

## Equality Information & Statement for Publication – Sept 2016

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### Statement

At OHS, we are committed to ensuring equality of education and opportunity for staff, pupils/students and all those receiving services from the school, irrespective of their circumstances in life. The achievement of all pupils/students and staff opportunities where appropriate will be monitored on the basis of sex, marital status, race, ethnic origin, colour, nationality, national origin, social disposition, disability (past or present), sexual orientation, gender reassignment, pregnancy, sex or marital/civil partner status, trade union membership, part-time or fixed term status, religion or age (or perceived age) and pay. We oppose all forms of unlawful and unfair discrimination. We will aim to provide our staff and pupils with a firm foundation which will enable them to fulfil their potential and to challenge stereotypes, all forms of discrimination, victimisation, harassment and bullying. We will seek to eliminate all forms of discrimination by adhering to our duties as an employer under the Equality Act 2010. At OHS, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### Objectives

- The Equality Objectives form part of the school's equality policy for all pupils and staff. OHS welcomes its duty to eliminate all forms of unlawful discrimination, harassment, victimisation and to protect the 'characteristics' of individuals and groups of people. The school is committed to:
  - Promoting and advancing equality of opportunity between staff and students
  - Eliminating all forms of discrimination, harassment and victimisation
  - Promoting positive attitudes towards people who may be perceived as different, who are different, have different life styles, beliefs or characteristics
  - Encouraging participation by minority or underperforming/achieving groups or individuals in school life

## OHS Equality Objectives Action Plan: 2016 – 2019

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"> <li>• All staff complete an annual self-audit of strengths/areas for development through which the AHT supports the service-wide personalised CPD programme</li> <li>• All staff offered opportunities for SEND training, supporting the service-wide commitment to inclusion</li> <li>• Specific staff supported to attend and deliver CPD through existing partnerships</li> <li>• Monitor impact of CPD opportunities on student progress / outcomes</li> </ul>	All staff  All staff  SLT	July 2019
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"> <li>• Review and update service policies to ensure best practice with regard to the Equality Act, 2010</li> <li>• Hold INSET on Equality Act Objectives, with particular focus on Whistleblowing Policy</li> <li>• Launch staff questionnaire as part of monitoring practice across the service</li> <li>• Attend Equality and Diversity Conference with a view to gaining best practice kite mark</li> <li>• Embed PSHE and Citizenship discrete lessons across the school</li> </ul>	SLT  SLT  All staff  All staff	July 2019
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"> <li>• Launch whole staff annual audits of SMSC provision, aimed at identifying opportunities for improvement</li> <li>• Review and update SMSC provision across all sectors of the service</li> <li>• Hold INSET for all staff to strengthen understanding and defining importance of delivering an SMSC curriculum</li> </ul>	All staff  SLT  SLT	July  2019
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"> <li>• Ensure baseline targets are robust platforms from which learning plans are created</li> <li>• Embed Social Progress Scale across the service</li> <li>• Audit effectiveness of SEND provision, and the role of the managers making improvements as necessary</li> <li>• Ensure capacity for quality first teaching by inviting outside agencies to present best practice around all learners, including SMSC</li> </ul>	SLT All staff SLT  SLT	July 2019