

Equality and diversity plan 2017-18

1 Our Commitment to Equality

The Equality Act 2010 outlines key equality standards for the delivery of education. It is a requirement for public bodies to eliminate discrimination, advance equality of opportunity and foster good relationships between different groups. Against the background of the UK's increasingly diverse communities, Oasis recognises that this Act plays a major role in recognising the UK's historic commitment to tolerance.

The Equality Act 2010 is, therefore, an important and significant piece of legislation for Oasis because its key provisions underpin the aim of Oasis itself: an equal and inclusive society in which difference is understood and respected. This Academy is committed to meeting its obligations within the law and being a good expression of Oasis' own commitment to equality. Equality and inclusion are at the heart of Oasis. We have a passion to include everyone and a deep desire to treat everyone equally. We accept others for who they are and respect differences.

2 Main Provisions within the Equality Act as they affect education

The Equality Act makes it unlawful to discriminate against, harass or victimise a student or potential student in relation to; admissions, in the way it provides education for students, in the way it provides students access to any benefit, facility or service, or by excluding a student or subjecting them to any other detriment.

The Act also makes it unlawful 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

The Act introduces Positive Action because some groups of students may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions which enable schools to take action to tackle the particular disadvantage, different needs or disproportionately low participation of a particular student group, provided certain conditions are met.

3 The Equality Duty

The Equality Act introduces a single public sector equality duty, which applies to all protected characteristics. The academy has due regard for the need to:

- 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

4 Implementation of the Equality Act and Duty

Oasis Academy Brightstowe is committed to fulfilling the requirements of the Equality Act and Duty so that our commitment to equality is fully integrated into all of the Academy's functions.

We will do this in the following ways:

- a) The Academy Leadership Team understand the requirements of the Equality Act and the Equality Duty and their responsibilities. All those involved in setting policy consider equality implications before and at the time that they develop policy and the importance of keeping policies under review on a continuing basis. All decision makers are made aware of the duty to have "due regard" to equality when making a decision or taking an action and must assess whether it may have implications for students with particular protected characteristics. All staff have access to the information document about the Equality Act and Duty and receive training to understand its implications. All those responsible for data analysis and management understand how to read the data in the light of the Equality Duty in order to use it to overcome discrimination and advance equality of opportunity. Parents are informed about our commitment to equality in the home school agreement and when appropriate in the school prospectus.
- b) Achievement across the Academy is rapidly reaching national averages by ensuring that the following Equality Policies are in operation and kept under review. These include; Student Policies HR Policies IT Policies, Sex Education, Screening, searching & confiscating, SEND, Teaching & Learning, Promoting student welfare & child protection, Medical recruitment of students, Offsite activities & education visits, Parent code of conduct, Parental complaints, Physical intervention, Anti-bullying, Behaviour for learning, Disability Equality, Equality Opportunities for students, Gender Equality Inclusion, Equal Opportunities & Diversity, Allegation against member of staff, Recruitment & selection, Managing personal relationships at work, Capability, Grievance procedures, Protection for harassment at work, Staff discipline, Staff induction, Staff performance management, Staff professional development, Whistle blowing policy, Working beyond normal retirement age, E Safety, Mobile phone & internet connector
- c) By ensuring that the Academy Leadership Team is aware of the Academy's current commitment to eliminating discrimination, advancing equality and fostering good relations. The Academy Leadership Team analyses the DFE and has analysed it in the

light of attainment, progress, attendance, persistent absence and exclusions of all groups defined by DFE and internal statistics. This analysis leads to an understanding of where gaps might exist in terms of equality of opportunity and good relations between people who share protected characteristics

- d) By being committed to overcoming inequality. Through the analysis of DFE and other data shows that there is no significant underachievement by ethnicity, gender or other socio-economic factors. Traditionally underachieving groups such as children receiving free school meals or those who have English as an additional language achieve inline or above Academy averages. Internal analysis by the Academy Leadership Team identifies the following equality objectives:

Progress of disadvantaged students, boys and EAL students. Using individual student level data appropriate support and interventions are planned and implemented – this is focused on:

- Improving rates of progress in core subjects through developing mastery curriculum and teacher training programmes
- Improving numeracy through the deployment of numeracy TA specialist
- Improving literacy for those students who start at OAB below the national standard Improving and sustaining transition to post 16 through expanding the role of CEAIG coordinator and Year 11 intervention manager
- Supporting PP EAL students so they can access the curriculum through the deployment of EAL specialist and pastoral leaders
- Creating pastoral support structures so there is identification of underachievement/school engagement and rapid intervention
- CPD for teachers and induction processes
- Interview and recruitment processes

- e) Objectives are recorded in the Academy's Self Evaluation and are part of the Academy Development Plan. They are kept under review by the Academy Leadership Team. Progress against the objectives is reviewed by the Academy Council by those responsible for governance of OCL.

- f) By assessing impact; the Academy leadership team is tasked with ensuring that three simple Equality Impact Assessment questions are routinely considered whenever a shift in either policy or practice is proposed.

- What will the impact of this action be on students or others with protected characteristics?
- Could this action result in discrimination, harassment or victimisation?
- Will the overall impact of this action be positive or negative?

- f) By working with outside agencies

The Academy works with a range of outside agencies who help to promote awareness about issues associated with particular protected characteristics.

g) Within the academy we promote equality through:

- My journey curriculum develops interpersonal skills including skills of effective collaboration and team-work. By developing our students' emotional intelligence we actively promote tolerance and friendship.
- Our ethos, centred around BRIGHT and the Oasis 9 Habits is constantly reinforced throughout the day to day life of the Academy
- Behaviour and Anti-Bullying policies are regularly reviewed, updated and ratified by the Academy Council: they reinforce the beliefs outlined in our ethos.
- The Assembly programme is linked to the key themes of our ethos; BRIGHT and the 9 Habits as well as to local, national and global events.
- Opportunities for Sixth Form students take part in accredited volunteering programmes where they make positive contributions to our local community as well as daily Academy life.
- Students are encouraged to consider moral issues through Mi Journey, assemblies, learning group activities and the wider curriculum
- Student's leadership programme including Student Community Leaders and Ambassadors (prefects).
- Active Academy Students Council and wider student leadership opportunities as part of Oasis.
- Vertical Learning communities foster a caring culture within the Academy
- Social, Emotional Aspects of Learning activities are used extensively throughout the Academy to develop emotional intelligence