Excellence, Aspiration and Care in Partnership

Equalities Statement

Ratified - September 2026

Review Date – September 2030

Osidge School

A member of Ashmole Trust

Equalities Information

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our School has considered how well we currently achieve these aims with regard to the eight protected equality groups:

- race/disability/sex/gender
- reassignment/age/pregnancy
- maternity/religion and belief
- sexual orientation

In compiling this equality information, we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.

Protected characteristics	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those that do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	• Single equality policy • Data on admission • Termly reports on racial incidents to GB • Low number of reported racial incidents	• Celebration of differences • Curriculum • Assemblies • School policies • Value differences	• Celebration of differences • Curriculum • Assemblies • Good links with parents • School policies promote equality • Job descriptions for staff • School ethos • School displays promote diversity
Disability	• School policies • Inclusive practices • Feedback from parents • Termly reports to GB • Assessment data • Purchase of additional resources	• School policies • Raising attainment • Tracking progress	• Good links with parents • Assemblies • School ethos
Gender	• Admissions process • Recruitment process • Gender equality scheme • Tracking data	• Recruitment process • School policies • Raising attainment of boys writing • Tracking progress • Pupil progress meetings	• Good links with parents • Assemblies • School ethos
Gender Reassignment	• Inclusive practices • Admissions process • Recruitment process • Equality policy	• Celebration of differences • School policies • Value differences • Review of practices	• Good links with parents • Parent Support Advisor • Admissions process • School ethos
Pregnancy and Maternity	• Policy for expectant parents • Reasonable adjustments in place • Regular meetings • Risk assessment	• Continue good practice • Paternity leave	• Following policy • Continue to make reasonable adjustments to ensure individuals are supported at work • School ethos
Age	• Employment/recruitment process	• Recruitment process	• Recruitment process • School ethos
Religion and Belief	• Admissions procedures • Employment documents • Balance of staff employed	• Celebration of differences • Curriculum • Assemblies	• Celebration of differences • Curriculum • Assemblies • Good links with parents

			• School ethos • School displays promote diversity
Sexual Orientation	• School policies • Inclusive practices • Admissions process • Recruitment process • Equality policy	• Celebration of differences • School policies • Value differences • Review of practices	• Good links with parents • Admissions process • School ethos

Targets

1. **To ensure a person-centred planning approach for pupils with SEND involving parents and pupils:**

   - Create Individual Learning Plan which incorporates interests as well as strengths.
   - Discussions with pupils and parents in ILP meetings about what they would like to achieve.
   - Training for Education, Health and Care Plans (EHCPs).
   - EHCP conversion meetings based on All About Me section from Local Authority.
   - Statements transferred to EHCP.
   - Parent support groups and Parent classes to support parents in their involvement with strategies.

2. **To eliminate discrimination and other conduct prohibited by the Act:**

   - Ensure the school policies and procedures promote equality of opportunity.
   - Ensure all staff are aware of our responsibility with regards to the equality act.
   - Ensure our school curriculum promotes tolerance of all groups.

3. **To make a significant improvement in number of pupils returning to classrooms after play ready to engage in learning, including and a 50% reduction in the proportion of staff reporting that playground issues regularly need resolving before learning can begin:**
   - Playground incidents monitored.
   - Playground incidents reviewed by SLT.
   - Reflection room monitored to see if reduction of children attending the reflection room.
   - Review of playground supervision to provide continuity of care across the school day.