

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 2019-2022

Reviewed February 2019

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 – EAL lead appointed, staggered transition for new EAL pupils, survival packs to support those very new to English, 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, EAL support groups for pupils (during assemblies and after school), Teacher assessment of language acquisition and tracking by EAL lead, whole school register of languages spoken (staff and pupils, Learning Village subscription

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 2018, new planning tool purchased

Who D Visitors and Speakers from different cultures – faith leaders have visited 2016-17, 26/9/17 Languages Day, 11/12/17 RE day, 2018-19 linked to RE and topic work

Who Do 2018-19 linked to RE You Think You Are project – September 2017

Further actions:

Erasmus+ Exchange project- 15 children taking part in trip to Tenerife Summer 2019 and Spain Summer 2020. Children from Tenerife and Spain visiting our school. Range of cultural heritage projects involving children, their families, other schools (British and European) and the wider community.

Training from British Heritage representative for all teaching staff and support with planning local area project.

British Heritage Values introduced in assemblies and discussed in classes

Language of the month – action in Summer term 2019

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 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

Young Carers Group

Mental Health Lead

Mental Health awareness week

Worry plagues in all key stages

Thrive Approach – 3 trained practitioners, individual and group sessions to support children across school.

New Interventions introduced and being used: Friendships and Social skills, Emotions, Anxiety, Self-Esteem

Targeted after school cookery club

Further actions:

Further development of Thrive room to support children's mental health and resilience

Further support parents in understanding the importance of mental health and emotional well being

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. MAT SEN cluster meetings.

Autism Lead in school. Teachers had AET training

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 and the gap has been narrowed

Pastoral interventions in place to support children's readiness to learn – Protective behaviours, Friendship Matters, non-directed play, Secondary Transfer groups plus individual interventions e.g. anxiety, anger management, bereavement. Lego Therapy 1 HLTA trained, more training for other TA's Summer term.. Additional learning mentor appointed.

Thrive Approach – 3 trained practitioners, individual and group sessions to support children across school.

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

Whole school provision map to track interventions, pastoral support and other support for children in place

Staff training to support specific needs – e.g. mental health, e- safety, Elkan, EAL, PSHE, AET Autism training, 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

Further Actions:

Support and induct new staff to ensure they understand how to identify potential barriers

Further develop consistency across school

Further develop a whole school understanding of potential barriers both academic and emotional

Further develop interventions so that they have optimum impact.