



Equalities Statement

November 2020

Oare C of E Primary School

1. Oare C of E Primary School's Aims and Values:

Oare C of E Primary School is committed to ensuring equality of opportunity and inclusivity for all members of our school community:

- pupils who attend the school;
- their families;
- those who are employed by the school;
- our visitors;
- other users of school facilities and services.

We celebrate and value diversity in our community. This is in line with our core vision underpinned by our WE CARE values.

This commitment recognises that people have different needs and we understand that treating people equally does not always involve treating everyone the same; we create inclusive processes and practices where the varying needs of individuals can be identified and met.

We aim to:

- maintain and promote a working partnership between the school, parents and community which fosters respect, honesty, truth, co-operation and tolerance.
- help our pupils understand the world in which they live, have mutual respect for the values of others and work together as a team.
- ensure that everyone, whatever their needs and capabilities, is included and catered for.
- value each individual and recognise and respond to the needs of all children.

2. Equality at Oare C of E Primary School

2.1 Oare C of E Primary School is aware of its responsibilities under the Equality Act 2010, and of our Public Sector Equality Duty introduced by the Act, which extends to certain protected characteristics:

- age
- disability and health
- ethnicity and race

- gender
- gender identity and transgender reassignment
- marriage and civil partnership
- pregnancy and maternity
- religion and belief
- sexual orientation

These are known as Protected Characteristics. In addition to the protected characteristics above, at Oare C of E Primary School, we include:

- young children in care
- young carers
- pupils with special needs including high achievers, home language not English
- children with ECHPs
- pupils who are socio-economically disadvantaged
- Gypsy, Roma and children of traveller families

2.2 The Act give us three general duties:

- to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relationships between persons who share a relevant protected characteristic and persons who do not share it.

All of our governors and staff are made aware of the need to have due regard to these general duties when making a significant decision (including the development of policies) and to assess whether it may have particular implications for people with particular protected characteristics.

2.3 We also have two specific duties:

- to publish information which shows we have due regard for equalities, as defined by the Act; and
- to publish at least one equality objective every four years. This should be specific and measurable and further the aims of the equality duty.

3. Examples and evidence of how we are meeting each of the three elements of the Public Sector Equality Duty:

3.1 to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010:

- Reflected in our Behaviour and Anti-Bullying policies

3.2 to advance equality of opportunity between people who share a relevant protected characteristic and persons who do not share it.

- We use attainment data to assess how pupils with different characteristics are performing;
- We identify and address barriers to the participation of particular groups in learning and enrichment activities.
- We ensure the inclusion of positive, non-stereotypical images across the curriculum and in displays around the school.

3.3 to foster good relationships between persons who share a protected characteristic and those who do not

- Our curriculum promotes tolerance and friendship, and the understanding of a range of religions and cultures.
- The curriculum is supported by resources that reflect the diverse communities of modern Britain.

4. Our current Equality Objectives and how we are working towards them:

- **To increase understanding of and respect for religious/faith diversity (including people who do not have a faith and to learn to promote tolerance and understanding.**

2020

- We are an inclusive school, a school that welcomes and respects children from all cultures, religions and beliefs.
- Our WE CARE values are active within school. They support respect for religious diversity: Wonder, Effort, Community, Aspiration, Respect and Empathy.
- Our values were revised in 2020, changing Compassion to Community and Enthusiasm to Empathy.
- Throughout the year, we continue to mark different religious festivals as a whole school event in which we recognise and celebrate diversity.

2019

- Siams found that ‘Groups of pupils of different ages enjoy working together exploring major festivals, deepening their understanding of difference and diversity.’
- The school’s Christian values, known as ‘WE CARE’, underpin the school’s work. Pupils learn to respect each other. They show their deep understanding of their values in the positive way they behave. They also know that ‘it is ok to be different’”

- **To work to prevent mental health difficulties that may start in childhood but have a greater impact in adult life.**

2020

- Throughout lockdown, resources and support for mental health were provided for pupils.
- Anna Freud resources and training disseminated to staff on a regular basis.
- Trust wide support for mental health from Catriona Mangham, Head of Strategic Development and Safeguarding.
- As part of our recovery curriculum on return to school in September 2020, mental health education was given a priority.
- The annual #HelloYellow fundraising day was held to continue to raise awareness of mental health – Oct 2020.
- The Jigsaw PSHE curriculum was launched ensuring that the core theme of Health and Wellbeing is taught and resourced well across the whole school – Oct 2020
- The children reviewed the Anti-Bullying policy and rewrote the child-friendly version – Nov 2020.
- Dress up ‘Fun Fridays’ introduced from the beginning of November to support mental health throughout the second lockdown. These are tied into events such as Children in Need, Odd Socks Day, Christmas Jumper Day.

2019

- Our TA, Amanda Kapoor, continues support for pupils through 1:1 mentoring and pastoral support through interventions.
- The project 'Growing Oare Minds' was launched with all children contributing towards a whole school piece of art and developing a language understood by all for growth mind-set.
- Continuous provision opportunities developed for KS1 to support the development of independence and resilience in our youngest pupils.
- The Young Minds Charity was championed by a Year 4 pupil, with the whole school taking part in #HelloYellow in October 2019.

2018

- Trained ELSA support available for pupils identified in need of support.
 - Ofsted told us in 2018 that 'Without exception, the parents who responded to the Parent View survey agree that their children are happy at school, are well looked after and are kept safe.'
 - Siams found that that 'A high priority is given to pupils' and staff wellbeing. Pupils develop skills to help them to be calm and relax which many find helpful'.
 - The Principal attended training in mental health issues. This was disseminated to staff.
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- **To recognise the important role culture (film, theatre, art, museums, galleries) play in our society and in particular that not all pupils have equal access to our diverse cultural heritage.**

2020

- Yr 5 and 6 children visited the Steam railway museum in Swindon.
- EYFS and KS1 visited Ramsbury Farm
- Yr 5 and 6 took part in the Marlborough Literature Festival via Zoom
- High quality examples of art woven through our WE CARE curriculum in more areas than just art, for example in RE looking at Raphael's painting 'The Transfiguration'.
- High quality literature chosen to support our reading and writing curriculum, by classic and modern day authors.
- Access to classic literature in all year groups.

2019

- Annual music concert
- Whole school iconic music appreciation days
- Whole school took part in the Stories in Sound project – Marmen String Quartet visited school
- KS2 end of year performance: Robin and the Sherwood Hoodies
- Marlborough Literature Festival
- Skylarks trip to We the Curious in Bristol
- Whole school pantomime trip to The Watermill Theatre, Newbury
- Annual Skylark nativity play

- KS2 Singing in the community – Jubilee Centre
- All year groups took part in Devizes Lantern Parade
- Choir sang at Marlborough College Chapel

2018

- KS2 end of year production: Joseph and his Technicolour Dreamcoat
- KS2 children took part in cluster music concert at Pewsey Vale School
- Pupils from all years took part in Music for a Summer's Evening concert
- Choir of the Year competition
- The whole school 'Took one picture' in 2015-16 (Starry Night by Vincent Van Gogh) and used it as the basis of an art week, when they created their own pieces of art work from this stimulus
- Whole school took part in Stories in Sound project - Behn String Quartet visited school
- Stravinsky's Firebird listened to and responded to by the whole school, creating a willow firebird sculpture, exploring the piece through drama and composing their own pieces based on the rhythms of the piece.
- Trip to Bristol Aquarium
- Annual music concert
- All year groups took part in the Devizes Lantern Parade
- Choir sang at annual Marlborough College Chapel charity concert

This statement will be reviewed annually by the Principal and the governors of Oare C of E Primary School. The next review is due in November 2021.