



Oakfield Short Stay Primary Equality Policy

Oakfield Short Stay School	
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Equality Policy Legal Background Equality Act (2010)

This Act unifies, supersedes or updates much of the previous law relating to equality. Schools are now required to ensure that pupils are protected from discrimination and harassment based on 'protected characteristics' which are:

- Disability
- Pregnancy and maternity
- Race
- Religion or belief
- Gender/gender identity
- Gender reassignment
- Sexual orientation

Schools are prohibited from discriminating against, harassing or victimising:

- Prospective pupils
- Pupils at the school
- In some limited circumstances, former pupils

Development of the policy

This policy was developed in consultation with pupils, staff, members of the Management Committee and parents and carers. It is part of our commitment to promoting equality and providing an inclusive school.

When developing the policy, we took account of the following guidance:

DFE guidance on the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance> [Ofsted Inspection Framework 2015](#)

<https://www.gov.uk/government/publications/common-inspectionframework-education-skills-and-early-years-from-september-2015>

The framework places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

Inspecting Equalities: Ofsted briefing for inspection. We note that OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender/gender identity/gender reassignment), race, disability, religion or belief, sexual orientation or pregnancy or maternity. Age and marriage and civil partnership are also "protected characteristics" but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties; The Public Sector Equality Duty or "general duty". This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation,
- Advance equality of opportunity between different groups,
- Foster good relations between different groups. Two “specific duties” This requires all public organisations, including schools to:
 - Publish information to show compliance with the Equality Duty
 - Publish Equality objectives at least every 4 years which are specific and measurable

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality. Our action plan will outline the steps we will take to meet the general duties of the legislation

<https://www.gov.uk/government/publications/dh-public-sector-equality-duty-compliance-2015/meeting-the-publicsector-equality-duty-in-2015>

The 2010 Equality Act also enshrines existing duties already established in law as follows:

- Disability General Duty
- Gender General Duty
- Race General Duty
- Community Cohesion Duty
- Sexual Orientation

Our Vision and Values

At Oakfield Primary we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving provision from the service, irrespective of race, gender/gender identity, disability, faith or religion, sexual orientation or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the service feel proud of their identity, able to participate fully in the provision offered and feel valued, cared for and listened to. T

he development of a positive self-image, self- advocacy, respect for others and an awareness of the value of each individual’s contribution to the school community is an integral part of our ethos. The achievement of pupils will be monitored by race, gender/gender identity and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, work and visit here.

Positive action

The Act contains provisions which enable schools to take proportionate action to tackle particular disadvantage, different needs or disproportionately low participation of a particular group. This is not the same as positive discrimination, which means providing preferential treatment that exceeds positive action conditions.

However, in the case of disabled pupils, it is never unlawful to positively discriminate in their favour. The Act establishes three principles intended to focus on outcomes judged against local rather than imposed priorities:

- Setting of equality objectives based on local data;
- Schools to be judged on outcomes related to their identified equality objectives not on processes or action plans;
- Greater transparency in allowing public access to data.

Equality in Policy and Practice

The service operates equality of opportunity in day to day practice in the following ways:

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this, we:

- Provide a curriculum that is accessible and relevant to the needs of each individual pupil through a range of activities, technologies and opportunities which ensure that learning is engaging.
- Use whatever specialist techniques and teaching approaches which may motivate support the needs or improve access of any individual pupil.
- Ensure pupils have the time needed for them to acquire, develop, practise and apply skills.
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender/gender identity and disability and take action to address any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials and activities that reflect the diversity of the school, population and local community in terms of race, gender/gender identity and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Ensure additional needs support takes into account religious and ethnic differences and the experiences and needs of particular groups of pupils, including refugees and asylum seekers
- Seek to involve all parents and carers in supporting their child's education;
- Encourage staff discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Ensure teaching and classroom-based approaches are appropriate to meet the individual needs of pupils

- Challenge any behaviour (verbal or written, e.g. graffiti, literature/propaganda) that differentiates, degrades or isolates an individual or group due to race, religion, language or culture;

This includes:

- Discriminatory comments or name calling;
- Homophobic, Biphobic or transphobic bullying or discriminatory communication, actions or language;
- Rejection by colour;
- Mocking language or accent;
- Denigrating religious observances or cultural traditions.

Admissions, Behaviour and Exclusions

Our admissions arrangements are fair and transparent. Exclusions will always be based on the service Behaviour Policies. Strategies are always put in place to meet the needs of any child who may be at risk of frequent sanctions or possible exclusion.

We monitor behaviour management plans to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with. The school challenges all forms of prejudice and prejudice-based bullying, which stands in the way of fulfilling our commitment to equality & inclusion.

Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

However, we are concerned to ensure wherever possible that the staffing of the service reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender/gender identity, race, disability, sexual orientation, gender re-assignment, full respect for legal rights relating to pregnancy and maternity, and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination. Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Initial equality & diversity training as part of staff induction;
- Training Needs Audit completed annually by all staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all;
- We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.