

## **THE GENERAL EQUALITY DUTY STATEMENT & PLAN 2017-18**

Oasis Academy Short Heath is pleased to publish its annual single equality plan. In developing this plan, we have been able to identify and record the progress we have made towards achieving equality and tackling discrimination to come to a better understanding of the challenges still to be addressed. We 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 single equity plan will be a continuous process. The three aims of the general equality duty are as follows:

1. To eliminate unlawful discrimination, harassment and victimisation, by tackling prejudice and promoting understanding.
2. To advance equality of opportunity between people who share a protected characteristic and those who do not by:
  - Removing or minimising disadvantage suffered by people due to their protected characteristic.
  - Take steps to meet the needs of people with certain protected characteristics where these are different to the needs of other people, including taking steps to take account of disabled people's disabilities.
  - Encourage people with certain protected characteristics to participate in public life or in other activities where their proportion is disproportionately low.
3. Foster good relationships between people who share a protected characteristic and those who do not.

Compliance with the general equality duty may involve treating some people more favourably than others. The 9 protected characteristics are as follows: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Academy Councillors and staff of Oasis Academy Short Heath understand that compliance with the general equality duty is a legal obligation that will better inform decision making and policy development. They further recognise that achieving the three aims stated will ensure the Oasis Academy Short Heath can successfully meet the needs of our diverse population of students, draw on the talents of a diverse local community to ensure our staff and Academy Councillors better represent the wider community that we serve.

Oasis Academy Short Heath has considered how well we currently achieve the aims of this duty about the protected equality groups. Using information that we have gathered we have decided upon our equality objectives. Our plans to meet these objectives will be monitored annually.

In compiling equality information, we have:

- Reviewed the academy's equality data, policies, practice, and identified any gaps.
- Examined how our academy engages with the protected groups, identifying where practice can be improved.
- In line with legislative requirements, we will review progress against our equalities plan annually, evaluating on a four-year cycle.

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 through the 'No Outsiders' curriculum.
- 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 through the 'No Outsiders' curriculum.
- Report any incidents of bullying, harassment or prejudice related incidents (visitors and contractors are also responsible for following relevant Academy policies).

## Action plan

| <b>Aim</b> | <b>Protected characteristic</b>           | <b>Aim</b>   | <b>Target group</b>   | <b>Action</b>   | <b>Impact assessment 2017/18</b>  |
|------------|---|--|---|---|---|
| 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 with SEND and those with EHCP/ statement<br><br>Complex medical needs<br><br>Faith groups<br><br>Looked After Children | Ensure all paperwork for pupils with allergies are transferred to Sodexo with signage and serving of food reflective of individual allergy needs.<br><br>Implement routine classroom H&S auditing- half termly<br><br>Monitor and maintain effective H&S Practice<br><br>Implement and embed Oasis 9 Habits – CPD, staff training   | 92% Pupil survey positive<br><br>96% Parent Voice positive<br><br>Improved attendance towards 96.4% including increased for SEND<br><br>Behaviour log |
| 2          | Race                                      | White British<br><br>To ensure the gap between these pupils with and other pupils nationally is closed narrowed.                                 | Yr2 & Yr6 pupils, White British   | WB underachieving identified for intervention and additional support<br><br>Teaching strategies adjusted to ensure teaching includes strong focus on reading and writing to secure accelerated progress<br><br>Homework provision adjusted to ensure learning and progress is embedded and accelerated<br><br>Interventions in place to ensure targeted pupils can catch up | To diminish the difference between school and national in all core subjects in 2017/18 as compared with 2016/17 in both Year 2 & 6                    |

|   |                               |  |   |   |   |
|---|-------------------------------|--|---|---|---|
| 3 | All protected characteristics | To increase participation of protected groups in wider Academy life, extra curricular clubs, Educational Visits etc. | All pupils with protected characteristics | <p>Use data to sharply focus provision and resource and monitor routinely:</p> <ul style="list-style-type: none"> <li>• After school clubs</li> <li>• SMSC provision</li> <li>• Educational Visits</li> </ul>   | Pupils with protected characteristic are equally represented in participation rates<br><br>- review July 2018 |
| 4 | All protected characteristics | To teach The Equality Act 2010 through the 'No Outsiders' curriculum   | EYFS through to Year 6                    | <ul style="list-style-type: none"> <li>• Principal and Parent Support Worker attended training July 2017</li> <li>• Academy Council consultation and sharing of resources, discussion in meeting-20/09/17</li> <li>• Staff Training- 'No Outsiders'-31/10/17</li> <li>• Parent Meeting re-'No Outsider' curriculum from 31/10/17 to 09/11/17</li> <li>• Review meeting for parents planned for February 2018</li> <li>• All year groups to cover 5 'No Outsider' books from November 2017 through to July 2018 (1 book per ½ term)</li> <li>• Baseline questionnaire from pupils from Year 1 to Year 6-Novemeber 2017</li> <li>• Questionnaire repeated July 2018- response compared and analysed.</li> </ul> | Review termly<br><br>Final review and comparison July 2018  |

