



OAKFIELD ACADEMY

BELIEVE AND ACHIEVE

Equalities Policy

This is a statutory document
Recommended for review by Pay and Personnel every 4 years

Written/

Reviewed by: SLT

Approved by: Pay and Personnel Committee

Ratified on: November 2015

Next review due: November 2019

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the Act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race (ethnicity)
- sex (gender)
- gender reassignment
- maternity and pregnancy
- religion or belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following areas:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will promote equality in some or all of these areas. However where we find evidence of significant inequalities for any particular group in other areas we may include objectives to address these.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Our Ethos/Mission

Oakfield Academy is focused upon the well- being and education of the young people in our community.

Our aim is to enable every pupil at the Academy to achieve their full academic potential, to nurture and encourage each of them to become a well-rounded person with a lifelong love of learning, able to build positive relationships and be a happy, confident member of the community.

We know that we live in a world that is changing rapidly and our pupils need to be equipped with the skills for life. Literacy and numeracy are the core of these skills. Our pupils must also have resilience, adaptability and creativity.

The staff and governors of Oakfield Academy will strive to work with pupils and their parents in providing an outstanding educational experience to achieve our aim. We believe that a happy and healthy environment, encouraging hard work and independence, is the right of every child.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We ensure that both our pupils and staff have an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.

School Community	Responsibility
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Teams	To support the Head as above: Leading on actions to achieve our equality objectives. Ensuring fair treatment and access to services and opportunities. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Helping in delivering the right outcomes for pupils. Upholding the commitment made to pupils and parents/carers on how they can be expected to be treated. Designing and delivering an inclusive curriculum Ensuring that they are aware of their responsibility to record and report prejudice related incidents.
Non Teaching Staff	Supporting the school and the governing body in delivering a fair and equitable service to all stakeholders Upholding the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated Supporting colleagues within the school community Ensuring that they are aware of their responsibility to record and report prejudice related incidents.
Parents	Taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Helping the school to achieve the commitment made to tackling inequality. Upholding the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Taking an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of our Equalities Policy by publishing them on:-

School website
Newsletter

Action Points

Positive practice and its impact upon pupil outcomes: Gender

Ensure that clubs/activities/subjects/sports are open to both boys and girls
Improve boys' learning, adapting the curriculum to meet the needs of boys
Monitoring results and/or the curriculum to ensure there is no gender disparity

Positive practice and its impact upon pupil outcomes: Disability

Ensure school facilities/subjects/curriculum are suitable for disabled pupils
Training of staff and teaching/encouraging awareness about disability.

Positive practice and its impact upon pupil outcomes: Race

Raise awareness, tolerance and understanding through activity sessions/ Multicultural days, conferences or assemblies
Building links with parents
Monitoring progress
Dealing with racist incidents.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

At least every four years, we will review our objectives, taking into account any changes in our school profile and other evidence of need.