

Equality Duties for schools 2020 -2023

**The Equality Act 2010 replaces all of the previous anti-discrimination acts and regulations which went before it and brings all of the requirements together in one place.**

Under this Act schools have two duties Schools have a general duty to

• a) eliminate discrimination, harassment and victimisation on the basis of any of the protected characteristics

• b) advance equality of opportunity between people who share a relevant protected characteristic and persons who do not share it

• c) foster good relations between people who share a relevant protected characteristic and persons who do not share it.

They also have a specific duty

• to publish information which shows how they are meeting their general duty (outlined above). This must be updated annually

• to prepare and publish one or more specific and measurable objectives in pursuit of the duties above (to be reviewed every four years)

The following are protected characteristics

• Age

• Disability

• Ethnicity and race

• Gender

• Gender reassignment

• Marriage and civil partnership

• Pregnancy and maternity

• Religion and belief

• Sexual identity and orientation

**Oliver Goldsmith Statement on Equality**

Oliver Goldsmith is committed to equality both as an employer and a service-provider. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity and orientation.

**EQUALITY DUTIES FOR SCHOOLS 2020 - 2023**

We are committed to

• Ensuring that everyone is treated fairly and with respect.

• Making our school a safe, secure and stimulating place for everyone.

• Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers and through our School Council.

• Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.

We welcome the emphasis in the Ofsted inspection framework on the requirement for leaders to promote equality of opportunity and diversity, resulting in a positive school culture, working together to prevent discriminatory behaviour. We welcome our duty under the Equality Act 2010 which requires us to publish information that demonstrates that we have due regard for the need to:

• Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it. This statement meets our specific duty to publish information every year which sets out how we are doing this.

Please also see our Accessibility Plan. Part 1: How we are meeting our equality duty to advancing equality, eliminate discrimination and foster good relationships The information and data provided shows that we give careful consideration to advancing equality in everything that we do and the steps we are taking to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010 Training

• All staff have been trained and inducted into the Educate and Celebrate Best Practice Programme (Academic year 2016 -17) and this has now been adopted as a whole school ethos. The school has been awarded the Silver award for this work.

• Safeguarding including internet safety (annually) Record keeping and monitoring

• We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.

• We keep a record of prejudice related incidents and bullying.

• We keep a record of exclusions pertaining to the above Policies which particularly contribute to the promotion of equality

• School Behaviour Policy

• Anti-bullying and harassment (this includes cyber-bullying and prejudice based bullying)

• Special Educational Needs Information Statement and school offer

• Complaints Procedure - sets out how we deal with complaints relating to our school.

• Staff discipline and grievance

• ICT & E-safety Policy

• Teaching and Learning Policy

• Relationship and Sex Education Policy

• PHSE and Wellbeing Policy

• Accessibility Plan Curriculum

• Contains highly positive and memorable experiences and rich opportunities that contribute to pupils’ spiritual, moral, social and cultural development. For example, pupils take part in the carol singing for the elderly, children visit museums and galleries to support their curriculum learning e.g. the Natural History Museum. Children are involved in school productions at Christmas and across the year and there is a school concert for children learning to play musical instruments including a termly Rock Steady concert.

• Includes a broad range of areas of study within Citizenship, PSHE and Well Being Education, to eliminate discrimination, harassment and victimisation. For example, working on the Educate and Celebrate programme across the school, weekly assemblies with PSHE themes and a focus on attendance, regular circle time sessions in class.

• Uses culturally diverse and rich texts in class teaching including LGBT+ friendly texts that celebrate difference in all forms. For example, ‘Tango Makes 3.’

• Encourages children to think about the world in which they live and to broaden their understanding of others’ beliefs, cultures and faiths. For example, celebrating different faiths through focus RE days in class, assemblies which celebrate religious festivals and significant events in different faiths.

• Promotes British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. This is evidenced by the school’s ethos, circle time, events such as democracy day, assemblies on significant events in the news, philosophy sessions, behaviour expectations and the monitoring of behaviour.

• Makes use of historical role models which challenge stereotypes built into their curriculum topics. For example, learning about Mae C. Jemison and the Roman emperor Septimus Severus

• Includes special events including Diversity Day, Anti bullying week and the annual multicultural food fair.

• The tackling of homophobic bullying through the use of drama. Year 6 Homophobic bullying theatre workshops aimed at highlighting this as an undiscussed yet challenging issue. Engagement/consultation

• We have a vibrant School Council which represents the profile of our school population and ensures that pupils have a direct voice to discuss matters that relate to their concerns and overall well-being. School council meets weekly and works on whole school improvement priorities as well as sharing ideas and thoughts in all areas of school improvement.

• We have a successful strategy for engaging with our parents and carers, including those who might traditionally find working with the school difficult. This is evidenced through an actively engaged governing body who are working on developing their voice within the school, contributing ideas towards school improvement and raising money for charity and school funds; use of parental surveys to improve our practice and communication with parents, meet the teacher meetings at the beginning of the year followed by termly meetings with parents to discuss children’s attainment, progress and targets; events such as ‘World food day’ and ‘Winter fair’ to bring the school community together; termly class assemblies and end of year celebration assemblies to communicate learning events and successes with parents.