



Oldbury on Severn C of E Primary School

‘Love one another as I have loved you’ (John 15:12)

Equality Policy and Objectives 2022 - 2026

Signed (Chair of Governors)	Name:	Date:
Signed Copy in the school office	Jo Dent	21 st June 2022
Signed (Head of School):	Name:	Date:
	Lee Dunn	21 st June 2022
Reviewed by Curriculum committee	Next Review: June 2026	

Equality Impact Assessment (EqIA)

This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the Head teacher and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.

EqIA outcomes

- *The assessment found no areas of potential negative impact and actions resulting in positive impact are in place.*

Oldbury on Severn Primary School is committed to ensuring equality of education, and opportunity for all pupils, staff, parents/carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

We understand equality of opportunity to exist when:

- it is understood that everyone is unique and everyone has different needs;
- equality of access exists for all;
- everyone feels safe and secure in an environment which does not disadvantage or discriminate against anyone;
- individual and community needs are responded to for the benefit of everyone;
- adequate resources exist to meet everyone's needs

Our six school values underpin our approach to equality and are rooted in Christian ethos:

Growth: To grow as a person, both academically and emotionally. Helping us to be the best we can be.

Care: To know everyone has the right to be cared for. Including ourselves. Helping us to connect with others.

Respect: To know everyone's human rights should be protected. Respecting each other and our rights makes the world a better place.

Friendship: To learn how we connect with others. Developing healthy and respectful relationships.

Community: To understand our place in the world. Starting with our school and branching out.

Joy: To develop a love of learning. Finding happiness in the world around us. Bringing joy to the world.

Equality Objectives at Oldbury on Severn Primary School

In 2012, schools were required to publish information showing how they comply with the new equality duty and set equality objectives. They need to update the published information at least annually and publish objectives at least once every four years.

Compliance with the equality duty is a legal requirement for schools, but meeting it also makes good educational sense. The equality duty helps schools to focus on key issues of concern and how to improve pupil outcomes. These are also central to the OFSTED inspection framework.

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:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it

These are often referred to as the three aims of the general equality duty.

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.

SMART objective: Ensure the behaviour policy continues to promote resilience and good learning behaviour across the school.
Why we have chosen this objective: Changes in staffing and annual cycle of review.
To achieve this objective we plan to: Continue to embed rewards, sanctions and robust systems for the development of positive behaviours and learning attitudes.
Progress we are making to achieving this objective: *Policy updated and new procedures adopted and followed consistently by all. *Clarity of information on sanctions/ rewards.

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- To publish information to demonstrate how they are complying with the equality duty.
- To prepare and publish one or more specific and measurable equality objectives.

The equality duty supports good education and improves pupil outcomes. It helps a school to identify priorities such as underperformance, poor progression, and bullying. It does this by requiring it to collate evidence, take a look at the issues and consider taking action to improve the experience of different groups of pupils. It then helps it to focus on what can be done to tackle these issues and to improve outcomes by developing measurable equality objectives.

Objective 1: Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.

Objective 2: Advance equality of opportunity between people who share a protected characteristic and people who do not share it

SMART objective: Continue to record and respond appropriately to all cases of harassment or bullying, including that of a racial nature or of gender discrimination.
Why we have chosen this objective: the drive for continued school improvement and the continued focus on the high profile of the school's Christian values within school.
To achieve this objective we plan to: *Review systems for recording and dealing with incidents as part of wider review of Behaviour Policy (see SMART objective above). *School Values display, Gem power displays, KS2 learning powers and Gem power book marking. *School monitoring around values and behaviours and attitudes from governors and SLT.
Progress we are making to achieving this objective: * Revised recording form to be completed if incidents are raised – in-school systems monitored by LA * Children involved in creating values display and the end product is to be shared