



Olney Middle School Equality Act Statement

Olney Middle School is committed to ensuring equality of opportunity in line with the Equality Act 2010. We aim to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of our pupils, our workforce and the community in which we work.

We will assist our pupils in achieving to their very best potential. Where pupils experience barriers to their success we will work with them to address these in a sensitive and sympathetic way. We will teach our pupils the importance of equality and what forms discrimination can take and the impact discrimination can have.

We will not discriminate on any of the grounds listed below (known as the Protected Characteristics) save where such discrimination is permitted by law. Examples of permitted discrimination are:

1. The school may arrange pupils in classes based on age.
2. The school may take positive action to deal with particular disadvantages affecting pupils if this is a proportionate means of dealing with the issue.

The Protected Characteristics that apply to schools are:

- Age (in relation to staff only);
- Disability;
- Gender re-assignment;
- Marriage and civil partnership (in relation to staff only);
- Pregnancy and Maternity;
- Race;
- Religion Faith or Belief;
- Sex; and
- Sexual orientation.

As a Governing Body and employer we will also not accept any of the following:

- Direct or Indirect Discrimination;
- Harassment; and
- Victimisation.

We will comply with the Public Sector Equality Duty giving due regard to that duty when making decisions, taking actions and developing policies. In line with its specific duties under the Equality Act 2010, we will publish our equality objectives and will publish information about how it is complying with the Public Sector Equality Duty. Published Information will be updated annually and objectives will be updated every four years. This information is available on our website.

Reviewed: Spring Term 2018

Date of next review: Spring Term 2019

Olney Middle School Equality Objectives 2017 – 2021

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations Act (2000), Disability Equality Duty (2005) and Equality Act (2010).

Olney Middle School is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

The Leadership Team and Governors at OMS regularly review the progress we are making to meet our equality objectives with regard to the protected characteristics (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion and belief) under the Equality Act (2010).

Equality Objectives

At OMS, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

Objective 1: To raise the achievement of disadvantaged pupils and those with SEND in Core subjects

Objective 2: To ensure teachers are delivering high quality QFT, and evidence is clear that this is having an impact on pupil progress across all areas of need and abilities.

Objective 3: The environment and school building is safe and accessible for all groups of users.

Objective 4: To promote positive attitudes to difference so staff, pupils and parents are clear that pupils with needs can need a personalised supportive approach to school life.

These objectives also sit in line with our 3 year strategic plan objectives which are;

Olney Middle School Strategic Goals 2017-2021

- Children reach the highest levels of achievement and personal development across the curriculum
- Children develop a love of learning and a passion to aim high and be world class as a result of a highly engaging curriculum
- Leaders are highly ambitious and have an uncompromising drive and to ensure the highest levels of achievement for all children.
- Home, Community and MAT partnerships are strong enabling children to thrive in a supportive, highly cohesive learning community.

To see how we plan (in anticipation) to make reasonable adjustments to comply with Public sector Equality Duty please see: Equality Policy and Accessibility Plan

OMS Equality Objectives Action Plan 2017 – 2021

Objective	Action	Responsibility	Time Scale	Success Criteria	Review / impact assessment
To raise achievement of disadvantaged pupils and those with SEN in core subjects .	<p>Assessment is clear, rigorous and teachers are able to interrogate the data, ensuring the triangulation between data, planning and teaching and effective intervention is developed to ensure all pupils meet the expected level</p> <p>Increase whole staff awareness, responsibility and accountability of PP children needs</p> <p>Teachers to ensure PP children are on Year group Provision maps</p> <p>Enhance the role of the Learning Mentor to include family liaison work with our PP families</p>	All staff PP Lead AH for Inclusion and AH for standards HT	Ongoing	Pupils progress (expected and better than expected) in line with national expectations with clear evidence of a narrowing of the gap	Progress monitored each term (October, February and May) using data and pupil support plans
To ensure teachers are delivering high quality QFT, and evidence is clear that this is having an impact on pupil progress across all areas of need and abilities.	<p>QFT monitoring programme clearly identifies strengths and areas for development</p> <p>Programme clearly identifies quantifiable impact of standards with triangulation across all areas to ensure all pupils regardless of need receive high quality first teaching</p>	All staff Maths leaders English leaders SLT AH for QFT	Ongoing	<p>Monitoring indicates that pupils in all year groups routinely experience good and outstanding teaching in all teaching in all subjects</p> <p>All planning demonstrates a triangulation between data, gaps and is clear in taking account all pupil groups</p> <p>Assessment, marking and feedback are used effectively and consistently in all lessons to progress learning for all pupils</p>	QFT data Planning Pupil progress meetings QUAD outcomes

<p>The environment and the new school building is safe and accessible for all groups of users.</p>	<p>Plan for safe movement and access around built environment through the accessibility plan including access to all areas of the school for wheelchair users. Safeguarding is strong across all aspects of the school</p>	<p>SENCO (audit) Head Teacher Governors All staff</p>	<p>Access Audit Ongoing</p>	<p>All staff and pupils have full access to all areas in the building with ease. Safeguarding is effective and strong across all aspects of school life</p>	<p>Accessibility plan review Safeguarding audit</p>
<p>To promote positive attitudes to difference so staff, pupils and parents are clear that pupils with needs can need a personalised supportive approach to school life.</p>	<p>Further develop the role of the learning mentors Ensure pupils and staff are clear about how pupils with specific needs are supported Ensure all staff are clear of consequences and rewards across the whole school Develop pupils to be clear about their listening skills in lessons and value each other's contribution</p>	<p>SENCO All staff</p>	<p>Ongoing</p>	<p>All pupils, staff and parents are accepting of all needs and pupils are given the very best opportunities to achieve their full potential.</p>	<p>Parents feedback Parents evenings POW-WOWs, EHCP reviews feedback</p>