

OXFORD GARDENS PRIMARY SCHOOL

Single Equality Policy



Ethos and Overview

Oxford gardens Primary School is an inclusive school where we focus on the wellbeing and progress of every child and where all members of the community are of equal worth.

The Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also allows us to tackle underachievement and disadvantage of different groups.

Protected characteristic

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety and where there is mutual respect for other people and the environment. We are committed to promoting respect and equality across all protected characteristics, including sexual orientation and gender identity, and preparing pupils for life in diverse 21st Century Britain. We tackle discrimination quickly and firmly and aim to make opportunities equitable for our children.

Our approach is based on the following key principles and linked to the UNICEF Rights of a Child Convention:

- 1. All learners are of equal value.** *Article 2: All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason*
- 2. We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to the nine protected characteristics. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other. *Article 15: Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people*
- 4. We foster a shared sense of cohesion and belonging.** We want all members of our school community, including parents, carers, visitors and those in the wider community, to feel a

sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve their highest potential.
7. **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Purpose of the Policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils/staff or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity, age and marriage and civil partnership. The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties. The Public Sector Equality Duty or “general duty” This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

Two “specific duties” This requires all public organisations, including schools to:

1. Publish information to show compliance with the Equality Duty by April 6th 2012.
2. Publish Equality objectives at least every 4 years, which are specific and measurable by April 6th 2012.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Links to other policies

Reference to this policy can be found in the following policies

- Admissions Policy
- SEN Policy
- Emotional Health and Wellbeing Policy
- Gifted and Talented Policy
- Attendance Policy
- Sex and Relationships Policy
- PSHE Policy
- Child Protection Policy – Safeguarding
- Visitors Policy
- Behaviour Policy
- Anti-Bullying Policy
- E-Safety Policy

What we are doing to eliminate discrimination, harassment and victimisation

We are committed to ensuring equality of education and opportunity for all pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their protected characteristic and to participate fully in school life.

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Head Teacher ensures that all appointment panels give due regard to this policy so that no-one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy are consulted and involved in the design of new policies and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all. We are a Rights Respecting School Gold School which promotes the rights of all children under the UN Convention of the Rights of the Child.
- Our admission arrangements are fair and transparent and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, or gender.

Systems and procedures to promote equality of opportunity between different groups

We have various systems and procedures in place which are used to help all our children develop into learners who are Independent, Confident, Responsible, Successful and Innovative. All our children are routinely familiarised with these terms and their meanings. In order to achieve this, the following proactive strategies are in place.

- Weekly attendance monitoring for over representation of different groups to enable these to be addressed promptly
- Termly Pupil Progress Meetings in which the progress of every child is tracked and analysed to identify any group that may underachieving and take action to close any gaps.
- Carefully selected resources to promote positive images regarding the nine protected characteristics and to promote a sense of belonging for our whole school community.
- The PSHE curriculum is embedded within our ethos, weekly assemblies and PSHE lessons.
- Our School Code of Conduct encourages positive and responsible behaviour. All serious incidents are recorded as well as being addressed with the children and families.
- We challenge all forms of prejudice based bullying which stands in our way of fulfilling our commitment to inclusion and equality. We keep a record of all incidences of prejudice-based

bullying and report to governors about numbers, types and seriousness of these incidents at our school.

- We are alert about the potentially damaging impact of negative language in matters such as race, gender, disability or sexuality and our Anti-bullying policy enables staff to challenge prejudice views in a consistent and positive way.
- We work in partnership with parents and carers to identify children who have a disability and support where necessary.
- We ensure access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- We collect and analyse data to prevent and address underachievement of key groups including
 - Pupil Premium
 - Ethnicity
 - SEN
 - Looked After Children
- Any concerns regarding children in receipt of the PPG are reported weekly to the Headteacher by all teaching staff.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

The Governing Body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures are implemented.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom.
- Challenge prejudice and discrimination.
- Deal fairly and professionally with any prejudice-related incidents that may occur.
- Plan and deliver lessons that reflect the school's principles, for example, providing materials that give positive images in terms of race, gender and disability.
- Maintain the highest expectations for all pupils.
- Support different groups of pupils in their class through differentiated planning and teaching.
- Keep up-to-date with equalities legislation relevant to their work.

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

Equal opportunities for Staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We strive to ensure that staffing within the school reflects the diversity of the community.

- We strive to eliminate discrimination of all protected characteristics and actively promote equality across all groups within our workforce.

This policy is reviewed annually by the Diversity Lead, in consultation with the Head Teacher.

It was adopted/ratified by our school's Governing Body on the _____

Signature of the Chair of Governors (Ms Chris Blewett): _____

Signature of the Head Teacher (Ms Sarah Cooper): _____

Signature of the Deputy Headteacher (Ms Leila Kent) _____

Review Date: July 2023

Next Review Date: July 2024