



CHURCHAM PRIMARY SCHOOL

Freedom of Information Policy

Approved by:	Resources Committee
Reviewed:	15 March 2024
Date of Next Review:	March 2025



This is Churcham Primary School Publication Scheme on information available under the Freedom of Information Act 2000

The governing body is responsible for maintenance of this scheme.

1. Introduction: what a publication scheme is and why it has been developed

One of the aims of the Freedom of Information Act 2000 (which is referred to as FOIA in the rest of this document) is that public authorities, including all maintained schools, should be clear and proactive about the information they will make public.

To do this we must produce a publication scheme, setting out:

- *The classes of information which we publish or intend to publish;*
- *The manner in which the information will be published; and*
- *Whether the information is available free of charge or on payment.*

The scheme covers information already published and information which is to be published in the future. All information in our publication scheme is available in paper form.

Some information which we hold may not be made public, for example personal information.

This publication scheme conforms to the model scheme for schools approved by the Information Commissioner.

If you require a document within the scheme, please contact the school (contact details are at the end of this document) and single copies are provided free of charge unless there is a lot of photocopying/printing or large postage charge. We will let you know any cost before fulfilling your request.

2. Aims and Objectives

The school aims to:

develop an independent, confident and sociable child who is able to learn the basic skills required for each stage of education. To this end the teaching staff balance individual with group work, lively practical work with quiet study sessions and instruction with discovery. In order to develop higher achievements individual pupil targets are set.

Underpinning all this is our belief that for learning to be effective the teaching should be challenging, relevant and enjoyable.....

- preparing each child for his/her different roles in life
- fulfilling each child's potential.

In order to do this our school has a series of objectives:

To develop a school that exhibits a number of important features.

- a) To provide a curriculum that is based on a number of important ideas; broad, balanced, interesting, challenging, meaningful, differentiated, practical, allowing choice, relevant, integrated, progressive, beyond the classroom, promoting equal opportunity and a positive self image.
- b) To deliver the curriculum with teaching styles that satisfy certain criteria; fair, built on trust, allowing time for reflection, involving the community, using relevant groupings and techniques, based on praise.

- c) To develop the children in certain important qualities of mind body and spirit; self-discipline, co-operation, perseverance, honesty, caring and health.
- d) To promote a set of positive attitudes; critical, open minded, industrious.
- e) To gain knowledge, skills and concepts while studying subjects and themes identified in the National Curriculum.

The school aims to

- enable every child to fulfil their learning potential, with education that meets the needs of each child,
- help every child develop the skills, knowledge and personal qualities needed for life and work,

and this publication scheme is a means of showing how we are pursuing these aims.

3. Categories of information published

The publication scheme guides you to information which we currently publish (or have recently published) or which we will publish in the future. This is split into categories of information known as 'classes'. These are contained in section 6 of this scheme.

The classes of information that we undertake to make available are organised into four broad topic areas:

School Information – this is the information that would previously been included in the prospectus.

Governors' Documents – information published in the Governors Annual Report and in other governing body documents.

Pupils & Curriculum – information about policies that relate to pupils and the school curriculum.

School Policies and other information related to the school - information about policies that relate to the school in general.

4. How to request information

If you require a paper version of any of the documents within the scheme, please contact the school by telephone, email, fax or letter. Contact details are set out below.

Email: **admin@churcham.gloucs.sch.uk**

Tel: **01452 750467**

Contact Address: **Churcham Primary School, Churcham, GLOS, GL2 8BD**

Website: **www.churchamprimaryschool.co.uk**

If the information you're looking for isn't available on our websites, you can still contact the school to ask if we have it.

5. Paying for information

Any information published on our website is free, although you may incur costs from your Internet service provider. If you don't have Internet access, you can access our website using a local library or an Internet café.

Single copies of information covered by this publication are provided free unless stated otherwise in section 6. If your request means that we have to do a lot of photocopying or printing, or pay a large postage charge, or is for a priced item such as some printed publications or videos we will let you know the cost before fulfilling your request. Where there is a charge this will be indicated by a £ sign in the description box.

6. Classes of Information Currently Published

School Website

Class	Description
School Brochure & Website	<p>The statutory contents of the school website are as follows, (other items may be included at the school's discretion):</p> <ul style="list-style-type: none">• the name, address and telephone number of the school, and the type of school• the names of the head teacher and chair of governors• information on the school policy on admissions• a statement of the school's ethos and values• details of any affiliations with a particular religion or religious denomination, the religious education provided, parents' right to withdraw their child from religious education and collective worship and the alternative provision for those pupils• information about the school's policy on providing for pupils with special educational needs• number of pupils on roll and rates of pupils' authorised and unauthorised absences• National Curriculum assessment results for appropriate Key Stages, with national summary figures• the arrangements for visits to the school by prospective parents

Governors' Annual Report and other information relating to the governing body– this section sets out information published in the Governors' Annual Report and in other governing body documents.

Class	Description
Governors' Documents	<p>The statutory information retained by governors are as follows, (other items may be included in the annual report at the school's discretion):</p> <ul style="list-style-type: none">• details of the governing body membership, including name and address of chair and clerk• a statement on progress in implementing the action plan drawn up following an inspection• a financial statement, including gifts made to the school and amounts paid to governors for expenses• a description of the school's arrangements for security of pupils staff and the premises• information about the implementation of the governing body's policy on pupils with special educational needs (SEN) and any changes to the policy during the last year• a description of the arrangements for the admission of pupils with disabilities; details of steps to prevent disabled pupils being treated less favourably than other pupils; details of existing facilities to assist access to the school by pupils

	<p>with disabilities; the accessibility plan covering future policies for increasing access by those with disabilities to the school</p> <ul style="list-style-type: none"> • a statement of policy on whole staff development identifying how teachers' professional development impacts on teaching and learning • number of pupils on roll and rates of pupils' authorised and unauthorised absence • National Curriculum assessment results for appropriate Key Stages, with national summary figures • a statement of the extent to which proposals in the post- inspection action plan have been carried into effect
--	--

Instrument of Government	<ul style="list-style-type: none"> • The name of the school • The category of the school • The name of the governing body • The manner in which the governing body is constituted • The term of office of each category of governor if less than 4 years • The name of anybody entitled to appoint any category of governor • Details of any trust • If the school has a religious character, a description of the ethos • The date the instrument takes effect
Minutes ¹ of meeting of the governing body and its committees	Agreed minutes of meetings of the governing body and its committees [<i>current and last full academic school year</i>]

Pupils & Curriculum Policies - This section gives access to information about policies that relate to pupils and the school curriculum.

Class	Description
Home – school agreement	Statement of the school's aims and values, the school's responsibilities, the parental responsibilities and the school's expectations of its pupils for example homework arrangements
Teaching and Learning Policy	Statement on following the policy for the secular curriculum subjects and religious education and schemes of work and syllabuses currently used by the school
Relationships and Sex Education	Statement of policy with regard to relationships and sex education
Special Education Needs Policy & Report	Information about the school's policy on providing for pupils with special educational needs
Accessibility Plans	Plan for increasing participation of disabled pupils in the school's curriculum, improving the accessibility of the physical environment and improving delivery of information to disabled pupils.
Race Equality Policy	Statement of policy for promoting race equality
Collective Worship	Statement of arrangements for the required daily act of collective worship (Ashleworth specific)

¹ Some information might be confidential or otherwise exempt from the publication by law – we cannot therefore publish this

Safeguarding and Child Protection	Statement of policy for safeguarding and promoting welfare of pupils at the school.
Behaviour	Statement of general principles on behaviour and discipline and of measures taken by the head teacher to prevent bullying.

School Policies and other information related to the school - This section gives access to information about policies that relate to the school in general.

Class	Description
Published reports of Ofsted referring expressly to the school	Published report of the last inspection of the school and the summary of the report and where appropriate inspection reports of religious education in those schools designated as having a religious character
Post-Ofsted inspection action plan	A plan setting out the actions required following the last Ofsted inspection and where appropriate an action plan following inspection of religious education where the school is designated as having a religious character
Charging and Remissions Policies	A statement of the school's policy with respect to charges and remissions for any optional extra or board and lodging for which charges are permitted, for example school publications, music tuition, trips
School session times and term dates	Details of school session and dates of school terms and holidays
Health and Safety Policy and risk assessment	Statement of general policy with respect to health and safety at work of employees (and others) and the organisation and arrangements for carrying out the policy
Complaints procedure	Statement of procedures for dealing with complaints
Performance Management of Staff	Statement of procedures adopted by the governing body relating to the performance management of staff and the annual report of the head teacher on the effectiveness of appraisal procedures
Staff Conduct, Discipline and Grievance	Statement of procedure for regulating conduct and discipline of school staff and procedures by which staff may seek redress for grievance
Curriculum circulars and statutory instruments	Any statutory instruments, departmental circulars and administrative memoranda sent by the Department of Education and Skills to the head teacher or governing body relating to the curriculum
Annex A - Other documents	Annex A provides a list of other documents that are held by the school and are available on request

7. Feedback and Complaints

We welcome any comments or suggestions you may have about the scheme. If you want to make any comments about this publication scheme or if you require further assistance or wish to make a complaint then initially this should be addressed to **Mrs M Kelly (Headteacher) or Mrs E. Middlecote (Chair of Governors, Churcham)**.

If you are not satisfied with the assistance that you get or if we have not been able to resolve your complaint and you feel that a formal complaint needs to be made then this should be addressed to the

Information Commissioner's Office. This is the organisation that ensures compliance with the Freedom of Information Act 2000 and that deals with formal complaints. They can be contacted at:

Information Commissioner, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

or

Enquiry/Information Line: 01625 545 700

E Mail: publications@ic-foi.demon.co.uk

Website : www.informationcommissioner.gov.uk

**Freedom of Information Publication Scheme
Annex A – Further documents held by the schools**

Churcham Primary School Policies:

- Admissions
- Anti-Bullying
- Attendance
- Behaviour
- Calculation
- Charging
- Child Protection
- Complaints Procedure
- Confidentiality
- Data Protection
- E-Safety
- Home/school agreement
- Keeping Children Safe In Education
- Offer of Early Help
- PE
- Safer Recruitment
- School Progression
- SEND Information Report
- SEND Policy
- RSE
- Supporting Pupils with Medical Needs
- Special Educational Needs
- Tackling Extremism/Radicalisation
- Teaching and Learning
- Whistleblowing

Section B

The following policy reflects the Governments Equality Act 2010 whereby a number of previous legislations were replaced with the one Act, The Public Sector Equality Duty (PSED).

There are three main elements of the Act:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

1. Equality Policy

Equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are.

The schools to ensure that the culture and ethos of the schools are such that, whatever the sex, race, nationality, disability, religion or belief or sexual orientation of members of the school community, everyone is equally valued and treats one another with respect.

Pupils should be provided with the opportunity to experience, understand and celebrate such diversity.

The school will not tolerate discrimination or racial harassment of any kind.

The achievement of all pupils and students will be monitored on the basis of diversity and we will use this data to raise standards and ensure inclusive teaching.

2. Supporting Information

2.1. Race Equality

The school strives to ensure that the culture and ethos of the schools are such that, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect.

Pupils should be provided with the opportunity to experience, understand and celebrate diversity.

The school will not tolerate racial harassment of any kind and is committed to combating racial discrimination.

2.1.1 Actions

To support this policy, the school undertakes a race equality audit using the CRE's Learning for all: Standards for Racial Equality in School. (e.g. focusing in the first year on Policy, Leadership and Management; Curriculum; Classroom and Library Resources; the Environment of the School).

As a result of the audit and where necessary the schools shall:

Set race equality targets;

ii. Write an action plan to ensure targets are met;

iii. Make the policy and targets known to all teaching and ancillary staff, pupils and parents;

iv. Monitor pupils by ethnic group;

v. Race Equality training will be part of the induction and staff development programme for all teaching and ancillary staff, student teachers and governors;

vi. We shall adhere to Gloucestershire LA's Racial Harassment in Schools – Guidelines;

vii. All class teachers/tutors will be trained in the care and support of pupils who have experienced racial abuse;

viii. The schools will endeavour to ensure that the governing body and staff team reflects the local community it serves;

ix. The schools will develop a working relationship with the Gloucestershire LA's International Education Office to develop links with schools overseas.

2.2. Gender Equality

The school is committed to actively promote gender equality within the workplace. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school

To ensure this, gender aspects are to be considered when for example staff recruiting, allocating staff duties, managing leave and grievance, disciplinary procedures and equal pay policy.

To ensure that the schools are maintaining its commitment, it will complete an audit of the school duties and regularly monitor. Here is a list of sample questions we could use to obtain the views of pupils, staff, governors and parents

- Do you feel that male and female pupils have equal access to sport?
- Do you feel that male and female pupils have equal opportunities to participate in school life?
- Do you feel that the staffing body is representative of the school population and the community it serves?
- Are there enough opportunities for parents and carers to get involved in their child's education? What would make it better?
- Do you feel that the school is challenging gender stereotypes e.g. in the curriculum, with career advice, and in school life in general?

The following action plan outlines what will be achieved in the next year with regards to meeting the Gender Equality.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Previous year							
This year							

2.3. Equal Opportunity

Equal opportunities should permeate all aspects of school life and is the responsibility of every member of the school community. The implementation of the policy is the responsibility of all individuals within the school community. The responsibility for keeping the issue of equal opportunity at a high level of priority at all times and in all areas, is that of the equal opportunity co-ordinator, currently the head teacher.

In the context of the schools we feel the most appropriate definition is that:

‘Equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are’.

To achieve this aim at Churcham Primary School:

- There should be ‘openness’ of atmosphere which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity;
- Physical access to the school can be easily arranged for disabled visitors;
- Provision is made to cater for the spiritual needs of all the children through planning of collective worship/assemblies and classroom activities;
- Make appropriate provision for all bilingual groups to ensure access to the whole curriculum;
- Provide equal access to all activities from an early age.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff. This must include pupils’ access to a balance of male and female staff at both key stages where possible through the recruitment process. We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

Harassment and Bullying

It is the duty of this schools to challenge all types of discriminatory behaviour e.g.

- Unwanted attentions (verbal or physical);
- Unwelcome or offensive remarks or suggestions about another person’s appearance, character, race, ability or disability, sexuality, gender (or transgender).

The school has a clear, agreed procedure for dealing with incidents such as these (see Behaviour Policy and also Gloucestershire document on Racial Harassment in Education – Good Practice Guide for Schools).

Parents and the Wider Community

We aim to work in partnership with parents to help all pupils to achieve their potential. We wish to affirm our continuing commitment to reach out to other diverse groups within our immediate community and beyond.

Monitoring and Review

Equality of opportunity is identified as an area requiring careful and ongoing monitoring.

The person on the staff responsible for co-ordinating the monitoring and evaluation of the policy is the Head teacher and is responsible for:

- Leading discussions in designated staff meetings which will include support staff, to discuss issues of equal opportunities within the school community;
- Working closely with the Governing Body in this matter if required.

Disability

At Churcham Primary School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the schools. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.

The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

To support this policy, good practice examples are listed below:

- Promoting equality of opportunity between disabled people and other people.
 - Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;
- Eliminating discrimination that is unlawful and harassment of disabled people that is related to their disability.
 - Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders.
 - If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.
- Promoting positive attitudes towards disabled people:
 - Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials;
 - Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week;
 - At schools with specialist units, staff have successfully raised awareness about disability by going to talk to pupils from the mainstream school.
- Encouraging participation in public life by disabled people:
 - Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.

This policy was approved by Governors at their meeting on 16th March 2021.

Following approval, this policy will be shared with staff and made available to stakeholders.

Signed: Chair of Governors

Date:

In all aspects of our work at Churcham Primary School, the safety and well-being of the children is paramount. We expect all staff and volunteers to share this commitment.