

Equality Information and Objectives

Together we learn to love and shine



'Your word is a lamp for my feet a light on my path.'
Psalm 119:105

OUR MISSION: What we do

We promote an inclusive and happy environment that nurtures potential, develops wisdom, builds integrity and inspires a love of life and learning.

OUR ETHOS: What we stand for

Recognising its historic foundation, St Oswald's C of E Aided Primary and Nursery School works closely with the Diocese of Durham and St Oswald's Church to provide a stimulating and high-quality education within a caring Christian environment.

We appreciate the uniqueness of every child, whatever their background and individual need, and encourage each child to discover their gifts, their sense of community and their relationship with God. Our values are embedded in everyday school life and daily worship brings the whole school together for times of reflection, exploration and celebration. We enable our children to feel valued, make excellent progress within the curriculum and build a strong foundation for their lives by developing their spirituality, self-belief and sense of citizenship.



Compassion



Courage



Thankfulness

Headteacher: Mrs A. Hassall

Chair of Governors: Mr B Westwood

Adopted: December 2020

Last Review: Dec 2023

**Equality Information and Equality Objectives
For St Oswald's C of E Aided Primary and Nursery School**

Equality Act 2010

St Oswald's C of E Aided Primary and Nursery School's provision of the public sector equality duty

St Oswald's C of E Aided Primary and Nursery School is committed to equality. We aim for every pupil to fulfil their potential, irrespective of background or personal circumstances.

We aim to embed principles of fairness and equality across every aspect of school life, including through the curriculum, in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in before and after school activities.

We must under the general duty of public sector equality duty (PSED), in the exercise of our functions, have due regard to the need to:

- ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Equality Act.
- ✓ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- ✓ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using our facilities. We will give relevant and proportionate consideration to the public sector equality duty.

The protected characteristics for the school's provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (only applicable to staff, not pupils)
- Marriage and Civil Partnerships (only applicable to staff, not pupils)

Age and marriage and civil partnership are NOT protected characteristics for the school's provisions for pupils.

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a protected characteristics that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of 'due regard'

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation** – the PSED cannot be delegated
- **continuous** – ongoing all academic year
- **record-keeping** – keep notes and records of decisions & meetings

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- ✓ publishing our equality information
- ✓ publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

Equality Information:

We maintain confidentiality and work to data protection principles. We publish information in a way so that no pupil or staff member can be identified.

Staff:

Age	Figures fluctuate: at present 22-72
Disability	We ensure reasonable adjustments are made where appropriate.
Gender reassignment	We support any staff member towards gender reassignment.
Marriage & civil partnerships	Figures change – we comply with our equality duty.
Pregnancy and maternity	Figures change – we comply with our equality duty.
'Race' / ethnicity	Staff provided information: All staff who provided this information are White-British with one exception of one, who indicated 'any other ethnic background'. Some staff chose not to provide this information.
Religion and Belief / no belief	Staff provided information: Christian, other faiths or no faith.
Sex – male/female	32 staff employed by the school 29 female 3 male
Sexual orientation	We support all staff members regardless of sexual orientation

Pupils: *Unless specified 100% of parents provided a response*

Age	We have pupils aged from 3 to 11 years old
Disability	Due to low numbers it would not be appropriate to publish this information.
Gender reassignment	We support any pupil towards gender reassignment.

Pregnancy and maternity	We comply with our equality duty and will deliver education on site if and when required, or offer a place at the Young Parent Group run by the SEND & Inclusion Service.
'Race' / ethnicity	Our pupil profile comprises: Mixed background Other white background Black African Chinese Indian White British White and Asian White and Black Caribbean White Irish Any other Asian background
EAL (English as an Additional Language)	16.2% EAL The languages spoken within our pupil profile are: Arabic, English, Russian, Chinese, Italian, Bulgarian, Japanese, Hindi, Portuguese, Tamil and Turkish, French Czech, Persian
Religion and Belief / no belief	95.5% of parents provided a response. Our pupil profile comprises: Buddhist Christian, Church of England, Roman Catholic, Hindi, Jewish, Muslim and no religion
SEND	12.8% pupils identified with a Special Educational Need.
Sex – male/female	51% female 49% male
Sexual orientation	We support all pupils regardless of sexual orientation.
Pupil Premium	9.3% of pupils eligible for Pupil Premium 13.6% Pupil Premium and Pupil Premium Plus

We will update our equality information at least annually

Equality Objectives and Action Plan
2020-2024

Objective	Which protected group(s) will this most affect/influence	How will we know we have achieved the objective?	Lead and other key players	Actions	Review/Comments Dec 21 Dec 22 Dec 23
To ensure that our reading curriculum incorporates examples of literature from a range of ethnic backgrounds and includes characters representative of a range of races.	Race Religious Belief	Books studied in lessons will be more varied with an increased representation of BAME authors and characters.	HT, English subject co-ordinator	Review English/reading curriculum by July 2021. Draw up a purchasing plan by July 2021.	The curriculum has been reviewed We have identified that further books need purchasing. We have identified an appropriate supplier and will begin purchasing these resources(littleboxofbooks.co.uk) We have continued to look to identify books which are appropriate to add to the curriculum offer or supplement it. This is an ongoing process for school. We are currently looking for recommendations from organisations such as EqualiTeach.
To ensure that our history curriculum incorporates opportunities for children to learn about significant BAME people in history as well as those from a range of faiths.	Race Religious Belief	History lessons will include opportunities for our pupils to learn about BAME history through learning about significant people from a wide range of backgrounds including those of different faiths.	HT, History subject co-ordinator	Review History curriculum by July 2021 and continue to look for opportunities include significant BAME people in history as well as those from a range of faiths.	Our History Curriculum has been reviewed. However, this need to be an ongoing process ad we need to continue to identify opportunities to include further examples of BAME people in history as well as those from other faiths. As mentioned above we continue to look for appropriate opportunities to do this. We are

					<p>also considering how we can identify BAME historians who we can reference when discussing history.</p> <p>We continue to look for opportunities to integrate with our curriculum.</p>
To ensure that positive images of people with disabilities are included in library/classroom books by July 2022.	Disabilities	Books will be visible in the classrooms/library.	HT, English subject co-ordinator, Early Years Leader	<p>Review books currently available for children to read in the school (classrooms and library) by February 2022.</p> <p>Draw up a purchasing plan for new books if necessary by February 2022.</p>	<p>We are currently looking into reviewing our class libraries and will start to identify appropriate texts where they are available.</p> <p>With the support of the Friends association, we purchased additional texts.</p> <p>We are currently looking for recommendations from organisations such as EqualITeach.</p>
To increase pupils awareness and understanding of different family and relationships structures.	Sexual orientation Marriage and Civil Partnerships	This will be clearly present in the planning of PSHE curriculum within school and children's increased ability talk with confidence on the topic.	HT, subject co-ordinator and Teachers	To ensure the recently reviewed curriculum is covered appropriately to ensure awareness and understanding for pupils is developed.	The curriculum has been reviewed and different family relationships and structures are present from Reception.

Action plan was updated November 2023.

We will update our equality objectives every four years and will publish progress on them annually.

Though the Act refers to 'race', the use of ethnic/ cultural origin, background or heritage is often more appropriate