



OXHEY WOOD PRIMARY SCHOOL

Equality & Diversity Policy

The Equality Act 2010 offers individuals protection against discrimination and gives education providers greater clarity about their responsibilities defining a new expectation that pupils and employees must treat everyone with dignity and respect.

The Equality Act 2010 consolidates and replaces the previous discrimination legislation in England covering discrimination based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories are known in the Act as 'protected characteristics'. An important purpose of the Equality Act is to unify the legislation outlawing discrimination against people with different protected characteristics where this is appropriate.

Oxhey Wood Primary School has duties under more than one part of the Equality Act, such as to its employees as well as in educating its pupils and in how it interfaces with the parents of pupils and prospective pupils.

This policy describes the way in which Oxhey Wood Primary School defines and discharges these responsibilities.

1. Context

Oxhey Wood is a 2 form primary school in an area of high social deprivation. The Index of Multiple Deprivation (IMD) 2015 for the area where the school is adjacent to and many children live, shows that South Oxhey in Three Rivers is within the top 10% most deprived nationally and the second most deprived in Hertfordshire.

Spring 2016

- 19% of the pupils attending Oxhey Wood are eligible for free school meals, 33% are Ever 6 and 5% of the pupils have special educational needs. 6 children are on the Child Protection Register.
- the population of White British, 53% is just in the majority (down from 72% in 2009), with 24% being White Other; 5% any other Asian, 4% Indian; (rest Chinese, Roma and not known).
- 26% of pupils (an increasing number) have EAL.

Equality and Diversity at Oxhey Wood School

2. Equal Opportunities Policy

Oxhey Wood Primary School's Equal Opportunities Policy advances equality of opportunity, fosters and teaches good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community, which includes pupils, prospective pupils, their families, employees and Governors. Equality of opportunity at Oxhey Wood Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement and approach to life and others around them.



It is important that in our school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic and very diverse society.

Our policy is based on the following core values and ethos as expressed in Oxhey Wood's aims statement:

- enable our whole school community to develop self confidence and pride in their achievements.
- for pupils and staff to take responsibility for their learning;
- encourage pupils to develop respect for themselves and others in school and for those in the wider society;
- provide a safe and secure environment;
- develop and encourage meaningful links with families and the local community.
- the school, as an employer prompts lawful, non discriminatory employment practices

This means:

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action such as by:
 - Teachers ensuring that the classroom is an inclusive environment in which pupils feel all their contributions are valued.
 - All pupils having access to the mainstream curriculum.
 - Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.
 - Teaching styles including collaborative learning so that pupils appreciate the value of working together. All pupils being encouraged to question, discuss and collaborate in problem solving tasks.
 - Teachers encouraging pupils to become independent and to take responsibility for their own learning.
 - Resources and displays reflecting the experience and backgrounds of pupils, promoting diversity and challenging stereotypes in all curriculum areas. They are reviewed regularly to ensuring that they reflect the inclusive ethos of the school.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping, such as by:
 - Being responsive to pupils' different learning styles and takes account of pupils' cultural backgrounds and linguistic needs.
 - Taking positive steps to include all groups or individuals.
 - Challenging stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.



- Ensuring the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language.
- Auxiliary aids and services being provided where reasonable adjustments are required.
- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the school improvement plan. Our approach will include:
 - Baseline assessment being used appropriately and assessment remains free of gender, cultural and social bias.
 - Monitoring and analysing pupil performance by gender, ethnicity and background and is therefore able to identify groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.
 - Staff having very high expectations of all pupils and continually challenging them to extend their learning and achieve higher standards.
 - Recognising and valuing all forms of achievement.
 - Self-assessment providing all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.
 - All pupils having regular and full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is then used to inform future learning.
 - Staff using a range of methods and strategies to assess pupil progress.
- Extra curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture. By planning ahead, we will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will cater for the dietary and dress requirements of different religious groups.
- We expect that all staff and Governors will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.

Related Equality Policy Areas

3. Behaviour, Discipline and Exclusions

- Oxhey Wood School expects high standards of behaviour from all pupils.
- There are strategies to reintegrate long term truants and excluded pupils that address the needs of those pupils.
- Exclusions are monitored by gender, ethnicity, special educational need and background and action is taken in order to reduce any disparities between different groups of pupils.
- Oxhey Wood School's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.
- It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.



- All staff operate consistent systems of rewards and discipline as stated within the Oxhey Wood School's Behaviour Policy.
- Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable.

4. Personal Development and Pastoral Care

- Pastoral support takes account of religious and ethnic differences, and the experiences and needs of refugee and asylum seeker children.
- Oxhey Wood School provides appropriate support for pupils learning English as an additional language and encourages them to use their home and community languages.
- Oxhey Wood School takes account of and meets the needs of Traveller pupils.
- Appropriate support is given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate. The perpetrators are dealt in accordance with Oxhey Wood School's policies and provided with relevant support to consider and modify their behaviour.

5. Admissions and Attendance

- The admissions process is monitored to ensure that it is administered fairly and consistently to all pupils and families, so that pupils from particular groups are not disadvantaged.
- Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms.
- Oxhey Wood School staff and families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel; sensitivity over community issues will always be taken into account.
- Provision is made for leave of absence for religious observance which includes staff as well as pupils.
- Provision is made for pupils on extended leave so that they are able to continue with their learning.
- Attendance is monitored by gender, ethnicity, special educational need and background and action is taken in order to reduce any disparities between different groups of pupils.

6. Partnership with Parents and the Community

- Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.
- All parents are encouraged to participate at all levels in the full life of Oxhey Wood School.
- The school works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents.
- Oxhey Wood School takes extra steps to encourage the involvement and participation of under represented groups of parents and sections of the community.
- Information for parents is easily accessible in user friendly language, and can be made available in languages and formats other than English.
- Meetings for parents are made accessible for all. Parental involvement is monitored to understand and encourage the participation of all groups.
- Informal events are designed to include the whole community and at times may prioritise minority or marginalised groups.



- The school's premises and facilities are equally available and accessible for use by all groups within the community.

7. Responsibilities

- The Governing Body and Headteacher will ensure that Oxhey Wood School complies with all relevant equalities legislation.
- The Governing Body and Headteacher will ensure that this policy and related procedures and strategies are implemented.
- The Headteacher will ensure that all staff are aware of their responsibilities under this policy.
- The member of staff named below will be responsible for co-ordinating work in equal opportunities.

8. Monitoring and Review

This policy will be regularly monitored and reviewed annually to ensure that it does not disadvantage particular sections of Oxhey Wood School.

The effectiveness of the policy will be evaluated **annually** by the member of staff responsible for Equal Opportunities in conjunction with the responsible governor. A report will be made annually on Equal Opportunities to Oxhey Wood School's Governing Body.

Member of staff responsible for Equal Opportunities: _____

Governor responsible for monitoring Equal Opportunities: _____

This policy will be reviewed according to the Governing Body's review schedule.