

EQUALITY OBJECTIVES

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as **protected characteristics**). For schools, this means that it is unlawful to discriminate against students or treat them less favourably because of their gender; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

Marriage and civil partnerships and age are also 'protected characteristics', but do not apply to our provision for students.

Under the Act, the school is expected to comply with the Public Sector Equality Duty. This requires us to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

As a public organisation, we are required to:

- Publish information to show compliance with the Equality Duty. This is done via our Equalities Policy
- Publish Equality Objectives which are specific and measurable

Our Equalities Policy is in line with national guidance and contains information about how the school complies with the Public Sector Equality Duty. We also give guidance to staff and outside visitors on our approach to promoting equality.

Our Equality Objectives reflect the school's priorities and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

For 2017-18, our Equality Objectives are:

<p>Equality Objective 1: At Osmani Primary School we aim for equality of opportunity and to foster good relationships in engaging parents and carers, tackling discrimination and narrowing gaps of achievement where they exist.</p>	
<p>Outcomes:</p>	<p>Measured by</p>
<p>The school is able to effectively analyse the data it collates on the protected characteristics of ethnicity, gender, socio-economic circumstances, religion and other groups to address any differentials in outcomes for these groups.</p>	<ul style="list-style-type: none"> ● Data analysis ● Discussion with parents, pupils, staff ● Lesson observations

KEY: D= disability, G= gender, R= religion/belief, E=ethnicity, S= socio economic

D	G	R	E	S	Activity	Indicators
✓	✓	✓	✓	✓	We collect data in reading, writing and maths and Spelling, Punctuation and grammar (SPAG) at 4 assessment points during this year. This data is analysed by group and attainment and progress is monitored.	Assessments up to date. SLT have overview and all teachers understand relative attainment and progress of groups.
✓	✓	✓	✓	✓	Effective and time bound Interventions are put in place for pupils who require additional support Entry and exit data is analysed.	Accelerated progress is noted. Interventions map updated 4 times a year.
✓	✓	✓	✓	✓	Pupil Progress meetings 4 times a year, pupil 1:1	Records of pupils progress Meetings, with clearly

					conferences and SEN reviews with parents.	defined actions for next steps in closing the gaps.
✓	✓	✓	✓	✓	Observations of teachers by SLT and colleagues to focus on pupils of different characteristics and abilities.	Quality first teaching in place for all groups of pupils.

Equality Objective 2: Behaviour & Attendance

At Osmani School we have the highest expectations for behaviour, and support children to know which behaviour is acceptable and encouraged in school and in the wider community.

Outcomes:	Measured by:
The school effectively monitors and addresses all incidents of bullying including prejudice related to any characteristics. The school works effectively to monitor and improve the attendance of all pupils and removes barriers.	Data analysis (attendance) Behaviour Log/Discriminatory Incident Log Observations Discussions with informations from pupils, parents and staff.

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D	G	R	E	S	Activity	Indicators
✓	✓	✓	✓	✓	Review Behaviour policy. Behaviour policy promotes growth mindset and gives children strategies to solve their own conflicts.	Pupil behaviour analysis shows improving behaviour and very low numbers of incidences linked to prejudice. Parent, pupil and staff questionnaires show low incidents of bullying.
✓	✓	✓	✓	✓	Anti-bullying assemblies Reviewed PSHE and introduced new Scheme of Work which includes Mindfulness. (Jigsaw)	Bullying is rare and dealt with effectively by the school when it arises.

✓	✓	✓	✓	✓	Monitoring of all attendance data at group and individual level. Pupils act as Attendance Ambassadors to promote good attendance. Parents informed termly if attendance drops below 95%. AWA works with families where attendance is low.	Report to Governors attendance patterns shows good attendance and little variation between groups.

Equality Objective 3: Community Cohesion

At Osmani Primary School we encourage community cohesion through a growing understanding of differences and similarities within a climate where respect and discrimination not tolerated.

Outcomes:	Measured by:
The school effectively monitors and addresses all discriminatory incidents. The school seeks to promote community cohesion through celebrating diversity, building good relationships between people of different groups and by contributing to the cohesion of the local community and wider society.	Discriminatory Incident Log Observations. Positive feedback from Parent, Pupil and staff questionnaires. Feedback from Business partners, visitors and guests.

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D	G	R	E	S	Activity	Indicators
✓	✓	✓	✓	✓	Admissions policy and parental workshops ensures parents understanding how school promotes British Values.	All children participate in activities. Positive feedback from parent, Pupil and staff questionnaires.
✓	✓	✓	✓	✓	Admissions policy and parental workshops ensure parents understand how we	All children participate in activities. Positive feedback from

					promote community cohesion and how we celebrate diversity through engaging in cultural and social activities.	Parent, Pupil and staff questionnaires.
✓	✓	✓	✓	✓	Promote good relationships between different groups and develop children's understanding of their wider community and the world.	Children demonstrate an awareness and respect for all groups. Children demonstrate an awareness and understanding of the wider community and world beyond the local area.