



"We believe in respect and success for all"

Oakley Cross Primary School

Equality Information and Equality Objectives

Date of policy: September 2019
Review date: September 2020

Our School Values

We want to instil in our children the core values of:

- Respect
- Resilience
- Confidence
- Kindness
- Tolerance

These values support the way in which all members of our school community can live and work together in a supportive way. They support our school aims.

School Aims (written by staff)

Article 3: The best interests of the child must be top a priority in all things that affect children. At Oakley Cross we aim to provide a high quality curriculum, underpinned by strong teaching and learning and encourage every child to:

- **R**espect themselves, others and the environment
- **E**xpress their needs and feelings and recognise the needs of those around them
- **S**ucceed and reach their full potential by developing a positive work ethic and through high expectation and aspiration
- **P**ersevere when challenged, demonstrating resilience
- **E**nrich their lives through learning and seizing every opportunity to try new experiences
- **C**ontribute fully to school life and the wider community by developing confidence, self-esteem and independence
- **T**olerate others, embrace and celebrate difference and resolve problems appropriately

School Aims (Written by students)

Article 13: Every child must be free to say what they think.

The children of Oakley Cross expect the following aims to be supported by all Duty Bearers.

- **R**espect our right to be safe
- **E**veryone has the right to an education
- **S**pend time listening to children
- **P**rotect our environment so it is clean and safe
- **E**xercise is key for a healthy body and mind
- **C**are for us like a family
- **T**rain all new Duty Bearers

Equality Information and Equality Objectives for Oakley Cross Primary School & Nursery

Equality Act 2010 Oakley Cross Primary Schools' provision of the public sector equality duty

Date: September 2019

Article 8 – You have the right to an identity which no one can take away

We in Oakley Cross Primary School are committed to equality. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in before and after school activities.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- ✓ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- ✓ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

The protected characteristics for the schools' provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (only applicable to staff, not pupils)
- Marriage and Civil Partnerships (only applicable to staff, not pupils)

Age and marriage and civil partnership are NOT protected characteristics for the schools' provisions for pupils.

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a protected characteristics that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of ‘due regard’

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation** – the PSED cannot be delegated
- **continuous** – ongoing all academic year
- **record-keeping** – keep notes and records of decisions & meetings

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- ✓ publishing our equality information
- ✓ publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

Equality Information:

We maintain confidentiality and work to data protection principles. We publish information in a way so that **no pupil** can be identified.

Pupils:

Age	We have pupils aged from 2 to 11 years old in our school.
Disability	Our numbers are so small it would not be appropriate to publish this information We ensure reasonable adjustments are made where appropriate.
Gender reassignment	We support any pupil towards gender reassignment.
Pregnancy and maternity	We comply with our equality duty and have planned to deliver education on site if and when required, or offer a place at the Young Parent Group run by the SEND & Inclusion Service.
‘Race’ / ethnicity	Our pupil profile comprises: White British, White-European, White-Asian, Pakistani and Gypsy-Roma.
EAL (English as an Additional Language)	4.2% of our school population has EAL The languages spoken within our pupil profile are: English, Polish, Romanian and Urdu.
Religion and Belief / no belief	Our pupil profile comprises: Christian, Muslim and no declared religion.
SEND	20.1% of pupils are identified with a Special Educational Need, 1.4% are in possession of an EHCP
Sex – male/female	51% female 49% male
Sexual orientation	We support all pupils regardless of sexual orientation
Pupil Premium	37% pupils are eligible for Pupil Premium

We will update our equality information at least annually

Equality Objectives

As a Rights Respecting Level 2 school our equality objectives are defined within the articles of the UNCRC. We would like all members of our school community to develop their understanding of the following articles:

1. Article 17 – all children have the right to access information, which is important for their wellbeing, from a wide variety of sources. We aim to support all children in making reasoned and informed decisions and will ensure the information provided is fair, unbiased, non-stereotypical and reflects positive images
2. Article 29 – all children have the right to an education which develops their talents and abilities to the full. We aim to develop children’s understanding of equal opportunities with regard to gender, ethnicity, culture and ability through our school curriculum
3. Article 30 – all children have the right to practise their own language, culture and religion or any of their own choosing. We aim to develop our knowledge and understanding of issues of anti-discriminatory practice and promote diversity and equality.

We will update our equality objectives every four years and will publish progress on them annually in September.

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

‘To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.

Though the Act refers to ‘race’, the use of ethnic/ cultural origin, background or heritage is often more appropriate

Headteacher: R Brannan

Chair of Governors: D Farrer

Date: September 2019