

Equality Information & Statement for Publication – Sept 2019

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination;
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents, and that they are reviewed and updated at least once every four years;
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students;
- Monitor success in achieving the objectives and report back to governors;
- Identify any staff training needs, and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have;
- Taking steps to meet the particular needs of people who have a particular characteristic;
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school activities)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how students with different characteristics are performing;
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information;
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying);
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHCE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures;
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute;
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups.

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives and action plan

OHS Equality Objectives Action Plan: 2019-2021

1. Promoting and advancing equality of opportunity between staff and students through the effective use of CPD including SEND specific training			
Background	Actions	By Whom	Time Scale
Flexible staff deployment structures provide increased opportunities for staff movement between settings	<ul style="list-style-type: none"> All staff complete an annual self-audit of strengths/areas for development through which the AHT supports the service-wide personalised CPD programme All staff offered opportunities for SEND training, supporting the service-wide commitment to inclusion Specific staff supported to attend and deliver CPD through existing partnerships Monitor impact of CPD opportunities on student progress / outcomes 	All staff All staff SLT	July 2020
2. Eliminating all forms of discrimination, harassment and victimisation by embedding an active commitment to the Equality Act, 2010 across school wide policies			
Background	Actions	By Whom	Time Scale
Cross setting working importantly allows all staff to uphold the service commitment to the Equality Act, 2010	<ul style="list-style-type: none"> Review and update service policies to ensure best practice with regard to the Equality Act, 2010 Hold staff training on Whistleblowing Policy Develop staff questionnaire as part of monitoring practice across the service Embed PSHE and Citizenship and SRE discrete lessons across the school 	SLT SLT All staff	July 2020
3. Promoting positive attitudes towards people who may be perceived as different, who are different, have different life styles, beliefs or characteristics by strengthening a service wide SMSC culture			
Background	Actions	By Whom	Time Scale
The OHS is committed to a continuous cycle of advancing its SMSC culture through seeking new opportunities to strengthen practice	<ul style="list-style-type: none"> Launch whole school annual audits of SMSC provision, aimed at identifying opportunities for improvement Review and update SMSC provision across all sectors of the service Hold training for relevant staff to strengthen understanding and defining importance of delivering an SMSC curriculum 	All staff SLT SLT	July 2020
4. Encouraging participation by minority or underperforming/achieving groups or individuals in school life by providing high quality learning interventions resulting from the Assess – Plan – Do – Review graduated model of teaching			

Background	Actions	By Whom	Time Scale
Quality assuring high impact educational interventions ensures the service is able to offer all its learner the possibility to keep up and/or exceed learning expectations	<ul style="list-style-type: none"> • Ensure baseline targets are robust platforms from which learning plans are created • Embed Social Progress Scale across the service • Audit effectiveness of SEND provision, and the role of the managers making improvements as necessary • Ensure capacity for quality first teaching by inviting outside agencies to present best practice around all learners, including SMSC 	SLT All staff SLT SLT	July 2020

9. Monitoring arrangements

The Governors will update the equality information we publish at least every year. This document will be reviewed by at least every 4 years. This document will be approved by the Full Governing Body.