

# Oxhey Wood Primary School

## Public Sector Equality Duty

### What is the equality duty?

This new duty extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010. These are:

- race
- disability
- sex
- age
- religion or belief
- sexual orientation
- pregnancy and maternity
- gender reassignment

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 the school is 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.

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.

# Equality Objectives 2016-2019

Reviewed January 2018

**Note: planned actions are in italics**

1. To recognise and celebrate the cultural diversity of Oxhey Wood Primary School's families, staff and governors.

*Multicultural day held in September 2017*

*Bilingual books – subject leader completed audit and bilingual dictionaries purchased.*

*Support for EAL children and families – Google translate button on home page, staff languages board in entrance, Mary attended training and will share with staff, interpreters booked for statutory meetings, staff interpret whenever possible, phonics and writing workshops for parents,*

*Language of the month – action in 2018*

*Use of interpreters – professionals booked for statutory meetings, staff and other parents interpret too*

*Celebrate world festivals through assembly, RE, PSHE etc – ongoing and RE day 11/12/17*

*Cross-curricular learning in Topic, Art, Music, DT etc - new curriculum lead from Sept 2017, new planning tool purchased*

*Who Do You Think You Are project – September 2017*

*Visitors and Speakers from different cultures – faith leaders have visited 2016-17, 26/9/17 Languages Day, 11/12/17 RE day*

2. To promote awareness, acceptance and support of the mental wellbeing of our children, families, staff and governors.

*Family support worker / learning mentor appointed – pastoral team has been increased*

*Staff wellbeing package*

*Staff training – Mental Health staff meeting led by Deborah Shephard, staff attended CAMHs training, mental health lead in school*

*Emotion board in every classroom – in place*

*Jigsaw PSHE curriculum being introduced - in place*

*Open door policy for parents – reminder always in weekly newsletter*

*Weekly class assemblies, whole school assemblies*

*Parenting workshops – Early Years workshops on phonics, maths, writing.*

*Grandparents drop ins – monthly group*

*Links with Children's Centre –regular meetings*

*Referrals to CAMHS – some referrals have been sent*

3. To review systems in place to ensure the identification of all barriers to learning.

*New assessment systems – now in place, SEN information report updated to reflect new identification processes*

*Developing links with all local schools to ensure consistency of approach – SEN cluster meeting half termly, early years transition meetings, G&T link with WD, Sports partnership, moderation with WD and within cluster*

*Family support workers to use assessment tools with families to identify needs – trained in new family first assessment and family star*

*New strategic lead for PPG and review of PPG spend and impact – in place, PPG children have made good progress*

*Pastoral interventions in place to support children's readiness to learn – Protective behaviours, Friendship Matters, non-directed play, Secondary Transfer groups plus individual interventions eg anxiety, anger management, bereavement. Lego Therapy training next year. Additional learning mentor appointed. Thrive training to support children across school.*

*Interventions in place to support academic progress – TAs trained and interventions being delivered across entire age range.*

*Staff training to support specific needs – eg mental health, e- safety, Elkan, EAL, PSHE, SENCO accreditation.*

*Adaptations to physical environment to meet all children's personal needs – disabled changing room complete, OT and Physio liaise regularly with school staff*