



St Oswald's CE Primary School

Equality objectives statement and Information

Last Review Date: June 2019

Next Review Date: June 2023

At **St Oswald's CE Primary School** we welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Gender.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.

St Oswald's CE Primary School aims to promote pupils' spiritual, moral, social, and cultural development, with special emphasis on promoting equality, 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.

Aims to eradicate discrimination

St Oswald's CE Primary School believes 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:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- 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 instead promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from classes which pose conflicts to their own beliefs.

St Oswald's CE Primary School does not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, through a thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

At **St Oswald's CE Primary School**, our pupils are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school.
- Treat other members of the school unfairly.

The school's employees will:

- Promote diversity equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.

Equality and dignity in the workplace

St Oswald's CE Primary School does not discriminate against staff with regards to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race, colour, nationality, ethnic or national origin.
- Religion or belief.
- Sex or sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Prejudice is not tolerated at **St Oswald's CE Primary School** and we are continuously working towards a more accepting and respectful environment for our schools community.

The school's **Equal Opportunities Policy** further outline the school's policies regarding equality.

Information on how we meet the needs of different groups can be seen in the following extracts from our most recent Ofsted report, April 2019:

A large number of pupils, including those from service families, join the school at different times of the year across all classes. Leaders have strong support in place for these pupils and ensure that they settle quickly. There are now significantly more accurate systems in place to monitor the progress of all pupils, including pupils with special educational needs and/or disabilities (SEND). As a result, most pupils currently in the school make strong progress from their widely different starting points.

The leader responsible for pupils with SEND ensures that funding is used effectively to provide these pupils with the strong support they need. As a result, the progress this group of pupils make is the same as that of their peers.

Pupil premium funding is used to good effect. Leaders regularly review the progress of all disadvantaged pupils to ensure that they make the progress of which they are capable. Consequently, these pupils make as good as, and sometimes better, progress from their starting points, than their peers.

Pupils behave exceptionally well. They are highly self-confident, respectful and caring individuals. They value the friendly and inclusive atmosphere in the school. Pupils play well together and work cooperatively in lessons.

The school develops pupils' spiritual, moral, social and cultural understanding very well. Values such as democracy and tolerance are taught and promoted throughout the school. Pupils have many opportunities to take part in trips and to listen to external visitors. As a result of these activities, pupils are being well prepared for life in modern Britain.

Leaders have created a very caring, inclusive and nurturing environment for pupils to feel safe and enjoy learning. Adults and pupils have warm and positive relationships. This is reflected in the mutual respect shown in lessons and during social times.

The strong emphasis placed on developing pupils' social understanding and moral purpose is a significant strength of the school. Leaders and staff actively promote acceptance of others and the school's aim of 'everyone is valued, and all relationships are based on trust, respect, equality and celebration of diversity' permeates all aspects of pupils' experience. The caring and inclusive culture of the school enables pupils to thrive.

Action Plan 2022-2023

Objective	Key Actions
To improve monitoring and analysis of provision for pupils with Special Educational Needs	<ul style="list-style-type: none"> • CPD in analysing and presenting data for SENDCo • CPD for teaching staff in supporting the teaching and learning of pupils with SEND • Improved provision for pupils in school with SEMH difficulties including, introduction of the Zones of Regulation for all pupils in school
To improve the language development of EAL pupils arriving with little or no English	<ul style="list-style-type: none"> • Continue to support staff in monitoring and assessing language development • Continue the partnership with the University, to share and develop effective practice • Establish staff coaching for those with strengths in/those who need support in teaching pupils with EAL • Build bank of multi-lingual resources to share between staff for pupils arriving with no English
To ensure that the curriculum fully meets the needs of all pupils	<ul style="list-style-type: none"> • Monitoring of the progress made by disadvantaged pupils, and other vulnerable pupils (including boys), to identify pupils for targeted intervention

	<ul style="list-style-type: none"> • Develop our tutoring programme to ensure that targets are SMART, align with the teacher's assessments and that progress is reviewed accurately and regularly.
To use the curriculum to celebrate diversity and promote equality within a respectful school community.	<ul style="list-style-type: none"> • Review all curriculum areas for the promotion of diversity • Ensure that the school's reading material is diverse and balanced. Are the children being given the opportunity to read texts that are mirrors (reflective of who they are) and windows (opening minds to other cultures and lifestyles)? • Continue to celebrate diversity through a broad and balanced RHE, RE and CW offer.

Key:

CPD – Continued Professional Development

SEND – Special Educational Needs

SENDCo – Special Educational Needs Co-ordinator

SEMH – Social, Emotional and Mental Health

EAL – English as an Additional Language

RHE – Relationships and Health Education

RE – Religious Education

CW – Collective Worship

SMART – Specific, Measurable, Attainable, Relevant, Time-based