



Equality & Diversity Policy

(Including the public sector equality duty action plan and objectives)

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Next scheduled review date	Policy will be reviewed every three years Action plan and objectives must be reviewed annually

Version History		
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1		New Policy

Distribution list		
Governors		
Head		
Leadership Team		

Equality Statement

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 equally valuable in their diversity.

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 identity, 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.

Legislation and guidance

This document meets the requirements under the following legislation:

The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination

The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

Roles and responsibilities

The governing board, who will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor, who will:

- Meet with the designated member of staff for equality twice a year, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher, who will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff* for equality, who will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor twice a year to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

**We are currently seeking staff representative/s*

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in annex A

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

- Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.
- New staff will receive training on the Equality Act as part of their induction, and all staff receive refresher training every 3 years
- The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or LGBTQ+ pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing*
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information*
- Make evidence available identifying improvements for specific groups*
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils*

**This is under development as part of our action plan*

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute

- Encouraging and implementing initiatives to encourage participation in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment on Evolve*.

**This is under development as part of our action plan*

Annex A

Equalities Objectives Action Plan:

Objective	Action	Responsibility	Timescale
Establish designated governors and members of staff who will be able to monitor equality issues in the school.	Appoint a designated member of staff and a link governor Arrange meeting between designated persons to review this policy and action plan	Headteacher & chair of governors	End of summer term 2021
Promote the understanding & awareness of equality and diversity for all staff and governors.	Carry out whole school E&D training for existing staff and governors. Include E&D training in the induction process for all new staff & new governors.	Headteacher/ CPL lead BB for governors	By end of autumn term 2021
To reduce the attainment and progress gap between disadvantaged and non-disadvantaged student groups including pupil premium.	Analyse annual outcome data to demonstrate 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
Enable our website to become the vehicle used to promote and communicate our E&D activities	Create a new E&D section on the website Publish attainment data to demonstrate how students with different characteristics perform	JG TDH	End of Autumn term 2021
Enable students from all groups to make a positive contribution to school life.	Monitor and analyse the involvement of students in all aspects of school life by different groups, genders, ethnicity. Review and create the means to undertake equality impact assessments of all trips and enrichment activities. For example, planning checklists	SLT Enrichment Lead Faculty Enrichment leaders	2024 End of spring term 2022
The college curriculum promotes equality and diversity and helps students to understand how people with protected	Review each faculty curriculums with a focus on anti-racism, diversity and inclusivity to understand any gaps and take steps to address them. Using tools such as the 'Use the Key' anti-	SLT, Heads of faculty	End of 2021-2022 academic year

Objective	Action	Responsibility	Timescale
characteristics experience discrimination now and in the past.	racism curriculum review (Secondary) document.		
Ensure successful transition into year 7 and post-16	<p>Develop processes around all transition points for students with protected characteristics to ensure that appropriate advice, guidance, and support is in place</p> <p>All Gatsby Benchmarks are fully met.</p> <p>Successful transition at all stages takes place, reflected in analysis of admissions data and post 16 destinations data.</p>	SLT Transition, Careers Lead	2023
To ensure diversity and equality is central to staff recruitment processes.	<ul style="list-style-type: none"> ● Undertake full review of recruitment processes to ensure it meets legal requirements and ● incorporates diversity and equality considerations. ● Analyse recruitment data with reference to race, gender and disability and report annually to governors. 	<p>SW/JG</p> <p>Headteacher / SLT</p> <p>SW/JG</p>	<p>Before September 2021</p> <p>By July 2022</p>
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.	<ul style="list-style-type: none"> ● Provide all members of the community with access to mental health and wellbeing toolkits. ● Review the reintroduction of the LGBTQ+ student group 	<p>SLT</p> <p>Wellbeing Lead</p> <p>Headteacher/ Wellbeing lead</p>	<p>2024</p> <p>September 2021</p>
The college promotes equal working conditions for all staff and takes account of the views of staff with protected characteristics.	<ul style="list-style-type: none"> ● Staff surveys & staff voice always include relevant equality and diversity questions. ● Introduce formal exit interview process to encourage any feedback about equality and diversity. 	<p>Headteacher/ SLT</p> <p>FHD/JG</p>	<p>End of autumn term 2021</p> <p>September 2021</p>