

Oasis Academy Long Cross

Equality Duty and Plan Sept 2018-19

Introduction

Equality and Diversity

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. Our aim is to provide an excellent education for all our students. Our way of doing this is to work hard to improve students' attainment and the standards of teaching and learning continually. At the same time, we also aim to meet the needs of the whole person and the whole community because we understand that the whole of life is education and that everyone who is part of a student's life affects that student's understanding of life and, therefore, his or her education. In this sense, every person matters.

The Equality Act 2010 gathers together various different pieces of equality legislation which have been developed over a number of recent years. It sets out some key equality provisions for the delivery of education and 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

Oasis Academy Long Cross is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. As an Oasis Academy we are clear in our vision and ethos that are founded under key principal and values which are

We believe that the Equality Act 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

- **a passion to include everyone**
- **a desire to treat everyone equally, respecting difference**
- **a commitment to healthy, open relationships**
- **a deep sense of hope that things can change and be transformed**
- **a sense of perseverance to keep going for the long haul**

continue to tackle issues of disadvantage and underachievement of different groups.

We are also fostering and developing the **Oasis 9 Habits** which runs through the Academy.

By learning about what each of these characteristics looks and feels like, we are aiming to ensure that every single person at Oasis Academy Putney becomes the very best version of who they can be. This will be a theme that runs through the whole of our curriculum, rather than a standalone piece of learning.

By being the very best version of ourselves that we can be, we expect every person to be able to make a valid contribution to society, know the difference between wrong and right, respect others and their differing beliefs and generally be good citizens in the modern world, with high aspirations for a successful life. There are obvious links here with SMSC and British values.

<p>Compassionate</p> <p><i>"To be compassionate and kind whilst acting justly."</i></p> <p>Compassion is the ability and willingness to place ourselves in the position of another and, as a result, be able to show kindness to them, without ignoring or dismissing the truth about their situation.</p>	<p>Patient</p> <p><i>"To be patient and persevering."</i></p> <p>Patience is the ability not just to tolerate delay or something not happening as quickly as we might have hoped for. It is also about the way we walk and the attitude we adopt as we do so, delaying immediate gratification and being prepared to keep going for the long haul, not giving up when things don't work out but finding ways to develop work that is sustainable and grow relationships steadily. As we give patience we gain a long-term perspective.</p>	<p>Humble</p> <p><i>"To be honouring of others through serving with humility."</i></p> <p>To be humble is to recognise that all people are created equal and are therefore of equal value. Because of this, a humble person will not seek to have others use power to coerce, or pursue position and status but instead will choose to serve others, seeing their intrinsic worth and giving them honour and encouragement.</p>
<p>Joyful</p> <p><i>"To be joyful and positive and help others to be the same."</i></p> <p>Real joy is not shallow or momentary but is rooted in a deep sense of contentment with us, free from coveting and striving. Such joy brings peace and calm to ourselves and others. It is liberating and life giving and builds resilience in our lives and the lives we are a part of.</p>	<p>Honest</p> <p><i>"To be honest and have integrity."</i></p> <p>Honesty is about being truthful. Being honest includes acknowledging when we have got things wrong and taking responsibility for our actions. As we do this, we become a person of integrity. There is an alignment between what we say we are and how we behave.</p>	<p>Hopeful</p> <p><i>"To be hopeful in seeking transformation."</i></p> <p>Hope is not wishful thinking. It is a belief that causes us to find the light when everything around us feels hard or dark or challenging or without hope. Someone once said that "you have to look at darkness until it bleeds daylight". So hope is about holding on and working for a better tomorrow, despite what the conditions and circumstances say today.</p>
<p>Considerate</p> <p><i>"To choose to love others like you love yourself."</i></p> <p>To be considerate is to see the intrinsic worth in others, to choose to care about them and treat them in the way that you would yourself. That is only as good as possible when we understand our own self-worth and function from that place and belief. When we do this it changes the way we see, treat and respond to others.</p>	<p>Forgiving</p> <p><i>"To be forgiving and committed to healthy relationships."</i></p> <p>To forgive another is to choose not to allow their actions and behaviour in the past, which may have hurt or offended us, to determine our behaviour towards them in the future. Forgiveness is never easy but it is always transforming...it always changes things.</p>	<p>Self-controlled</p> <p><i>"To be self-controlled."</i></p> <p>Self-control is having the ability to manage our own emotions and actions. When we have self-control we are not controlled by our own emotions but are able to maintain a right perspective on our life, our work and our relationships. It is a key part of emotional intelligence.</p>



Our approach to equality is based on the following principles that link directly with our Oasis ethos and values

- ◇ ***All learners 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 and understand that diversity is a strength. We take account of differences 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 and celebrated by all those who learn, teach and visit here.***
- ◇ ***We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect 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***

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), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

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 will:

- * use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- * monitor achievement data according to the various protected characteristics and action 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 that reflect the diversity of the school, population and local community in terms of the various protected characteristics, 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;
- * seek to involve all parents in supporting their child's education
- * encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;

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THE GENERAL EQUALITY DUTY STATEMENT & PLAN 2018-19

Oasis Academy Long Cross is pleased to publish its annual single equality plan. In developing this plan, we have been able to identify and record the progress we have made towards achieving equality and tackling discrimination to come to a better understanding of the challenges still to be addressed. We will ensure that this single equality plan is effectively implemented and scrutinised so that we meet the obligations placed upon us by the equality duty. Promoting the priorities identified within our single equity plan will be a continuous process.

The three aims of the general equality duty are as follows:

1. To eliminate unlawful discrimination, harassment and victimisation, by tackling prejudice and promoting understanding.
2. To advance equality of opportunity between people who share a protected characteristic and those who do not by:
 - Removing or minimising disadvantage suffered by people due to their protected characteristic.
 - Take steps to meet the needs of people with certain protected characteristics where these are different to the needs of other people, including taking steps to take account of disabled people's disabilities.
 - Encourage people with certain protected characteristics to participate in public life or in other activities where their proportion is disproportionately low.
3. Foster good relationships between people who share a protected characteristic and those who do not.

Compliance with the general equality duty may involve treating some people more favourably than others. The 9 protected characteristics are as follows: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Academy Council and staff at Oasis Academy Long Cross understand that compliance with the general equality duty is a legal obligation that will better inform decision making and policy development. They further recognise that achieving the three aims stated will ensure the Oasis Academy New Oak can successfully meet the needs of our diverse population of students, draw on the talents of a diverse local community to ensure our staff and Academy Council members better represent the wider community that we serve.

Oasis Academy Long Cross has considered how well we currently achieve the aims of this duty about the protected equality groups. Using information that we have gathered we have decided upon our equality objectives. Our plans to meet these objectives will be monitored annually.

In compiling equality information, we have:

- Reviewed the academy's equality data, policies and practice and identified any gaps.
- Examined how our academy engages with the protected groups, identifying where practice can be improved.
- In line with legislative requirements, we will review progress against our equalities plan annually, evaluating on a four-year cycle.

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THE GENERAL EQUALITY DUTY STATEMENT & PLAN 2018-19 Continued

The roles and responsibilities related to the plan are outlined below:

OCL Professional governance, as a whole, is responsible for:

- ◆ Making sure the academy complies with the relevant equality legislation
- ◆ Monitoring progress towards the equality objectives and reporting through.

The Principal will:

- ◆ Implement the academy's stated equality objectives and ensure that access plans are written, and that they are readily available to academy councillors, staff, students and parents.
- ◆ Ensure all staff know their responsibilities and receive training and support in carrying these out.
- ◆ Take appropriate action in cases of harassment and discrimination, including prejudice related incidents.
- ◆ Enable reasonable adjustments to be made in relation to disability regarding students, staff, parents/ carers and visitors to the academy.

The Academy Senior Leadership team

- ◆ ensure staff, pupils, parents /carers and any other interested stakeholders are aware of this Scheme and their roles and responsibilities in implementing this Scheme
- ◆ monitor to ensure effective implementation of the policy and action plans
- ◆ drive forward implementation of the policy and action plans
- ◆ support staff to carry out their role in implementing this policy
- ◆ provide effective leadership on equality, inclusion and community cohesion
- ◆ respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, harassment or victimization

The Regional Director will:

- ◆ monitor the implementation of the policy and action plan to check progress and assess impact on staff, learners and parents
- ◆ ensure that all governors are aware of their legal responsibilities under equality legislation
- ◆ monitor achievement of equality targets reference the accessibility priorities embedded within the premises development plan
- ◆ check that implementation of the policy and action plan achieves improved outcomes for people who share an aspect of their identity in relation to race, disability, gender (including gender identity), age, sexual orientation, religion and belief
- ◆ Can recognise and tackle bias and stereotyping.

- ◆ Follow the relevant policies and procedures.
- ◆ Engage with the PHSE curriculum in relation to improving equality.
- ◆ Report any incidents of bullying, harassment or prejudice related incidents (visitors and contractors are also responsible for following relevant Academy policies)

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THE GENERAL EQUALITY DUTY STATEMENT & PLAN 18-19Continued

All Students in the Academy will

- ◆ Follow the relevant policies and procedures.
- ◆ Engage with the PHSE curriculum in relation to improving equality.
- ◆ Report any incidents of bullying, harassment or prejudice related incidents (visitors and contractors are also responsible for following relevant Academy policies).

All staff within the Academy will:

- ◆ Advance equality in their work.
- ◆ Foster good relationships between groups and tackle any prejudice related incidents.
- ◆ Can recognise and tackle bias and stereotyping.
- ◆ highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities
- ◆ comply with the requirements of the Prevent duty
- ◆ challenge any pupils, staff or parents who express opinions contrary to British values which are manifest in school as follows:

1. Democracy

- ◆ a) The school and curriculum provides pupils with a broad general knowledge of, and promote respect for, public institutions and services
- ◆ b) We teach pupils how they can influence decision-making through the democratic process. Through Citizenship pupils are taught about the advantages and disadvantages of democracy and how it works in Britain.
- ◆ c) Pupils are encouraged to become involved in decision-making processes and the school ensures that they are listened to in school e.g. school council, pupil voice etc.
- ◆ d) The school holds elections for the School Council during which the pupils learn how to express, argue and defend points of view.
- ◆ f) Pupils are taught how public services operate and how they are held to account.
- ◆ g) The school curriculum and ethos also teaches pupils how we can peacefully challenge perceived injustice.

2. Rule of law

- ◆ As a school we ensure that the school rules and expectations are clear and fair.
- ◆ The school's ethos and curriculum play a significant role in helping the pupils:-
 - a) To distinguish right from wrong and to respect the law and the basis on which it is made.
 - b) To understand that living under the rule of law protects individuals.
 - c) Through police visits to school via both assemblies and curriculum activities.
 - d) Through pupils being taught about both civil and criminal law; in addition, we look at how this may differ from some religious laws.

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3. Individual liberty

Through the school ethos and curriculum we:-

- a) Support pupils to develop their self-knowledge, self-esteem and selfconfidence.
- b) Encourage pupils to take responsibility for their behaviour, as well as knowing their rights.
- c) Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence.
- d) Challenge stereotypes.
- e) Implement a strong anti-bullying culture.

4. Respect and tolerance

Through the school ethos and curriculum we:-

- a) Promote respect for individual difference.
- b) Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- c) Challenge prejudicial or discriminatory behaviour
- d) Organise visits to places of worship
- e) Develop links with faith communities
- f) Develop critical personal thinking skills
- g) Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers

All staff will

- ◆ also ensure that students are encouraged to recognise that they have a role and responsibility to themselves and others so that they understand and are able to:
- ◆ promote equality, inclusion and good community relations
- ◆ challenge inappropriate language and behaviour
- ◆ tackle bias and stereotyping
- ◆ work to promote anti-bullying strategies
- ◆ respond appropriately to incidents of discrimination and harassment and understand the action needed to report these



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THE GENERAL EQUALITY DUTY STATEMENT & PLAN 18-19Continued

Publication and reporting

The school provides a copy of its Equality statement and its action plan to meet its equality objectives in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage.

The school reports annually on the progress made on the action plans and the impact of the plan and school's academy development plan itself on school ethos and practice within the school. This is undertaken as part of the Academy Councils' Annual Report.

All data collected will be used solely for the purpose of analysing trends by protected characteristic in performance, take-up and satisfaction with services offered by the school or local authority and academy.

Monitor and Review

As part of our responsibility to monitor the Equality Plan, we commit to:

- revisiting and analysing the information and data used to identify priorities for the action plans. This incorporates use of the overview of outcomes;
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the action plan informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;
- use the evidence to do accurate impact assessments which inform priorities.