



Oxenhope Church of England Primary School

Equality, Diversity, and Inclusion Strategy









Our School Vision

We are a community where each person is valued by God. We nurture confidence, delight and discipline in seeking the skills needed to shape life well.

Life in all its fullness; John Chapter 10 v 10.

At Oxenhope our school values are:

<p>Love</p> 	<p>'Love your neighbour as yourself' Luke 10 v 27 Just like Jesus was 'moved with compassion' we want to instil the children of Oxenhope with selfless kindness towards others. The ultimate aim is to do good to other people, whoever they may be.</p>
<p>Service</p> 	<p>'Serve one another in love' Galatians 5 v14 At Oxenhope we actively seek opportunities to work together to help others in both our local and wider communities. As even Jesus washed the disciple's feet we can learn from his example and seek to do good where we can, both locally and globally.</p>
<p>Forgiveness</p> 	<p>'Forgive us our sins as we forgive those who have sinned against us.' Luke 11 v 4 These are the words we quote in our school prayer. As we appreciate how much we have been forgiven, we can forgive others.</p>
<p>Courage</p> 	<p>"Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go." Joshua 1 v 9 It is important that the children go from Oxenhope with a determined strength that they can bravely overcome whatever challenges they are faced with.</p>
<p>Endurance</p> 	<p>'Be joyful in hope, patient in affliction, faithful in prayer.' Romans 12 v 12 Jesus' followers are challenged to think of life like a race. However - NOT a short sprint but a marathon! The bible says that we are made stronger for the future every time we endure and refuse to give up. We teach our children to persevere and not give up hope.</p>
<p>Respect</p> 	<p>'So, in everything, do to others what you would have them do to you.' Matthew 7 v 12 At Oxenhope we teach children how to value others, whoever they may be, and celebrate what makes us different and unique.</p>

Equal opportunities for all
Differences and similarities celebrated
Involved, valued, welcomed and safe

At Oxenhope, we are committed to ensuring equality of opportunity for all pupils, staff, parents, and carers irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race and culture, religion or belief, sex, and sexual orientation.

We have formed a dedicated Equality, Diversity and Inclusion working group, made up of governors and staff representatives. The EDI working group meet termly to ensure EDI is embedded and developed throughout the school community.

The Equality Act 2010 requires schools to publish information to show how we are working to:

- Eliminate discrimination
- Advance equality of opportunity between people who share a **protected characteristic** and people who do not share it
- Foster good relations between groups of people

The **protected characteristics** –are:

- Disability
- Gender reassignment
- Gender
- Sexual orientation
- Race
- Religion and belief
- Pregnancy and Maternity
- Age
- Marriage and Civil Partnership

Other groups of pupils we believe it is also important to consider are:

- Children Looked After/ children who were previously looked-after
- Vulnerable children due to SEMH or family needs
- Pupils eligible for free school meals or living in poverty

This document forms part of our published information and is designed to show information that will be most useful and important to our families. On the school website, there are also associated documents: Anti-Bullying Policy, Relationship & Sex Education Policy, Emotional Health & Well-being Policy, Overarching Equality Policy, Equalities Statement and Objectives, Accessibility Plan and PSHE (Personal, Social and Health Education) Policy, Behaviour Policy, SEND policy, our school vision statement, curriculum information and Attendance Policy.

At Oxenhope we strive to treat each member of our community as an individual; to make each individual feel valued and to teach our pupils to do the same. Trying to achieve this for all our pupils involves us learning what we all have in common as well as celebrating

our many differences. We recognise that children learn best in an environment where everyone feels safe, valued, and welcome in an inclusive way. We believe everyone has the same rights but have individual needs and it is vital to ensure that all aspects of school life are 'fair' and appropriate and not necessarily always the same for everyone.

We teach the children about equality, diversity and inclusion embedded throughout the curriculum, through regular opportunities in assembly, School Council, educational visits, visitors, and we aim to reflect these values in our day-to-day interactions with the children.

We teach children about insults and suitable language and the impact of prejudicial language. We make every effort to make our playgrounds safe and enjoyable places to be. We place a high priority on regular training of staff in areas such as first aid and positive handling techniques. We value our 'Pupil Voice' input, and their views and opinions are regularly sought in a variety of ways, including School Council with equality, diversity, and inclusion at the heart of everything we do.

How we promote EDI at Oxenhope

Disability

- We teach children about disability equality through the curriculum, and it is embedded in our wider school ethos.
- We promote disability through display and role models within our school
- We use symbolised resources to aid written communication and understanding throughout the school.
- We celebrate the successes of all our children and encourage peer support. As appropriate, with parental/carer consent/involvement, we support children with disabilities to teach their peer group about their specific needs. Difference is often obvious to children and this benefits from being discussed and accepted openly to support positive relationships. Children have become so confident about their differences that they have been enabled (as older primary children) to talk to their whole class or the school about their own disabilities.
- All children have equal opportunities to access all areas of school life. This includes clubs (support or adaptations are offered as appropriate) and trips including residential trips in Years 5/6.
- Children may become diagnosed with a learning disability. We have clear pathways to diagnosis of specific learning difficulties/disabilities and parents/carers and outside agencies will be involved with this process and fully supported. Parents and carers are welcome to discuss any concerns about their child's development at any time and will receive information about additional support regularly.

Gender Equality

- The school community carefully consider the way pupils are organised and the language used to avoid inadvertent segregation. We encourage everyone to be respectful to all our community and visitors.
- Staff do not ask children to get into boy and girl groups/teams for example in PE.
- Staff do not line up children in boy/girl lines e.g., for lunch and assemblies.
- We give careful consideration to certain gender specific clubs or activities e.g., we do run girl-only sports clubs because research has shown these sporting activities are often dominated by boys and so we positively discriminate.
- We make sure that there is a gender balance to our pupil surveys; school councils, etc., so that we hear the voice of boys and girls equally.

- We teach the children about stereotyping within the curriculum, and we are conscious about checking toys/displays/book corners.
- We challenge stereotypes through the books we read children; choices of images we present, etc.
- We analyse all our data by gender to check if there is an issue we need to address (e.g., improving the attainment of boys in writing).

Race

- We value all our children as individuals and recognise the diversity of racial and cultural heritage within our community.
- Through our curriculum planning, we find as many opportunities as possible to teach the children about other cultures and ethnicities.
- We make sure toys, displays, books etc., reflect a range of people from different cultures and avoid stereotypes.
- We have themed assemblies and teach the children about diversity as part of the curriculum.
- We celebrate Black History Month in assemblies and are developing a more diverse/hidden history curriculum.
- We hold a designated day in the year in which we celebrate and respect the range of cultural backgrounds across the school.

Gender Reassignment

- We value all our children as individuals and recognise the diversity of children within our community
- Through our curriculum planning, we find as many opportunities as possible to teach the children about gender reassignment
- We make sure the children can access facilities such as toilets which are for all genders
- We have themed assemblies and teach the children about diversity as part of the curriculum.

Marriage and civil partnerships (including families)

- We value all family types as equally special and recognise that children need to be proactively taught that other children's families can be different to their own family type.
- We will celebrate the diversity of our families in our 'Bring yourself day' and through curriculum areas such as Relationships and Sex Education/PSHE. Our hope and experience are that celebrating family diversity encourages children to share and therefore educate other children about the variety of family types in our community.
- We use resources that include a variety of family types.
- We realise that there are financial inequalities between families at HDPS and we ensure no family or child is excluded from a school event or activity for financial reasons and we ensure that we do not add stress or embarrassment to families.
- In Relationships and Sex Education, we teach the children that babies are conceived in different ways (conception teaching formally happens in key stage 2 but questions can begin before then and will be answered in an age-appropriate way) – a parent/carer meeting always takes place before RSE education lessons.

Pregnancy and Maternity

- In Relationships and Sex Education, we teach the children that babies are conceived in different ways (conception teaching formally happens in key stage 2 but questions can begin before then and will be answered in an age-appropriate way) – a parent/carer meeting always takes place before RSE education lessons.
- We recognise that children who are adopted into families or fostered often have specific needs and may need additional care. We employ a Pastoral Lead and staff are trained in attachment theory. We are sensitive to areas of the curriculum/the calendar year that may affect children.
- We know that change and transition are sensitive times for children with attachment difficulties and will work with parents/carers to support this. We can also celebrate fostering or adoption days if children would like to do so.
- Through science we look at gestation and age

Sexual Orientation

- Through our PSHE curriculum we look at all sexual orientations and discuss valuing everyone
- We promote PRIDE through literature and displays in school
- We will celebrate the diversity of our families in our 'Bring yourself day' and through curriculum areas such as Relationships and Sex Education/PSHE. Our hope and experience is that celebrating family diversity encourages children to share and therefore educate other children about the variety of family types in our community
- Through our curriculum planning, we find as many opportunities as possible to teach the children about sexual orientation

Age

- Through science we look at gestation and age
- We support children through PSHE discussing bodies changes and growing
- We provide SEMH support for all children who are experience emotional distress through growing up
- We promote valuing age at all levels through our curriculum
- We engage with charities who support age related illness and vulnerability

Staff Equality

- Oxenhope is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a working environment in which all individuals can make best use of their skills, free from discrimination or harassment and in which all decisions are based on merit.
- We do not discriminate against staff based on the protected characteristics: age, disability, gender re-assignment, marital or civil partner status, pregnancy or maternity, race, colour nationality, ethnic or national origin, religion or belief, sex or sexual orientation.
- In respect of staff recruitment, we reiterate our commitment to equal opportunities in all adverts and monitor our recruitment process.
- We have undertaken relevant training and highlighted equality expectations and responsibilities. This has provided all staff with the opportunity to reflect on and

consider equality, equity and inclusion issues for all staff and pupils including those with any protected characteristic.

- We are committed to ensuring equality, diversity and inclusion expectations are included in the induction process of all staff.
- We offer support through occupational health and training around the menopause, mental health, disability, and other areas of diversity.