starting at the school	Involve parents in planning, address any issues that arise
	Ensure school's uniform policy is clear to parents, impact assessed and inclusive	Prospectus. Meetings with new parents. All children are in school uniform.

8. Addressing the full range of learning needs Recognising that some of the groups covered in this policy are more likely to under-achieve	Ensure curriculum is relevant	Curriculum/lesson planning
	Ensure appropriate teaching styles and classroom organisation	Range of styles used, seen through learning walks and learning observations. Differentiation monitored, work scrutiny.
	Planning is based on earlier learning	Teacher assessment, marking informs planning
	Marking policy promotes learning for all	Policy active, Gobs monitor implementation, marking scrutiny carried out by



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			middle managers and fed to SLT
		Track pupil progress and Identify under- performing	All groups checked and monitored at Class/MM/SLT level. Assessment points (termly) identify pupil progress Gobs monitor performance half termly.
		Promote and maintain higher attendance - strategies and monitoring	Attendance is high. Half-termly check on data. Monitor absences and follow up as appropriate.
		Develop provision management to establish effective analysis	Analysis of attendance and punctuality being developed. Looking to establish any links between attendance/punctuality and progress.

9. Supporting learners with particular needs Recognising that some of the groups covered in this policy are more likely to have particular needs	Provide distance learning packs for children out of school	Individual learning packs provided when there is a need.
	Prepare Personal Education Plans to focus on priorities	SENCO works with class teachers to address needs
	Provide Basic Skills support	Pre-school 'clubs' set up to address needs. Interventions, small group work (LSA input)
	Ensure language support is available as required	Support made available when required
	Support students through tutoring/mentoring schemes	Nurture Group. 1:1 staff support
	Provide Homework/Revision support	School club provided
	Provide appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission.	Staff CPD identified and training attended. Some bought-in training for all staff to meet needs.
	Gaps identified in training needs analysis are reflected in staff development plan	Training needs identified and linked to plan. Budget can be restrictive



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10.	Making the school accessible to all	Meet the needs of pupils, staff and others with physical disabilities	School footprint allows access to all areas and to resources.
		Meet the needs of pupils, staff and others with other disabilities	Access to all areas. Accessibility Plan
		Ensure that curricular and extra-curricular opportunities are available for pupils with disabilities	Accessibility Plan followed.
		Identify further developments to address outstanding issues	N/A
		Including transport and supervision for children with disabilities.	N/A

11.	Ensuring fair and equal treatment for staff and others Policies and practice do not discriminate, directly or indirectly, against adults/pupils and that positive role models and a wider perspective will strengthen the school	Ensure non-discriminatory recruitment and employment practices	SLT, Bursar & Governors trained in safer-recruitment.
		Encourage the development of all staff	CPD is actively encouraged and embedded within Performance Management system (monitored by Governors in Stakeholder research/monitoring visits). School recognises that progress and school improvement is driven by the quality of teaching.

12.	Encourage participation of under-represented groups	Recruit governors representative of the pupil population and/or community	We represent population but could be much wider
		Encourage the widest participation in Parents and Friends	Established parents 'Friends' group support the school
		Association (PFA) activities	School hall used by community groups (eg Scouts)
		Support individuals and community groups to express their views on matters affecting themselves and their community	Church group use school on Sundays.



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13. Monitoring and Evaluating the policy Recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it so that gaps and the need for further development will arise from effective evaluation.	Report to governors	Equalities Governor.
	Report to parents and pupils	Website.
	Train all staff and governors	Equalities Governor is trained. New staff induction.
	Consult pupils, parents and staff on how the policy is working and how it could be improved	Task to be undertaken by new 'equalities' group, when established
	Monitor and review practice	To be built into an annual cycle
	Carry out impact assessments to evaluate practice	New 'equalities' group to address this
	Requirement to report on disability aspects in school prospectus	Included in prospectus
	Report on all aspects of inclusion via website, newsletter etc.	Ensure this is evident and consistent