Oxenhope Church of England Primary School

Equality Information and Objectives (public sector equality duty) statement for publication

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Legislation: The Equality Act 2010 and The Equality Act 2010 (Specific Duties) Regulations 2011.

School Vision

We provide the rich soil allowing children to flourish and develop deep roots. We nurture **growth**, enabling children to thrive as our Christian values blossom in their lives. We cultivate a sense of pride in our rural **community** where children are **loved** and valued.

May our children flourish in their youth like well-nurtured plants. Psalm 144 v 12.

Throughout our curriculum and school life, along with our school vision, these three golden strands permeate through everything we do.

Community

Jesus often spoke of unity in our communities and encouraging one another on our journey. He spoke of bearing each other's burdens in love and helping those in need.

'Live in harmony with one another.' Romans 12 v 16



Love

It says in the Bible that God is Love and encompasses all that is loving and good. Jesus showed the ultimate unconditional love when he laid down his life for us on the cross. Therefore, this love should lead to a desire to love other people.

'Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us.' Ephesians 5 v 2



Growth

Just like a plant, we must endure the difficult times along with the good; but God has sent us his Holy Spirit to help and strengthen us so we can bear fruit and grow in the likeness of Christ.

'Grown in the grace and knowledge of our Lord and Saviour Jesus Christ.' 2 Peter 3 v 18



Introduction

The Governing Body of Oxenhope C of E Primary School is committed to the principle of equality of opportunity for all in employment and in the provision of teaching and learning. This statement outlines our commitment to equality and diversity. It sets out our intention to create an environment in which everyone in our school community can take full part in the social and cultural life of the school. It also sets out our commitment to promote equality and diversity among our pupils, their families and our staff.

Statement of Intent

The Governing Body recognises that certain groups in society have historically been disadvantaged on account of unlawful discrimination they have faced on the basis of their race, gender, disability, religion/belief, sexual orientation or age. We will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community we serve and our workforce. The Governing Body intends to achieve all its targets in respect of the equalities agenda and become recognised as a leader on equalities.

Our aim

We want to see a strong, sustainable and cohesive community in our school. We will continue to develop and promote policies and systems that make sure that the school community and our workforce are not unlawfully discriminated against.

Our aims are to:

- promote equality of opportunity;
- eliminate unlawful discrimination, and
- promote good relations between people from different backgrounds.

Objectives

Accessible services and partnerships:

Where appropriate we will work with other organisations and local voluntary and community groups to provide teaching and learning and access to employment which promote equal opportunities to all by:

- building on good practice;
- consulting with and involving our local community;
- providing accessible information and ways for people to comment;
- carrying out equality impact assessments of new and existing policies and practices to make sure that they do not unlawfully discriminate against anyone;
- removing barriers which deny people access to our school community;
- using our powers to make sure that organisations providing services on our behalf work in line with this statement;
- promoting an environment which gives all pupils an equal chance to learn and live free of unlawful discrimination and prejudice, all staff to work and live free of unlawful discrimination and prejudice;
- take steps to build an inclusive and cohesive school community.

Equal and appropriate treatment in employment, training and recruitment opportunities: We will put in place a range of actions aimed at tackling prejudice and celebrating diversity within our workforce.

This will be achieved by:

- developing a workforce which reflects the community at all levels;
- making sure that all employees understand their responsibilities under this statement;
- making sure that all employees know about their rights of protection from unlawful discrimination, harassment, bullying or victimisation;
- developing and promoting policies which give everyone equal access to employment and opportunities;
- setting performance targets so we can measure our progress.

Responsibilities

BDAT is an equal opportunities employer and provider of teaching and learning. In order to support this public commitment all staff play a key role in ensuring that provision does not give rise to unlawful discrimination of any kind and that we have a shared understanding of the relevant issues and how best to deal with them.

All employees of BDAT are expected to comply with our values of promoting equality and diversity and treat colleagues and others in the school community with dignity and respect at all times. This commitment must be evidenced in practice. Any behaviour that falls below these standards is unacceptable to BDAT and potentially constitutes misconduct.

Leaders and managers are expected to:

- be at the forefront of best practice on equalities within their respective areas;
- mainstream equalities within their respective areas;
- think about and potentially set equality targets, monitor outcomes and develop relevant action plans;
- review all provision to ensure elimination of unequal treatment of staff, pupils and the wider school community;
- raise equality-related issues with their staff and senior colleagues;
- encourage leadership on equalities amongst their staff and other providers; • establish monitoring systems;
- report to governors on the results of assessments, consultations and monitoring;
- train staff on equalities issues;
- consider better access for people with disabilities;
- monitor provision by contractors and other external providers;
- have evidence of consultation carried out with staff and the school community;
- make guidance readily available to staff.

Implementation, Monitoring and Evaluation

With the help of feedback from employees and the wider school community. We encourage open conversation through the school office, parent questionnaires, through teachers and parent and carers evenings. We will continue to develop arrangements to monitor, review and evaluate the effectiveness of our employment policies and provision of teaching and learning.

If our monitoring reveals any gaps in our policies/provision, we will take necessary action.

The Equality Act 2010

The Equality Act 2010 has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

The equality duty has two main parts: the 'general equality duty' and 'specific duties'.

The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have '**due regard'** when making decisions and developing policies, to the need to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

Oxenhope CE Primary School fully understands the principle of the Equality Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. The Governors and Staff at Oxenhope CE Primary School are committed to providing all pupils with a curriculum which provides equality of opportunity and freedom from discrimination. We are committed to overcoming sexist, racist and classist attitudes with an approach which seeks to raise consciousness and develop positive attitudes.

A **protected characteristic** under the act covers the groups listed below:

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership (for employees).

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

Schools are required to publish information showing how they comply with the new equality duty and to set equality objectives. The academy will update the published information at least annually and equality objectives at least once every four years.

In order to meet the general equality duty, there are two **specific duties** that we are required to carry out. These are:

- **To publish information to demonstrate how we are complying with the equality duty.** (Updated annually) *We will not publish any information that can specifically identify any child.*
- **To prepare and publish one or more specific and measurable equality objective.** (Updated annually) To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. This will include the following functions:
    - Admissions;
    - Attendance;
    - Attainment;
    - Exclusions;
    - Prejudice related incidents.

Our objectives will detail how we will ensure equality is applied to the services listed above however; where we find evidence that other functions have a significant impact on any particular group, we will include work in this area. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The Policy

The Oxenhope Equality Information and Objectives Policy draws together all previous equality legislation and details how we are fulfilling the requirements of the Act.

Addressing Prejudice Related Incidents

Oxenhope CE Primary School is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report to the governing body.

Objectives

Detailed below are the Oxenhope CE Primary School current set of overriding equality objectives**.**

Objective Group	**Objective**
Leadership and Management	The vision for education is applied equally to all children at the academy. The staff and governing body reflects the diversity of the Oxenhope CE Primary School community. Accurate collection, analysis and publication of equality data including the recording of prejudice-related incidents.

Quality of Education	No pupils (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children. Under-achievement is identified at regular pupil progress meetings and appropriate intervention is applied All pupils are able to participate in a range of extracurricular opportunities. All pupils are assessed, monitored and tracked through internal tracking systems.
Personal Development ***(Fostering good relations)***	Curriculum effectively develops children's understanding and appreciation of diversity. The curriculum celebrates diversity and promotes respect for all the different protected characteristics as defined in the Equality Act 2010.
Behaviour and Attitudes ***(Fostering good relations)***	Children respect one another. Children feel safe and valued. Children, staff and parents know that misconduct and gross misconduct will be challenged. A respectful and positive culture Bullying is dealt with effectively

Oxenhope CE Primary School will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

(a) increasing the extent to which disabled pupils can participate in the curriculum;

(b) improving the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and

(c) improving the availability of accessible information to disabled pupils.

The Oxenhope CE Primary School, leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

Responsibility

We believe that promoting equality is the whole of the Oxenhope community responsibility.

How does Oxenhope CE Primary School 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, and foster good relations between people who share a protected characteristic and people who do not share it?

The Oxenhope CE Primary School does this by measures that include:

- for pupils - implementation of policies on equal opportunities (including race and gender equality, special needs, behaviour and anti-bullying);
- for staff - implementation of policies on equal opportunities, recruitment and selection, pay, Equality & Diversity and Managing Abuse;
- PSHE, relationships education, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;

- employing specialist staff to support pupils with special needs or disabilities, and implementing the Oxenhope CE Primary School disability access plan;
- monitoring of welfare, with intervention and support where required;
- taking steps to meet the particular needs of pupils or staff that have a particular characteristic.

School Community	**Responsibility**
Governing Body of Oxenhope CE Primary School	Involving and engaging the whole Oxenhope CE Primary School community in identifying and understanding equality barriers and in the setting of objectives to address these.
Senior Leadership Team	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from Oxenhope CE Primary School in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. To support the Headteacher as above. Ensure fair treatment and access to services and opportunities
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Take responsibility to record and report prejudice related incidents.
Support Staff	Support Oxenhope CE Primary School and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Take responsibility to record and report prejudice related incidents.
Parents	Take an active part in identifying barriers for Oxenhope CE Primary School community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to Oxenhope CE Primary School community in tackling inequality and achieving equality of opportunity for all.

Pupils	Supporting Oxenhope CE Primary School to achieve the commitment made to tackling inequality. Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for Oxenhope CE Primary School community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging Oxenhope CE Primary School to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.

Consultation

We endeavour to consult with all related parties and ensure they are involved in the design of new policies, and in the review of existing ones. Where possible we consult and involve:

- disabled people as well as non-disabled;
- people from a range of ethnic, cultural and religious backgrounds;
- all gender identities;
- lesbian, gay, bisexual and transgender people;
- people of different ages and generations.

Note

The Disability Equality in Education (DEE) recommends that all pupils with SEND and those with long term medical need to be treated as disabled for the purposes of the Act and for equality.