Osmani Primary School

Reach For The Stars

2025-2029
Equality Information and Objectives

Our Vision Statement

Reach For The Stars

Our Motto

Our Vision Statement

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

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

Our Rights

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

Our Values

Striving Teamwork All Included Responsibility Success

★ Striving

Our aim is that we are a school that:

- **uses our Growth Mind-set (learning from mistakes and always willing to have a go)**
- **never gives up and always find ways of improving**
- **enjoys challenges and aims high**

★ Teamwork

Our aim is that we are a school that:

- **encourages and supports each other to be the best we can be**
- **learns from each other**
- **listens to and respects each other's ideas**

★ All Included

Our aim is that we are a school that:

- **has high expectations of everyone**
- **encourages everyone to take an active part in learning and life of our school**
- **nurtures and celebrates what makes each and every one of us unique**
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★ 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 all articles of the UN Convention on the Rights of the Child

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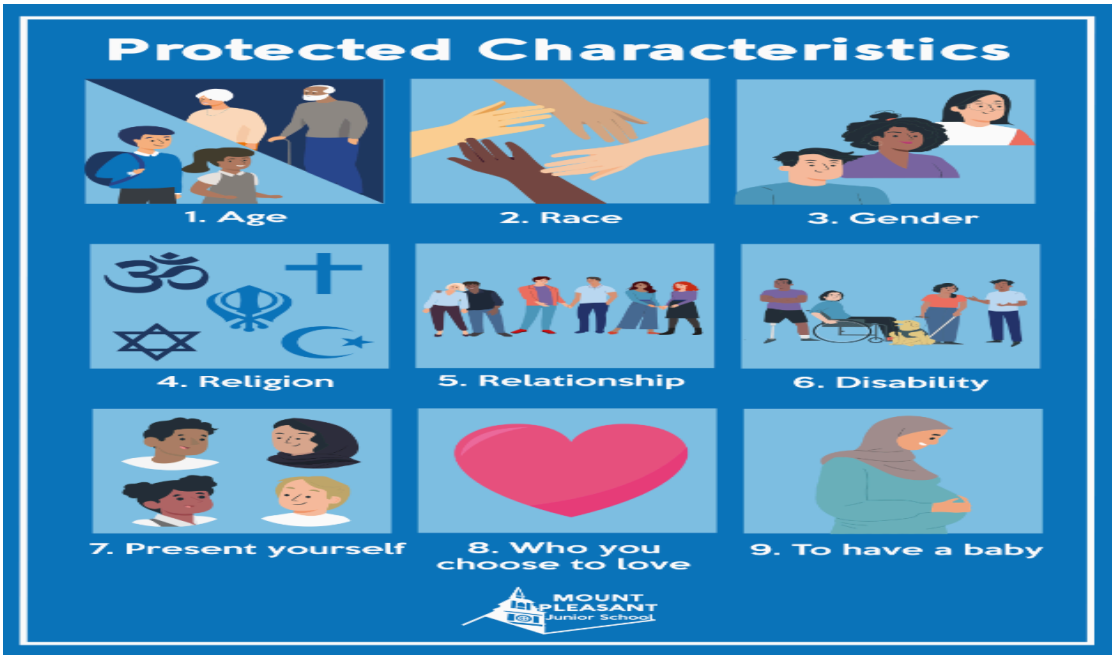
1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation



Our school aims to promote respect for difference and diversity in accordance with our values, such as **Striving Teamwork All Included Responsibility Success.**

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is **Husna Khatun.** They will:

- Meet with the designated member of staff for equality every [frequency], and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document

- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The designated member of staff for equality is **Inclusion Lead** and will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor at least annually to raise and discuss any issues.
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September during the Inset days.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with special needs and disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of discriminatory bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our Rights Respecting Ambassadors have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years – we've chosen December to be our deadline for this

Based on the school's context, vision, values, self-evaluation and improvement priorities, and consultation of parents, staff and pupils, the following equality objectives are proposed to address the Public Sector Equality Duty (PSED):

Objective 1: Eliminating Discrimination

The school will continue to strengthen whole-school understanding of SEND and other protected characteristics by delivering structured annual training for staff and parent workshops aimed at challenging stereotypes, addressing misconceptions, and ensuring all pupils feel safe, respected and included.

Objective 2: Advancing Equality of Opportunity

The school will enhance access, engagement and outcomes for pupils and families with SEND, EAL, financial hardship or limited English by improving early identification, targeted provision, translation support and inclusive communication systems.

Objective 3: Fostering Good Relations

The school will deepen cultural understanding and positive relationships by expanding multicultural events, participation opportunities and community collaboration that promote respect, empathy and appreciation of diversity.

Objective 1: Eliminating Discrimination

Objectives	Actions	Resources Needed	Person Responsible	Time Frame	Success Criteria	Monitoring & Review
The school will continue to strengthen whole-school understanding of SEND and other protected characteristics by delivering structured annual training for staff and parent workshops aimed at challenging stereotypes, addressing misconception , and ensuring all pupils feel safe, respected and included.	Provide annual training for staff and informational sessions for parents on SEND, protected characteristics and inclusive behaviour.	Training materials	Inclusion Lead	Annually	Increase in staff confidence in identifying and challenging discriminatory attitudes. Parent workshop attendance and feedback shows improved understanding of SEND and diversity. Reduction in reported incidents related to discrimination.	School improvement processes. Pupil voice, parent feedback and staff evaluation. Analysis of participation and outcome data

Objective 2: Advancing Equality of Opportunity

Objectives	Actions	Resources Needed	Person Responsible	Time Frame	Success Criteria	Monitoring & Review
Strengthen support for pupils and families facing barriers through early intervention, communication support, signposting and	The school will enhance access, engagement and outcomes for pupils and families with SEND, EAL, or limited	Language Line	Home School Liaison Officer Inclusion Lead	Ongoing	Improved participation rates of SEND, EAL and disadvantaged pupils in trips, clubs and enrichment.	School improvement processes. Pupil voice, parent feedback and staff evaluation.

increased access to learning and enrichment.	English by improving early identification, targeted provision, translation support and inclusive communicati on systems.				Increased use of translation tools and interpreter support. Positive progress data for targeted groups. Earlier identification of needs (evidenced through SEN register movements and interventions).	Analysis of participation and outcome data.

Objective 3: Fostering Good Relation

Objectives	Actions	Resources Needed	Person Responsible	Time Frame	Success Criteria	Monitoring & Review
Embed a culture of respect and belonging by celebrating the school community's diverse cultures, languages and beliefs.	The school will deepen cultural understanding and positive relationships by expanding multicultural events, participation opportunities and community collaboration that promote respect, empathy and appreciation of diversity.	Event planning time	Assistant Head with responsibility for parental engagement. Home School Liaison Officer	Ongoing	Increased participation in cultural events across pupils, staff and families. Pupil voice surveys showing improved sense of belonging and respect. Evidence of curriculum enrichment reflecting cultural diversity.	School improvement processes. Pupil voice, parent feedback and staff evaluation. Analysis of participation and outcome data

9. Monitoring arrangements

The Inclusion Lead will update the equality information we publish at least every year.

School-specific equality objectives will be reviewed by the head teacher at least every 4 years.

This document will be reviewed by Inclusion Lead annually, to ensure continued compliance with the PSED.

This document will be approved by the Standards and Curriculum committee of the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy