



MANOR FARM COMMUNITY JUNIOR SCHOOL

Equalities and Cohesion Audit March 2018

ISSUE	AIM	RAG	EXAMPLES
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/Screens, In Touch
	Promote positive attitudes towards disabled people		School ethos, assemblies, PSHE, inclusive teaching
	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. Friends participation. Guided Reading.
	Promote high expectations		Ethos, MF code
	Communicate behaviour expectations		Ethos, 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 System (AssessNet), records incidents and enables analysis. Safeguarding Governor Termly Monitoring Visits.
3. Listening to pupils, staff, parents and	Hear the student voice		Student/Eco Council. Pupils questionnaires regularly used. Discussions



MANOR FARM COMMUNITY JUNIOR SCHOOL

others			with pupils. Annual Reviews of 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		Stakeholder research, Parent Reps. 'Open door' policy for AS and ALL staff available on playground before each school day. 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		Due to the nature of the pupil body, close relationships with parents add to relevant training taken as and when needed. Safeguarding Forum meetings.

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. Nurture group for those especially in need of reinforcement of message
	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



MANOR FARM COMMUNITY JUNIOR SCHOOL

		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.
--	--	--	--	---

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 (help with spreading payment OR full funding where needed)
	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		Register of clubs kept. PP funding process included monitoring of pupils access. Those not accessing are offered participation without the need for payment.

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, email and text now in operation (received well in recent research). Staff meet and greet parents everyday.
	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, available every morning & encouragement of



MANOR FARM COMMUNITY JUNIOR SCHOOL

			communication in home/school books. Comments encouraged 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/In Touch, Homework on website, Meet the teacher meetings, booklets sent home (e.g. Maths). Some homework set for parents to take part in. Parent expectation explained at introductory school meeting.
		Explain how parents and others can help in school	Request in In Touch/On website. Approach to parents
		Encourage parents to join the Friends 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



MANOR FARM COMMUNITY JUNIOR SCHOOL

		Ensure school's uniform policy is clear to parents, impact assessed and inclusive		<p>Prospectus. Meetings with new parents.</p> <p>All children are in school uniform.</p>
<p>8. Addressing the full range of learning needs</p> <p>Recognising that some of the groups covered in this policy are more likely to under-achieve</p>	Ensure curriculum is relevant		<p>Curriculum/lesson planning.</p> <p>E.g. Science now based on a much more practical approach and Maths problems specially designed to inspire boys.</p>	
	Ensure appropriate teaching styles and classroom organisation		<p>Range of styles used (incl. pupil seating, proximity to input, coloured paper used for those needing etc.)</p> <p>These seen through learning walks and learning observations.</p> <p>Differentiation monitored, work scrutiny.</p>	
	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 middle managers and fed to SLT	
	Track pupil progress and Identify under- performing		<p>All groups checked and monitored at Class/MM/SLT level.</p> <p>Assessment points (termly) identify pupil progress</p> <p>Gobs monitor performance half termly.</p>	
	Promote and maintain higher attendance - strategies and monitoring		<p>Attendance is high. Half-termly check on data.</p> <p>Monitor absences and follow up as appropriate.</p>	
	Develop provision management to establish effective analysis		Analysis of attendance and punctuality. See Learning tracks, Rising stars & PP case studies.	



MANOR FARM COMMUNITY JUNIOR SCHOOL

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.
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 and agreed by GB
	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	Ensure non-discriminatory recruitment and employment practices		SLT and Bursar trained in safer-recruitment.
	Encourage the development of all staff		CPD is actively encouraged and embedded within



MANOR FARM COMMUNITY JUNIOR SCHOOL

	discriminate, directly or indirectly, against adults/pupils and that positive role models and a wider perspective will strengthen the school			<p>Performance Management system (monitored by Governors in Stakeholder research/monitoring visits).</p> <p>School recognises that progress and school improvement is driven by the quality of teaching.</p>
--	--	--	--	--

12. Encourage participation of under-represented groups Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially and economically disadvantaged 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 plus opportunities to come in an read, help in class etc.
	Support individuals and community groups to express their views on matters affecting themselves and their community			<p>Pupils asked to talk about issues relating to them/their families.</p> <p>Rolling News on screens in school (inviting comment when relevant in class time & assemblies).</p> <p>School ethos built around celebrating differences</p>

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 reports to FGB (via T&L) termly
	Report to parents and pupils			Policy and objectives on website. Impact report from governors published annually.
	Train all staff and governors			Equalities Governor is regularly trained and cascades information to all governors. Equalities information included in New staff induction.
	Consult pupils, parents and staff on how the policy is working and how it could be improved			Stakeholder research assesses impact and success
	Monitor and review practice			Built into annual GB cycle



MANOR FARM COMMUNITY JUNIOR SCHOOL

		Carry out impact assessments to evaluate practice		Stakeholder research assesses impact and success. Reported in annual GB Impact Report
		Requirement to report on disability aspects in school prospectus		Included in prospectus
		Report on all aspects of inclusion via website, newsletter etc.		Thought always given to content on website/newsletter to ensure inclusive and open reporting.