

Osmani Primary School
Vallance Road
London
E1 5AD

Tel: 020 7247 8909
Fax: 020 7247 9906
Email: admin@osmani.towerhamlets.sch.uk

www.osmani.towerhamlets.sch.uk



Reach For The Stars

Equality Policy

Our Motto

Reach For The Stars

Our Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

Our vision and values support **Articles 2, 12, 15, 19, 24, 27, 28, 29, 31** of the UN Convention on the Rights of a Child.

Our Rights

- ★ **Article 19:** We have the right to be safe.
- ★ **Article 28:** We have the right to quality education.
- ★ **Article 12:** We have the right to give our opinion and listen to others.
- ★ **Article 15/31:** We have the right to join in and be part of a team.
- ★ **Article 29:** We have the right to develop our personalities, talents and abilities.

Our Values

★ **Striving** **Teamwork** **All Included** **Responsibility** **Success** ★

-
- ★ **Striving:** Our aim is that we are a school that:
 - uses our **Growth Mind-set** (learning from mistakes and always willing to have a go)
 - never gives up and always find ways of improving
 - enjoys challenges and aims high
 - ★ **Teamwork:** Our aim is that we are a school that:
 - encourages and supports each other to be the best we can be
 - learns from each other
 - listens to and respects each other's ideas
 - ★ **All Included:** Our aim is that we are a school that:
 - has high expectations of everyone
 - encourages everyone to take an active part in learning and life of our school
 - nurtures and celebrates what makes each and every one of us unique
 - ★ **Responsibility:** Our aim is that we are a school that:
 - takes ownership of the choices we make
 - takes ownership/charge of our own learning
 - looks after each other and our school
 - ★ **Success:** Our aim is that we are a school that:
 - provides an education that encompasses academic, creative, social, emotional, physical and cultural development
 - celebrates our efforts and achievements

Last Review Date: Autumn 2021

Next Review Date: Autumn 2025

1. Equality and the school's vision, ethos and values.

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.

We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender identity, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation. The school aims to foster the social and personal skills of cooperation, sharing and mutual respect.

This policy supports the school in addressing Articles 2, 12, 15, 19, 24, 27, 28, 29, 31 of the UN Convention on the Rights of the Child.

2. The underlying principles

The Equality Act 2010 requires schools (in line with other institutions and public bodies) to work towards an improved understanding of the diverse nature of their communities, and to recognise their role in promoting an understanding of equality for different groups of people. Much of this work is in response to legislation that places an increased duty on schools and other settings (**as part of the Equality Act 2010 and the Public Sector Equality Duty**), but it also sits within the specific context of a school's

role in providing learning and opportunities for all and fits with our vision and values which support **Articles 2, 12, 15, 19, 24, 27, 28, 29, 31** of the UN Convention on the Rights of a Child.

Equality legislation exists to protect people from injustice, but also to try and advance equality within society. In Tower Hamlets, we know that some groups do less well than their peers in terms of progress, achievement and later life chances. We believe that the recognition of diversity and the promotion of inclusive and equality practices will help to overcome this disparity.

Protected Characteristics.

The Equality Act 2010 refers to protected characteristics:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity

Last Review Date: Autumn 2021

Next Review Date: Autumn 2025

- Race
- Religion or belief
- Sex
- Sexual orientation

Requirements under the Public Sector Equality Duty (PSED) 2010

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) on public bodies including maintained schools and Academies and came into effect in April 2011

It has three main elements.

In carrying out their functions, public bodies are required to have due regard to the need to:

- *Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act*
- *Advance equality of opportunity between people who share a protected characteristic and those who do not*
- *Foster good relations between people who share a protected characteristic and those who do not*

Having due regard means consciously thinking about the three aims of the Equality

Duty as outlined above:

- *Decision makers in schools must be aware of the duty to have “due regard” when making a decision or taking an action which may have implications for people with particular protected characteristics.*
- *Schools should consider equality before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep it under review on a continuing basis.*
- *The equality duty has to be integrated into the carrying out of the school’s*

Last Review Date: Autumn 2021

Next Review Date: Autumn 2025

functions, and the duty has to be carried out seriously, rigorously and with an open mind – it is not just a question of ticking boxes.

Having due regard to the need to advance equality of opportunity involves considering the need to:

- *remove or minimise disadvantages suffered by people due to their protected characteristics*
- *meet the needs of people with protected characteristics, and*
- *encourage people with protected characteristics to participate in public life or in other activities where their participation is low.*

Fostering good relations involves tackling prejudice and promoting understanding between people who share a protected characteristic and others.

The Act also introduced specific duties, which are designed to help public authorities to meet their obligations under the **Public Sector Equality Duty (PSED)**. The PSED is set out on the face of the Act, while the specific duties are set out in secondary legislation. The Specific Duties require schools to:

- Publish information annually to demonstrate compliance with the Equality Duty
- Publish equality objectives every four years (one or more as is proportionate to the organisation). All information must be published in a way that is accessible to the public.

Equality policy and our curriculum.

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.

We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender identity, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.

The school aims to foster the social and personal skills of co-operation, sharing and mutual respect.

We do this through:

Last Review Date: Autumn 2021

Next Review Date: Autumn 2025

- Our curriculum ensures that learners build and develop their skills through developing the links between subjects, and ensuring that learning takes place through enjoyable, challenging activities, both within school and in the wider community.
- Preparing children for the future and the twenty-first century. This may include preparing children for jobs that do not currently exist, and our children therefore require a range of transferable and conceptual skills.
- Curriculum Provision for Pupils with Special Needs and Disabilities (SEND) All children in Osmani receive high quality first teaching in the classroom targeted at their needs. All children in the class use resources such as class visual timetable, numbered success criteria, language structures and Communication in Print (widgit) word banks. There is strong evidence to show that improving high quality teaching for all pupils will improve outcomes for children with SEND. Children with SEND may require additional targeted support in class to enable them to access the curriculum. Support may include; scaffolding, explicit instruction, flexible focus groups, cognitive & metacognitive strategies such as chunking work, simplified instructions and support to organise their tasks. Pre-teaching concepts and vocabulary in small groups, overlearning, repeated modelling of the task, simplified word banks, number lines and concrete objects, now and next boards/ and task schedules and the use of technology all support children to access our broad and balanced curriculum. We believe high quality first teaching is the first step in responding to pupils who have or may have SEN. At Osmani, staff working in the class have high expectations for the progress and attainment of all children, including those with SEND. Class teachers are responsible for the progress of all children in their class, including children with SEND.
- We order appropriate resources for all year groups, all abilities and all 9+ protected characteristics.
- Positive and swift strategies in class allow assessment of learning and reciprocal teaching, so that children can test out their ideas, before beginning independent study and application.
- A new approach towards home learning and independence is having a positive impact upon ambition for learning.
- We develop awareness & respect for different beliefs & cultures through stories and visits to local places of worship.

Last Review Date: Autumn 2021

Next Review Date: Autumn 2025

4. Roles and Responsibilities

All members of the school community, governors, staff, pupils, parents, and visitors all have a part to play in implementing this policy, promoting diversity and equality, challenging inappropriate behaviour or practice to remove barriers and avoiding discrimination.

To promote understanding of this responsibility will:

- Ensure all Stakeholders are made fully aware of our Equality and Diversity Policy and how it affects their work
- Ensure pupils and visitors to our school are clear about the expectations relating to our commitment to promoting equality and diversity
- Provide training/ development and updates as appropriate
- Review our equality objectives and actions to ensure all relevant activity remains relevant and meets the identified needs and priorities of our school.

In addition the Chair of Governors and Headteacher will:

- Review & update the published information, at least annually, and publish outcomes at least once every four years.
- Publish information about their pupils and any inequalities amongst them
- Publish the measures Osmani Primary School have put in place to meet the general and specific duties.
- Prepare and publish specific and measurable outcomes.

Breaches of Policy

Osmani Primary School views any form of discrimination as a serious act of misconduct. Any allegation of a breach in the policy will be investigated by the Head teacher or where appropriate the governing body. This may lead to disciplinary or other appropriate action being taken.

5. Monitoring and review

Last Review Date: Autumn 2021

Next Review Date: Autumn 2025

Osmani Primary School has specific duties under the Equality Act (2010) to publish information about the diversity of our school community and the work we are doing to promote equality. This information can be found on our School Website

We will review this information annually.

Stakeholders

Pupils and staff

Osmani Primary School believes all pupils should be safe and feel valued for themselves, whatever characteristics they may have. Bullying and harassment of pupils, staff, parents, visitors by pupils on the basis of their identity (including a perceived characteristic, and by association with a protected characteristic) is unacceptable. Incidents will be logged, investigated and appropriate actions taken to prevent future incidents and to support the victim as outlined in the School's Anti-bullying Policy.

Staff and Governors

The Local Authority and Osmani Primary School view any form of discrimination undertaken by adults as serious acts of misconduct. Any such breaches could result in disciplinary action being taken and in the case of harassment, might call for police involvement.

6. Diversity Complaints

Osmani Primary School takes all complaints seriously; where a complaint is related to equality/diversity issues, the school procedure for dealing with complaints will apply. This procedure will be made accessible through the school website or will be made available in an alternative format as requested. Complaints should be made to the Head teacher or the Chair of Governors.

This policy is linked to other policies;

- School improvement plan
- SEN and Inclusion policy
- Behaviour policy

Last Review Date: Autumn 2021

Next Review Date: Autumn 2025

Last Review Date: Autumn 2021
Next Review Date: Autumn 2025