



Orsett Heath Academy
Equality Information and Objectives
May 2020

Key Contact Personnel

Nominated Member of Leadership Staff Responsible: Miss S Rawson

Date written: May 2020

Date of next review: May 2024

This policy will be reviewed at least annually, and following any concerns and / or updates to national / local guidance or procedures

1) Aims

Orsett Heath Academy recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

Our school aims to meet its obligation under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination 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 characteristics – between people who share a protected characteristic and people who do not share it

2) Links with other policies

This document links to the following policies:

- PSHE and RSE policy
- SMSC and British Values policy
- Equality and Diversity in Employment Policy
- Admission Policy
- Complaints Policy

3) Legislation

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- General Data Protection Regulation (GDPR)

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

4) The Equality Act

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'.

The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

The school will promote equality of opportunity for all staff and job applicants and will work in line with the Equal & Diversity in Employment Policy.

5) Roles and Responsibilities

The governing board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.

- Meet its obligations under the PSED to publish equality objectives at least every four years commencing on the date of the last publication.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The Headteacher will:

- Implement this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

All staff will:

- Be mindful of any incidents of harassment or bullying in the school.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.

- Report any incidences of bullying or harassment, whether to themselves or to others, to the head of school or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

6) Equality Objectives

Objective One:

To increase staff's understanding of equality and its implications on a day to day basis, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.

Action to be taken:

- Annual staff training and on-going training including induction training for all new staff.

Objective Two:

To increase the level of student voice by way of including a fair representation of all pupils in school, and in this way to foster good relationships in the school between those who have protected characteristics and those who do not.

Action to be taken:

- High level publicity through assemblies, tutors, and curriculum time
- Positive targeted encouragement of pupils from specific under-represented groups
- Monitoring of the characteristics of the council to evaluate impact.

Objective Three:

To increase the membership of vulnerable pupils in out-of-school clubs and activities, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.

Action to be taken:

- High level publicity through assemblies, tutors and curriculum time
- Positive targeted encouragement of pupils from specific under-represented groups
- Monitoring of the characteristics students attending to evaluate impact.

Objective Four:

To ensure that all forms of prejudice-motivated bullying is taken seriously and dealt with equally and firmly

Actions to be taken:

- Clearly defined disciplinary system stipulated in the Behaviour Policy, which will be consistently enforced
- Throughout the year, the school will plan ongoing events to raise awareness of equality and diversity
- Bullying and prejudice will be carefully monitored and dealt with accordingly

7) 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 is discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year during September INSET days.

8) 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 gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

9) 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, SMSC, British Values and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- 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
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council is formed of pupils from a range of backgrounds. All pupils are encouraged to participate 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

10) 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

11) Addressing prejudice-related incidents

The school is opposed to all forms of prejudice and we recognise that pupils and staff who experience any form of prejudice-related discrimination may fare less well in the education system.

The school will ensure that pupils and staff are aware of the impact of prejudice in order to prevent any incident from occurring

If incidents continue to occur, the school will address them immediately and report them to the LA

12) Curriculum

All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need

When planning the curriculum, the school will take every opportunity to promote and advance equality

When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination

The school will develop an appropriate curriculum for all pupils in all vulnerable groups

The school will ensure PSHE lessons are designed for pupils to develop their knowledge of the world and the importance of equality

13) Monitoring arrangements

This document will be reviewed by the Headteacher and Governing Body annually, to ensure that all procedures are up to date

The policy will be monitored and evaluated in the following ways

- Individual attainment data
- Equal opportunities recruitment data
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying