

# Ouston Primary School

## Equality, Diversity and Inclusion Policy



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Reviewed by: Full Governing Body

Next Review date: Autumn 2026

## Contents

1. Aims .....	2
2. Legislation and guidance.....	2
3. Roles and responsibilities .....	3
4. Eliminating discrimination.....	4
5. Advancing equality of opportunity .....	4
6. Fostering good relations .....	4
7. Equality considerations in decision-making.....	5
8. Equality objectives .....	5
9. Promoting Inclusion.....	6
10. Monitoring arrangements.....	7
11. Links with other policies.....	7

### 1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it
- Ensure that all members of our school feel well supported and are able to achieve their very best

### 2. Legislation and guidance

The Equality Act 2010 has created the 'Public Sector Equality Duty' which states that every public body, including schools and academies, have a legal duty to eliminate discrimination, advance equality of opportunity and foster good relations between people who share and do not share the following protected characteristics:

- race
- age
- pregnancy or maternity
- disability
- religion or belief
- gender
- gender identity
- sexual orientation
- marriage or civil partnership

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](#).

This document also complies with our funding agreement and articles of association.

### **3. Roles and responsibilities**

The governing board will:

- Ensure that the equality information and objectives are published and communicated throughout the school, including to staff, pupils and parents/carers, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher

The equality link governor Mrs. Kathryn Barrass (Chair of Governors) will:

- Regularly meet with the designated member of staff for equality (Mrs Lavelle, Head Teacher) and other relevant staff members, to discuss any issues and review how these are being addressed.
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The head teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Identify any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Gather data each academic year showing how pupils with different characteristics are performing academically in addition to attendance data.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups

## **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance and understanding of a range of religions, cultures, families, relationships and disabilities through different aspects of our curriculum. This includes teaching in RE and RSE but also activities in other curriculum areas. This work is shared with parents/carers.

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils/staff members with disabilities
- Has the necessary facilities for all pupils/staff members

Any adaptations and access arrangements are This is recorded within the risk assessment when planning school trips and activities. Risk assessments are completed by the Visit Group Leader, checked by the Headteacher and stored electronically with the completed risk assessment on EVOLVE.

## **8. Equality Objectives - Our current equality objectives are:**

1. To promote understanding and respect for differences
2. Narrow the Pupil Premium (PP) gap in Reading, Writing and Maths in all year groups
3. Ensure progress for SEND pupils
4. To ensure all pupils are fully included with curricular and extra-curricular activities
5. To further improve CPD for all staff by providing specialist support to help them meet the individual needs of children in their care and enabling them to fully access our broad and balanced curriculum.
6. Improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisitions.

We will update our equality objectives every four years and will publish progress on them annually within the updated report (next Review Date: November 2028). We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights; this forms part of our work as a Rights Respecting School and we recently achieved the Silver Level. We also hold an annual 'One Britain Week'. This is a cross curricular theme week where children participate in a range of activities to promote equality and to give them opportunities to develop respect for, in addition to knowledge and understanding of, diversity within our country and community.

We adhere to the Equality and Human Rights Commission (EHRC) 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.

## **9. Promoting Inclusion**

Inclusion is at the heart of everything we do and we are very proud of our inclusive ethos both currently and historically.

As a school we strive to welcome and nurture each child and their family from the moment they arrive. We then try to offer whatever support, guidance and encouragement is needed to ensure children have a happy and successful time at our school. We build very strong relationships with our families, particularly where parents/carers feel they need more support. This includes support for pupils with SEND or for pupils who are in care or have previously been in care.

We have a wide range of opportunities for parents/carers to visit school to join in with their child's learning experiences and feel like part of our school family. These include parents/carers evenings and workshops, class assemblies, Christmas performances, special breakfasts (around the time of Mothers/Fathers Day but inclusive of all parents/carers/families), coffee afternoons and Sports Days.

School staff, including the Deputy Headteacher and Headteacher, greet children and their families at the school entrances, welcoming them into school with a smile and asking how they are.

Our behaviour policies and procedures are clear, fair and inclusive with a strong focus on celebrating the positives and supporting with the challenges. Our weekly whole school Golden Assemblies celebrate pupil achievements and successes in everything from lovely table manners to helping a friend or improving their handwriting. These assemblies also offer a weekly reinforcement of our values and promote the sense of family and belonging in the school. In the last 17 years we have had no permanent exclusions and very few fixed term exclusions.

We offer a rich curriculum that all pupils have access to, adapting and amending this as needed. We strive to give opportunities for all children to try new things and learn new skills. In addition to our core curriculum, this includes activities such as Forest School, music

tuition, Art Gallery and Theatre visits, cooking, being part of the School Choir, outdoor adventure, Life Skills and a wide range of after school activities.

We hold the Rights Respecting Schools Silver award and this work is a crucial element of our inclusive practice with children learning about their rights and how they can uphold these rights, work to bring about change and use their voice, express their views. In addition to this aspect of our provision, our One Britain RSE/PSHE curriculum gives our children the opportunity to engage in a range of activities to promote equality and develop their knowledge and understanding of diversity within our country and community. This is an annual curriculum theme with progression from EYFS to Year 6, allowing pupils to build on the knowledge and understanding that they have gained in previous years.

Emotional well-being is an ever growing focus for us and we do a great deal to support pupils (and staff members where needed) in this area.

We also strive to support and encourage our staff team and make our school a happy and successful place to work. As a result, our school is very stable with very little staff movement.

## **10. Monitoring arrangements**

The head teacher will review/update the equality policy at least every year.

The equality objectives in this document will be reviewed by the school's full governing body at least every 4 years.

This document will be approved by the school's full governing body.

## **10. Links with other policies**

This document links to the following policies/documents:

- Accessibility plan
- Behaviour Management Policy
- Curriculum Policy
- Health and Safety Policy
- School Brochure
- School Development Plan
- Special Educational Needs Policy
- Staff Handbook