

OASIS ACADEMY DON VALLEY

THE GENERAL EQUALITY DUTY STATEMENT AND PLAN 2018-2019

At Oasis Academy Don Valley we celebrate the diversity of our Academy community and the rich experience that it brings to our learning with, and about, each other; recognising and appreciating our similarities and differences.

The Equality Act 2010 applies to our Academy to ensure that it meets the requirements of the Equalities act. Within the Act is the public sector equality duty (PSED). The PSED has two parts –

General and Specific.

The Act refers to protected characteristics and we need to ensure that those adults and children with protected characteristics are not discriminated against and are given the equality of opportunity. Compliance with the equality duty may involve treating some people more favourably than others.

The nine protected characteristics are:

1. Age
2. Disability
3. Ethnicity and race
4. Gender
5. Gender identity and transgender
6. Marriage and civil partnerships
7. Pregnancy and maternity
8. Religion and belief
9. Sexual orientation

The general equality duty requires all schools to consider how their policies and practices impact on pupils and staff and show how they are meeting the aims of the Equality Act.

The three aims of the general equality duty are:

1. Eliminate discrimination, harassment and victimisation
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

The Academy must demonstrate due regard as part of their decision making, monitoring and impact of policy and how they deliver services, consideration must be given to equality and diversity implications.

Specific duties:

Our Academy must demonstrate via our website the provision that we make in the Academy in order to deliver the general equality duty and will publish its annual single equality plan. The Academy will ensure that this single equality plan is effectively implemented and scrutinised so that we meet the obligations placed upon us by the equality duty. Promoting the priorities identified within our plan will be a continuous process and will be monitored annually.

We must identify our vulnerable groups which include:

- Looked After Children
- FSM
- Minority Ethnic children
- Pupil premium children
- Socially Disadvantaged/Economically Disadvantaged
- Young Carers
- Migrant workers/Asylum Seeker
- Long term illness
- Gay, Lesbian, Bisexual, transgender
- Forces children

Our policies must avoid discrimination and we must demonstrate consideration of the protected characteristics when making decisions.

What do we have in place at our Academy?

We aim to have a high standard of teaching, learning and curriculum provision that supports high standards of attainment, promotes shared values and builds pupils understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, religions or beliefs, ethnicities and socio economic backgrounds.

Achievement:

We monitor the achievement of our children. We know the composition of each year group by ethnicity, gender, SEN and EAL (English as a Foreign Language). Through pupil progress meetings and assessments we analyse the outcomes of attainment and progress for these specific groups. Teaching meets the needs of these groups by responding to analysis of the data.

Curriculum:

Our curriculum promotes a shared understanding of religions and cultures. We start with the cultural heritage of the Academy community.

Personal Social Health Education:

At Oasis Academy Don Valley we updated our PSHE policy and scheme of work in 2017 to ensure it reflected the protected characteristics outlined above.

The roles and responsibilities related to the plan are outlined below:

OCL Professional governance, as a whole, is responsible for:

- Making sure the academy complies with the relevant equality legislation
- Monitoring progress towards the equality objectives and reporting through.

The Principal will:

- Implement the academy's stated equality objectives and ensure that access plans are written, and that they are readily available to academy councillors, staff, pupils and parents.
- Ensure all staff know their responsibilities and receive training and support in carrying these out.
- Take appropriate action in cases of harassment and discrimination, including prejudice related incidents.
- Enable reasonable adjustments to be made in relation to disability regarding students, staff, parents/carers and visitors to the academy.

All staff within the Academy will:

- Advance equality in their work.
- Foster good relationships between groups and tackle any prejudice related incidents.
- Can recognise and tackle bias and stereotyping.
- Take up training and learning opportunities.

All Students in the Academy will

- Follow the relevant policies and procedures.
- Engage with the PHSE curriculum in relation to improving equality.
- Report any incidents of bullying, harassment or prejudice related incidents (visitors and contractors are also responsible for following relevant Academy policies)

The Governors and staff of Oasis Academy Don Valley understand that compliance with the general equality duty is a legal obligation that will better inform decision making and policy development. They recognise that by achieving the three aims stated the Academy will successfully meet the needs of our diverse population of children, draw on the support of our local community to ensure that our staff and governors better represent the wider community that we serve.

SINGLE EQUALITY DUTY PLAN 2018/2019

	Protected Characteristic	Aim	Target Groups	Action	Impact Assessment
1	Race, religion, belief and / or disability	To ensure the culture, ethos and environment meets the needs of faith groups and those with specific health and / or special needs or disabilities Pupils	<ul style="list-style-type: none"> Pupils with SEND and those with EHCP / Statement BME students Complex medical needs LAC (1 child) Faith groups 	<ul style="list-style-type: none"> Implement routine classroom H&S auditing Systematic teaching through PHSE Monitor and maintain effective H&S Practices 	<ul style="list-style-type: none"> 75% Pupil Survey positive 75% Parent Voice positive MST Monitoring reports Improved attendance towards 96.15% including increased for SEND Scrutiny evidence linked to CPOMs Behaviour logs
2	Race	To ensure that gaps in attainment between different groups of children are narrowed and closed	<ul style="list-style-type: none"> Children newly arrived to the UK from any background Children of Roma Slovak heritage 	<ul style="list-style-type: none"> All underachieving identified for intervention and additional support Teaching strategies adjusted to ensure teaching includes strong focus on the development of language skills to secure rapid progress Homework provision adjusted to ensure learning and progress is embedded and accelerated Interventions in place to ensure targeted pupils can catch up 	<ul style="list-style-type: none"> That this falls in line with National figures at the end of Reception, Year 2 and Year 6
3	All Protected Characteristics	To increase participation of protected groups in wider Academy Life, enrichment, EVs etc.	<ul style="list-style-type: none"> All pupils with protected characteristics 	<ul style="list-style-type: none"> Use data to sharply focus provision and resource and monitor routinely: <ul style="list-style-type: none"> After school clubs SMSC provision Educational Visits 	<ul style="list-style-type: none"> Pupils with protected characteristic are equally represented in participation rates Review February and August 2019