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Reach For The Stars

Equality Policy

Our Motto

★ Reach for the Stars

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 United Nations Convention on the Rights of a Child.

Articles 2/12: We respect the right to be listened to and listen to others.

Articles 19/24: We respect the right to feel safe at school and help others feel safe.

Article 28: We respect the right to learn and let others enjoy their learning.

Articles 15/31: We respect the right to join in and be part of a team.

Article 29: We respect the right to develop our potential and to do it with a growth mindset.

Article 27: We respect the right to look after our own and others property

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.**

Equal Opportunities and the Single Equality Scheme

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.

This policy supports the school in addressing Article/s 14: of the UN Convention on the Rights of the Child.

1.0 Introduction

This policy sets out how our school aims to put into practice The Equality Act 2010 (Amended 2012).

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.

2.0 Defining Diversity, Inclusion & Equality

2.1 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.

2.2 Inclusion is an integral part of our vision and strategy.

- Have 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
- Everyone takes responsibility.
- Opportunity for everyone to access provision and information.
- Access to what they need – matched to their needs

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.

Relating to the Equality Act (2010) there are nine 'protected characteristics' these are age; disability, gender reassignment [transgender], marriage / civil partnership, pregnancy / maternity, race, religion and belief (and having no belief), sex (gender) and sexual orientation.

Under the general duty schools must exercise 'due regard' in respect of each of the eight protected characteristics (excluding marriage and civil partnership) to:

1. Eliminate unlawful discrimination and harassment
2. Advance equality of opportunity
3. Foster good relations between different groups

3.0 The Purpose of this Policy

This policy sets out Osmani Primary School's commitment to promoting equality and diversity.

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:

- 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.
- 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.

The policy applies to:

- School Governors
- Staff
- Parents
- Pupils (as appropriate)
- Visitors to the school
- Multiagency Professionals
- Contractors

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.

4.1 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

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.

6. 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.

6.1 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.

7. Diversity Complaints

Osmani Primary School takes seriously all complaints; 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.

Appendix 1

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.

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.

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.

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.

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.

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.

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.

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.

Sex It is unlawful to discriminate against anyone because of their gender.

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.