St Osmund's Catholic Primary School

Equality Statement and Objectives

Our School commitment

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

At St Osmund's Catholic Primary School:

- We ensure that everyone is treated fairly and respectfully.
- We make sure that our school is a safe and secure place for everyone.
- We aim to develop a culture of inclusion in which all those connected to the school feel proud of their identity and ability to participate fully in school life.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same.
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

    - Age.
    - A disability.
    - Ethnicity, colour or national origin.
    - Gender.
    - Gender identity
    - Marital or civil partnership status.
    - Pregnancy
    - Religion or belief.
    - Sexual identity and orientation.

- We recognise that some pupils need extra support to help them to achieve and be successful.
- We aim to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents, staff and governors.

Our duties are:

- To promote community cohesion (under the Education and Inspections Act 2006).
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010).

Our Objectives

Objective 1	To promote positive self- image in all children and to respect their individuality, providing for all pupils according to their needs.
Why	The number of pupils displaying SEMH (Social, Emotional, Mental Health) needs is increasing. These range from low level issues with resilience to their learning and social interactions to more complex SEMH needs.
How	Through developing metacognitive strategies, that support pupils' understanding of themselves as a learner, identifying strengths which develops motivation and resilience when they are presented with challenge. Through introducing the Zones of Regulation Curriculum across the whole school which will help pupils gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving Develop a supportive whole school and classroom culture that promotes wellbeing of the mind and the body, leading to the identification and reduction of risk factors. Continue staff training in SEMH, develop a mental health strategy and identify a named Mental Health Leader.
Intended Outcome:	All children will display a positive self-image and will make good or better progress.

Objective 2	To create a school environment where diversity is understood, valued, and celebrated by all, through embedding a culture of inclusion by prioritising initiatives and activities for all stakeholders, that raise awareness and appreciation of diverse backgrounds, cultures, and perspectives and celebrating them across our whole school community
Why	To promote equality, diversity and inclusion across all stakeholders.
How	In delivering the curriculum, ensure it contains non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture, religion or ability. ***For Pupils***: Promote understanding and respect for diversity through the curriculum, assemblies, and events. Pupils will engage in activities that teach empathy and appreciation for different cultural, religious, and social backgrounds. ***For Parents***: Foster an inclusive community by hosting workshops/events, providing resources, and encouraging family participation in multicultural events to build understanding and unity. ***For Staff:*** Ensure professional development opportunities that focus on inclusive practices, cultural competency, and strategies to support diversity in teaching and classroom management. ***For Governors***: Encourage oversight and strategic input that supports school policies and initiatives aimed at promoting diversity and inclusion.
Intended Outcome:	• Increased participation in diversity-focused events from all stakeholders. • Positive feedback on inclusion initiatives from pupils, parents, and staff. • Evidence of diverse representation and inclusive practices in school policies and curriculum, making diversity and inclusion a central value in the school's culture, ensuring that all members feel valued and respected.

Objective 3	To raise the attainment and progress of pupils from vulnerable groups, specifically SEN and EAL.
Why	Attainment and progress of children with SEN (EHCP and SEN Support) or EAL is not as high as non- SEN pupils and English as a first language.
How	Focus on quality first teaching for all pupils and ensure that specialist SEN strategies are addressed consistently within the classroom. Ensure that consistent communication occurs between class teachers and specialist support teachers and learning support staff. Use colourful semantics as a strategy to support EAL pupils with writing. Continue to track progress of vulnerable groups against non-vulnerable groups and ensure individuals at risk of underachievement are identified and intervention is planned and implemented leading to accelerated progress: include mindfulness, nurture, social and emotional aspects to aid focus on overcoming barriers. This will be linked to our Mental Health Strategy. Develop the use of screening assessment with individuals at risk of underachievement to identify and address strengths and weaknesses and overcome barriers to learning.
Intended Outcome:	Increased attainment and progress of children with SEN and a diminished difference between SEN and non-SEN