

St. Oswald's Church of England Primary School Equality Objectives



RESPECT. RESILIENCE. KINDNESS


Vision

Through valuing all individuals as children of God we believe in promoting an inclusive school community, rooted in mutual respect, understanding and kindness towards others. As God taught us;

Teach children how they should live, and they will remember it all their life; (Proverbs 22:6)

Our school's vision is to nurture a resilient community where the love of learning thrives. We foster an environment where every member feels supported in order to flourish, be empowered to overcome challenges, embrace growth and contribute positively to God's world.

Life in all its fullness; (John 10:10)

Date approved	Next Review Date	Signed by
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1. Opening statement

We welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity. We are a Church of England Primary School where Christian values are at the core of all we do and is underpinned by our school vision, everything focuses on the well-being of those in our community. Our school is a Christian family where all are valued and cherished.

2. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 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

We aim to:

1. Ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
2. Advance equality of opportunity by ensuring that teaching, learning and curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
3. Eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
4. Recognise and celebrate diversity within our community whilst promoting community cohesion.
5. Ensure that those with management responsibility and individual members of staff, with responsibility for planning teaching, learning and the curriculum, apply this policy to all we do.
6. Ensure that learners and parents are fully involved in the provision made by the school and to increase transparency.
7. Ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive action and preventative action is funded where needed.

British Values

Through our vision, curriculum, extra-curricular activities, teaching and learning, St. Oswald's Church of England Primary School will promote British values. By doing so, we will ensure that all learners understand the values that have traditionally underpinned British society. The implicit and explicit teaching of these values will promote cohesiveness within our school and community. As a UNICEF Rights Respecting school, we believe this equality statement reflects the following articles:

Unicef Articles

Article 2: (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status.....

Article 3: (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 8: (protection and preservation of identity)

Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

Article 28: (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29: (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and their environment.

3. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

This document also complies with our funding agreement and articles of association.

4. Roles and responsibilities

The Senior leadership will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Monitor the achievement of the objectives regularly

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

5. Eliminating discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Always treating all members of the school community fairly and with respect.
- Developing an understanding of diversity and the benefits it has.

- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs.

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and other stakeholders are regularly reminded of their responsibilities under the Equality Act – for example, during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training.

The school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

6. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Present attainment data each term showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Present further data about any issues associated with particular protected characteristics identifying any issues which could affect our own pupils

7. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies (Worship Warriors) and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

8. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls and all children

9. Equality objectives

Our equality objectives are on a 3-year cycle and are reviewed annually.

Our equality objectives are:

Objective 1

- To promote spiritual, moral, social and cultural development through all appropriate curricular and extracurricular opportunities.

Why we have chosen this objective:

- We believe that children benefit from a wide range of opportunities that will promote their SMSC development
- To achieve this objective we plan to:
- We aim to meet this objective with particular reference to issues of equality and diversity – see PSHE scheme of work, this includes extra visits and visitors (ie) Say no to Racism workshop, Anti bullying workshops, Faith leader to deliver sessions in KS2

Progress we are making towards this objective:

- The school has a clear curriculum in place and a clear outline of SMSC opportunities within the curriculum.
- Extra Curricular activities promote SMSC (ie) Worship Warriors, Ozzies, trips to the Cathedral and other places of Worship.

Objective 2

- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum – see planning cycle (ie) LGBT+ history month, Rights respecting, charity work, Picture news.

Why we have chosen this objective:

- We believe that it is imperative to staff and children's development to understand what equality is so that everyone is treated fairly and equally

To achieve this objective we plan to:

- This will be taught through all aspects of the curriculum and will be enhanced further through visits and visitors.

Progress we are making towards this objective:

- The curriculum clearly supports equality and diversity and teaching is embedding this with the children.

Objective 3

- To move beyond deterministic notions of fixed ability and to model teaching and learning behaviours that avoid labelling.

Why we have chosen this objective:

- We want staff and children to be fluid in thought and aware of differences between people and to celebrate diversity

To achieve this objective we plan to:

- This will be taught through all aspects of the curriculum. Pupils achievements will be celebrated across the curriculum and shared with the school (ie) tree certificates, star of the week

Progress we are making towards this objective:

- The curriculum clearly supports equality and diversity and teaching is embedding this with the children.

Objective 4

- To narrow the gap in attainment in all subjects between different groups (boys and girls, pupil premium, non-pupil premium and SEND).

Why we have chosen this objective:

- We want all children to achieve well, no matter their background or circumstances

To achieve this objective we plan to:

- targeted support will be provided to key groups through all aspects of the curriculum, School led tutoring and catch up funding will be targeted to support these groups of children.

Progress we are making towards this objective:

- Clear, targeted action plans are in place that highlight achievement and attainment of key groups of children as a priority.

Objective 5

- To promote cultural development and understanding through a rich range of experience, both in and beyond the school.

Why we have chosen this objective:

- We want all children to achieve well, no matter their background or circumstances and to benefit from a rich variety of experiences that promote wider learning.

To achieve this objective we plan to:

- Offer carefully planned trips and experiences
 - Offer a range of free after school clubs encompassing a range of learning opportunities (ie) sports, crafts, mindfulness etc

Progress we are making towards this objective:

- All children are accessing a wider range of trips and experiences
 - All staff leading a club afterschool so that there is a good range on offer.

Objective 6

- To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.

Why we have chosen this objective:

- We want no children to be discriminated against and no bullying to occur, and if it does that it is dealt with quickly

To achieve this objective we plan to:

- A clear behaviour modification policy, anti-bullying policy
 - Teach children about bullying through the PSHE curriculum, workshops and anti-bullying week.

Progress we are making towards this objective:

- We have clear procedures in place to report and deal with bullying incidents.
 - We have a pupil wellbeing group.
 - Pupil voice was consulted in order to write the Behaviour modification policy.

Objective 7

- To tackle prejudice and promote understanding in relation to people with disabilities.

Why we have chosen this objective:

- We want no children to be discriminated against and no bullying to occur, and if it does that it is dealt with quickly. We want to make sure children understand about disabilities

To achieve this objective we plan to:

- Promote understanding through our PSHE curriculum

Progress we are making towards this objective:

- Our curriculum is clear and includes all aspects of discrimination

9. Monitoring arrangements

The Headteacher will update the equality information we publish, at least every year. This document will be reviewed and approved SLT and the governing body at least every 4 years.

10. Links with other policies

This document links to the following policies:

Accessibility plan and the Equality and diversity policy.

Closing statement

At St Oswald's, we passionately advocate that prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

The following policies are on our website and they further outline the school's position regarding equality:

- Accessibility policy
- Behaviour and Discipline policy
- Curriculum statements
- Equality and Diversity policy
- Gender policy
- Staff Code of Conduct
- Special Educational Needs, Inclusion and Disability policy

We are very proud of our commitment to treating all at St Oswald's with dignity, humanity, understanding and respect and it is in line with our mission statement. Each day we dedicate ourselves to this mission and it is one we commit to anyone and everyone in our school community.