



Diversity, Inclusion & Equality Statement

The Public Sector Equality Duty 2012

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas. The effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their disability, race, sex, religion or belief or sexual orientation.

The three existing general and specific equality duties on schools (race, disability and gender) to eliminate discrimination and advance equality of opportunity have been combined into a single, outcome-focused duty extending to all of the *protected characteristics.

Equality Duties

A) 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.

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 school's functions, and that the analysis necessary to comply with the duty is taken seriously, rigorously and with an open mind.

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 schools to provide auxiliary aids and services.
- Having an Access Plan to improve access.

B) The specific duties

Publish information to demonstrate a school's compliance with the general equality duty as follows:

1. Prepare and publish one or more objectives that the school needs to achieve to further any of the aims of the general equality duty.
2. Ensure objectives are specific and measurable.
3. Schools need to ensure that the way in which issues are taught does not subject individual pupils to discrimination.

At Osmani School

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

Our commitment to equality is to ensure that our school is an inclusive environment, which is outcome-focused. We recognise that this is achieved through consistency and collective responsibility in preventing and dealing effectively with all forms of discrimination.

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.

Demonstration of our commitment and compliance can be read in the following documents:

Equalities Information and Equality Achievements – Equality Actions

Full Report of our Single Equality Scheme

Executive Report of our Single Equality Scheme



Introduction

- Equality is strength of our school. This is particularly important for new arrivals, who receive a constructive induction to feel welcomed and secure.
- 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.

Pupils	Equality Achievements
Social & Emotional Wellbeing	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. Reading partners and attendance ambassadors provide opportunities for them to take responsibility and contribute to school life.
Special provisions for Disability	<p>Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them in a more equal position to pupils without disabilities. (see Accessibility Plan, 2014)</p> <ul style="list-style-type: none"> - 1 child with SEND is invited to be a member of the school council annually in order to establish the views of children with SEND - Children with SEND are allowed to use taxis to and from trips and also allocated additional members of staff which are not counted in the

	overall ratios
Pupil Engagement	<p>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: <i>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.</i></p> <p>Pupils are proud and committed to their school and the school council. The School Council identifies areas that might be a concern, and suggests solutions for how to improve them.</p> <p>Through community activities, such as putting on 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.</p>
Pupil's Attitudes and Behaviour	<p>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.</p>
Prevention & Intervention of Discrimination	<p>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.</p>
Teaching & Learning	Equality Achievements
Staff	<p>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</p>

	<p>support staff, play a strong role in supporting pupils' social and emotional development.</p> <p>Our school staff represents a range of different cultures, providing children with contact with people daily, from outside their home experience.</p>
Curriculum	<p>We undertook a comprehensive review of the curriculum - this included over 40 hours of INSET, independent research, Teaching and Learning Leader, presentations, attendance at national conferences and external visitors.</p> <p>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.</p> <p>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.</p>
The approach to teaching and the resources	<p>Reflects the diversity of our society, and celebrates 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.</p> <p>We order appropriate resources for all year groups, all abilities and all 9+ protected characteristics.</p> <p>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.</p> <p>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</p>
External Engagement	<p>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</p>

	<p>opportunity to visit their facilities, and meet children from very different backgrounds.</p>
Assessment	<p>Our approach to assessment reflects the school's approach to diversity, inclusion and equality, 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. Narrowing the gap for disadvantaged pupils is beyond the national picture in English. Mathematics was more average in 2012, being in the middle 20%, when compared to similar schools. By the time pupils enter KS2, we have usually closed the gap, and the majority are average, with fewer being either high or lower ability pupils. We are focusing upon boys' speaking, listening and reading in the Early Years, in order to increase their score in the future.</p>
Monitoring of Incidents	<p>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.</p>
Parents/Carers	Equality Achievements
Involvement	<p>We aim to ensure parents are kept fully aware, and play a major role in discussing and enhancing their children's achievement. 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. A new approach towards home learning and independence is having a positive impact upon ambition for learning</p>
Support	<p>The school 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.</p>
Engagement	<p>Parental engagement is strong, and effectively contributes to the excellence of our school. Involvement in school activities, as well as adult</p>

	<p>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).</p> <p>We invite parents to</p> <ol style="list-style-type: none"> 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 cooking activities. workshops – diversity, inclusion and equality, supporting reading, phonics, healthy eating, dentist, literacy & numeracy, growing up, establishing boundaries, 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. <p>Active play packs sent home, for parents to work with their children on a variety of physical activities at the weekend.</p>
Website	Development of an Inclusion section for the website, for parents to know how to access services and signpost useful agencies.
Prevent all forms of unlawful discrimination	Equality Achievements
Pupil's Responsibility	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.

Teaching & Learning Displays & Resources	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.
Out of School Hours Learning, School Visits & Residentials	We ensure that SEND children have equal access and that no child is excluded. We provide transport for SEND children to take part in specific trips e.g. Taxis to venues.
Pupil's Awareness and Understanding	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.
Staff Awareness and Understanding	Confidential 1:1 interviews were carried out in April 2013 with a cohort of staff to find out their understanding and experiences. May 2013 Workshop for all staff on The Equality Act and 'getting behind the Words'. Workshop report written to inform the Public Sector Equality Duty and identify specific objectives.
Dealing with Allegations of Discrimination	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.
Discriminatory Behaviour	Equality Actions
Violent & discriminatory behaviour, swearing in any language, and leaving the classroom without permission	All of these are totally unacceptable and come straight in at 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, are taken immediately to the member of the leadership team on duty. It is the responsibility of the leadership team to ensure that all members of staff know who is on duty, and that the office knows exactly where they are. A rota will be posted on the communications board, at the start of every week. It is expected that enough

	<p>information will have been written in the behaviour file, for the member of the SLT to be able to deal with the incident. All level 4 incidents will be notified to parents, both by telephone call and by a letter posted to the home address. The member of the SLT dealing with the incident will meet with the parents (and an interpreter when necessary), 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.</p>
Discriminatory Forms	We use Tower Hamlets Forms to report discriminatory Incidents.
Continual Professional Development	Equality Achievements
Assessments	Staff are trained in using assessments correctly, so that children's strengths and difficulties are identified, and their needs can be met through planned teaching or specific interventions.
Complex Needs	Staff attend courses about children with complex learning needs.
Special Educational Needs	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.
Decision Making	Equality Actions
Policies, Practices and Functions	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. We 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. We review all policies on a quarterly basis in the Autumn, Spring & Summer Term.
Exclusions	Equality Actions
	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

	<p>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: These will include:</p> <ul style="list-style-type: none"> • Paying for an additional TA to support the child during the course of the visit. • Asking parents to accompany the child. • Arranging emergency procedures for removing the child from the school visit if necessary, for example, taxi back to school, mobile phone on.
Management Team & the Governors	Equality Actions
Commitment	<p>Ensure the implementation of the Single Equality Scheme 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 and are adamant for all pupils to reach their highest levels of performance, whilst having their life chances enhanced which means all pupils are viewed optimistically for their ability to individually succeed, taking into account their similarities and differences.</p>
Governors	<p>Governors effectively hold leaders to account, through asking challenging questions and attending training, meetings, and visiting the school.</p>
Review, Monitor & Evaluate	<p>The Chair of Governors and Head Teacher will:</p> <ul style="list-style-type: none"> • 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.

The diversity, inclusion and equality objective outcomes 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.



As a result of interviews, audits and discussion of all our documents our **Objective Outcomes** are;

Consistency and Collective Responsibility (see Executive Summary)

Last review date: Summer 2014

Next review date: Summer 2017