



EQUALITY, DIVERSITY AND INCLUSION POLICY

CONTENTS

At a glance.....	3
Checklist	3
In brief.....	3
Aims	4
The Academy Ethos, Vision and Values	4
Commitment to Equal Opportunities.....	5
Commitment to Staff Equal Opportunities	5
Commitment to Student Equal Opportunities	6
Dealing with Incidents of Discrimination	6
Promoting Equality in the Curriculum	7
Eliminating Harassment and Bullying	7
Responsibilities	7
Complaints Procedure.....	10
Equal Opportunities	10
Monitoring, Evaluation and Review	10
Statutory requirements.....	11
RACI Matrix	13
Appendix 1.....	14
Appendix 2.....	14
Appendix 3.....	15
Appendix 4.....	20
Appendix 5.....	21
Appendix 6.....	23
Document Control.....	25

At a glance

OCL is part of the wider Oasis family with a shared vision for community, a place where everyone is included, making a contribution and reaching their God given potential.

In our approach to Equality, Diversity and Inclusion and ensuring fair treatment of our staff within OCL, we will strive to draw upon, make reference to and reflect on the Oasis Ethos and 9 Habits, knowing that being able to do these things grows confidence in our staff in that we practically take our EDI commitments and obligations seriously. When directors, managers and staff adhere to this policy it will help ensure an inclusive and consistent approach. OCL believes passionately in every staff member's right to have their say and feel included in every possible way.

Checklist

- Our approach to Equality, Diversity and Inclusion draws upon, makes reference to and reflects the Oasis Ethos and 9 Habits. The shared vision of our academies being communities where everyone is included, contributes and achieves their God given potential, underpins our work.
- We will provide training for staff to deal with staff and volunteer concerns and hold 'open and honest' conversations
- We will provide advice, guidance and instructions to leaders to ensure they have clarity of understanding of the why addressing staff concerns are critical both from a legal and moral perspective
- We will review the policy at regular intervals with the recognised unions nationally

In brief

Introduction

Oasis Community Learning (OCL) is committed to promoting equality of opportunity for the benefit of everyone and fair and equal treatment of all individuals regardless of age, race, colour, ethnicity, sex or gender reassignment, marital or civil partnership status, sexual orientation, religion and beliefs or disability (together known as "Protected Characteristics").

The Oasis Community Learning Board and all employees recognise their responsibilities in preparing young people for life in a culturally diverse society. They also recognise the opportunity to demonstrate that commitment both as a community resources provider and as a local employer.

This policy sets out Oasis Community Learning's approach to the Single Equality Duty as outlined by the Equality and Human Rights Commission to secure equality with regard to the Protected Characteristics and to the promotion of community cohesion

Oasis Community Learning is committed to the Single Equality Duty to:

- Advance equality of opportunity,
- Eliminate unlawful discrimination (both direct and indirect), harassment and victimisation, and foster good relations.

This policy is guided by Oasis Community Learning's ethos, which states our commitment to model inclusion and compassion throughout all aspects of life and culture of each Oasis Academy community. To view the full ethos statement, see appendix 1.

Aims

Oasis Community Learning aim to create and maintain an environment that will:

- Promote equality of opportunity;
- Promote positive attitudes and good relations between members of different racial, cultural and religious groups and communities regardless of any Protected Characteristic;
- Challenge any type of discrimination with a view to eliminating unlawful discrimination.

The aims of this policy are to:

- Ensure compliance with equality legislation (see Appendix 2);
- Set out Oasis Community Learning's and the Academy's ethos, vision and values;
- Emphasise Oasis Community Learning's commitment to equal opportunities;
- Provide information on the Academy's arrangements for the promotion of equality through the [Equality Scheme OR Action Plan] (Appendix 4);
- Establish a timescale for the assessment of the impact of policies and procedures;
- Arrange that the results of consultation and impact assessment are reported to Oasis Community Learning; and
- Ensure that staff are involved in the development of the Policy.

The Academy Ethos, Vision and Values

OCL and each academy is committed to ensuring equal treatment of all its employees, students and any others involved in the academy community, regardless of any Protected Characteristic. OCL and each academy will ensure that no-one is treated less favourably in any procedures, practices, or aspects of service delivery.

OCL and each academy will not tolerate harassment of people based on a Protected Characteristic.

This policy should be read alongside the academy's Equal Opportunity Policy.

Commitment to Equal Opportunities

The commitment to equality must be evident in all areas of Academy life. However, that commitment is specifically made by Oasis Community Learning in relation to:

- Attainment and progress
- Learning and teaching
- Content of the curriculum
- Personal development and pastoral care
- Behaviour, discipline and exclusion
- Admissions and attendance
- Staff recruitment and professional development
- Staff opportunities and treatment at work
- Resources and services for the community
- Partnerships with parents

(In this policy statement, “parents” means all those having parental responsibility for a child.)

The Oasis Community Learning Board will pay due regard to this commitment in determining the policies of the academy and in the performance of their duties.

Commitment to Staff Equal Opportunities

Oasis Community Learning will ensure that the requirement to promote equality is clearly reflected in the academy’s policies and procedures for the management of staff and in the equal opportunity policy that affects the staff relationship with students and others.

Equal Opportunities for all those with Protected Characteristics will be considered when managing staff issues, and particularly when:

- Recruiting Staff
- Allocating teaching and learning responsibilities
- Re-evaluating staff structures
- Managing flexible working
- Managing parental and carers leave
- Managing pregnancy and return from maternity leave
- Sexual and sexist harassment
- Applying grievance, capability and disciplinary procedures
- Managing Equal Pay
- Managing work based training opportunities

Bullying and harassment of staff and pupils will not be tolerated, any instances will be monitored and the information used to determine future policies.

Commitment to Student Equal Opportunities

The academy is guided by three essential principles:

- Every student should have opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education;
- Every student should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities; and
- Every student should develop the knowledge, understanding and skills that they need in order to participate in our multi-ethnic and diverse society, and in the wider context of an inter-dependent world.

These principles will underpin the academy's curriculum, and all subject areas must have regard to them when constructing programmes of study.

Dealing with Incidents of Discrimination

The Oasis Community Learning Board expect all staff:

- To deal with any incidents of discrimination that might occur
- To know how to identify and challenge discrimination against those with a Protected Characteristic
- Gather and use information on how the academy's policies and practices affect equality in the workforce and in the delivery of services
- Identify equality goals and actions to meet them and set a timetable and implement as soon as reasonably possible the actions identified
- Assess the impact of the current and proposed policies and practices on equality and publish the impact assessments on the academy website/academy newsletter
- To support students in their class for whom English is an additional language; and
- To incorporate principles of equality and diversity in all aspects of their work.

Racist symbols, political symbols or other biased and/or offensive insignia are forbidden in the academy.

The display of such materials is regarded as discriminatory behaviour.

All incidents must be reported, using the 'Incident form' (appendix 3), to the Academy's Equal Opportunities Officer (EOO) or a member of the Academy Leadership Team. Every incident will be treated seriously and investigated thoroughly.

Behaviour or action against the spirit or the letter of the aims on which this policy is based will be considered a serious disciplinary matter. Discriminatory behaviour by staff could lead to disciplinary action and dismissal. Discriminatory behaviour by a pupil will lead to the involvement of parents and could lead to disciplinary action and exclusion.

Promoting Equality in the Curriculum

In addition to eliminating discrimination against those with Protected Characteristics the academy will develop and maintain policies and procedures for ensuring that equal opportunities are promoted in the curriculum and in teaching methods.

All subject programmes of study will contain material and methods that:

- Recognise that social and cultural factors will impact on how students view those with a Protected Characteristic, and this will affect how they engage with learning
- Encourage classroom and staffroom discussion of Protected Characteristics and issues which reflect on stereotypes, expectations and the impact on learning
- Include teaching and classroom-based approaches appropriate for the whole Academy population.

Eliminating Harassment and Bullying

The Academy's Anti-Bullying policy includes guidance on how discrimination, bullying, harassment of all children, young people and adults will be dealt with equally.

Responsibilities

All academy staff are responsible for promoting equality and raising the achievement of all potentially vulnerable groups of learners are helped to fulfil their potential including:

- Boys, girls, men and women
- All minority ethnic groups including Gypsy Roma Travellers, refugees and asylum seekers
- Student and others with Special Educational Needs
- Students and others with a range of disabilities
- Looked After Children and their carers
- Young Offenders
- Young Carers
- Children at risk of significant harm
- Children living with vulnerable adults

The Academy will ensure that:

- Home - Academy links are made to involve parents directly in the work of the Academy
- Linguistic diversity is positively recognised
- Interpretation and translation services are made available as quickly as possible, where appropriate
- Links are established with the local community
- The staff work effectively with other local services

- Learning support for ethnic minority students is efficient and effective
- Provision is made for the spiritual, moral, and social and cultural education, supported by appropriate resources and information
- Student/students' names will be accurately recorded and correctly pronounced. (Student/students should be encouraged to accept and respect names from cultures other than their own.)
- Travelling children are successfully integrated into the academy
- Where necessary, distance learning packs are provided to support continuous learning
- Travelling children with special educational needs receive appropriate support; and
- Travellers' cultures are affirmed to share and broaden experiences for all students.

All academy staff are responsible for ensuring that all members of the academy are fully supported and must recognise that some groups may have particular needs.

Action may include

- Arranging individual meetings with parents of students with a disability or special educational needs to determine the most appropriate strategy and intervention
- Providing one to one support for students with literacy and numeracy developmental difficulties
- Working closely with external agencies to provide support for students and families including mentoring and counselling
- Providing and regularly reviewing Individual Education Plans for students with special educational needs
- Providing individual academic targets for all students and reviewing progress against these targets identifying intervention strategies on an individual and/or group basis
- Ensuring appropriate access to translation services for parental meetings.

Employer duties

- Oasis Community Learning's policy outlines that the requirement to promote equality is clearly reflected in the academy's management of staff policies and procedures and in the equal opportunity policies that affect the students and others.
- Oasis Community Learning will ensure that account is taken of the equal opportunity principles and policies in the managing of staff and student issues.
- Oasis Community Learning will require its academies to appoint an Equal Opportunities Officer (EEO)
- Oasis Community Learning will ensure that all Oasis academies make and maintain equal opportunity policies.
- Oasis Community Learning will monitor the progress of its equal opportunities policies annually and will review the policies at least every two years.

The Principal

The Principal will demonstrate through personal leadership the importance of this policy, and will:

- Ensure that procedures are in place to implement the policy
- Ensure that all staff are aware of the policy and understand their roles and responsibilities in relation to this policy
- Appoint an Equal Opportunities Officer (EOO), who is a senior member of staff in the academy and will have the promotion of equality as part of his/her job description.
- Monitor the work of the academy's EOO
- Assess the impact of this policy through developing an action plan
- Liaise with parents; and

Where additional funding is available for raising the achievement of minority ethnic students, the Principal will ensure that the additional resources are used appropriately and targeted on the basis of identified needs for this purpose.

The Equal Opportunities Officer (EOO)

The EOO will be responsible to the Principal for:

- The implementation of the policies
- Liaison with staff, parents, and students over equal opportunity issues
- Liaison as appropriate to ensure that equality is promoted in the curriculum
- Keeping up-to-date with current thinking
- Collection of relevant information
- Attending appropriate courses and training sessions
- Training and support of academy staff
- Ensuring that any incidents of discrimination are appropriately dealt with, and outcomes recorded
- Advising the Principal on the development of the policy
- Publicising the outcomes of the policy.

Learning Directors

Learning Directors will be responsible for:

- Making, reviewing and monitoring curriculum policies in their own subject areas to ensure that equality is being appropriately promoted in line with the academy's policy
- Identifying training and support needs
- Liaising with the EOO over equal opportunities issues.

Teachers

Teachers will familiarise themselves with this equal opportunities policy and know what their responsibilities are to ensure that the policy is implemented. They will know the implications

of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

Support Staff

All support staff must familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

Students

Students will share in the development of the equality policy and be made aware of how it applies to them. They will learn to treat each other with respect and be prepared to report incidents of a discriminatory nature to a member of staff, or other adult as appropriate.

Parents and members of the Community

Parents and appropriate members of the community will be involved in the development and monitoring of the policy and any programmes generated by it under arrangements drawn up by the Principal.

The Academy's EOO will be expected to liaise with parents and appropriate members of the community in the development of the policy, and actions to promote harmony.

SENCO

The SENCO is responsible for ensuring that specific aspects of this policy are implemented in respect of individual students on the SEN register.

Complaints Procedure

Anyone in the academy who feels that this policy is not being followed is entitled to raise the matter with the Principal and can make a formal complaint in accordance with the academy's complaints procedure.

Equal Opportunities

In implementing this policy Oasis Community Learning and academy staff will have regard to the equal opportunity policy and legal requirements. Data will be made available to staff through the student tracking procedures to monitor attainment, progress and exclusions of vulnerable groups.

Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy.

Oasis Community Learning will review the policy every two years and assess its implementation and effectiveness.

The academy policy will be placed on the academy website and brought to the attention of parents/carers through the academy newsletter.

Statutory requirements

Equality Legislation

The Equality Act 2010 is the overarching legislation for all equality duties. The Act serves two main purposes:

- a) To harmonise discrimination law;
- b) To strengthen the law to support progress on equality.

The Act supersedes or strengthens the following acts and regulations:

The Equal Pay Act 1970

- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007

Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:

- Race Relations Act (RRA) 1976/2000

Statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;

- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007 Statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;

- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 Extended to education, Equality Act (Part 2) 2007

The Act sets out that it is unlawful for schools to discriminate against a person:

- a) In the terms on which it offers to admit him/her as a student or employ him/her as a member of staff.

- b) By refusing to accept an application to admit him/her as a student, or
- c) Where he/she is a student of the establishment:
 - By refusing him/her access to a benefit, facility or service,
 - By excluding him/her from the establishment, - By subjecting him/her to any other detriment.

- Disability Discrimination Act (DDA) 1995/2005

Statutory positive duty to promote equality of opportunity for disabled people: students, staff, carers and other people who use the school or may wish to, and eliminate unlawful discrimination.

The Education Act 2011 states that the Chief Inspector must consider “the spiritual, moral, social and cultural development of students at the school, the extent to which the education provided at the school meets the needs of the range of students at the school, and in particular, the needs of

- a) Students who have a disability
- b) Students who have special educational needs”.



RACI Matrix

Policy Element	Board	Leadership			Academy			Service		Team					
		OCL CEO	OCL COO	Regional Director	Academy Principal	Academy Deputy	Role 2	Role 3	People Director	Head of People Services	Lead BP	Regional PDBP	Cluster PD Manager	HR Advice Line Advisors	Heads of National Services
Training		C	C	I	I				A	A/C	R	R			
Providing Advice					I						R	R			
Policy Review	C	C	C		I				A	A					

APPENDIX 1

Oasis Community Learning – Ethos statement

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

Appendix 2

Equality Legislation

The Equality Act 2010 is the overarching legislation for all equality duties. The Act serves two main purposes:

- c) To harmonise discrimination law;
- d) To strengthen the law to support progress on equality.

The Act supersedes or strengthens the following acts and regulations:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007

Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:

- Race Relations Act (RRA) 1976/2000
Statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007
Statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003
Extended to education, Equality Act (Part 2) 2007
The Act sets out that it is unlawful for schools to discriminate against a person:

- d) In the terms on which it offers to admit him/her as a student or employ him/her as a member of staff.
 - e) By refusing to accept an application to admit him/her as a student, or
 - f) Where he/she is a student of the establishment:
 - By refusing him/her access to a benefit, facility or service,
 - By excluding him/her from the establishment, - By subjecting him/her to any other detriment.
- Disability Discrimination Act (DDA) 1995/2005
Statutory positive duty to promote equality of opportunity for disabled people: students, staff, carers and other people who use the school or may wish to, and eliminate unlawful discrimination.

The Education Act 2011 states that the Chief Inspector must consider “the spiritual, moral, social and cultural development of students at the school, the extent to which the education provided at the school meets the needs of the range of students at the school, and in particular, the needs of

- c) Students who have a disability
- d) Students who have special educational needs”.

Appendix 3

Incident Form

Guidance Notes

In completing the attached form, you may wish to note the Academy’s incident reporting procedure:

- Parts 1 to 3 are to be completed and signed by the complainant, or the person reporting the incident on behalf of the complainant.
- Part 4 is to be completed and signed by the Academy’s Equal Opportunities Officer (EOO)
- Steps/ actions taken after the form is submitted will be communicated to the complainant and the person reporting on their behalf by the Equal Opportunities Officer.

The Equal Opportunities Officer will ensure the safe storage of the information captured in this form and he/she will store it only for the necessary duration for monitoring purposes, in accordance with the Data Protection Act 1998.

Incident Form

Part 1: Complainant Details

Name of person reporting the incident and contact details:	
Status of complainant:	Staff / Student / Visitor Other – Please state:
Complainant's name and contact details (if different from above):	
Date, Time and Location of the incident:	

Part 2: Equality Area of Complaint

- | | | | |
|---|--------------------------|---------------------------|--------------------------|
| Age | <input type="checkbox"/> | Race, Colour or Ethnicity | <input type="checkbox"/> |
| Disability | <input type="checkbox"/> | Religion and belief | <input type="checkbox"/> |
| Gender or Gender Reassignment | <input type="checkbox"/> | Sexual Orientation | |
| Marital or Civil Partnership status, sexual behaviour | <input type="checkbox"/> | | |

Please tick which area(s) apply to this incident.

Type of Incident

- | | | | |
|----------------------|--------------------------|-----------------------|--------------------------|
| Verbal Abuse | <input type="checkbox"/> | Written Abuse | <input type="checkbox"/> |
| Physical Attack | <input type="checkbox"/> | Damage to Property | <input type="checkbox"/> |
| Threats | <input type="checkbox"/> | Abusive/ Graffiti | <input type="checkbox"/> |
| Isolation/ Exclusion | <input type="checkbox"/> | Other: Please Specify | <input type="checkbox"/> |

Details of Incident.

Please note below. (More space is on page 3 if required) Has this happened before? If 'yes' please note details below.

Part 3: Accused Details (if known)

Accused person(s) Name if known	
Status of Accused	Staff / Student / Visitor Other – please state:

Witness Contact Details

Name	Tel/Email

Any other information regarding the Incident

Signature: _____

Date: _____

Please return this form to the following address:

Private and Confidential For
the Attention of:

Email:

Part 4: TO BE COMPLETED BY ACADEMY [EQUAL OPPORTUNITIES OFFICER]

Name:	
Date complaint received:	

Action taken in response to incident:

Other persons Involved

Name	Tel / Email

Signature: _____

Date: _____

Appendix 4

Equality Scheme OR Equality Action Plan

Key Actions to tackle discrimination on the grounds of any Protected Characteristic:

- To take into account relevant advice and guidance from government and the Commission for Equality and Human Rights;
- To ensure that all the policies and procedures concerning equal opportunities for employees are reviewed and amended appropriately if necessary (e.g. appointments, pay and conditions of service, performance management, disputes, capability and discipline procedures);
- To review the policies in the Staff Handbook to ensure that the Academy's equal opportunity objectives and procedures are fully explained;
- To ascertain from staff whether the academy is perceived by them as being the equal opportunity employer it aspires to be;
- To use this policy together with the Equal Opportunity Policy to eliminate harassment and discrimination;
- To collect information on Protected Characteristics with regards to both students and staff and this information be used to improve the provision of services;
- To offer all students regardless of any Protected Characteristic the opportunity to participate in extracurricular activities or educational visits;
- To monitor student achievement by one of more Protected Characteristics. Any trends or patterns in the data that may require additional action which will be examined and acted upon;
- To offer all students encouragement to participate in academy life. This can be shown through representation in academy events and the student council;
- To offer all students of the same opportunities to participate in physical activity, both during and outside of academy hours;
- To monitor bullying and harassment of students and use this information to determine future policy;
- To ensure that stereotypes are actively challenged in both the class-room environment and in the playground;
- To ensure the academy environment is as accessible and welcoming as possible to visitors with Protected Characteristics. Open evenings and other events which parents or carers attend will be held in an accessible part of the academy;
- To encourage parents to participate in their child's education e.g. Attending parents' Evening/ options evening; and

Appendix 5

Protected Characteristic: Gender

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Take active steps to promote equality of opportunity between men and women when carrying out their functions and activities	There are more boys than girls participating in sport	<p>Investigate the underlying causes of why the uptake of sport is higher among boys than girls.</p> <p>Link with other academies in holding mixed gender sports activities</p> <p>Provide more equipment for break time activities which will encourage girls to take part</p>	Assessing whether there has been an increase in the take-up of sports among girls	<p>Monitoring will take place monthly</p> <p>Analysis report to be produced termly.</p>	Head of PE	April 2007	Sep. 2008
	<p>Females outnumber males on the staff</p> <p>Policies & Procedures</p>	<p>Ensure that all adverts renew positions are unbiased and promote gender equality</p> <p>Undertake impact assessment review</p>	<p>Adverts scrutinised by Principal and HR lead</p> <p>Schedule set up</p>	<p>As appropriate</p> <p>As appropriate</p>	<p>Principal & Business Manager</p> <p>Principal & Business Manager</p>	<p>April 2007</p> <p>April 2007</p>	<p>Ongoing</p> <p>Ongoing</p>

Examples of the Gender Dimension in Every Child Matters

- **Be healthy:** Biological and social factors of sex and gender are important determinants of health outcomes. There are particular issues for girls and boys in, for example, mental health, attitudes to sport an exercise, sexual health, sexual abuse and smoking. The ‘identification and assessment of young people’s health needs’ has to recognise these and other factors. In the ‘promotion of healthy lifestyles’, an effective academy will recognise that sports provision has to address the needs and preferences of girls and boys, and indeed will be more likely to succeed if it does so.
- **Stay safe:** The different needs of boys and girls need to be taken into account. The key aims “safe from bullying and discrimination” and “safe from violence and sexual exploitation” have high relevance to gender equality. The problem of gender-based violence and sexual exploitation will continue to be addressed by the academy.
- **Enjoy and achieve:** Nationally boys are still behind girls in overall academy performance. The gender gap in attainment is significant in literacy and language. The underachievement of boys is clearly important but this overall gap masks the fact that particular groups of boys are doing well, whilst some groups of girls are underperforming.
- **Make a positive contribution:** ‘Develop positive relationships and choose not to bully and discriminate’ are among the aims under this part of the framework. As well as having robust and well-implemented policies to tackle sexist stereotyping, bullying, and sexist and sexual forms of harassment, the Academy will use the PSHE classes and assemblies to challenge the assumptions which underlie this behaviour.
- **Achieve economic well-being:** The government believes that occupational segregation is a major contributor to the gender pay gap and to lower pensions and poverty in old age for women. The Equal Opportunities Commission’s investigation into gender segregation showed that it is girls from lower socio-economic groups particularly who suffer as a result of stereotyping and from an academy system without an agenda to widen their choices. With little access to information from other sources about wider work opportunities and associated pay rates, many girls are trapped in low-paid, low-status jobs that give little opportunity to improve the quality of their lives.

Key issues for Gender Education

Some key issues for gender and education include:

Challenging gender stereotypes in subject choice and careers advice: Gender stereotyping not only prevents some boys engaging with academics, it also limits girls’ and boys’ ability to pursue their interest and talents. Although nationally girls as a group are achieving better results than boys, they are still being steered towards choices that lead to low paid, low status jobs.

Student attainment: Boys are generally not achieving the same attainment level as girls, with 52% of boys and 62% of girls in the UK gaining five high grade GCSEs or equivalent by age 16 in 2004/05. The situation is complex however, with certain groups of boys doing as well as girls, whilst other groups of boys doing very badly.

Health, sport and obesity: Girls are less than half as likely to take part in physical education and sport compared to boys. By the age of 18, 40% of girls have dropped out of sport and physical recreation.

Sexual and sexist bullying and violence: Research by the Universities of Warwick, Bristol, Durham and North London found that over 75% of 11-12 year old boys thought it was acceptable that women get hit if they make men angry, and more boys than girls of all ages believed that some women deserved to be hit.

The academy aims to make a coordinated effort to tackle inequality and ensure that all students are able to fully achieve their potential.

Gender and the National Healthy Academy Programme

The outcomes “be healthy” and “enjoy and achieve” in the Every Child Matters framework have been supported by the National Healthy Academies?? Programme (NHSP).

Clear gender differences exist within the core themes of the NHSP, and addressing these differences will help the Academy demonstrate action towards the themes. Different patterns of exercise, food and alcohol consumption and different attitudes to risk affect boys and girls, and will determine their response to health initiatives.

- Boys are more at risk of suicide than girls, with some evidence that homophobic bullying plays a large part in this. Girls are, however, more prone to depression and self-harm. The Academy aims to adopt effective policies that aim to address issues of emotional and mental health in the classroom and through pastoral care will recognise and respond to these gender differences.
- The sexual health of adolescents in the UK is poor. It is likely that an increase in risky sexual behaviour has contributed to sexual health outcomes such as sexually transmitted infections (STIs) and unwanted pregnancy among young people. Young women, in particular females under the age of 20, bear the burden of STIs. Boys tend to be less well informed than girls about sex and relationships, and about contraception. Only 48% of boys report having been told “a lot” or “quite a lot” about sex and relationships by their parents; boys are less likely than girls to obtain information from their friends (43% boys versus 56% girls) and magazines and newspapers (26% boys versus 52% girls). Yet boys are often influential in deciding which form of contraception, if any, is used.

Appendix 6

Government Guidance on employing, promoting and training male and female staff

(This section sets out some of the major gender issues in employment in academies to assist academies in taking action to promote equality and to eliminate discrimination and harassment in their workforce.

Academies will need to bear in mind that in exercising their employment functions they must pay due regard to the need to promote gender equality and eliminate discrimination and harassment. It is also important to remember that the gender duty extends to the elimination of discrimination and harassment towards transsexual staff. When considering their overall gender equality objectives, academies will also need to consider having an objective that specifically addresses the causes of the gender pay gap.

The EOC has produced guidance on how public authorities can implement the gender duty in their employment functions and guidance on implementing the duty in employment for transsexual staff.

The teaching profession is female-dominated but women are under-represented in senior posts - women make up over 80% of full-time regular teachers, 90% of primary teachers and 66% of secondary teachers in England. In addition to teaching staff, academies employ nearly half a million support staff, a majority of which are also female.

However, women are severely under-represented in senior posts in academies making up only 30% of secondary head teachers and 64.6% of primary head teachers. An NUT survey found that black and ethnic minority women in particular tend to be under-represented in senior management positions.

Research by the former General Teaching Council (GTC) suggests that family responsibilities are turning many female teachers off applying for promotion. Women teachers are much more likely than men to say that factors in their private lives, such as childcare or caring for adult relatives, have limited their career development, showing 26% of women compared with 6% of men.

Action is needed to encourage more women to seek promotion and enable them to do so by widening the opportunities for flexible and part-time working. Academies and local authorities should also consider developing mentoring schemes and training for women looking to move into senior management posts.

Document Control

Changes History

Version	Date	Owned and amended by	Recipients	Purpose
4.0	20/3/12	Executive	OCL	-
4.1	27.5.2022	Paul Tarry	OCL	Review

Policy Tier

- Tier 1
- Tier 2
- Tier 3
- Tier 4

Owner

Paul Tarry, Director of People, Culture and Organisation Development

Contact in case of query

Paul Tarry, Paul.Tarry@oasisuk.org

Approvals

This document requires the following approvals.

Name	Position	Date Approved	Version
Directors' group	OCL Directors	Previously approved	1

Position with the Unions

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

- Yes
- No

If yes, the policy status is:

- Consulted with Unions and Approved
- Fully consulted (completed) but not agreed with Unions but Approved by OCL
- Currently under Consultation with Unions
- Awaiting Consultation with Unions

Date & Record of Next Union Review
TBC

Location

Tick all that apply:

- OCL website
- Academy website
- Policy portal
- Other: state

Customisation

- OCL policy
- OCL with an attachment for each academy to complete regarding local arrangements
- Academy policy
- Policy is included in principals' annual compliance declaration

Distribution

This document has been distributed to:

Name	Position	Date	Version