



# Equalities Policy

## Vision and Aims

Oasis Academy Pinewood aims to foster a secure and enjoyable environment which excites challenges and motivates each child, enabling them to reach their full potential. We recognise that children learn most effectively through an enquiry based approach using first-hand experiences and this will be achieved through a broad and balanced curriculum with high quality teaching and learning opportunities.

The school provides a framework which intends to support and guide children in their development of self-discipline and self-esteem. We encourage relationships which are based upon respect and responsibility for each other, both within the school and the wider community. We aim to develop a partnership with parents in the all-round education of their children. This will be provided in a well-resourced school that encourages creativity and co-operation and where individual efforts are valued and celebrated.

Our Academy Aims:

We aim to provide an environment that will enable children to lead a healthy lifestyle.

We aim to provide a safe environment within school and for children to develop good social skills and the ability to look after themselves and others in the wider community.

We aim for all children to achieve their full potential, whether in academic work, artistic work, sport or play.

We aim to provide a happy environment that is caring and supportive to all with a broad and balanced curriculum with high quality teaching and learning experiences.

We aim to encourage children to make a positive contribution to our school and the local community and to appreciate their place in the wider world.

## Aims of this Policy

This policy will set out the academy's approach to promoting equality, diversity and community cohesion. It will address the following areas as the key equalities strands: Race, Gender, Disability, Age, Faith and Sexual orientation.

The purpose of this policy is to ensure that in line with our academy aims all members of the academy and wider communities feel valued and respected. It supports our work to ensure the members of our community are offered opportunities to make maximum progress to achieve their full potential and enable them to play a full part in the diverse society in which we live. The different perspectives in relation to gender, race, disability, age, religion, sexual orientation will be central to our success. This policy provides a framework for Byron's school community to meet the equality duties. This will guide the ways in which we aim to eliminate unlawful discrimination and harassment, promote equality of opportunity and promote good relations and positive attitudes between people of diverse backgrounds.

The policy will also ensure that Pinewood contributes to community cohesion through: promoting understanding and engagement between communities; encouraging all children and families to feel part of the wider community; understanding and responding to the needs and hopes of our communities and tackling discrimination; increasing life opportunities for all and ensuring teaching and the curriculum explores and addresses issues of diversity.

The principles in this policy will be delivered through all other policies in the school and will apply to all members of the school community, pupils, staff, academy councillors, parents and wider community members.

### **Main Provisions within the Equality Act 2010 as they affect education**

The Act makes it unlawful to discriminate against, harass or victimise a student or potential student  
In relation to admissions,  
In the way it provides education for students,  
In the way it provides students access to any benefit, facility or service, or  
By excluding a student or subjecting them to any other detriment.

The Act also makes it unlawful to discriminate against individuals by treating them less favourably because of their

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender assignment
- Pregnancy or maternity

The Act introduces Positive Action

Students and individuals with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions which enable schools to take action to tackle the particular disadvantage, different needs or disproportionately low participation of a particular student group, provided certain conditions are met.

### **The Equality Duty**

The Equality Act 2010 introduces a single public sector equality duty, which applies to all protected characteristics. It has three main elements. In carrying out their functions, public bodies (which include Academies) are required to have due regard 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.

### **Implementation of the Equality Act and Duty**

Oasis academy Pinewood is committed to fulfilling the requirements of the Equality Act and Duty so that our commitment to equality is fully integrated into all of the Academy's functions.

We will do this in the following ways;

**By ensuring that:**

The Academy Leadership Team understand the requirements of the Equality Act and the Equality Duty and their responsibilities

All those involved in setting policy consider equality implications before and at the time that they develop policy and the importance of keeping policy under review on a continuing basis

All decision makers are aware of the duty to have 'due regard' to equality when making a decision or taking an action and must assess whether it may have implications for students with particular protected characteristics

All staff have access to the information document about the Equality Act and Duty and receive training to understand its implications

All those responsible for data analysis and management understand how to read the data in the light of the equality Duty in order to use it to overcome discrimination and advance of opportunity

All parents are informed about our commitment to equality in the home school agreement and when appropriate in the school prospectus and on the school website

All members of the Academy Council are briefed about the Act and its provisions.

**By ensuring that the following policies are in operation and kept under review**

Student Policies	HR Policies	IT Policies
Sex Education SEND Teaching and Learning Complaints Behaviour Anti-Bullying Health and Safety Educational Visits Safeguarding Staff Code of Conduct Attendance Contact Confidentiality Drug PSHE	Equal Opportunities Allegation against a member of staff Recruitment Capability Grievance Procedures Staff discipline Staff Induction Staff Performance Management Staff Professional Development Whistleblowing Harassment at work Managing personal relationships at work	E Safety Social Media

**By ensuring that**

The Academy Leadership Team is aware of the Academy's current commitment to eliminating discrimination, advancing equality and fostering good relationships.

The Academy Leadership Team analyses the Raiseonline data and has analysed it in the light of attainment, progress, attendance, persistent absence and exclusion of all groups defined by Raise statistics

The analysis leads to an understanding of where gaps might exist in terms of equality of opportunity and good relations between people who share protected characteristics

#### By being committed to overcoming inequality

Following analysis of the existing commitment and the in school and statutory data, in order to further support pupils, raise standards and ensure inclusive teaching, the Academy Leadership Team has identified the following equality objectives.

Objective 1: To ensure that no child is gender stereotyped in their play and learning

Objective 2: To close the gap in reading and writing for disadvantaged boys versus other children

Objective 3: To raise the aspirations of girls in Year 6 and encourage them to take non-stereotyped career choices

Objective 4: To reduce FTE in white disadvantaged boys

Objective 5: For the whole academy community to celebrate and promote diversity and equality

Objective 6: To introduce a more intentional curriculum to teach children about equality and diversity from Reception to Year 6

The interventions will by no means remove the interventions/resources in place for the other children. They will be in addition to.

The objectives are part of the ADP and are kept under review by the Academy Leadership Team  
Progress against the objectives is reviewed by the Academy Council and by OCL.

#### By assessing impact

The Academy Leadership Team ensure that three simple Equality Impact Assessment questions are routinely considered whenever a shift in policy or practice is proposed.

What will the impact of this action be on students or others with protected characteristics?

Could this action result in discrimination, harassment or victimisation?

Will the overall impact of this action be positive or negative?

#### By working with outside agencies

The Academy works with a range of outside agencies who help promote awareness about issues associated with particular protected characteristics for example, Stonewall

#### By using the following to promote equality

Aspects of the curriculum which promote tolerance and friendship, or which share an understanding of the diversity of different religions, cultures or backgrounds,

The behaviour and anti-bullying policies,

Assemblies dealing with relevant issues,

Celebrating pupil achievement,

Involvement with the local communities

Our global partnerships which enable students to meet and exchange experiences with children from different backgrounds

Initiatives to deal with tensions between different groups of students within the Academy itself.

### **Policy review**

We are required to set ourselves new objectives every four years. These objectives will be kept under review and progress towards achieving them will be reported annually.

Date: January 2019

Date for review: Summer 2023