

Osmani Primary School



Reach For The Stars

Single Equality Scheme

Diversity, Inclusion & Equality

Ensuring an inclusive environment, which is outcome-focused; where individuals understand their personal responsibilities in working together to:

- Eliminate discrimination, harassment & victimisation;
- Advance equality of opportunity;
- Foster good relations between all groups;
- Meet the diverse needs of all members of our school community;
- Accomplish good measurable outcomes for all.

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1.0 Introduction

- i. This policy sets out how our school aims to put into practice **The Equality Act 2010** (Amended 2012).
- ii. At Osmani Primary School, we recognise that compliance with the general equality duty will result in better informed decision-making, policy development and better outcomes, which will demonstrate inclusive practices, which foster good relations, and advance equality of opportunity.
- iii. The school aims to provide equal access for all children to all areas of the curriculum, and to work within the single equality framework/scheme.
- iv. Every effort is made to implement equality of opportunity for every child in the classroom, playground and all communal areas (within the constraints of the building).
- v. The school aims to foster the social and personal skills of co-operation, sharing and mutual respect, in order to foster a cohesive community.
- vi. We recognise that we exist as part of a much wider community. We are therefore committed to ensuring that all displays, books and resources reflect the diverse aspects of the wider community, and that negative stereotypes are counteracted.
- vii. We believe that there should be mutual respect between all members of the school community at all times. Adults will be expected to model the behaviour we want from children, talking to them calmly and reasonably, and ensuring that all issues brought to their attention are dealt with fairly and evenly.
- viii. We are committed to using the SEAL curriculum and regular Circle Time sessions, to help children develop self-confidence and conflict resolution skills, so that they become more independent, positive and confident in most social situations.
- ix. We have established a school council, in which pupils of all ages can participate actively, to promote a greater sense of responsibility and awareness of democratic procedures among the children.
- x. This document, as well as a summary of this Scheme, is published on our website.

2.0 Complying with the Public Sector Equality Duty (PSED)

2.1 The general equality duty

We will have **due regard** to the need to:

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

2.2 Due regard, which is relevant and proportionate to:

- remove or minimise disadvantages;
- take steps to meet different needs;
- encourage participation, when it is disproportionately low;
- advance equality of opportunity between people, who share a protected characteristic and those who do not;
- foster good relations across all characteristics – between people, who share a protected characteristic and people who do not;
- ensure that diversity, inclusion and equality are integrated into the carrying out of the nursery school's functions, and that the analysis necessary to comply with the duty is taken seriously, rigorously and with an open mind.

2.3 Additionally, we recognise the following:

- New positive action provisions will allow our school to target disadvantage experienced by pupils and staff with particular protected characteristics.
- The Act extends the reasonable adjustments duty to require nursery schools to provide auxiliary aids and services.
- Having an Access Plan to improve access.

We shall also ensure that all members of our school community take personal and professional responsibility for eliminating all forms of discrimination.

2.4 The Specific Duties

- Publish information, to demonstrate our compliance with the general equality duty, as follows:
 - Prepare and publish one or more objectives that our school needs to achieve, to further any of the aims of the general equality duty.
 - Ensure objectives are specific and measurable.
1. We are committed to ensuring that all members of our school community have a shared understanding, and take responsibility, with regard to their duty of care, to ensure that there is no witting or unwitting discrimination against a pupil or prospective pupil, by treating them less favourably, because of any of their 9+ protected characteristics (see appendix for details).
 2. We will not tolerate discrimination against any member of our school community, on grounds of their age, disability, gender reassignment, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex or sexual orientation.
 3. We recognise the importance of our role, in tackling discrimination, and promoting equality, in establishing a more inclusive society.
 4. We will ensure an environment, where diversity is actively valued, and where cooperation and mutual understanding are an important part of our curriculum.
 5. We will ensure that all members of our school community understand the purpose of the policy, and take professional and personal responsibility for ensuring that they demonstrate the values and behaviours, which underpin diversity, inclusion and equality.
 6. Avoiding discrimination and promoting equality support Osmani's agenda of improving achievement and progression for all our pupils.
 7. We recognise that good education and skills are crucial for opening up opportunities, and increasing the chance of a successful life for all our pupils.
 8. We understand that we need to review the effectiveness of this policy on an annual basis. This policy refers to all staff, children, parents, governors and visitors of Osmani School.

Further information about the Legal Background that underpins our single equality scheme / policy is in the appendix of this document.

3.0 Processes involved in developing this policy

The head teacher involved external consultants, who have worked in Tower Hamlets for over 10 years with 80+ schools, in the design and delivery of an equality project, which included the following:

- Confidential 1:1 Staff interviews
- Written report of the interviews
- Design and delivery of a workshop, which met the needs of our school
- A day's interactive workshop with all staff
- A workshop report
- Information from the discussion groups included in this policy
- Governors' Briefing
- Parents' Workshops
- Advice and support from the external consultants, in designing our Single Equality Scheme / Policy

3.1 To ensure consistency of practice, we have also included information, in this Single Equality Scheme, from the following documents:

- Assessment Policy - Including Effective Feedback Policy 2013
- Curriculum Policy 2013
- Whole School Behaviour Policy (including anti bullying policy) Reviewed January 2012
- Draft Accessibility Plan 2009-2012
- Draft School Development Plan 2012-13
- Equal Opportunities Policy 2012
- Ofsted Report November 2011
- Self Evaluation Summary March 2013

3.0 About Osmani Primary School

- Equality is a strength of our school. This is particularly important for new arrivals, who receive a constructive induction to feel welcomed and secure. (SES data, questionnaires and New Arrival Checklists).
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- 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.
- Osmani must be a safe, supportive place, where all children and adults feel valued

- as individuals, whatever their ability, age, disability, gender reassignment, 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.
- Osmani Primary School is a 2 form-entry community primary school, with consistent numbers of around 423 pupils being on roll, from 3-11 years old. It is situated in Whitechapel, in a locality of significant deprivation.
- This correctly places us in the lowest percentile, when compared nationally, and gives secure knowledge that most of our children live in areas of much disadvantage, with many stresses affecting their lives. This is because of larger families in poorer housing communities. Most of the children live close to the school, or in adjacent Wards, with a large majority of households being very overcrowded.
- As a popular school, stability is affected by new children, who enter the school at non-standard entry points, and the pupils who are bused in by the LA, from neighbouring wards, due to school place shortage. The school benefits from relatively high stability, with families who start their primary schooling with us, at the age of 3 or 4; with many choosing to stay in the local area for schooling, even if they move home to further locations. Many parents have been pupils at the school themselves, and value the close relationship between the school and community. The school is highly regarded by parents.
- Osmani Primary School is a larger than average-sized primary school. The proportion of pupils with a statement of special educational needs, and the proportion known to be eligible for free school meals (FSM), are both well above the national average. More pupils join the school at other than the usual times, than is found in most schools. Almost all of the pupils are from minority ethnic heritages, with the largest group being of Bangladeshi origin; and the vast majority of pupils speak English as an Additional Language.
- Children in the Early Years Foundation Stage are taught in two Nursery classes and two Reception classes.

- 100% of pupils are from minority ethnic groups, and 96% of pupils have English as an Additional Language (EAL), because the vast majority of our children come from the local Bangladeshi communities, with few that are African and other ethnicities. No pupils are from White British backgrounds. The predominant home language of the Bangladeshi children is Sylheti, which is an unwritten dialect of Bengali. Most of our older pupils attend classes outside school, to learn to speak, read and write in formal Bengali and Arabic. Parents have varying degrees of English, which is dependent on whether they are first, second or third generation, born in this country. The impact across the school means the majority of children live in homes, where English is not the predominant language; and many pupils have a parent, who is not proficient in English.
- The rate of FSM is over double the national figure. Our children are well below what is expected in most aspects of their lives, and this supports how well we do with them, by the time they finish school; because the vast majority of pupils make very good progress, and are just above average, by the time they leave the school.
- The numbers who have 7% SEND, which are much closer to being average than other contextual factors, and this is particularly so, when considering those who have SEND at School Action Plus, or who have statements of educational need. This is because early language acquisition and English teaching are strong features of our work.
- Identification of SEND for younger children is very low compared to their KS1 figures. The deliberate school approach uses our mature skills to develop early language very purposely, before later robust identification, as pupils grow older. For SEND at SA+, a large proportion of this group has identified speech, language and communication needs, with a smaller number having emotional and behavioural needs. The school's intervention work has strong correlation to positive teaching, and achievement of these pupils and our results prove this certainly. As a result, few pupils have statements of educational need, and this is mainly at upper KS2, because of more serious needs persisting.

4.0 Strengths of the school – (References Ofsted Report & Self Evaluation Form)

1. The school has gained the following accreditations: SFVS, (School Financial Value Standard) ,Active Sports Mark, ESQUAA (Extended Schools Core Offer), Primary Quality Mark (Basic Skills Agency), Healthy Schools Status, Healthy Early Years Accreditation and Investors in People. The school has a highly effective curriculum, which is broad, balanced and motivating, and has an emphasis on giving children experiences, upon which to apply their learning. Our children are keen to learn and engage fully with the opportunities offered, both in school and through extended school support. Our high attendance, at nearly 98%, with no persistent absence and no exclusions are excellent proof of this. Leadership and management are robust and offer excellence in expectations for what can be achieved, irrelevant of starting points, backgrounds and abilities.
2. A determined focus on speaking, listening and reading, and well-targeted additional support from teachers and well-trained adults in lessons and small groups ensure that all pupils, including those with special educational needs and/or disabilities, and those who speak English as an additional language, make good progress
3. Pupils feel securely safe, and are confident that adults will help them, whenever problems occur, and have an excellent and mature awareness of how to stay fit and healthy. The majority of pupils take advantage of the healthy meals provided by the school, and eagerly take part in extra-curricular sporting activities, reflecting the Healthy School and Active Mark awards well.
4. Pupils are proud and committed to their school and the school council. Reading partners and attendance ambassadors provide opportunities for them to take responsibility and contribute to school life.
5. Through community activities, such art shows in local venues, and fund raising for national and global charities, they contribute to the lives of others, both locally and abroad. Their good personal skills, above average attendance and improving literacy and numeracy skills mean that they are well prepared for the next stage in their education and later life.
6. The good progress pupils are currently making is as a result of good teaching. Nearly all of the teaching seen during the Ofsted inspection was good, with none that was inadequate. Teachers manage classes successfully, and make use of a variety of resources, to ensure pupils take an active part in lessons. The quality of care, guidance and support is good; and all staff, including the learning mentors and

other support staff, play a strong role in supporting pupils' social and emotional development.

7. Good links with a range of outside agencies promote pupils' learning and well-being, and are used effectively to support pupils, whose circumstances make them potentially vulnerable. The acceleration in pupils' progress has been partly due to the school's success in improving attendance to the current above average level, and partly through the relentless efforts of the school to establish a closer relationship with parents and carers. The breakfast club ensures a positive and healthy start to the day for those pupils who attend. The school ensures that important information is passed on, when pupils move on to the next stage of their education.
8. Pupils' spiritual, moral, social and cultural development is good, and respect and care underpin relationships throughout the school.

5.0 Vision Statement

- The vision for the school pursues excellence in pupil achievement, through high results and confident pupils, who have strong skills to meet the needs of society today. Everyone strongly agrees, and adults and children are motivated as a result.
- Our purpose 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.

6.0 School's Mission Statement: Achievement, Attainment, Attitude.

The school aims to:

- Ensure that each child attains his/her potential academically, socially and personally by:
 1. equipping children with knowledge and skills for progress
 2. encouraging children to take pride in their own social and academic achievements and those of others
 3. raising levels of achievement
- promote partnerships between children, staff, parents, governors and the local

- provide a caring, safe, stimulating, learning environment
- maximise the potential of all new opportunities for the benefit of our children
- develop confident, innovative individuals
- encourage individuals to see what is (and will be) possible
- ensure that individuals see themselves as valuable, successful participants in school and in the wider world.

7.0 Staff recruitment, development and training

- This school recognises the need for positive role models on the teaching and non-teaching staff, to counteract the under-representation of certain sections of society in particular roles. In particular, there is a need for more staff, who speak one or more community languages, in order to ensure effective communication with pupils, who are new to English and parents with limited English.
- Although these considerations cannot generally constitute selection criteria in themselves, this will be taken into account when recruiting staff, as is commensurate with Tower Hamlets Equal Opportunities statement.

8.0 Getting Behind the Words – Diversity, Inclusion & Equality

Osmani School's definitions are:

8.1 Diversity is

Range of thoughts, people, cultures, background, religion, age, gender.

We are all different.

Where people have different views, opinions, backgrounds, beliefs.

You can come from the same country, and have different upbringings, views, backgrounds and opinions.

Group of people that are different that come together.

Different needs and abilities.

Every opinion matters

It is what makes a person unique: everything that can vary from person to person.

8.2 Inclusion is an integral part of our vision and strategy, and what makes Osmani an Outstanding School.



- a. Everyone feeling valued, despite their differences and abilities.
- b. Everyone takes part, when it is appropriate.
- c. Everyone feels like they are able to take part.
- d. Admission policy is inclusive re children.
- e. Classroom practice **should** encourage inclusivity.
- f. Including parents – playing a part in education.
- g. Local community involved in day-to-day practice – business partners etc.
- h. Inclusive practice – all staff being invited to INSET and business meetings.
- i. Practice at playtimes – efforts to include all – encouraging girls/boys to play together etc.
- j. Sense of belonging. Important; valued; participation; adapt; presence; integrated.
- k. Accepting each other.
- l. Getting everyone involved.

- m. Everyone is responsible.
- n. Opportunity for everyone to access provisions / information.
- o. Access to what they need – not everyone needs to get the same (matching to needs).

8.3 Equality is

- The rights of the individual.
- Adapting practice to meet all individuals' needs.
- Institution has responsibility to provide it.
- Everyone being regarded fairly, with regard to nationality, religion, skin colour, culture, belief, age, gender, sexual orientation, disability and status.

Objective Justification means that differences of treatment, on the grounds of difference, can sometimes be justified. Objective justification is a test that employers will have to use, to substantiate any exemptions to the laws.

9 Decision Making - Our Policies, which underpin Diversity, Inclusion & Equality

- a. We will take into account all the protected characteristics, to ensure there is no form of discrimination taking place, as well as reviewing & assessing, whether any decisions we make may have implications for individuals with particular protected characteristics.
- b. At Osmani School, we shall do this, as part of the processes of policy and decision making, and the need to pay attention to our equality duties, when designing behaviour systems or making decisions on exclusions.
- c. We will record our considerations of the general equality duty and paying 'due regard', when making a decision or carrying out a particular function – even though this is not a requirement of the Equality Act - so that we can clearly demonstrate that we are meeting our duty.
- d. Whilst we recognise there is no legal requirement to produce a formal **equality impact assessment document**, we shall consider when this tool might be helpful, in ensuring our decisions are specific, measurable, achievable, realistic and timed.

10.0 Behaviour Policy Statement At Osmani, we pride ourselves on the children's behaviour and attitudes.

- Positive behaviour leads to a happy and more productive school.
- The 'Whole School Behaviour Policy' is a document, which has been developed to create consistent expectations throughout the school.
- The equality working party has reviewed the existing school behaviour policy, in order to take account of the DDA.

10.1 Aims of the Behaviour Policy are for everyone: (for further details of the strategies we use, please refer to this policy)

- to be responsible for our own actions
- to respect others
- to know what behaviour is acceptable and encouraged in school and the wider community.

10.2 Behaviour is outstanding because:

Pupils have exemplary behaviour in classes; and this is impeccable around the school, having improved since the last inspection, because of their further engagement and ways they take responsibility.

Children demonstrate extremely positive attitudes to learning, and are always thoughtful and well mannered to all adults and each other and welcoming to visitors. The children are proud, and speak positively about the school; and visitors comment on pupils' excellent behaviour.

Golden Rules, reminder posters and consistent application of the behaviour management policy ensure children are clear about consequences and rewards; and this motivates them to behave so consistently well. They value their golden time, and will work hard to ensure this happens. The use of positive incentives, such as Star of the Week, HT Awards, Achievement Certificates and Postcards Home further encourages children to always behave so well and to participate eagerly.

Children are actively involved in ensuring bullying is tackled, through Playground Friends and Attendance Ambassadors talking to any children, who find attending school difficult. Racist and bullying incidents are rare, and are immediately dealt with, using consistent protocols.

The annual Anti Bullying Week incorporates inclusion of all groups, for example homophobia and includes assemblies and parent workshops. Anti bullying is high profile within the curriculum, for deepening pupils' awareness and knowledge, especially of issues such as homophobia and racism. (Anti-Bullying Week, assembly records & PowerPoints).

The school also accesses expertise to support parents for improving behaviour at home. This includes the Extended School Social Worker, Behaviour Support Team, Learning Mentors, Child and Adolescent Mental Health Service, and the Attendance and Welfare Officers. The presence of SLT in the playground, before and after school, encourages parents to raise concerns as they occur.

Termly monitoring of behaviour files means children's behaviour is carefully tracked and addressed, through the weekly phase and Pastoral Care meetings. Behaviour Improvement Plans support named individuals effectively. (Behaviour files, lesson observations, Pastoral Care and Phase meeting minutes).

Relevant procedures are in place, to ensure pupils are very safe around school, for e-safety and school trips. They have excellent understanding about safety issues, because of a strong and cohesive curriculum across the year groups.

The School Council identifies areas in the playground that might be a concern, and suggests solutions for how to improve them, for example behaviour on the mountain. (School Council minutes).

11.0 Assessment

Our school has a rigorous system of assessment in place (see The Assessment Policy for further details about processes and practices).

Monitoring of the work of the school is rigorous, and staff are held to account for the progress of their pupils. They are challenged to further improve the quality of teaching and learning, and supported in developing their practice.

11.1 Philosophy

At Osmani, we believe that assessment is an integral part of teaching and learning, and of good classroom practice. It is a continuous process, which utilises the professional judgment of the teacher. We aim to use a variety of assessment procedures, including formative assessment (AFL) and summative, which are informative, time-effective and suitable for the task at hand and for the age of the children.

The core of all assessment practice is to find out what the children do know, what they don't know, and then how to match the teaching to their learning needs.

Therefore, it is completely interlinked with our planning. Our approach to assessment reflects the school's equal opportunities policy, ensuring that all our procedures are carried out in such a way that they accurately reflect the maximum potential of every individual, and reflect our high expectations.

We also aim to ensure parents are kept fully aware, and play a major role in discussing and enhancing their children's achievement.

11.2 Summary of Assessment in the Early Years – see Assessment Policy for further details

- The nursery and reception have an assessment procedure more specific to the needs of younger children, based on regular observations. This is explained in detail in the Early Years policy.
- Rigorous assessment & moderation systems enable teachers to plan effectively, and they creatively adapt the curriculum to match the pupils' needs well.

Children speak very clearly about what they need to do to improve their work, and this is shown in their peer and self assessment. There is an expectation that all pupils will participate in lessons, through interactive teaching and learning approaches. Implementation of the Tower Hamlets EAL project strategies is supporting these expectations

12.0 Data Analysis

Teaching is good overall, and the children experience a rich, relevant and diverse curriculum. We support the children brilliantly, in overcoming barriers to learning, by ensuring a rigorous approach to data analysis, and to meeting individual needs. The school has continued capacity to improve, because of the strength of leadership, at all levels and all aspects of the school's work, including pupil achievement, quality of learning and teaching, behaviour and safety and leadership are outstanding.

- SEND children included in all special initiatives e.g. School council, Attendance and Health Ambassadors. (SDP 1.2 and 1.3)
- Development of a bank of assessment resources, for use by Inclusion Manager, Specific Literary Development Teacher and Class Teachers, in order to have an accurate assessment of children's strengths and difficulties. (SDP 2.2)
- Train staff in using the assessments correctly, so that children's strengths and difficulties are identified, and their needs can be met through planned teaching or specific interventions.
- SEND children have access to technology that supports their learning. (SDP 2.3 and 3.2)
- Development of an Inclusion section for the website, for parents to know how to access services and signpost useful agencies.
- We ensure that SEND children have equal access to OOSHL Out of School Hours Learning, school visits and residential.
- Monitoring of attendance records
- Provide transport for SEND children to take part in specific trips e.g. Taxis to venues.
- Provide Continual Professional Development for all staff, especially with regard to children with complex learning needs.

• **13.0 Curriculum – see Curriculum Policy for further details**

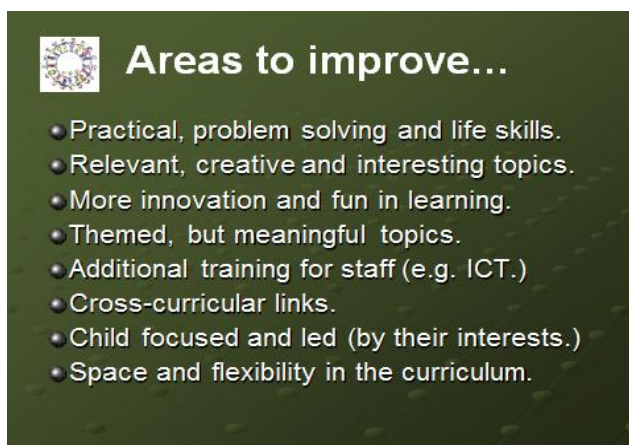
13.1 Philosophy

At Osmani School, we believe that learning should be an enjoyable, meaningful and rewarding experience. Through our curriculum, we aim to provide learners with the skills, knowledge, understanding and enthusiasm to become high achieving, lifelong learners in the twenty-first century.

- a. An awareness of equal opportunities issues underpins all aspects of teaching and learning, planning, assessment teaching style, grouping of children, resourcing of classrooms and the various curriculum areas, displays and assemblies. To ensure that these considerations permeate all areas of the curriculum, Equal Opportunities needs to constitute an element in all other subject policies, both implicitly and explicitly.
- b. The approach to teaching and the resources used reflect the diversity of our society, and celebrate the positive contributions that such differences make to our lives, while challenging any prevailing stereotypes, which can limit children's views of themselves or others, leading to lack of self-esteem and under achievement.
- c. All children are given full access to the curriculum, to enable them to achieve their full potential. This applies to children, whose main language is other than English, to children who have learning difficulties, and to those, who are particularly gifted.

13.2 Curriculum Review

In 2010 – 2011, Osmani undertook a comprehensive review of the curriculum at Osmani school. This included over 40 hours of INSET, independent research, Teaching and Learning Leader, presentations, attendance at national conferences and external visitors. All stakeholders at Osmani identified the following areas to improve:



- In light of the above areas to improve, staff further consulted other curriculum models, including: the Rose review (areas of learning), IPC (International Primary Curriculum), and the thematic curriculum. The school conducted an audit of key drivers that were required to enrich and develop the children at Osmani. The two in yellow were selected to embed the entire curriculum, and meet the specific needs of children and the local community.



- Both of these drivers were explored in more depth, so that all stakeholders were aware of the specific needs of children at Osmani:

Diversity and beliefs

- Comparing their own and others' beliefs.
- Accepting that everyone has their own choice to choose what they believe (and how they live their lives).
- Free speech and entitlement to own opinion.
- Learning about children who are different from themselves.
- Celebrate individuality through understanding of identity and empathy.
- Contribute and support own community
- Six equality strands – see sheet.

Social and emotional well-being

- Life skills and a range of experiences.
- Awareness of own strengths and weaknesses.
- Knowing when to stand-up and say 'enough'.
- Positive self-esteem and confidence.
- Respect for others and understanding of different communities.
- Understand how to behave in different situations.
- Appropriate language skills to express feelings and empathy.

- 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. We believe that children learn best through first hand, practical, stimulating experiences, and the curriculum has been designed to provide this. Through consultation with all stakeholders, we continuously review and adapt our curriculum to meet the needs of our children.
- In light of recent curriculum developments, and the current competitiveness for university places and employment, it is important that children are prepared 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.
- Strong curricular provision develops children's interests and relevance to their future lives. Providing a progression of knowledge and learning skills adds to limitations offered by some family lives. Participation is high for engagement, motivation and a thirst to make progress; confidence and effective communication being at the core (Trips and visits records - every child within our school participates in all trips and activities).

- We order appropriate resources for all year groups, all abilities and all 9+ protected characteristics.
- Lessons are carefully planned, taking into account challenge and support for all pupils, including those with SEN or those new to English through matched learning. Data informs planning well.
- 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.

14.0 The public sector equality duty (PSED) requires both due regard and certain specific actions; and these are outlined below:

Commitment, Understanding and Roles and Responsibilities of Management Team & the Governors

The strong and ambitious leadership team, supported by an effective governing body, is outstanding, and shares a zero tolerance of discriminatory behaviour. Being adamant for all pupils to reach their highest levels of performance, whilst having their life chances enhanced, means all pupils are viewed optimistically for their ability to individually succeed, taking into account their similarities and differences.

- The headteacher provides strong leadership, and works successfully with senior leaders, staff and members of the governing body, to put pupils at the centre of the school's work.
- There is a positive team spirit among the whole staff, who are equally ambitious for the school. Leaders and managers embed ambition well, and bring about sustained improvement; they have ensured that teaching is mostly rated good, and have secured improvements in attendance.

- The leadership team ensures that all staff tackle discrimination, and promote equality, so that rates of progress are good for all groups of pupils.

14.1 Governors effectively hold leaders to account, through asking challenging questions and attending training, meetings, and visiting the school.

The Governing Body is engaged, critical and supportive in the following ways:

- Meetings arranged, and link governor reports to governing body
- Meetings minuted and meetings taking place
- Meet regularly with the link governor for Inclusion SDP 3.1
- Disability access issues is a standing item on curriculum committee agenda

14.2 The Head and Chair of Governors will:

- Implement the Equality Policy and its related procedures and strategies.
- Ensure that all staff know their responsibilities, and are given appropriate training and support.
- Monitor and report on the operation of the policy.
- Take action in cases of discrimination.

15.0 Engagement and consultation with all members of the school community

We recognise that, in order to engage with all equality issues, we need to involve and consult with all members of our school community, who will be affected by our decisions.

15.1 Staff

A cohort of staff had confidential interviews in April 2013, to ascertain their understanding and experiences of diversity, inclusion and equality within Osmani School. These interviews were written up, and formed an important part of the workshop on The Equality Act 2012 that took place on 24th May 2013.

15.2 The Aim of the Workshop was:

- For participants to take personal responsibility, feel better skilled and confident to tackle all forms of discrimination, and pro-actively build a school community which is inclusive.
- To be an enjoyable and memorable experience.

15.2 The Learning Objectives were as follows:

- To update participants on key equalities legislation;
- Reflect on what they know about discrimination, and build upon existing knowledge;
- To ensure that no one colludes, wittingly or unwittingly, with any form of discrimination ;
- To focus on personal responsibility, and the impact of inappropriate words and behaviour;
- To explore themes, such as how different perspectives can affect a situation and the ethos of the school;
- To build action points for the school throughout the day;
- Shared understanding and awareness about The Equality Act 2010 (Amendment) 2012.

15.3 All adults have very high expectations for what pupils can achieve, and this ambition is realised in our effective progress results. This ambition is exclusively shared amongst all staff, who have a thirst to be consistently outstanding.

15.4 Teaching promotes equal opportunities, in the way that children are encouraged to participate in lessons, and in their equal access to the curriculum: such as through matched activities (see Lesson Observations records/planning).

15.5 Pupil progress results ensure that the achievement of cohorts of pupils is above average by the time they leave school. Pupils enter the school well below average, are below average at the end of EYFS, are average at the end of KS1 and are at least above average at the end of KS2.

15.3 Agency Staff/Suppliers/Consultants will:

Be made aware of The Single Equality Scheme, and will be expected to uphold the school's values, policies and procedures, which ensure the demonstration of this Single Equality Scheme.

15.4 Pupils

16.8 A cohort of 18 pupils was interviewed from years 3 to 6 – these confidential interviews were part of the Equality Project / Workshop on 24th May 2013. There follows some of the pupils' comments:

Best school I've ever been to. The education here is outstanding – mind blowing. I'll bring my children here.

School's best on whole planet. But make better trips. A really good school. I feel safe here.

In school; we can work together and do fun activities – like literacy.

- We provide our children with a wealth of opportunities to use their imagination and curiosity, and seek ways to help them understand both similarities and differences. There is a range of excellent professionals, who support the school, including Attendance and Welfare Adviser and Learning Mentors.
- Children in Osmani have opportunities to understand, respect and appreciate a range of cultures and diversities within and beyond school. This allows children to find shared values amongst the community within school and in the wider world.
- Our school staff represents a range of different cultures, providing children with contact with people daily, from outside their home experience; encouraging parents to come together at special events and assemblies.
- Children visit Cambridge University, to encourage them to aspire to Higher Education. Queen Mary University has provided opportunities for children to engage with University students and lecturers. The school has made a link with Reeds Independent School in Surrey, which has provided children with an opportunity to visit their facilities, and meet children from very different backgrounds.

15.5 Special Educational Needs - Also see the 'Guidance for School Action (SA) and School Action Plus (SAP)' attached to the SEN policy.

1. At Osmani school, we follow the 'Code of Practice' on the identification and assessment of SEN.
2. The initial identification is the responsibility of the class teacher, and is carried out through classroom observation or formal/informal assessments/tests. *Please refer to the SEN policy, section 7, for details on these procedures.*
3. Children at SEN SAP and above are assessed in more detail (e.g. By the SENCO) or by an external agency. The progress of children with SEN is formally reviewed each term.
4. To ensure children with SEND and medical needs are supported appropriately through all class/school and offsite activities
5. Rigorous risk assessments and reasonable adjustments carried out to ensure safety of all SEND pupils
6. Fire evacuation procedures in place for all SEND children.
7. Staff are trained, and detailed care plans are in place. SEND children are safe and planned for, to ensure participation in all school and community activities.
 - Inclusion Co-Coordinators & School Nurse
 - Minutes and copies of risk assessments.

15.6 Parents / Carers

- We all welcome all parents, carers and members of the community at Osmani. We value the rich mix of culture and experience they bring, and are keen to find ways of sharing their knowledge, interests and skills, in an effort to increase understanding and involvement. To this end, we recognise the necessity of making available appropriate facilities and support, in particular for parents, who wish to become more directly involved in their children's education, and are committed to taking more steps in this direction.
- In our school booklet and regular newsletters, we aim to make clear that we want parents to make a contribution to school life, in whatever way they feel able.

- We organise a range of social and educational events that involve all parents, to make them feel part of the school community, and to help foster awareness of their children's learning needs in this society.

Parental engagement is strong, and effectively contributes to the excellence of our school. Involvement in school activities, as well as adult classes and workshops, contribute to their successful inclusion. The vast majority are happy with their child's experience at school, and the way the school supports them to help their child's learning. (Parent questionnaires, Ofsted report 2011).

15.7 We involve parents in their children's learning, when their child begins school.

Strong family support is shown, in that 100% of parents agreed that: school kept their children safe; and the vast majority of parents agreed that the school deals effectively with unacceptable behaviour; that they can talk to teachers or other adults, if they have a problem; that their children are proud of their school, and that this has impacted upon attendance and the desire to come to school.

We invite parents to

- talk to the children about aspects of their own lives, past & present events, festivals celebrated, teach new words in own home language, & to share skills.
- trips to support the children in their learning.
- work with their children on different activities, e.g. cooking
- workshops – diversity, inclusion and equality, supporting reading, phonics, healthy eating, dentist, literacy & numeracy, growing up, parenting courses,, understanding the value of talk & play in early child development
- stay & play sessions in the Nursery.
- observe a session in Reception.
- Discussions, so that they can look at and contribute to their child's record.
- Fathers week- invite Dads/ male relatives in to read with the children.

**16.0 How to deal with allegations of discrimination, harassment & victimisation
- see our Behaviour Policy for further reference**

- As a school, we recognise our legal duties to all our pupils, in relation to bullying / discrimination. Hence, we ensure that we treat all bullying / discrimination, on the grounds of a protected characteristic, with the same emphasis as any other form of bullying, harassment or victimisation.
- There are clear procedures for dealing with prejudice-related bullying and incidents, and there is appropriate staff training that equips staff to identify and deal with this effectively.

16.1 Our systematic approach to dealing with all forms of direct and indirect discrimination is as follows:

16.2 Sanctions

- We believe in dealing with all discriminatory behaviour, at the place and time of difficulty, as much as possible. This stops referral and potential escalation. It also helps us to understand 'causes' close at hand, and uses teamwork to address difficulties.
- This means that we all use the Golden Rules as a set of principles. These agreed principles guide our actions, so that consistency, coherence and harmonisation are built on. Within that consistency, we recognise variation, and understand that we need flexibility. All our children are individuals with individual needs.

16.3 Level 4

(Violent behaviour, racist, homophobic, sexist, anti disability language, swearing in any language, and leaving the classroom without permission are all totally unacceptable and receive an immediate Level 4)

Children who get to Level 4, because of an isolated serious incident, or because they have not responded at Level 3, and are still choosing not to improve their behaviour, must be taken immediately to the member of the leadership team on duty.

It is expected that enough information will have been written in the behaviour file, for the member of the SLT to be able to deal with the incident.

Where necessary the member of the SLT dealing with the incident, will meet with the parents (and interpreter if needed) and they will agree on the sanction for the particular incident, (missing golden time, missing play).

When a child has received three Level 4 letters, they will be seen and dealt with by the Head Teacher, after consultation. If three Level 4 letters are given to a child in one half term, this will normally result in a one-day exclusion.

16.4 Children Beyond

There are some children who, because of their social, emotional behaviour needs, or learning / speech and language difficulties, cannot follow the usual guidelines for behaviour, as the rest of the children in their class. (See Disability Discrimination Scheme).

At Osmani, these children will be provided with additional support, both in the classroom and at playtimes.

The behaviour files will be used to track these children's behaviour and any patterns established.

Although we understand the needs of these children, we will also ensure that any systems put in place to support them will also take into account the safety of other children in their class and the adults working with them.

The Inclusion Coordinator will support the teacher, TA and parents in drawing up a list of rewards and sanctions that the child can understand and work towards.

Support will be offered to the families, and referrals to appropriate agencies will be made. These include the Behaviour Support Team, Educational Psychology Service and Child and Adolescent Mental Health Service.

The school will also offer the parents the opportunity to engage in parenting classes, either within the school setting or through other agencies.

Referrals will usually be made, by completing a Common Assessment Framework with the parents, child, class teacher, Inclusion Coordinator and any other adult working regularly with the child.

16.5 Parental Involvement, when there are allegations of discrimination

- Parents can and should be our greatest allies. We need to keep them informed about their children. If they only hear bad news, they will avoid us.
- If we do need to tell parents bad news, it should be done without an audience. Public praise and private criticism is a useful reminder when dealing with the issues.
- Parents can be contacted by 'phone, letter or personally, at the beginning and/or end of each day.

16.6 The purpose of parental involvement is:

- a. for parents and staff to work together in partnership on implementing, monitoring and supporting our equality scheme/policy. See appendix for reporting systems forms

16.7 Excluding children

In extreme situations, where the well being of a child or the well being of other children or staff is severely threatened, it may be necessary for a child to be sent home. We recognise that it is discriminatory to exclude children from school visits because of their SEN and when planning any visits will ensure that these children are carefully considered. Reasonable adjustments will be made to ensure access to the trip wherever possible:

16.8 These will include:

- a. Paying for an additional TA to support the child during the course of the visit.
- b. Asking parents to accompany the child.
- c. Arranging emergency procedures for removing the child from the school visit if necessary, for example, taxi back to school, mobile phone on.

17.0 Diversity, Inclusion & Equality Objective Outcomes

The diversity, inclusion and equality objectives outcomes within this Scheme have been shaped by consultation and involvement with staff, pupils, governors; our policies / documents on assessment, behaviour, Ofsted report, curriculum policy, school development plan, and our self evaluation review.

All objective outcomes have key activities and measures, which have been identified, to ensure that we are able to report the progress about each intended outcome.

Within each of the objective / outcome SMART table below; there is a correlation with our school's core business of teaching and learning.

We have also focused on ensuring compliance with the general equality duty to have '**due regard**' to:

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

Key themes

- Consistency
- Collective responsibility
- Professionalism

Summary

The Chair of Governors and Head Teacher 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.

Appendix

Legal Background – the duties that underpin our single equality policy

- The core concepts and terminology in the Public Sector Duty are drawn from the Race Equality duty (RED) that was formulated in section 71 of the Race Relations (Amendment) Act 2000. The wording of the RED was used later as a model for formulating the Disability Equality Duty (DED) that came into force in 2005, and for the Gender Equality Duty (GED) that came into force in 2007.
- The UK Government's Equality Act 2010 restated, simplified, and, where appropriate, harmonised the various different pieces of equality legislation that had been produced over the last 40 years. The bulk of the Act came into force on 1st October 2010.
- The Equality Act 2010 (Specific Duties) Regulations 2012 came into force at the end of May 2012. The specific duties are focused on outcomes, and encourage the integration of equality considerations in the core business of public authorities.

Auxiliary Aids

The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. Following consultation on implementation and approach, the duty came into force on 1 September 2012.

The Equality Act 2010 (Amended 2012) has replaced all previous discrimination law. This duty has two main parts:

The 9 Protected Characteristics

There now follows the definitions of the **9 protected characteristics**; and, whilst all members of the school community are protected by The Equality Act, this policy focuses mainly on our pupils, and includes our responsibilities, as outlined in the Public Sector Equality Duty.

1. **Age** is a relevant characteristic, when considering our duties **in our role as an employer**, so that they do not experience discrimination, but **not in relation to our pupils**.

Our School, therefore, remains free to admit and organise children in age groups, and to treat pupils in ways appropriate to their age and stage of development, without risk of legal challenge.

2. **Disability - Special provisions for Disability**

The law on disability discrimination is different from the rest of the Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people, but not people who are not disabled. This means that our nursery school is allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases is required to do so, by making reasonable adjustments, to put them on a more level footing with pupils without disabilities. Provision for disabled pupils is closely connected with the regime for children with special educational needs.

Our Accessibility Plan outlines how we will improve access for disabled pupils to the physical environment, increase the extent to which our disabled pupils can participate in the curriculum, and how we improve the availability of accessible information to disabled pupils.

3. **Gender Reassignment** is defined in the Equality Act as applying to anyone, who is undergoing, has undergone, or is proposing to undergo a process (or part of a process) of reassigning their sex, by changing physiological or other attributes.
4. **Marriage & Civil Partnership** It is possible for Gay and Lesbian couples to register a civil partnership, which gives them many of the same rights as a married couple. The Equality Act of 2010 protects employees, who are in a civil partnership or marriage, against discrimination.
5. **Pregnancy and Maternity** It is unlawful for us to dismiss an employee, because they are pregnant, or for reasons connected with their pregnancy or maternity leave.
6. **Race - includes colour, nationality and ethnic or national origins.** Our school ensures that all members of our school community are not singled out for different and less / more favourable treatment because of their race.
7. **Religion or Belief.** The Equality Act defines “religion” as being any religion, and “belief” as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics.
8. **Sex** It is unlawful to discriminate against anyone because of their gender.

10. Sexual Orientation is defined as:

Orientation towards people of the same sex (lesbians and gay men)

Orientation towards people of the opposite sex (heterosexual)

Orientation towards people of the same sex and the opposite sex (bisexual)

Unlawful Behaviour

Direct Discrimination – treating someone less favourably than others, because of a protected characteristic.

Indirect Discrimination – when a ‘provision, criterion or practice’ is applied generally, but has the effect of disadvantaging people with a particular protected characteristic.

Harassment – unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

Where schools are concerned, the offence of harassment, as defined in this way in the Act, applies only to harassment because of disability, race, sex or pregnancy and maternity, and not to religion or belief, sexual orientation or gender reassignment. It is very important to recognise that this does not mean that schools are free to bully or harass pupils on these other grounds - to do so would still be unlawful as well as unacceptable. **Any case against the school would be on grounds of direct discrimination rather than harassment.**

Victimisation – when a person is treated less favourably than they might otherwise have been, because of something they have done in connection with the Act (for example, making an allegation of discrimination, or supporting another person’s complaint by giving evidence).

Institutional Discrimination

The collective failure of a school to provide an appropriate and professional service to people, because of their characteristic / difference.

It can be seen or detected in processes, attitudes and behaviour, which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and stereotyping, which disadvantage individuals/groups.

A Racist Incident

- Any incident, which is perceived to be racist by the victim or any other person – Race Relations (Amendment) Act 2000
- Allegations, which must be investigated

“**Racism** consists of conduct or words or practices, which disadvantage or advantage people, because of their colour, culture or ethnic origin. It can be subtle or overt, intentional or unwitting. It can be personal – name-calling, abuse, harassment and violence.”

Discriminatory Incidents

That discrimination consists of conduct or words or practices, which disadvantage or advantage people because of their difference.

It can be subtle or overt, intentional or unwitting. It can be personal – name-calling, abuse, harassment and violence.

Any incident, which is perceived to be discriminatory by the victim or any other person.

Positive action

New Positive Action provisions allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a **proportionate** way of achieving the relevant aim and should be **based on data**.

Association

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person, with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a White pupil less favourably because she has a Black boyfriend.

Perception

It is also unlawful to discriminate, because of a characteristic, which you think a person has, even if you are mistaken. So, a teacher who consistently picks on a pupil for being gay will be discriminating, because of sexual orientation, whether or not the pupil is in fact gay.

Logging, Reporting, & Monitoring Discriminatory Incident Form

We use Tower Hamlets Forms