



OASIS COMMUNITY LEARNING STUDENT EQUALITY & INCLUSION POLICY

January 2019

Document Control

Changes History

Version	Date	Amended by	Recipients	Purpose
1.0	Jan 2019	Chris Chamberlain	All OCL Principals	Updated legislation

Approvals

This document requires the following approvals.

Name	Position	Date Approved	Version
John Murphy	CEO, OCL	January 2019	1.0

National/Local Policy

- This policy must be localised (see instructions in Appendix)
 This policy must not be changed, it is a National Policy.

Position with the Unions

Does the policy require consultation with the National Unions under our recognition agreement?

- Yes
 No

If yes, the policy status is:

- Consulted and Approved
 Consulted and Not Approved
 Awaiting Consultation

Distribution

This document has been distributed to:

Name	Position	Date	Version
All OCL Principals	Principal	January 2019	1.0

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OCL Student Equality and Inclusion Policy

Introduction

At the heart of Oasis is a deep rooted commitment to inclusion, a desire to treat everyone equally and a respect for differences. These values are a natural outcome or result of Oasis' Christ centred theology. Oasis does not seek to impose these beliefs on anyone but is committed to ensuring that the behaviours which flow from those beliefs – equality, diversity and inclusion – are implemented in all that is done in the name of Oasis.

Our **Education Charter** details how we work in partnership with our communities to transform lives, where everyone is included, can contribute and is able to reach their God-given potential.

Aims

- To ensure equality of opportunity for all our students in all areas of Academy life
- To ensure that individual strengths are recognised and all students achieve their potential
- To remove barriers to learning that can hinder or exclude individual students, or groups of students
- To ensure that all staff are aware of the systems and procedures in place within the Academy so that all students have the opportunity to make progress

Oasis Ethos

Our ethos is rooted in what we believe and who we are. Equality and inclusion are at the heart of Oasis:

- We have a passion to include everyone
- We have a desire to treat everyone equally, respecting differences
- We have a commitment to healthy and open relationships
- We have a deep sense of hope that things can change and be transformed
- We persevere and keep going for the long haul

Oasis Inclusion

Our vision is driven through a passion and commitment to include everyone.

- We believe all our students are precious; we prioritise social inclusion and integration in all we do
- We model and set high aspirations and expectations for every student and member of staff
- We provide opportunities and experiences for all of our students, as well as their wider families, giving advantage to the disadvantaged

Our aim is to provide an exceptional education for all our students both academically and socially. Our commitment to equality must be communicated to all members of the extended Academy community - including staff, members of the Hub Council, learners, parents/carers and visitors.

Oasis Equality, Diversity and Inclusion Objectives 2019-2022

Oasis has set up a national steering group of champions from every academy to implement the following objectives for 2019 - 2022:

- Celebrating, communicating and promoting equality, diversity and Inclusion in all we do;
- Designing and facilitating training for staff, volunteers and students
- Understanding Oasis – identifying, monitoring and addressing differential patterns across the protected characteristics in the recruitment, progression and achievement of our staff, volunteers and students;
- Promoting and embedding inclusive learning, teaching and language;
- Embedding good equality, diversity and inclusion practice into our daily activities and decision making processes;
- Identify opportunities to embed equality, diversity and inclusion by conducting equality impact assessments when developing policies or projects.

The Equality Act

The [Equality Act 2010](#) details some key equality provisions for the delivery of education and a duty for public bodies, such as OCL, to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relationships between different groups (Public sector Equality Duty). There are three key elements:

- Eliminate discrimination and other conduct that is prohibited by the Act
- 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.

The Act also introduced the need for schools to make *reasonable adjustments* for disabled students.

Protected characteristics

The Equality Act introduced the term 'protected characteristic'. It is unlawful for an Academy to discriminate against a student or prospective student by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

Unlawful behaviour

The Equality Act 2010 defines four kinds of unlawful behaviour

- direct discrimination
- indirect discrimination
- harassment
- victimisation

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.

Indirect discrimination occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

Harassment has a specific legal definition in the Act - it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”.

Victimisation (including hate crime) occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act

The Oasis approach to promoting Equality and Inclusion

The Oasis 9 Habits

We believe that continually developing our character to become the best version of ourselves is important for every student and staff member alike. Therefore, we actively promote and practise the Oasis 9 Habits. The 9 Habits inspire us to behave in a way that enables us to be our best and bring our best to our learning and the community we are a part of. Being inclusive is a key aspect of character development.

Compassionate	Patient	Humble
Joyful	Honest	Hopeful
Considerate	Forgiving	Self-controlled

To be inclusive we aim to develop an understanding and tolerance of each other through knowledge, mutual respect, forgiveness and believing the best of one another. Individual rights will be respected and choice will be exercised within a culture of self-discipline.

Oasis Community Learning promotes British values through the curriculum. We work with students to tackle issues focusing on PREVENT and extremism.

Champions

Every Academy must have a staff Diversity Champion. Every Hub Council should have an Equality and Diversity Champion, who links in with the Oasis Equality, Diversity and Inclusion national steering group. A number of OCL Academies celebrate Equality and Diversity with an Equality Day each year.

Curriculum

Academies will need to ensure that the way in which issues are taught does not subject individual students to discrimination. The curriculum must be inclusive so that barriers to learning are removed. For example, ensuring that PSHCE provision is not heterosexist or that English provides a range of works from authors of many diverse backgrounds.

Acts of worship

The daily act of collective worship, should be of a broadly Christian nature, but leaders should ensure that students are aware of a range of other faiths. Academies will not be acting unlawfully if they do not provide an equivalent act of worship for other faiths.

Acts of worship should be inclusive and promote diversity and equality. Academies are also free to celebrate religious festivals and could not be claimed to be discriminating against students of other faiths if, for example, they put on a nativity play at Christmas or hold a celebration to mark other religious festivals such as Diwali or Eid.

See Oasis Collective Worship Policy (on the Policy Portal via SharePoint)

Uniforms

Students should wear the Academy uniform that has the aim of:

- Promoting a sense of pride within the Academy
- Engenders a feeling of community and belonging
- Ensures students feel equal to their peers in terms of appearance

To support inclusivity and equality amongst students, Academy uniforms (including PE sports uniforms) should be explicitly gender neutral. For example, ensuring all students regardless of sex or gender wear trousers as part of the Academy uniform.

In cases of disability or need where uniform may cause harm or distress; student centred discussions should take place with the student, parent/carer and the Academy to decide an appropriate uniform that will take into consideration pride, community and belonging and equality amongst their peers.

The same approach should be undertaken where the pupil and/or parents raises religious issues that may impact on compliance with the Academy uniform. There is no presumption that all requests can be accommodated and it will be for Academy Principals to justify why changes to the uniform policy cannot be made. A parent who is concerned about the Academy's position may raise the matter through the complaints policy.

Student leadership titles

Academies must not use gendered pronouns when discussing student leadership positions within the Academy. Student leadership positions within Academies must have titles that are inclusive for all students from any background. Inclusive leadership titles could include:

- Head prefects/deputy prefects
- Chair/Vice-Chair (of a student panel)

- Captain/Vice Captain (of a class or a student panel)
- Class president

Single sex classes / education

OCL Academies should generally avoid separating pupils by reference to their protected characteristics such as race, sex or faith. However, it is not necessarily unlawful to have some single sex classes or lessons in a mixed Academy, provided that this does not give students in such classes an unfair advantage or disadvantage when compared to students of the other sex in other classes. The definition of what is lawful, for Academy leaders, is set out below:

“If pupils are separated by sex (or by reference to any other protected characteristic) in specific classes, assemblies and/or for any extra-curricular activities, Academy leaders and governors will be expected to justify to Ofsted and other inspectors, parents and the wider community the reasons for the separation. Where a statutory exception is relied upon, they will be expected to demonstrate that they have considered and documented why the exception applies. Outside the specific statutory exceptions, they should be in a position to demonstrate that separation does not give rise to any detriment because its effect is negligible.” [Gender separation in mixed schools: June 2018](#)

Single sex sport

The Equality Act forbids discrimination in access to benefits, facilities and services. However, the Act does contain an exception which permits single sex sports. It applies to participation in any sport or game, or other activity of a competitive nature, where the physical strength, stamina or physique of the average woman (or girl) would put her at a disadvantage in competition with the average man (or boy). But while this exception might permit a mixed Academy to have a boy's only football team, the Academy would still have to allow girls equal opportunities to participate in comparable sporting activities.

Anti-Bullying

Bullying of any kind is unacceptable in our Academies, whether it is on-site or in off-site activities. If bullying or harassment does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

Bullying can include:

- **Emotional** - being unfriendly, excluding, tormenting
- **Physical** - pushing, kicking, hitting, punching or any use of violence;
- **Racist** - racial taunts, graffiti, gestures;
- **Sexual** - unwanted physical contact or sexually abusive comments;
- **Trans** - bullying based on prejudice or negative attitudes, views or beliefs about trans people
- **Sexist** - bullying because of their sex or because they may not be perceived to conform to typical gender norms
- **Faith** - because of their religion
- **Social class** – because of their background or social class
- **Homophobic** - because of, or focussing on the issue of sexuality;
- **Ability** - because of, or focusing on learning and/ or physical disabilities;
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing because of appearance etc.;
- **Cyber** - all areas of internet use, such as e-mail and internet chat room misuse, mobile threats by text messaging, including sexting & calls, misuse of associated technology

The prevalence of bullying must be reported to the Regional Director at least annually.

Teaching, learning and assessment

1. Identifying groups of vulnerable children

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students or groups of students. This means that equality of opportunity must be a reality for all our students. We make this a reality through the attention we pay to the different individuals and groups of students within our Academy including:

- girls and boys
- disadvantaged (based on DfE definition)
- minority ethnic and faith groups
- students who have English as an additional language
- students who have SEND
- more able children / high prior attaining children
- students who are at risk of exclusion
- travellers
- asylum seekers or refugees
- poor attenders
- young carers
- those students with emotional, health, behavioural or social difficulties
- teenage mothers or fathers
- students in particular danger of abusing drugs, alcohol and other substances
- looked after children and those post-adoption
- students with gender identity issues

Key questions

We achieve educational inclusion by continually reviewing what we do, by asking ourselves the following questions:

- do all our students achieve their best?
- do we analyse the achievement of groups and sub groups?
- are there differences in the achievement of different groups of students?
- what are we doing for those students who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting social harmony and preparing students to live in a diverse society?
- are we promoting multilingualism through resources, books in the library, banners and displays?

2. Providing equality of learning opportunities

In line with the OCL Trust Learning Policy, we aim to give all students the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of students to ensure that all students are achieving as well as they can. We also make ongoing assessments of each student's progress.

Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their students. For some students, we adapt programmes of learning from a previous

phase delivered in age related interest level. If the attainment or progress of students falls significantly below the expected level - using formative and standardised assessments - teachers enable them to succeed by planning work that is in line with their students' individual needs.

Where the attainment or progress of a student significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which those students demonstrates a particular aptitude.

Each Academy has a pupil premium champion. A key part of the champion's role is to ensure, that through use of the pupil premium grant barriers to learning are removed, so that achievement of disadvantaged students is in line with all students nationally.

All students are entitled to a broad, balanced and relevant curriculum including access to an EBacc curriculum at Key Stage 4.

The Trust monitors exclusions and attendance by Academy, cohort, group and sub group. Trends are regularly shared with the Oasis Board, Trust leaders and Principals to ensure that there is equality of opportunity and inclusion for all groups of students. If trends are identified Academy leaders will present their actions to reduce inequality through their Academy improvement plan or through their published Equality Objectives. Whole Trust trends are identified through the Trust self-evaluation process and will form part of the Trust Improvement Plan.

We monitor all situations where a student is removed from the Academy's roll so that there are clear reasons and a destination when a student leaves an OCL Academy. Only the Academy Principal can agree to a student being removed from the Academy roll.

One member of the National Education Team has an overview of Attendance and Exclusions. Part of their role is to analyse student data to ensure that there is equality of opportunity and inclusion for all groups across the Trust.

3. Taking into account different teaching and learning styles

Teachers and support staff ensure that all students:

- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own actions
- are taught in groupings that allow them all to experience success
- use materials that reflect a range of social and cultural backgrounds without stereotyping
- have a common curriculum experience that allows for a range of different learning styles
- have challenging targets that enable them to succeed
- participate fully regardless of disabilities or medical needs

4. Additional Strategies

We seek to promote inclusion through a wide range of procedures and opportunities, including:

- Individual support plans for students
- Mentoring for students
- A SEN support programme
- Life skills embedded in the curriculum (e.g. 9 habits)
- Daily reflection on the impact of world events
- Curriculum enrichment that will provide opportunities for further personal development

- Close liaison with parents and carers
- Training programmes for staff
- Targeted training programmes to meet specific additional student need
- Identification of vulnerable* students and additional focus on their progress and well-being
- Student support from external agency staff such as Attendance Improvement Officers, Behaviour Support and Educational Psychologists, Social Workers, Sensory Support Service, School Support Service and medical professionals
- Multi-agency work and support – including early help intervention
- Working with employers to bring the realities of the world of work to the students
- Working with other agencies working in the area of social diversity
- Making choices related to literature and visual material used in the Academy
- First day absence contact

5. Effective use of Pupil Premium funding

It is crucial that Principals and those responsible for Governance ensure that there is clear impact from the use of Pupil Premium funding to ensure that there is equality in outcomes for all groups of students. The funding must break down barriers to learning for those students identified as disadvantaged, so that their achievement matches that of all students nationally.

OCL encourages Principals to use an agreed template to assist with the evaluation of the impact of fund as well as the plan for the forthcoming year. This document is evaluated by the Regional Director and by the Monitoring and Standards Team during the autumn term. Elements of Best Practice are shared, both regionally and nationally. One member of the National Education Team has an oversight of the impact of pupil premium funding across the Trust.

The Trust's Board reviews the impact of pupil premium funding through the analysis of achievement of disadvantaged students in each Academy and through reports from RDs to the Board each term. Board members will question lower achievement for disadvantaged students and ask for a full explanation of the reasons behind the weakness and the actions being taken to address the concerns.

6. Extra-curricular provision and trips

Trips and extra-curricular provision, including after school clubs, concerts, workshops, trips etc. are a valuable part of Academy provision that can develop and promote individual strengths. Whole Academy planning can include providing activities to celebrate diversity and meet the needs of different groups within the Academy. Individual planning may include making provision to meet individual needs, for example, ensuring that a promising athlete can access the necessary clubs.

7. Student voice

Canvassing the views of students is a useful strategy to secure feedback from students who may be vulnerable and in danger of not being included. Feedback from surveys or target groups will provide foci for improvement or review. As a minimum student voice should be used once a year.

8. Looked after children

Academy leaders should designate a member of staff (the designated teacher) as having the responsibility to promote the educational achievement of looked-after children, including those aged

between 16 and 18 who are registered students at the Academy. The designated teacher must undertake appropriate training.

The DfE guidance outlines the role of the designated teacher:

[The designated teacher for looked-after and previously looked-after children.pdf](#)

Regional Directors, through the designated teacher, will hold the Academy leaders to account on how it supports its looked-after and previously looked-after children (including how Pupil Premium funding is used) and their level of progress. Each local authority, will have Virtual School Heads for Looked After Children to provide more strategic support or advice and information for both the child and the Academy.

All looked-after children must have a care plan. The care plan must also include a health plan and a PEP. The PEP is a record of the child's education and training. It should describe what needs to happen for a looked-after child to help them fulfil their potential. It will generally be a local authority responsibility to initiate the PEP, but a joint approach between local authority and Academy will be required to ensure it remains updated and relevant to the student.

9. Working with parents and carers

The Academy aims to work in partnership with parents and carers using a range of approaches including by developing Hub partnerships. We also do this by:

- working effectively with all other agencies supporting students and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education. For example, feedback from surveys or target groups will provide foci for improvement or review
- making parents and carers feel welcome
- encouraging parents and carers to inform the Academy of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the Academy will listen and act appropriately
- focusing on the student's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the Academy can help their child
- agreeing targets for all students, in particular, those not making expected progress and, for some students identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language

10. National recognition of Best Practice in promoting Equality and Inclusion

- A number of OCL Academies have secured the IQM to demonstrate their particular level of inclusivity. For example OA Johanna and OA Foundry. Further details can be found at: [IQM award](#)
- OA Lords Hill and OA Mayfield have successfully gained the EQualities Award - [EQualities award](#)

- Oasis Academy Mayfield has successfully gained the Educate and Celebrate Gold inclusive LGBT award - [Educate and Celebrate Award](#)
- Harpur Mount, Ryelands and Lord's Hill have the Stonewall Bronze Award - [Stonewall School Champion Award](#)
- OA Foundry, OA Mayfield, OA MediaCityUK and OA Watermead have been recognised as Schools of Sanctuary for their work in reducing inequality and increasing inclusion - [Schools of Sanctuary](#)

Equality of opportunity for students with special educational needs and disabilities

Some students in our Academies have disabilities. We are committed to meeting the needs of these students as we are to meeting the needs of all groups of students within our Trust. Under the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that these students are not placed at a substantial disadvantage compared to non-disabled students i.e. making reasonable adjustments

Accessibility plans are in place in each Academy, as per [Equality Act 2010 - schedule 10, paragraph 3](#) (see Appendix A).

These plans ensure that:

- disabled students have full access to all areas of learning
- Academy routines and the curriculum are reviewed to ensure that disabled students are not placed at a disadvantage
- Academies will use specialist furniture and equipment for students with specific physical needs
- disabled students can take advantage of all that the Academy has to offer

Teachers modify their learning and teaching expectations as appropriate for students with disabilities. For example, they may be given additional time to complete certain activities or modify teaching materials. In their planning, teachers ensure that they give students with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Students who are taught in our SEND Resource Bases have regular opportunities to integrate in the mainstream Academy so that they have equality of opportunity in terms of provision and opportunity, including extra-curricular activities

Teachers and support staff ensure that the work undertaken by disabled students:

- takes account of their pace of learning and the equipment they use
- takes account of the effort and concentration needed in oral work or when, for example, using vision aids
- is adapted or offers alternative activities in those subjects where students are unable to manipulate tools or equipment, or use certain types of materials
- allows opportunities for them to take part in educational visits and other activities linked to their studies
- includes approaches that allows hearing-impaired students to learn about sound in science and music, and visually impaired students both to learn about light in science and also to use visual resources and images both in art and design and in design and technology
- uses assessment techniques that reflect their individual needs and abilities
- takes account of students whose disabilities impact upon their behaviour and make reasonable adjustments to accommodate this

Equality of opportunity for students in alternative provision

In OCL, an alternative provision (AP) may be considered to support a student's learning, progress, behaviour and/or welfare. Selecting a suitable alternative provision is the responsibility of the Principal. Typically, an AP is used in tandem with the Academy's overall provision resulting in a dual registration of the student. Most APs operate as independent schools and should be registered as such. Any AP selected for an OCL student must be registered.

OCL leaders are expected to do everything possible to quality assure the AP before sending a student there and throughout the placement. In doing so, OCL recommends routine site visits to ensure the provision:

- supports the student, as part of their whole curriculum
- is valued by the students, their parents/ carers
- helps re-engage the student in learning
- shares timely and relevant information about the students' learning, progress, welfare and attendance
- uses accurate information to celebrate success or intervene when things are not going well
- manages timetabling, travel assistance (or other barriers) to ensure the student does not miss key lessons
- provides good quality additional teaching, as required, so a student can 'catch or keep up'
- is motivating the student during their placement
- promotes qualifications, careers information and guidance consistent with the Academy's expectation for the student

The safeguarding arrangements for any OCL student in the AP is the Academy's responsibility. This requires ongoing scrutiny leaders to check and assure:

- the [AP registration](#)
- all staff have DBS or other relevant checks
- good quality information is provided in writing about the Academy's expectations for child protection
- the staff are provided with appropriate safeguarding training and up-to-date information

Equality of opportunity is monitored by Regional Directors. Records of students attending Alternative Provision in each region will include the following analysis: disadvantaged or non-disadvantaged, ethnicity, gender, year group, CLA, SEND and EAL. A member of the National Education Team has oversight of the Trust's use of Alternative Provision.

Exclusions

OCL Academies use permanent exclusion as a last resort (see OCL Exclusion Policy). Leaders will use a range of proven strategies, to engage with the student in danger of permanent exclusion, in order to improve the individual's behaviour and/or attitude towards learning. The OCL Behaviour for Learning Policy outlines the importance of three key levers to securing great student behaviour in our Academies: Academy culture, detail and clarity and maintaining the culture. Leaders analyse exclusions by different student groups including disadvantaged and SEND. The analysis will provide leaders with data that may result in changes being made to procedures and policies, including behaviour management strategies.

Oasis Hub Partnerships promoting Equality and Inclusion

Oasis has developed Hub partnerships with the aim of reducing inequality so that students have the very best opportunities to become effective members of each of our communities. We are aware that some of our communities – despite bursting with potential – are so often characterised by inadequate and disjointed services, social isolation and a sense of disempowerment. For this reason, Oasis works in and with communities to develop a ‘community hub’ model, which is based around the following principles:

- Excellent and integrated services (youth and children’s work, community empowerment, education and housing)
- Local leadership and empowerment
- A focus on the formation of character and spirituality

Our Hub work focuses on six areas:

- adult education
- youth and children’s work
- community empowerment
- advice and support services
- health and wellbeing
- personal and spiritual formation

Best Practice, highlighting the work of the Hubs across the Trust, is shared by Oasis Community Partnerships through documents such as their annual Impact Report.

The specific duties required by Academies:

- (a) to publish information to demonstrate how they are complying with the Public Sector Equality Duty,
- (b) to prepare and publish equality objectives (see Appendix D).

By 6 April 2012, Academies were obliged to publish their initial information (see Appendix C) and first set of objectives demonstrating how it complies with the general duty. **Academies have to update the published information at least annually and to publish objectives at least once every four years.**

The duty is not prescriptive as to how it is satisfied so how one Academy complies with the duty in relation to a decision it is making can look different for organisations of different sizes and with different levels of resources. Therefore, in terms of publishing information and setting equality objectives, the requirements of the duty will not be the same for a one form entry primary Academy as they are for a large secondary Academy.

Equality objectives

- Academies are free to choose the equality objectives that best suit their individual circumstances and contribute to the welfare of their students and the Academy community
- They should be used as a tool to help improve the Academy experience of a range of different students
- An Academy should set as many objectives as it believes are appropriate to its size and circumstances
- the objectives should fit the Academy’s needs and should be achievable

Equality objectives may arise from analysis Academies have carried out on their published data or other information, where they have identified an area where there is potential for improvement on equalities, or they may – for example - be set in anticipation of a change in local circumstances. Some examples might be:

- to increase participation by black students in after school activities
- to reduce exclusion rates for black boys
- to narrow the gap in performance of disabled students
- to increase understanding between religious groups
- to reduce the number of homophobic incidents
- to raise attainment in English for boys
- to encourage girls to consider non-stereotyped career options
- to anticipate the needs of incoming students from a new group, such as traveller students

Equality objectives could be staff or community related too. For example, Academies could develop an objective around the staff ethnicity better reflecting the diversity in the community. See appendices.

Training

Academies must ensure that those colleagues with responsibility for Inclusion undertake regular training. This should include training focusing on Race or LGBTQ+ issues. Often the Regional Improvement Networks enable the sharing of best practice. The RINs are supported by work of the SEND Strategy Group.

The Trust has established close links to [Stonewall](#) who provide regular training to become 'Stonewall Champions' and also provide support with curriculum development, inclusive environmental displays and specific queries from Academies around LGBT issues and promoting the rights of students who identify as lesbian, gay, bi or transgender.

Best Practice

The [OCL Best Practice](#) website is available to colleagues on SharePoint. This will take you to six case studies of Best Practice in Inclusion across the Trust from:

- OA Harpur Mount
- OA Long Cross
- OA Henderson Avenue
- OA Byron
- OA Limeside
- OA Pinewood

Arrangements for Complaints

OCL aims to work with students and their families to ensure they achieve the best possible educational and social outcomes. However, where issues emerge, Academies have clear procedures in place to allow parents / carers to voice concerns about any aspect of their child's provision. OCL expect parents to raise matters through the OCL complaints procedure which is available on each Academy website.

Monitoring arrangements

The Principal ensures the Academy comply with this policy. The Regional Director will ensure that the policy is being followed correctly and feedback any concerns from Academies to the National Education Team. The NET will review this policy regularly. At every review, the policy will be approved by the OCL CEO.

Other policies

Colleagues should also read the following policies for further details:

- [Anti-Bullying Policy](#)
- Staff Equality Policy
- [OCL SEND Policy](#)
- [OCL Behaviour for Learning Policy](#)
- [OCL Trust Learning Policy](#)
- [OCL Complaints Policy](#)

Actions and starting points for Academy leaders

- This policy must be shared with your whole staff. How will you enable this to happen?
- It would be useful for all staff to watch Oasis Equality, Diversity and Inclusion video on Induction and training zone
- Who is your Diversity Champion?
- Are you regularly connecting with the Oasis Equality, Diversity and Inclusion Portal, including the diversity calendar, featured events and the range of resources
- You may find it useful to create an Academy Equality, Diversity and Inclusion Action Plan with the support of the National E, D & I Steering group
- Who on the Academy or Hub Council is your Equality and Diversity Champion?
- Has a member of your staff attended the Stonewall tackling homophobic, biphobic and transphobic bullying and language in school training?
- Does your curriculum reflect diversity and inclusion as outlined in this policy?
- Do your acts of worship follow the guidance here?
- Does practice in your Academy match the policy for:
 - ✓ Student leadership
 - ✓ Single sex classes
 - ✓ Single sex sport
 - ✓ Uniform policy
- Who is your pupil premium champion?
- Do your staff know what you are doing to break down barriers to learning for different groups within your Academy?
- Do your staff employ a range of the strategies for inclusion in their teaching?
- Do you review the impact of your pupil premium plan each term and adjust it accordingly?
- How often do you use student voice and act on the findings?
- Who is your leader for LAC?
- Does each LAC have a care plan?
- Have you considered national recognition for your great work on inclusion and equality?
- Is your accessibility plan up to date and on your Academy website?
- Do you follow the alternative provision guidance outlined in this policy?
- Have you published your Equality Objectives on your Academy website?

Appendix A: Accessibility plan template

Legal Background

Under the Equality Act 2010 all Academies must have an [Accessibility Plan](#). The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that ‘Schools cannot lawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation’.

This plan has been developed in conjunction with students, parents, staff and the Regional Director and will advise other Academy planning documents.

The plan will be reviewed by the Academy and monitored by the Regional Director

The Monitoring and Standards Team will look at policy in to practice: how does the Accessibility Plan impact on the curriculum and classroom practice? How is the SENCO overseeing the implementation of the plan?

This Accessibility Plan sets out the proposals to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

1. Increasing the extent to which disabled students can participate in the Academy curriculum; which includes teaching and learning and the wider curriculum of the Academy, such as participation in after school clubs, leisure and cultural activities or Academy visits;
2. Improving the environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services;
3. Improving the delivery to disabled students of information, which is provided in writing for students who are not disabled

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	Wide range of strategies and approaches used – see SEND information report and feedback from Ofsted Spring 2018	See Equality Objectives	See Equality Objectives			
Improve and maintain access to the physical environment	Single-storey building; hoist and hygiene suite; ramps and accessible building	Continue to provide a safe and accessible environment for those with physical disabilities.	All staff to continually risk-assess and ensure pathways are clear for those with access needs.	All staff	Ongoing	Routes and pathways around classrooms, etc. will be clear and it will be possible
Improve the delivery of written information to students	Symbol software used to support written information	Increase use of symbols in classes	Staff training in Widgit online	Jo (Inclusion manager)	July 2018	All staff will use symbols routinely to support those who need it.

Appendix B: Support for Students with English as an Additional Language

EAL Provision at OA Foundry

This is an overview of the strategies employed at OA Foundry to support students with EAL:

- Expectations meetings in every year group and welcome at the start of the term – opportunity to develop relationships with families
- Parent workshops based on a fun activity to encourage parents to come in and work alongside their child – opportunity for staff to develop relationships and target hard to reach parents
- Inductions – parents taken around the Academy – informal chat about the needs of the child
- If needs and issues shared then sign post to Hub/ contact details shared of external services involved with the family
- Curriculum letter sharing curriculum with parents/ key vocab – on website
- Transition meetings – EY – 2 settling in meetings with parent and child expectations, uniform and staggered intake plan is shared
- Parent workshops - Reading/phonics/modelling of teaching strategies to support learning at home
- Homework – differentiated
- Targeted intervention - phonics, reading, maths etc. – tailored to needs of individual students
- Young interpreters – interpret for parents and staff
- Welcome information leaflet – outlines Academy day
- Uniform stand in reception area to support parents understanding of what is required
- Building relationships with parents who are then able to translate for staff to communicate those hard to reach families at the door and playground - senior leaders at hand for quick conversations
- Buy in to **Big word**- Phone Company who will translate over the phone – subscription paid annually – we are in the process of buying into this
- Multilanguage signs and books in the environment
- Website translated into all languages for parents to access
- Newsletter, text message, letters and verbal face to face interactions
- Hub - support parents and signpost them to services to support them to solve challenging issues and problems regarding housing, benefits, jobs, social services etc.
- Parent volunteering to support upskilling of other parents – Beauty, sewing, cooking
- Cook and share - volunteers cook traditional dishes and share with each other –common language of food and true community spirit – ingredients donated by Fair share and Junk food project
- Class assemblies - focus around religious festivals
- Black history and Oasis India week - opportunity to share cultures
- Playground buddies /student council - student's active voice in wanting to create a happy learning community
- Languages display – celebrate we are all from different parts of the world yet the 9 habits unite us in wanting to create a better world

- Languages spoken in each class - card displayed on the door of each classroom as you walk in
- Culture in Academy where children speak in their own language to help support other students with no or little English
- Individual education plan specifically created for EAL students – this is shared with parents in review meetings. Teachers use EAL profile screening tool to assess the students before creation of IEP.
- Wellcomm screening - targeting language development
- Eklan level 3
- IQM quality mark
- Investors in Diversity award
- School of Sanctuary
- Sports is promoted - universal language of team spirit
- Makaton – to support early language and communication

Appendix C: Example of Academy Equalities Analysis

Step 1 Get a group together

Bring together a group of people to work through the equality analysis process.

Step 2 Gather up your existing information

Collect together the information you already hold that relates to equalities. This can include: Data from the following (where applicable to your setting)

- Management information system (MIS)
- Local community profile
- Setting population
- Children's attainment/EYFS profile scores
- Attendance and absences
- Exclusions/withdrawals
- Participation in other activities/opportunities provided at the setting
- Prejudice-based bullying log
- Staff profile
- Trustee /management profile

Step 3 Organise your data

You need to analyse your data according to all the **protected characteristics** that are set out in the Equality Act. It is unlikely that your setting will hold data on all of these characteristics. You are not required to collect any more data for this exercise. Instead, where there are gaps you need to consider whether you need more information. If so, you may choose to collect this data in future.

Step 4 Examine the data

Go through the data you have collected and note down any apparent inequalities between different groups. Do this systematically considering each of the different protected characteristics in turn (including any that you have added). Ask questions such as:

- How does boys' development compare with that of girls?
- Is attendance at parents' forum meetings comparable for different ethnicities?
- Do disabled children/students participate in additional activities that you organise?
- Are certain groups of students over represented in exclusions/withdrawals from setting?
- Do disabled adults participate in setting events? Who are the victims of bullying?
- Who are the perpetrators?
- Have there been any disability, homophobic, transphobic hate incidents?
- What about other prejudices, e.g. those based on race or religion?
- As you ask these questions, make a note of any potential issues regarding equality and also any examples of measures that you are already taking to address inequality. Use the equality audit document at the end of this tool kit.

Step 5 Compile a list of possible actions

Examine in turn each of the inequalities that you noted as you analysed your data (or external sources of data). Consider what these inequalities might indicate in terms of the three arms of the public sector equality duty.

When you are considering what steps to take remember that it is quite lawful for settings to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, children/students with particular protected characteristics. This is called **Positive Action**. It needs to be a proportionate way of achieving the relevant aim – for example providing special support for Traveller children or a project to engage specifically with families who are newly arrived in the country. If you are not sure of the answer to any of the questions note down what steps you could take to find out more. When you have considered all the inequalities in turn then you will end up with a list of steps for action. Some may be quite straightforward and you can implement these at once. Others will require careful consideration and planning before they can be implemented. You will need to draw up priorities for action.

Step 6 Identify priorities for action

It is unlikely that you can make all the improvements you would like at once; therefore you need to identify some realistic priorities for action that will have the maximum effect on equality in your setting. These priorities will become your **equality objectives**.

Equality objectives, by law, need to be **specific** and **measurable** so it is not enough to simply identify a general priority, you will need to consider what **outcome** you want to achieve and how you will measure your progress towards this.

Step 7 Publish equality information and objectives

Step 8 Review your progress

The equality information you publish is required by law to be reviewed and updated annually and objectives need to be updated every four years. We recommend that you update your setting information and report on progress towards your objectives at least once a year. Additionally whenever you are considering introducing a new policy or changing your practice you need to consider how this will impact on equality.

Appendix D: Equality objectives

Examples of equality objectives

Objective 1

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the staffing and pay sub-committee of the governing board.

- Why we have chosen this objective:
- To achieve this objective we plan to:
- Progress we are making towards this objective:

Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.

- Why we have chosen this objective:
- To achieve this objective we plan to:
- Progress we are making towards this objective:

Objective 3

Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases from 10% to 25% of the teaching workforce.

- Why we have chosen this objective:
- To achieve this objective we plan to:
- Progress we are making towards this objective:

Objective 4

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

- Why we have chosen this objective:
- To achieve this objective we plan to:
- Progress we are making towards this objective:

Objective 5

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the Academy workforce.

- Why we have chosen this objective:
- To achieve this objective we plan to:
- Progress we are making towards this objective



Equality Objectives that meet the 'specific' and 'measurable' criteria:

Primary	Secondary
To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity	To reduce the incidence of the use of homophobic language by students in the Academy
To reduce prejudice and increase understanding of equality through direct teaching across the curriculum	To narrow the gap between boys and girls in English KS3 and KS4 results
To narrow the gap between boys and girls in mathematics at Level 5	To narrow the gap between boys and girls achievement and attitudes throughout year 9
To reduce the incidence of hostile attitudes and behaviour towards, and between, disabled and non-disabled students	To foster good relations further between different communities within our Academy
To narrow the gap between boys and girls in writing by the end of KS1	To narrow the gap between the different ethnic groups in English KS3 and KS4 results
To promote cultural development and understanding through a rich range of experiences both in and beyond the Academy	To reduce the number of prejudice-related incidents, in particular towards Gypsy, Roma and Traveller students.
To reduce the incidence of prejudice-related bullying in relation to the protected characteristics listed in the Equality Act 2010	To promote cultural understanding between different ethnic groups within our Academy community.

Grid for Equality Objectives

Objectives	Person(s) Responsible	Actions Required	Timescale	Outcomes	Monitoring
To continue to ensure that there is no gap between girls and boys at 'greater depth' in maths.	Leanne (Maths lead)	Review data at each assessment point; plan and carry out remedial action	Ongoing – July 2018	There will be no gap between boys and girls in maths high attainment.	Curriculum assessment.

		to address any gaps.		Action to address any emerging gaps will be in place.	
Reduce number of behaviour incidents (disruptive behaviour) from boys in KS2	Paul (assistant principal)	Collect incident logs and collate/analyse data for trends. Provide CPD to address any patterns (time of day, member of staff) and put individual plans in place to enable students to master their own conduct.	Ongoing – July 2018	There will be reduction in behaviour incidents for boys in KS2. All boys who repeatedly present with disruptive behaviour will have plans in place which are shared with all staff.	Behaviour logs.
Continue to ensure a high level of meaningful inclusion and engagement in the classroom for children with disabilities at EHCP level.	Jo (SENCO)	Organise and follow up advice from external professionals; Increase input for teachers to support planning for inclusion; provide training; Support Plans to include	Ongoing – July 2018	Children with EHCPs consistently included and engaged in all classroom activities.	Learning walks; SEN Support Plan targets achieved

		outcomes related to classroom inclusion where this is a challenge.			
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