

## Equality and Diversity at OMS

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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:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Sex
- Sexual orientation
- Race
- Religion and belief

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

- Looked-after pupils / children who were previously look-after
- Young carers
- Pupils eligible for free school meals or living in poverty

At Olney Middle School (OMS) 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. We are relentlessly driven by our pursuit of excellence and high expectations of learning, behaviour and respect for every member of our community. We strive to promote and create responsible citizens. Trying to achieve this involves us all learning what we all have in common as well as valuing our many differences. We think that children will learn better in a school where everyone feels equally safe and welcome. We believe everyone has the same rights but may have different needs and so making school 'fair' for everyone is not about giving everyone the same things.

OMS is a CARING school. It is our vision that our children are curious,

inspired, and aspirational, develop a passion for learning and achieve without fear. As staff and governors, it is our role to support, guide and work with the community to ensure all the children in our care have the opportunity to fulfil our vision through our core values:

C – Co-operative A - Ambitious R – Resilient I - Integrity N - Neighbourly G – Gracious

As well as teaching the children about equality and diversity generally through the curriculum and through our PSHE lessons, we also regularly discuss these ideas with the children in assemblies and aim to reflect these values in our day to day interactions with the children.

### **Gender Equality at OMS**

#### What this means to us:

- Stereotyping is an often unfair and untrue belief that many people have about all people or things with a particular characteristic. We recognise that there are societal pressures for us to conform to gender specific roles / looks and we need to teach children about this
- We value individuality and this includes individuality in children who don't want to act or dress in a way that is 'typically like a boy' or 'typically like a girl'
- Staff use language carefully to ensure all children feel equal regardless of gender.
- We recognise and celebrate both international men's day and international woman's day
- We teach the children about stereotyping within the curriculum

- All children are encouraged to attend extra-curricular activities regardless of gender. We boast an extensive array of sporting activities that our girls engage in. This includes collaborating with national level female athletes and national and international governing bodies, such as the FA and UEFA in the build up to the WEURO 2022 tournament.
- We signed the BARCLAYS girls football school partnership pledge by ensuring that ALL girls have equal access to football both in the curriculum and through extra-curricular footballing activities.
- We are proud to be the current holders of the MK Primary School Girls league winners and Buckinghamshire county champions.
- 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 (eg improving the attainment of boys in writing)
- We included a section on Females in Computing in the Computing Mastery award and there is a display promoting Females in Computing and their achievements
- We took part in the Gender Balance in Computing Survey - Belonging Project
- As part of our Science Day and Science assemblies, we research, learn about, and discuss female scientists (including astronauts) and the important role they play, and work they have done to develop the field of science and technology.

What we avoid / don't tolerate:

- We don't tolerate gender put-downs (for example: calling a boy 'a girl' to make him feel bad; calling a girl a tomboy because she plays football)

- We try to make sure reading books reflect gender equality.

## **Family Equality at OMS**

### What this means to us:

- We value all family types and recognise that children need to be proactively taught that other children's families can be different to their own family type.
- We encourage staff to consider terms such as 'grown ups' or 'adults' as a general term rather than 'mums and dads' to refer to children's significant adults so that children who live with one parent; 2 mums; 2 dads; foster parents or who live with extended family don't feel that their own family make-up is not included
- We buy books that include a variety of family types.
- We recognise that children who are adopted into families or fostered often have specific needs and may need additional care.
- We are sensitive to areas of the curriculum / the calendar year that may affect children
- We can also celebrate fostering or adoption days if children would like to do so

### What we avoid / don't tolerate:

- We don't tolerate any put downs about families and deal with them seriously – we take any put-down as an opportunity to educate children about diversity and equality

- We teach children about homophobia and homophobic put-downs. The casual use of 'gay' as a negative adjective is never tolerated and children are taught why this can never be acceptable
- We never leave children out of trips because their grown-ups can't afford to pay for them

### **Disability Equality at OMS**

#### What this means to us:

- We celebrate different abilities in many ways while also supporting the specific needs children may experience. We teach children to celebrate difference and that difference is not about lack or less but about rights, needs, attitude and access.
- We teach the children that equality is not about everyone getting the same but about everyone getting what they need.
- We recognise that helping your child be equally included may need specific support and we will work with you and other agencies to ensure we do this well

#### What we avoid / don't tolerate:

- We treat put downs related to ability/disability seriously. These can include put downs pertaining to high attainment (eg: geek; nerd) or low ability / attainment (eg: thick; stupid). Such put downs are unusual.

### **Race and Heritage Equality at OMS**

### What this means to us:

- We value all our children as individuals and value the diversity of racial and cultural heritage within our community. As a school with a relatively small ethnic minority community, we feel it is especially important to value not only the races and cultures represented within our community but those that are not currently represented – and to do this in a planned and proactive way.
- We find as many opportunities as possible within the curriculum 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 celebrate Black History Month in assemblies along with other significant and relevant events throughout history to build a diversified, enriching curriculum

### What we avoid / don't tolerate:

- We discuss with children about racist comments / put-downs and do not tolerate their use.

## **Religious or Belief Equality at OMS**

### What this means to us:

- We value the diversity of religious belief and other philosophical beliefs within our local and wider community. We also respect the right to have no religion or belief

- We believe that religious/belief education plays an important role in helping to keep our community a tolerant and inclusive place in which to live
- Our Religious Education curriculum gives children the opportunity to develop an understanding of different beliefs and therefore helps young people live in a diverse society

What we avoid / don't tolerate:

- Put-downs related to belief or religion are never tolerated