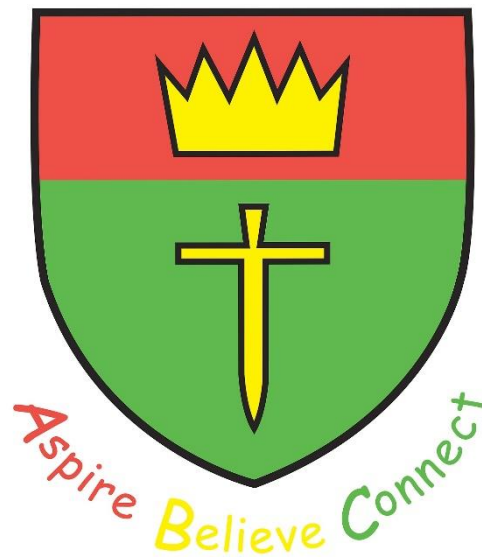


St Oswald's Church of England Primary School



Equality Information and Objectives



St Oswald's CE VA Primary School

Equality Information and Objectives

Principles and Implementation

Agreed by governors: December 2022

Implementation date: January 2023

Review date: January 2027

1. Ethos and Values Statement

Vision, Ethos and Values

The graphic for the school's ethos and values statement features the school crest on both sides. The central text reads "St Oswald's Ethos and Values Statement". Below this, a yellow-to-blue gradient bar contains the text "God has a plan" flanked by two compass icons. A pink-to-purple gradient bar below that contains two red hearts and the word "Love". The bottom section consists of nine colored boxes, each with an icon and a value: "Aspire" (hands reaching up), "Believe" (cross), "Connect" (dove), "Growth" (tree), "Wisdom" (owl), "Strength" (person lifting weights), "Trust" (two people), "Peace" (peace symbol), and "Friendship" (two people shaking hands).

Background

Our Ethos and Values Statement is an easy to understand model of religious education in St Oswald's. Children in our school know that love is the most important value of all, in line with the new command that Jesus gave us to love one another ([John 13:34](#)), which is why this is placed above all in our statement.

Vision

Our school vision is 'God has a plan' ([Jeremiah 29:11](#)). At St Oswald's, we believe that God has a wonderful plan for us all and we seek to discover that plan on a daily basis, weaving this into our school values and all aspects of school.

Ethos

Sitting below love lies our school's ethos: *Aspire, Believe, Connect*. As easy as A, B, C, this statement is easy to remember and most importantly represents what we want our children to do in every aspect of their education and lives.

Core Christian Values

The mission statement is underpinned by seven core Christian values that each link to one aspect of *Aspire, Believe, Connect*. As children aspire to be the best they can be in every way, they will grow in wisdom. In order to believe in themselves and develop their own beliefs about the world around them, our children are taught about the importance of trust and strength on their journey. We also believe in the values of peace and friendship in helping us to connect with those around us. Binding together all of these and very much at the heart of our values - and indeed the Christian gospel/Jesus' teaching - is love ([John 3:16](#); [Mark 12:31](#)).

2. Aims

Our school aims to meet its obligations under the public sector equality duty 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

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](#).

4. Roles of stakeholders

1. The Governing Board 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, and that they are reviewed and updated at least once every four years
 - Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.
2. The Headteacher will:
 - Promote knowledge and understanding of the equality objectives amongst staff and pupils
 - Monitor success in achieving the objectives and report back to governors
3. The designated member of staff for equality (Terri Topping) will:
 - Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
 - Support the Headteacher in identifying any staff training needs, and deliver training as necessary
4. School staff will:
 - Have regard to this document and to work to achieve the objectives as set out within it.

5. Eliminating discrimination

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 governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training through weekly memo briefings, staff meetings and training from the Local Authority Equality Lead - Chrissy Hardy.

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 which 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 (e.g. encouraging all pupils to be involved in the full range of school societies)

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

- Publish attainment data each academic year 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 (e.g. declines in incidents of homophobic or racial bullying)
- Publish 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, respect, 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 and workshops dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies 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 also work with parents to promote knowledge and understanding of different cultures
- 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

9. Equality objectives

Objective 1: To conduct a pupil voice survey around equality and diversity and the nine protected characteristics.

Why we have chosen this objective: *To ascertain where we need to alter and develop our curriculum in order to ensure a solid understanding around the themes associated with equality and diversity*

To achieve this objective we plan to: *Ask children what they currently know about equality and diversity and the nine protected characteristics and look at opportunities within the curriculum and high quality texts to address any knowledge gaps.*

Objective 2: *To set up a working party with parents and carers regarding improving the understanding of correct language and terminology and also how to promote inclusivity in the community*

Why we have chosen this objective: *From previous discussions with parents/carers it is clear that some of our parents/carers are unaware of what language and terminology is acceptable in today's society and at times lack tolerance. By changing the perception of our parents this will in turn change the perception of our children - the future generation.*

To achieve this objective we plan to: *Set up a working party with Chrissy Hardy (Local Authority Lead on Equality and Diversity) and use this party to develop a strategy in which to drive this objective forward.*

Progress we are making towards this objective:

1. *Initial training session has been held with Chrissy Hardy regarding appropriate terminology with a group of ten parents.*
2. *Second session planned for 22.6.18 to provide further training and set up group.*

Objective 3: *To develop a four year training programme for staff and governors regarding equality and diversity.*

Why we have chosen this objective: *To develop the understanding of staff and governors and ensure St Oswald's CE VA Primary are leading the way with regards to equality and diversity and therefore incorporating this into learning sessions for both our pupils and parents/carers ensuring all of our learners are equipped for life in Modern Day Britain.*

To achieve this objective we plan to: *Work alongside Chrissy Hardy (Local Authority Lead for Equality and Diversity) and set out a long term training plan over the next four years and more detailed plan for the coming academic year of 2018-2019.*

Progress we are making towards this objective:

1. *Two staff meetings have already been delivered by Chrissy Hardy in the academic year of 2017-2018 regarding terminology around equality and diversity.*

Objective 4: *Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

Why we have chosen this objective: To heighten the leadership team's understanding with regards to equal opportunities with regards to recruitment.

To achieve this objective we plan to: *Engage with HR and request training for governors and the leadership team around this objective to ensure all recruitment selection is carried out without any prejudice and leadership and management is strengthened with*

Progress we are making towards this objective:

1. Helen Smith (HT), Jade Pape (DHT) and Cllr Adam Ellison (Chair of Governors) all have safer recruitment training.

Objective 5 : To provide curriculum enhancement opportunities which improve pupils understanding and application of equality and diversity.

Why we have chosen this objective: *From previous curriculum enhancement days pupil voice has indicated that children make clear links in learning during these days.*

To achieve this objective we plan to: *Plan a series of curriculum enhancement days across each academic year with clear links made to equality and diversity.*

Progress we are making towards this objective:

Written by: Helen Smith and Iain Usher

Date: July 2018

Policy approved by Governing Body:

Signed by Headteacher :

Signed by Chair:

Review Date: