



St. Oswald's CE Primary School

admin@stoswald-worl.cheshire.sch.uk

'A Caring Christian Family Where We Grow Together'

Equality Information and Objectives - Information for school website Public Sector Equality Duty (Updated September 2026)

Public Sector Equality Duty

We maintain and publish quantitative and qualitative information showing our compliance with the public sector duty (PSE) set out in clause 149 of the Equality Act 2010.

The Equality Act 2010 requires academies to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

St. Oswald's CE Primary is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.



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Equality Information

Number of pupils on roll at the school:76

Age of pupils: 2 to 11

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is sensitive personal information. In these cases we have indicated this by an asterisk*.

Characteristic	Total	Breakdown (number and %)
Number of pupils	76	Age 2 - 11
Number of staff	15	4 teachers, 8 teaching assistants, 3 support staff
Number of governors	7	
Religious character	C of E	
Attainment on entry	Average	In line with national expectations
Stability	83.93%	Slightly below average
Pupils eligible for FSM	7	7/76 (9%)
Deprivation factor	10.61%	Well below national average
Disabled staff	0	
SEND pupils	29.4%	Well above average
EHCP pupils	9.6%	Well above average
BME pupils	0	
BME staff	0	
Pupils who speak English as an additional language	0	



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Average attendance rate	96%	
Significant partnerships, extended provision, etc.		Oswald Owls 7.45am – 8.30am, 3.15pm -6pm Term time only. Meditation Music Box (Run holiday clubs in school holidays)
Awards, accreditations, specialist status		Sports Award Gold Level

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

Eliminating discrimination and other conduct that is prohibited by the Act

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at St. Oswald's Primary School. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.
- Maintaining our status as a Rights Respecting School

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times



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Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it

We foster good relations by:

- Ensuring that St. Oswald's CE Primary School is seen as a role model for equality and inclusion within our local community. Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

Equality Objectives

At St. Oswald's CE Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives.

Objective 1: To raise levels of attainment for all learners, irrespective of race, gender, disability, sexuality, vulnerability or socio-economic status.

Objective 2: To promote understanding and respect for differences through our Rights Respecting school status and Global learning partnership.

Objective 3: To mental health and well-being through curricular and extra-curricular opportunities.

Objective 4: To develop pupils spiritual, social, emotional and moral understanding through promoting strong moral beliefs including British and Christian values.



Roles and Responsibilities

The Board of Governors, supported by the Executive Headteacher/Principal and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Executive Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 12 months, managers and key staff will report to the Executive Headteacher on actions and progress.

Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Disability equality (including bullying incidents)	SENCO
SEN/LDD (including bullying incidents)	SENCO
Children Looked After	DSL/DDSL
Safeguarding & Vulnerable children	DSL/DDSL
Accessibility	Premises / Health and Safety Committee
Gender equality (including bullying incidents)	DSL/DDSL
Race equality (including racist incidents)	DSL/DDSL
Equality and diversity in curriculum content	All teaching staff
Equality and diversity in pupil achievement	All teaching staff
Equality and diversity – behaviour and exclusions	All teaching staff
Participation in all aspects of school life	All staff
Impact assessment	Principal
Stakeholder consultation	Governors
Policy review	Governors
Communication and publishing	Executive Headteacher/Principal

Commitment to review

The school equality scheme will be aligned with the School Development Plan and Premises / Accessibility Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every four years.



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Commitment to action

Stakeholder Consultation

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We will continue to consult various stakeholders on this scheme and on our policies.

Impact Assessment

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. A full report of outcomes will be sent to the governors each Autumn term.



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Action Plan

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
1 To raise levels of attainment for all learners	race, gender, disability, sexuality, vulnerability, socio-economic status	• Survey pupil opinion in school council meetings each term and report to GB	LM	By July 2027	
		• Review	PE Lead	By July 2027	
		• Purchase new resources for the school library/resource bank that provide positive role models for gender, same sex relationships and minority groups	LM	December 2027	
		• Review attainment data to ensure that there is no gender bias. Compare key group attainment data with national data and non-key group data. Develop an action plan to address any short comings	Principal Class teachers	Termly assessment analysis + Pupil Progress meetings	
		• Embed No Outsiders as part of RSHE	AT	July 2027	
		• Develop links with centres of excellence for PPremium so that pastoral care is developed further	LM	February 2027	

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
2 To promote understanding and respect for differences through our Rights Respecting school status and Global learning partnership.	Disability Ethnic Minority groups	• Arrange a school visit from a paralympic athlete through PE / Sports links	PE lead		By January 2027
		• Develop links with religious groups/leaders of other faiths	LM/NB		By March 2027
		• Provide a range of resources such as library books, posters etc that promote positive images of disability and ethnicity	LM/TS All teachers		July 2027
		• Train a member of staff to lead on Global learning partnership and disseminate to all staff	LM/FS		By July 2027

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
3. To develop mental health and well-being through curricular and extra-curricular opportunities.	Mental health	Embed HEARTSMART (a primary school resource that builds resilience, emotional intelligence and active empathy in children) within RSHE curriculum	LM/ All teachers	Autumn 27	
		(CPD) for staff about the early signs of mental health problems, what is and isn't a cause for concern, and what to do if			December 27

		they think they have spotted a developing problem.			
		Embed Peer mentoring so that pupils who have been identified with mental health problems have a buddy to confide in.	All teachers	July 27	

Priority issue and objective	Category	Task	Responsibility	Date	Review/impact assessment
4. To develop pupils spiritual, social, emotional and moral understanding through promoting strong moral beliefs including British and Christian values.	Spiritual, social and moral	Develop links with religious groups/leaders of other faiths	LM		July 2027
		Provide a range of resources such as library books, posters etc that promote British and Christian values	All teachers		March 2027
		Subject leads to review British values being taught and monitor opportunities in their subjects where these values can be demonstrated	All staff		July 2027