

# OAK VIEW PRIMARY & NURSERY SCHOOL



## EQUALITY INFORMATION AND OBJECTIVES

Policy Date:	<b>December 2021</b>
Policy Review Date:	<b>Autumn 2023</b>
Date ratified by Full Governing Body	<b>14/12/2021</b>
Signed by Chair of Governors 	

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## 1. Aims and Vision

Our school vision is ‘to foster a love for learning that will stimulate, enhance and enable all members of the school and wider community to succeed.’

Each of the aims for our school focuses on the individuality of each member of the Oak View community. All individuals will only achieve if the barriers that promote inequality are removed for all and if each individual is given an equal chance to thrive irrespective of race, gender, sexual orientation, religion, belief, disability or socio-economic status.

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 board will:

- › Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a yearly basis to the headteacher
- › Seek to ensure that people are not discriminated against when applying for jobs at our school on grounds of the 9 protected characteristics
- › Take all reasonable steps to ensure that the school environment is inclusive and accessible to all
- › Strive to make school communications as inclusive as possible for parents, carers and pupils

The equality link governor will:

- › Meet with the designated member of staff for equality every year (in the Summer term), and other relevant staff members, to discuss any issues and how these are being addressed
- › Ensure they're familiar with all relevant legislation and the contents of this document
- › Attend appropriate equality and diversity training
- › Report back to the full governing board regarding any issues

The Headteacher will:

- › Promote knowledge and understanding of the equality objectives amongst staff and pupils
- › Monitor success in achieving the objectives and report back to governors during the summer term

The designated member of staff for equality (Louise Young) will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- › Meet with the equality link governor every year to raise and discuss any issues
- › Support the headteacher in identifying 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. We recognise that discrimination may be direct, indirect or arising from a disability whether or not it was intentional.

Harassment on account of race, gender, religion, disability or sexual orientation is unacceptable and is not tolerated within the school environment. It is dealt with in accordance with the school's code of conduct, behavior and whistle blowing policies.

All staff are expected to deal with any discriminatory incidents that may occur. Staff are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher and where necessary Senior Leadership Team (SLT) year group link. All incidents are reported to the head teacher and recorded on the school's CPOMS system and the governing body notified. The school will also meet Local Authority requirements and report on a termly basis.

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

## 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 (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling upper KS2 pupils to observe fasting during Ramadan)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities such as residential trips)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 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 (PSHE) education (through the Jigsaw scheme), but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils 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 organising school trips, activities and outside speakers based around the local community

## 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. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (incorporated within the Evolve risk assessments) 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 school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8. Monitoring arrangements

The Headteacher will update the equality information we publish at least every year.

This document will be reviewed by the Headteacher at least every 4 years.

This document will be approved by the governing board

## 9. Links with other policies

This document links to the following policies:

- Accessibility plan
- Behaviour policy
- Code of Conduct
- Whistleblowing policy

## 10. School Action Plan

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation are included in the action plan below.

Cross reference the action plan with actions in other documents e.g. School Improvement Plan / Accessibility Strategy / Special Educational Needs Policy.

Equality Strand	Action	How will the impact of the action be monitored	Who Leading?	Timeframe	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings	Additional question added to the parent questionnaire, which is sent out twice a year.  Ensure reference is made termly to parents and staff linked to the Equality plan	Head Teacher	Sept 2021 onwards	
All	Monitor and analyse pupil achievement by race, sex and disability and act on any trends or patterns in the data that require additional support	Termly data reports	Assessment Lead Equality Lead  Evaluated by: SLT	Termly	

	for pupils		Governors		
All	Ensure that the curriculum promotes role models that young people positively identify with, which reflects the schools diversity in terms of race, gender and disability.	Increase pupils participation, knowledge, confidence and achievement	Curriculum Lead ensure a diverse curriculum for all  Subject Leaders monitor termly	Sept 2021 onwards  Termly	
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity	SLT learning journeys  Subject leader monitoring	SLT	Sept 2021 onwards  Termly	
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school in preparation for citizenship	PSHE lesson observation  PSHE floor books  Whole school assemblies  Class opportunities	SLT	Sept 2021 onwards  Termly	
Race Equality Duty	Identify, respond and report racist incidents as outlined by the plan. Report figures to the Governing body / Local Authority on a termly basis	The Safeguarding Team to use data to assess the impact of the schools response to incidents	SLT  Governing Body	Safeguarding Termly Reports	
Gender Equality Duty	Introduce initiative to encourage girls to have a more physical / healthy life style outside of school	Pupil survey Sign post new clubs Introduce new activities  Promote healthy eating	SLT  PE & PSHE Subject Lead	Annually	

Disability Equality Duty	<p>To ensure all children on the SEND register can access all the curriculum and curriculum events</p> <p>Ensure the school is accessible to all of the community needs</p>	<p>SLT learning journeys</p> <p>Subject leader monitoring</p> <p>Pupils outcomes</p> <p>Trips</p> <p>School site accessability</p>	<p>Curriculum Lead</p> <p>SEND Lead</p> <p>SLT</p> <p>Site Manger</p>	Annually	
Community Cohesion	<p>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities.</p> <p>e.g. Diwali, Eid, Christmas</p>	PSHE Assessments	<p>Curriculum Lead</p> <p>Subject Leaders e.g.</p> <p>RE</p> <p>PSHE</p> <p>History</p>	Annually	