



Equality & Diversity Policy

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Rationale and Purpose

Oathall Community College is an inclusive school where we focus on the well-being and progress of every member of our school community and where all members are equal.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

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.

Our approach to equality is based on the following key principles:

- All members of our community are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- We recognise, respect and value difference. We take account of this and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected, embraced and celebrated by all those who learn, teach and visit here. We actively promote positive attitudes, mutual respect and relationship building between groups and communities different from each other.
- We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
- We have the highest expectations of all our students. We expect that all students can make good progress and that all members of the community can achieve to their highest potential.
- We work to raise standards for all students, with a distinct focus on the most vulnerable and disadvantaged. We believe that improving the quality of education for the most vulnerable groups of students raises standards across the whole school.

Our responsibilities

As a public sector organisation, we are required to meet the Public Sector Equality Duty which means that in carrying our functions we must have 'due regard' when making decisions and developing policies to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

- Remove or minimise disadvantages
- Take steps to meet different needs
- Encourage participation when it is disproportionately low.

Schools have two specific duties that they are required to carry out. These are:

- To publish information to demonstrate how they are complying with the equality duty (Annex A)
- To prepare and publish one or more specific and measurable equality objectives (Annex B).

Meeting Our Responsibilities

We do this in a number of ways, including:

- Treating students, parents and carers, staff and any other visitors with respect
- ensuring equality of access for all pupils equipping them with the knowledge, skills, attitude and values to become global, national and local citizens, who are ready to tackle the challenges of life;
- promoting attitudes and values that challenge any discriminatory behaviour or prejudice;
- challenging any behaviours that contradict such behaviour expediently;
- providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- using materials and resources that fully reflect our school and its diverse community;
- utilising teaching approaches appropriate for the whole school population which are

inclusive and reflective of our pupils

- actively encouraging all parents to support their child's education.
- [admissions arrangements](#) are fair and transparent and do not discriminate on the grounds of race, gender, disability, belief, sexual orientation, age or socio-economic background.
- undertake accessibility planning for disabled students, staff and visitors
- recruit, select, train and promote staff fairly

Links to other Policies and Procedures

The principles of this policy are supported by other policies in the school including:

- Advertising & Promotions Policy
- Attendance Policy
- Accessibility Plan
- Anti-bullying Policy
- Behaviour Policy
- Child Protection Policy
- Charging and Remissions Policy
- Complaints Policy
- Code of Conduct
- Curriculum Policy
- Data Protection Policy
- Freedom of Information Policy
- Inclusion Policy
- Special Educational Needs
- Safeguarding Policy
- Teaching & Learning Policy
- Work Related Learning Policy

Annex A

Meeting the Public Sector Equality Duty at Oathall

The Public Sector Equality Duty PSED (updated 2011) has three aims to which we, as a public body, must have due regard:

- **Eliminate unlawful discrimination**, harassment, victimisation and any other conduct prohibited by the Act;
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

The new Equality Duty covers the following nine protected characteristics:

Age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief (or lack of), sex, sexual orientation.

Oathall has considered how it currently achieves the three PSED aims with regards to these nine protected characteristics:

	Eliminate Unlawful Discrimination	Advance Equality of Opportunity
Age (staff)	Discrimination at work policy Recruitment and Selection Procedures	Staff data collected annually as part of the School Workforce Census

Disability	<p>Access Plan</p> <p>SEN Policy</p> <p>Staff prevention of bullying, harassment and discrimination at work policy</p> <p>Staff recruitment and selection procedures</p>	<p>Analysis of student equality data</p> <p>Use of Occupational Health to support workplace adaptations</p> <p>Accessibility adjustments, e.g. lifts, provision of specialist equipment, etc.</p> <p>Arrangements to supports students and parents with hearing impairments at school events</p> <p>Respond to any concerns raised</p>
Gender Reassignment	<p>Staff prevention of bullying, harassment and discrimination at work policy</p> <p>Staff recruitment and selection procedures</p>	<p>Respond to any concerns raised</p>
Marriage and civil partnerships	<p>Staff prevention of bullying, harassment and discrimination at work policy</p> <p>Staff recruitment and selection procedures</p>	
Pregnancy and Maternity	<p>Staff maternity/paternity guidance</p> <p>Staff parental leave policy</p> <p>Staff flexible working policy</p> <p>Staff recruitment and selection procedures</p>	<p>Work with agencies to support pregnant students to facilitate access to learning</p> <p>New and Expectant mothers risk assessments</p>
Race	<p>Staff prevention of bullying, harassment and discrimination at work policy</p> <p>Staff recruitment and selection procedures</p>	<p>Analysis of equality data for both staff and students</p> <p>Staff data collected annually as part of the School Workforce Census</p>

Religion & Belief	PSHE Curriculum Staff prevention of bullying, harassment and discrimination at work policy Staff recruitment and selection procedures	Respond to any concerns raised
Sex	Staff prevention of bullying, harassment and discrimination at work policy Staff recruitment and selection procedures	
Sexual Orientation	Staff prevention of bullying, harassment and discrimination at work policy Staff recruitment and selection procedures	

What we are doing to foster good relations

We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our students. We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and across the curriculum. We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping. We promote a whole school ethos that challenges prejudice based discriminatory language, attitudes and behaviour. We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures. We include the contribution of different cultures to world history and that promote positive images of people from a diverse range of cultures.

We provide opportunities for students to listen to a range of opinions and empathise with different experiences. We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events, e.g. Black History Month and Anti-bullying week and enrichment days.

Annex B

Equalities Objectives Action Plan:

Objective	Success Criteria	Responsibility	Timescale
To reduce the attainment and progress gap between disadvantaged and non-disadvantaged student groups including pupil premium.	Annual outcome data analysis shows improvements for all student groups with the gap closing between those disadvantaged and non-disadvantaged.	Headteacher *Specific actions defined in the 2021-24 College Development Plan	Part of continual drive to improve achievement. Annual outcome analysis each September
To enable all students to make a positive contribution to school life.	All student groups contribute to school life activities. Analysis of enrichment data.	SLT Enrichment Lead	2024
To continue to promote mental health and well-being so that all members of the school community are valued and supported, regardless of special educational needs and disability, gender, ethnicity, and sexual orientation or gender re-assignment.	All members of the community have access to mental health and wellbeing toolkits.	SLT Wellbeing Lead *	2024
To continue to develop processes around all transition points for all students to ensure that appropriate advice, guidance and support is in place to ensure successful transition to next steps.	All Gatesby Benchmarks are fully met. Successful transition at all stages takes place, reflected in admissions data and post 16 destinations data.	SLT Transition, Careers Lead	2023
To continue to promote equal working conditions for all staff regardless of	Staff exit interviews/External staff survey	Headteacher	Part of continual drive

disability, race, ethnicity, sex, religion, pregnancy, marital status, sexual orientation or gender re-assignment.	demonstrates support for this objective.		to improve achievement.
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