

St. Oswald's Church of England Primary School

Equality and Diversity Policy



RESPECT. RESILIENCE. KINDNESS

Vision

Through valuing all individuals as children of God we believe in promoting an inclusive school community, rooted in mutual respect, understanding and kindness towards others. As God taught us:

'Teach children how they should live, and they will remember it all their life.' (Proverbs 22:6)

Ours school's vision is to nurture a resilient community where the love of learning thrives. We foster an environment where every member feels supported in order to flourish, be empowered to overcome challenges, embrace growth and contribute positively to God's world.

'Life in all its fullness' (John 10:10)

Monitoring and Evaluation

The Head Teacher shall have oversight of this policy and ensure all staff follow procedures and that these are carried out.

The effectiveness of this policy shall be monitored during Governor's meetings. This policy will be updated annually and any changes occurring during the year should be updated as soon as possible.

Date approved	Next Review Date	Signed by
2 nd September 2025	September 2026	

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1. Purpose.

The purpose of this document is to reflect the school's vision and record the school's approach to promoting Equality and Diversity.

The Single Equality Act which came into place Oct 1st 2010 brought together the duties that were already set out in our Race, Disability and Gender policies into one single Equality Duty. This policy is written to bring together and harmonise those three policies. The Single Equality Act combines the existing three duties into one new Equality Duty that covers seven equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. In this school, we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally.

2. Audience

This document is intended for all teaching staff, and all staff with classroom responsibilities. It is also intended for school governors, LA inspectors / advisers, parents and inspection teams. Copies are provided for all teaching staff and are available on the staff shared drive and is available on request.

3. British Values

Through its vision, curriculum, extra-curricular activities, teaching and learning, St. Oswald's Church of England Primary School will promote British values. By doing so, we will ensure that all learners understand the values that have traditionally underpinned British society. The implicit and explicit teaching of Christian values will promote cohesiveness within our school and community. As a UNICEF Rights Respecting school, we believe:

This policy links to Articles 28, 29 and 33:

Article 2: Non- discrimination

"The article applies to every child without discrimination, whatever ethnicity, gender, religion, language, abilities, or any other status, whatever they think or say, whatever their family background."

Article 23: Children with a disability

"A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families."

Article 30: Children from Minority or Indigenous groups

"Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of people in the country where they live."

4. Intent

1. To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
2. To advance equality of opportunity by ensuring that teaching, learning and curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
3. To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
4. To recognise and celebrate diversity within our community whilst promoting community cohesion.
5. To ensure that those with management responsibility and individual members of staff, with

- responsibility for planning teaching, learning and the curriculum, apply this policy to all we do.
6. To ensure that learners and parents are fully involved in the provision made by the school and to increase transparency.
 7. To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive action and preventative action is funded where needed.

We are a Church of England Primary School where Christian values are at the core of all we do, everything focuses on the well-being of those in our community. Our core values are Community, Friendship, Creation, Thankfulness, Justice, Peace, Hope and Perseverance. Our school is a Christian family where all are valued and cherished; a welcoming school where everyone is valued highly and where acceptance, inclusion, understanding, honesty, co-operation and a mutual respect for others is fostered. We endeavour to promote positive relationships with parents, governors and members of the wider community.

5. Implementation

We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, disability, gender, gender identity, colour, race, religion or belief or sexual orientation.

To achieve our intent, we will:

- Monitor, evaluate and review our provision; This will be carried out by the Leadership Team and will ensure that procedures and practices within the school reflect the objectives of this policy.
- Teachers will ensure that their planning, teaching and learning takes account of this policy and they will see that the equality duty underpins all their work.
- The diversity within our school and the wider community will be viewed positively by all and this diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
- INSET opportunities will be provided for staff, to raise awareness of the Equality Duty and provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
- Active contributions will be sought of parents and others to enrich teaching, learning and the curriculum.
- The positive achievements of all children will be celebrated and recognised.

6. Impact

This policy will play an important part in the educational development of individual pupils. It will ensure that all children are treated equally and as favourably as others and they, in turn, will treat others with fairness and tolerance. The school will make all the reasonable adjustments necessary to promote equal opportunity and equal treatment of all members of the school community. We are committed to meeting the individual needs of each child and we will take full account their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010

7. Policy Planning and Review

Whilst we have had a duty to develop and publish equality schemes in relation to both gender and disability and a race equality policy, we at St Oswald's C.E. Primary School are considering are considering all aspects of diversity and equality in this comprehensive policy to be followed by a specific equality and diversity action plan in relation to access, gender and race equality covering a three-year period.

Policy planning and development

- In the planning and development stage of policy-making, we will ensure we have consulted and considered stakeholder views.
- All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity.
- All objectives will be specific and measurable with clear progress evaluation methods.

- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality. (School will detail some whole school systems. Eg. achievement and attainment will be analysed to ensure progress for all, especially in relation to any identified disadvantaged groups; attendance and exclusion data will be reviewed to ensure no over-representation of any one group.)
- Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils / cohorts.

Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status.
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. (Eg. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity.)
- The data collected is used to inform further school planning, target-setting and decision-making.
- The impact of school policies on all aspects of access, admission and exclusion data will be considered.

It has been shared with parents and the wider community and can be found on the school website.

8. Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Board and LA as required.

The role of senior leaders is to:

- be responsible for promoting Equality and diversity throughout the school family.
- monitor equality and diversity.
- support teachers in their planning.
- disseminate new information.
- be responsible for providing appropriate resources.