

Agreed 22 March 2023

Signed Head Alan Brown

Signed Chair of Governors Simon Barrowcliff



## Oldfield Primary School Equality Policy and Objectives

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](#). It also complies with our funding agreement and articles of association.

### 1. Policy statement

We will:

- respect the equal human rights of all our pupils;
- educate them about equality; and
- respect the equal rights of our staff and other members of the school community.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion or belief, or socio-economic background or any protected characteristic. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Since Autumn 2023 we have been further embedding the 'No Outsiders' approach into our ethos. This has had a profound impact on children's broadmindedness related to the protected characteristics.

The achievement of pupils will be monitored by race, gender, socio – economic background and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. SMSC is the golden thread that runs through our school ethos and, through our thorough focus on tackling discrimination by the positive promotion of equality, challenging bullying and stereotypes, we have created an environment which champions respect for all. We continually strive to maintain this high standard.

### 2. School Practice

The attached appendix contains details of current school practice in:

- Pupils' attainment and progress
- The quality of provision – Teaching and Learning
- The quality of provision – The curriculum
- The quality of provision – Guidance and Support
- Behaviour and Attendance
- Partnership with pupils, parents, carers and the wider community
- Leadership and Management
- Linguistic Diversity

### **3. Statutory requirements**

The equality objectives address our duties under current equality legislation, up to and including the Equality Act 2010.

In relation to this act our duties require us to have due regard to the need to:

- Eliminate discrimination
- Advance equality of opportunity between people who share a protected characteristic and those who do not share it
- Foster good relations across all characteristics and between those who share a characteristic and those who do not share it .

The access plan addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2014.

### **4. Responsibilities**

Our Headteacher and Governing Body are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The Headteacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality policy and access plans are readily available and that the governors, staff, pupils and their parents know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to pupils, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups;
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;

Visitors and contractors are responsible for following relevant school policy. We have a 'No Outsiders' quote proudly displayed in the front entrance to ensure that all visitors are aware of our inclusive approach.

## 5. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are recorded on CPOMS and reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

### What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

*'any incident which is perceived to be racist by the victim or any other person'.*

### Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their race, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation (or any protected characteristic)
- Discriminatory comments in the course of discussion;

- Ridicule of an individual for difference e.g., food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

## **6. Review of progress and impact**

In line with legislative requirements, we will review progress against our Equality Policy and Plan annually and review the entire action plan on a three-year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by race, gender and disability, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

### **How we conduct equality impact assessment**

Whenever any policy documentation or other school procedures and practices are reviewed, we will carefully consider any potential impact in terms of:

- Race
- religion or belief,
- socio-economic background,
- gender and gender identity/ reassignment,
- pregnancy and maternity
- disability,
- sexual orientation,
- age.

### **Publishing the plan**

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

### **How we chose our equality objectives**

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the equality impact assessments listed above,
- ii. from the following data
  - Data on ethnicity, religion or belief and socio-economic background collected and compared with local and national data
  - Attainment and progress data for all groups of pupils

- Attendance Data for all groups of pupils
- iii. from discussion with pupils, parents, governors and community users.

### **Pupils' attainment and progress**

This school expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards. The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by race, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

### **The quality of provision - teaching and learning**

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by race, gender and background.

Our teaching styles are largely focused on collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour. Our school values are embedded in all aspects of school life and are displayed clearly in each classroom and throughout the school.

Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g., print size.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

### **The quality of provision - curriculum and other activities**

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of all.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils. No Outsiders is a focus in the curriculum is included in long term and medium-term planning for PSHE.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extracurricular activities and special events cater for the interests and capabilities of all pupils.

### **The quality of provision – guidance and support**

We actively promote good personal and community relations within the school.

All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all children

The school provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning

Victims of harassment and bullying are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

### **Behaviour and Attendance**

This school expects high standards of behaviour from all pupils, appropriate for their developmental level.

We have procedures for rewarding positive and sanctioning inappropriate behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and sanctions in line with our Behaviour Policy and the school values of cooperate, achieve, respect and enjoy.

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant policies and guidance. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

Adults in school take care to lead through example, demonstrating high expectations of all pupils.

At Oldfield exclusions are reviewed with reference to gender, ethnicity and special educational need. This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Information and advice on attendance and exclusion can be made available to parents/carers in accessible formats such as relevant community languages and large print.

There are strategies to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils.

Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We make provision for leave of absence for religious observance, for staff as well as pupils. We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils. The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

### **Partnership with pupils, parents, carers and the wider community**

We monitor parental involvement and would use various strategies to raise participation of underrepresented groups of parents and sections of the community. Information is regularly made available to families.

Progress reports to parents/carers are clearly written to encourage parents to participate in their child's education. Where necessary information can be made available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

### **Leadership and management**

The school works to ensure that our school's admission process is fair and equitable to all pupils. Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms or gathered at admissions meetings.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and LA guidelines.

Equality and diversity issues are reflected in our school's employment practices

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Information is shared with staff and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

Resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school, e.g., the inclusion of images relating to minority ethnic children. As part of the No Outsiders ethos, we actively celebrate difference and diversity and this is something that is prominent in the school environment.

### **Linguistic Diversity**

At Oldfield Primary School we have a very small number of children who speak languages other than English. We welcome this diversity and we look for opportunities to use languages to enrich the curricular experience of all our pupils and we draw upon the expertise of our school community wherever

possible.  
We recognise the positive role the home language has to play in the development of English language learning and in pupils' cognitive development. Bilingual pupils are encouraged to use their home language in school and parents are welcome to share their cultural richness with the school community through themed weeks and special events.

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages in simple terms
- raising awareness of the similarities and differences between English and other languages
- reflecting the multilingual nature of wider society in our resources and displays



## Appendix A

### Glossary

**Equality is about eliminating disadvantage, discrimination, deprivation and treating people fairly. Equity is where groups are treated with parity**

#### **Protected characteristics**

The general equality duty covers the following protected characteristics:

**Age** – this refers to a person of a particular age group (e.g., 60-year-olds) or a range of ages (e.g., 18–24-year-olds). It does not include children under 18. Ageism can be defined as "any attitude, action, or institutional structure, which subordinates a person or group because of age or any assignment of roles in society purely on the basis of age" (Traxler, 1980, page 4). Age discrimination occurs when a person is treated less favourably because of their age and particularly affects young people and older people.

**Disability** – a person is disabled if they have a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities (Section 6, see also the Equality Act Disability Regulations 2010).

"Disability is the disadvantage or restriction of activity caused by contemporary social organisation which takes little or no account of people who have disabilities. This excludes them from taking part in mainstream society. Disability is not caused by an individual's particular 'impairment', but by the way society fails to meet their needs." (The Union of Physically Impaired against Segregation, 1976)

**Gender reassignment** – this applies to a person who is transitioning or has transitioned from one gender to another. To qualify for protection, a transgender person no longer has to show that they are under medical supervision.

**Pregnancy and maternity** – applies to women who are pregnant or have given birth in the past 26 months. The Equality Act makes provisions to protect the rights of breastfeeding mothers. Preventing an employee from breastfeeding her baby may put the employee's and the baby's health at risk.

**Marriage and civil partnership** – this applies to people who are married or in a civil partnership. Civil partners must be treated the same as married couples.

**Race** – this refers to a group of people defined by race, colour, and nationality, ethnic or national origin.

**Religion or belief** – means any religion and includes philosophical beliefs including a lack of religion. Generally, a belief should affect a person's life choices or the way they live. 'Religion is the belief in or worship of a god or gods as a particular system of belief or worship' (Chambers Compact Dictionary 2000). Religions can manifest themselves as a personal or institutionalised system grounded in such belief and worship. The six main religions traditions held by people in the UK are: Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism. However, there are many more religions and systems of belief in the UK.

**Gender** – a man or a woman. This is the sex-role identity used by humans to emphasise the difference between females and males. The words 'gender' and 'sex' are often used to mean the same thing, but sex relates specifically to the biological and physical characteristics which make a person male or female at birth, whereas gender refers to the behaviours and experiences associated with members of that sex. Gender stereotypes lead to sexism. Gender

identity is the gender to which you feel you belong. Sexual orientation – means a person’s sexual orientation towards persons of the same sex, persons of the opposite sex, or persons of either sex.

**Oldfield Primary School Improvement Plan  
Equality Objectives**

<b>Key Priority Equality Objective 1</b>	
<b>Target</b> –To improve participation, attitudes to learning, progress and achievement in Mathematics and English for all children, especially those with SEND, Struggling Learners and Vulnerable pupils.	
<b>Success Criteria</b>	<b>When</b>
1. Increase classroom learning opportunities for children with SEND, struggling learners and vulnerable children.	
2. Learning is adapted from ARE to meet the needs of children to ensure they make progress and build solid foundations for future learning. The curriculum is inclusive to all pupils where reasonable adjustments can be made	
3. Pupils identified make appropriate progress and achieve to support keeping up, laying firm foundations for future learning.	
4. SEND, struggling learners and vulnerable children further develop positive attitudes towards learning through being included.	

Actions	Lead person	Time scale	Training/ CPD/ Support	Resources/Cost/Time
1. Identify children in SEND, struggling learners and vulnerable groups				
2. Staff CPD – Supporting Struggling Learners (SEND, Vulnerable and SEND) <ul style="list-style-type: none"> <li>● Identify our definition of struggling learners and who would fall into each group</li> <li>● Identify key strategies available and identify which would be best suited to context</li> </ul> Planning considerations - Identify the need of the children <ul style="list-style-type: none"> <li>● What do I want the ch to learn?</li> <li>● What will we do if they struggle?</li> <li>● What if they already know it?</li> <li>● How will I know?</li> <li>● Identify key points to ensure success</li> <li>● Use of Ready to Progress in Mathematics and Mastery Keys to support children in Literacy</li> </ul>				
3. Identify barriers to their success				
4. Identify learning, behavioural and emotional needs to support the children accessing the curriculum. <ul style="list-style-type: none"> <li>● Use retrieval practice techniques to support short and long term memory success.</li> </ul>				

<p>5. Adapt teaching to meet the learning, behavioural and emotional needs of the children.</p> <ul style="list-style-type: none"> <li>● Identify need through use of assessment</li> <li>● Identify learning progression</li> <li>● Identify how pupil will be taught</li> <li>● Adapt lesson structure to engage and include all children</li> <li>● Adapt learning activities to meet needs for children with SEND, SL or Vulnerable.</li> <li>● Deploy adults to work with child when appropriate</li> </ul>				
<p>6. Pupil progress meeting – identify context, barriers and achievements</p>				
<p>7. Reflect on provision and adapt</p>				

**Key Priority – Equality Objective 2**

**Target** –To further develop our approach in preparing children for life in modern Britain through engagement with the No Outsiders programme in PSHE. Further developing their awareness of inclusion and developing a tolerance that will support them in being citizens now and in the future.

Success Criteria	When
1. To further develop our approach to foster responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.	
2. To further develop our approach to developing and deepening pupils’ understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.	
3. To further develop our approach to promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make a person unique.	
4. To further develop our approach to promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.	
5. All children at Oldfield, at an age-appropriate level, can explain what No Outsiders is and why it is important to school and the wider community.	

Actions	Lead person	Time scale	Training/ CPD/ Support	Resources/Cost/Time
1. Purchase resources including No Outsiders book – No Outsiders: Everyone Different, Everyone Welcome which includes plans and assemblies for delivering the programme. Purchase books to support the delivery of the programme for each year group.	AB	December 2022		£400
2. CPD – Andrew Moffatt to visit school and deliver ‘No Outsiders’ Day to all classes and a staff meeting for teaching staff.  *staff who did not work with Andrew to attend No Outsiders Day at Cheshire View in March 2023	All teaching staff	November 2022	Andrew Moffatt school visit and staff meeting	£400  3 x £60
3. Link No Outsiders units to the PSHE Association Scheme of work. Implementing them from Spring term	AB and SJ	December 2022		PSHE Association Scheme
4. Communicate information to parents and carers through a newsletter explain the link between SRE and PSHE schemes we already use and how the programme will support the preparation of the children for life in modern Britain.	AB	December 2022		Newsletter

Add parent leaflet to website for parents and carers to access. Class teachers to share programme through class website pages and displays.				
5. Evaluate impact of the programme at the end of the Spring and Summer term through monitoring of activities, pupil and staff voice. Adapting programme where needed.	AB and SJ	March 2023 July 2023	SL time	1 afternoon each
6. Reflect on delivery and impact of the programme and adapt plans and schemes of work for September 2023.	All teaching staff	July/Sept 2023	Inset day ½ hour	½ hour

**Key Priority Equality Objective 3**

**Target** –To improve accessibility to communication and display in school, ensuring all communication is accessible to the whole school community.

<b>Success Criteria</b>	<b>When</b>
1. To ensure there is effective and inclusive communication and engagement with pupils, staff, parents and carers – (signage, documentation and online)	Summer 2023
2. To install accessible and appropriate signage for information and safety messages both internally and externally.	Autumn 2023
3. To ensure all Curriculum Displays are effective in communication and are accessible to all pupils and staff.	Summer 2023

<b>Actions</b>	<b>Lead person</b>	<b>Time scale</b>	<b>Training/ CPD/ Support</b>	<b>Resources/Cost/Time</b>
1. To ensure there is effective and inclusive communication and engagement with pupils, staff, parents and carers – (signage, documentation and online)	AB, LMc	Summer 2023		
2. To install accessible and appropriate signage for information and safety messages both internally and externally.	AB, LMc	Autumn 2023		
3. To ensure all Curriculum Displays are effective in communication and are accessible to all pupils and staff. Establish compliant policies and procedures for classroom, rest of school and online display. Audit current provision and identify priorities to implement.	All staff	Summer 2023		