



Vision for life and learning at Oratory Primary

Our aim is to nurture in our children a strong sense of self belief, to be loving and considerate with others, and keen to make the most of the years which stretch before them to do good.

Our motto is not an idle one, it is the essence of our school:

We work together, we play together, we laugh together, we pray together:

In Faith: We provide an environment where children are enabled to build on and deepen their relationship with God. Opportunities for prayer, reflection, and liturgy allow pupils to live and grow together as Catholics.

In Community: We appreciate the expert knowledge that parents have of their children's strengths and needs and invite families to share that knowledge with us. A strong partnership between home and school is vital in ensuring children achieve their personal best.

In Learning: We recognise that all children have particular abilities and aptitudes to be nurtured and celebrated. We encourage our pupils to become independent thinkers, and reflective learners, secure in the knowledge that with focus, endeavour and support, they can achieve their academic and creative potential.

In Life: We give our pupils a safe environment in which to build skills for their futures. We encourage them to adopt healthy lifestyles, respect the environment and be responsible citizens.

In Love: We teach our pupils to show kindness, respect and forgiveness. We celebrate our place in God's family by supporting one another and facing challenges together.

Equality Information and Objectives

In accordance with the Equality Act 2010 and Public Sector Equality Duty

Summer 2026 – Summer 2028

INTRODUCTION

The Equality Act 2010 provides a single legal framework to protect individuals from discrimination, harassment and victimisation and to promote equality of opportunity.

As a public body, Oratory Primary School is subject to the Public Sector Equality Duty (PSED). In carrying out its functions, the school must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not.

The Equality Act 2010 protects individuals from discrimination based on the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief

- Sex
- Sexual orientation

The protected characteristics of age and marriage and civil partnership apply to employment matters but do not apply to pupils in schools.

As a Catholic school, Oratory Primary School is committed to the dignity of every person, recognising that each individual is created in the image and likeness of God. We are a community founded on respect, compassion, justice and inclusion. We seek to ensure that all members of our school community are treated fairly and respectfully, consistent with our Catholic ethos and our legal responsibilities under the Equality Act 2010.

Equality of opportunity is a fundamental aspect of the ethos of Oratory Primary School. The Governing Body, Headteacher and all staff are committed to creating an inclusive environment in which every pupil, member of staff and member of the wider school community can achieve their full potential and participate fully in school life. This policy should be read alongside the school's Accessibility Plan.

Oratory Primary School recognises its duties under the Public Sector Equality Duty (Equality Act 2010) to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

The school will publish equality information and equality objectives on its website in accordance with the Equality Act 2010 and associated regulations. Equality objectives will be reviewed at least every four years and equality information will be updated annually.

PURPOSE

Following the school's mission, vision and ethos, every pupil, member of staff and member of the wider school community is given an equal opportunity to achieve their full potential. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community.

To meet these aims, we are committed to:

- Equal access and treatment for everyone
- Being responsive to changing needs
- Educating and informing children, staff and parents about the issues in this policy
- Avoiding prejudice
- Promoting mutual respect, regardless of differences

OBJECTIVES

Equality Objectives 2026–2028

Objective 1:

To monitor attainment and progress data for all pupil groups and address any identified gaps through targeted support and intervention.

Objective 2:

To promote understanding, respect and inclusion through curriculum opportunities, assemblies and wider school activities.

Objective 3:

To ensure that prejudice-related incidents are recorded, monitored and addressed promptly and effectively.

Objective 4:

To continue to improve accessibility for pupils, staff and visitors in accordance with the school's Accessibility Plan.

THE LAW

Unlawful discrimination occurs when one person receives less favourable treatment because of their having one or more protected characteristic. The law is extensive and complex especially when the implications of the Human Rights Act, also feature in considerations. Accordingly, the headteacher will provide general guidance on matters which require clarification whilst ensuring professional guidance is sought when specific reference is needed to the Equality Act 2010 and relevant UK equality legislation.

DIRECT AND INDIRECT DISCRIMINATION

In most cases, the nature of less favourable treatment will be clear and common sense will dictate the necessary action to take, usually after reference to the Headteacher. Where doubt exists, then reference should be made to either the Headteacher or the school's equal opportunities co-coordinator.

STAFF

The school values diversity amongst the staff. In all staff appointments the most suitable candidate will be appointed on professional criteria, with recruitment carried out ensuring that safeguarding and safer recruitment procedures are adhered to, and in a manner consistent with the requirements of the Equality Act 2010.

IDENTIFICATION

Teaching staff will observe children at play and in classrooms always seeking to identify good and unacceptable behaviour. In instances of unacceptable or inappropriate behaviour, suitable support and guidance will be provided at the time, but repeated discriminatory behaviour or prejudice-related incidents will be recorded and discussed with the Headteacher and parents/carers as appropriate. Suitable training will be undertaken by relevant staff and governors to support the identification of discrimination, harassment and

prejudice-related incidents, to develop appropriate strategies for responding to such incidents, and to keep abreast of changes in legislation and guidance. This document and others relevant to standards of behaviour (e.g. Behaviour Policy) will be available on the school website for reading by the governing body and staff.

An "Open Door" policy will continue to operate in order that parents may discuss their concerns with the Headteacher and staff. Parents are encouraged to share relevant information which may help the school support their child effectively. Where appropriate, and normally with parental consent, the school may liaise with relevant professionals such as health visitors, speech and language therapists and other support services.

The school will maintain clear, factual and up to date records to identify patterns of behaviour which are contrary to our aims.

POSITIVE ACTION

The school will use lawful positive action to support disadvantaged or underrepresented groups where appropriate:

- Staff will continue to use examples in their teaching to demonstrate the benefits of a mixed society and the contributions made to our history by individuals of all genders, races, age groups etc.
- Role playing is seen as an essential means to address the issues raised in this area.
- Knowledge is encouraged in all aspects of school life to show the advantages of pooling experience, knowledge and various points of view.
- Job vacancies will be widely advertised to promote a diversity of candidates.

DAILY PROCEDURES

- Children, parents and staff will be given equal treatment, equal opportunity to voice their opinions and equal access to resources.
- Teaching material and other forms of communication are reviewed on a regular basis to ensure compliance with this policy.
- Positive action, especially by pupils, will continue to be rewarded and made known to the wider school community.
- Assemblies will promote equality, diversity, inclusion, mutual respect and understanding.
- Staff meetings will include equal opportunity issues, with particular reference to this policy and its inclusion in curriculum activity.
- Clear and constant messages will be given regarding the school's values and disciplinary procedures in line with the policy on behaviour.

INVOLVING PARENTS

As with all school policies, there is a critical role to be played by parents. Several aspects of this document have referred to the consultation process and the need to reinforce good behaviour in our community. Parents will continue to be informed of their child's behaviour, good and bad, together with any aspects of their attitude towards others which gives rise to concern.

Initial liaison regarding discrimination problems is expected to be of an informal nature - by the class teacher or Headteacher. However, records will be maintained of discriminatory

behaviour, prejudice-related incidents and ongoing concerns will be discussed in depth by the Headteacher and parents.

Parents who are unavailable/unwilling to discuss individual cases will receive a letter inviting their response, a copy of which will be held on file. All forms of discrimination by any person within the school are to be treated seriously and a careful note kept of any such incidents. It must always be made clear that such behaviour is unacceptable. Subsequent incidents should be reported to the Headteacher or Deputy Headteacher - when a decision will be made as to involvement of the parents of the children concerned. In the event that formal disciplinary proceedings are contemplated, or if co-operation is not evident the governing body will be consulted and a plan of action agreed. Continued serious breaches of the school's behaviour policy may result in sanctions being applied in accordance with the Behaviour Policy, including suspension or permanent exclusion where appropriate.

SUCCESS CRITERIA

The measurement of equal opportunities in practice requires a variety of criteria to be assessed, of both a quantitative and qualitative nature. Key areas for consideration are:

- The level of complaints by pupils, staff and parents will be reviewed each term or more frequently if unsatisfactory trends are evident.
- Attendance records, punctuality and unauthorised absences will be examined in this respect.
- The degree of pupil-pupil and pupil-teacher interaction during learning/play periods is deemed equally important.
- Attainment, progress and assessment data need constant attention to detect signs of underachievement against baseline assessments, teachers' expectations etc. Such comparisons will pay regard to equal opportunities factors.

REASONABLE ADJUSTMENTS

The school will make reasonable adjustments for disabled pupils, staff, parents and visitors to ensure they are not placed at a substantial disadvantage. Such adjustments may include adaptations to communication methods, physical access arrangements, resources, teaching approaches or procedures.

EQUALITY INFORMATION

The school analyses and monitors information relating to:

- pupil attainment and progress;
- attendance;
- behaviour incidents;
- exclusions;
- participation in school activities;
- prejudice-related incidents;
- workforce information where appropriate.

This information is used to identify any inequalities and inform future equality objectives.

MONITORING AND REVIEW

The Headteacher and Governing Body are responsible for monitoring the implementation and effectiveness of this Equality Information and Objectives Policy.

The school will regularly monitor and analyse data relating to:

- Pupil attainment and progress
- Attendance and punctuality
- Behaviour incidents and exclusions
- Participation in school activities
- Prejudice-related incidents
- The effectiveness of equality objectives

The Governing Body will review equality information at least annually and equality objectives at least every four years, in accordance with the Equality Act 2010.

The Headteacher will report to governors on equality matters and recommend any actions required to address identified inequalities.

PRACTICE AROUND THE SCHOOL

- All children should have work displayed at some time during the school year
- Children with special educational needs must be given equal access to the curriculum
- All children have equal access to extra-curricular activities
- Staff need to have an awareness of the demands of the individual and endeavour to give equal attention and speak in the same manner to all children, avoiding bias when praising or disciplining.
- All children should have equal opportunities to help with jobs.
- All children must have an opportunity to take books home to read
- Children should be involved in formulating class rules at some point in each academic year
- Governors have an opportunity to view the type of teaching/work undertaken in support of the curriculum. This should encourage an independent perspective of the way in which the 'wider community' is portrayed. The school operates a zero-tolerance approach to discriminatory behaviour and will address all incidents appropriately and proportionately. The school should exude a confident, progressive approach to the aims set out in this policy, actively demonstrating the benefits of mixed contributions and teamwork

MANAGEMENT AND ORGANISATION

- To review all policies to ensure that each area, whether a whole school issue or a curriculum subject, takes account of the specific ways in which equal opportunities applies
- To monitor attainment, progress, assessment and other relevant pupil data scores, including local authority and national comparator data where available, by sex, race & ethnicity.

The Governing Body and Headteacher will monitor equality information and ensure compliance with the Equality Act 2010.

ETHOS

- To ensure that displays around the school reflect a variety of positive images which are free from stereotyping associated with gender, race or physical disability
- To plan a programme of assemblies which includes opportunities to challenge prejudice, question stereotyping and enhance understanding of our multi-cultural and pluralistic society

- To ensure that all assemblies are free from messages or language which undermine principles of tolerance or understanding
- To encourage adults from a broad spectrum of society to visit the school, particularly to demonstrate role models which are non-traditional for their sex, ethnicity or disability
- To devise schemes of playground use which avoid domination of space by any particular group
- To provide training and support in order to ensure that playtime supervisors uphold the principles of equal opportunities in their work with children
- To include in the school's behaviour policy a reference to the avoidance of discriminatory, prejudicial, racist, sexist, homophobic, disability-related or faith-related abuse, together with clearly understood procedures for dealing with any occurrences
- To ensure that sanctions used in the school are the same for boys and girls and applied equally
- To encourage an understanding of the ways in which language can be used to stereotype and undermine confidence
- To make clear that discriminatory, prejudicial, racist, sexist, homophobic, disability-related and faith-related language or behaviour is unacceptable
- To ensure that school publications reflect the commitment to equal opportunities and are free from gender or cultural bias
- To make reasonable adjustments for disabled pupils, staff and visitors and to improve accessibility in accordance with the school's Accessibility Plan
- To encourage and develop positive links with the local community
- To make all visitors feel welcome.

CLASSROOM PRACTICE AND DELIVERY

- To ensure equal access to resources, equipment and toys
- To take steps to build the skills, confidence and participation of all children in areas where they may lack confidence due to perceived stereotypes, assumptions or social expectations
- To ensure equal opportunities for talking and listening in whole class discussion, group work and paired work
- To ensure equitable participation and engagement opportunities for all pupils.
- To create an environment in which co-operation is central and in which children will work in a range of grouping contexts (single or mixed sex, mixed ability, random or compatible) comfortably and with purpose
- To teach children the skills to resolve conflicts and become assertive.

CURRICULUM PLANNING & DESIGN

- To review the taught curriculum and actively seek opportunities to address the issues of equal opportunities
- To ensure that multi-cultural issues are not presented in a tokenistic way
- To be aware of, and challenge, bias and stereotypical viewpoints within our teaching and language e.g. only presenting images of Africa or India, as poor and rural
- To draw on examples from many cultural traditions and recognise Britain as a diverse and inclusive society

- To help children explore the idea of 'stereotyping' in order that they can make more informed choices in relation to their identity (i.e. gender, ethnic or cultural background, disability)
- To be aware of the balance of male/female roles, disabled/able-bodied and roles from a variety of cultural backgrounds, when choosing historical figures or the work of artists, composers, authors etc. as a focus for a curriculum area.

ASSESSMENT

- To monitor assessment procedures to ensure that they are not distorted by stereotyped attitudes and expectations

RESOURCES

- To prepare and select resources which are free from cultural or gender bias, wherever possible
- Where their use is unavoidable, to employ biased resources as a means of provoking discussion of equal opportunities issues

Policy owner: Headteacher (Equality Lead)

Accessibility Plan linked: Yes

Statutory Policy: Yes

Approved by: Governing Body

Review frequency: Every 2 years

Next review: Summer 2028