



# Ousedale School

Be Kind | Work Hard | Succeed Together

## Equality Statement and Policy

Reviewed by Personnel Committee:	March 2023
Reviewed by Full Governors:	March 2023
Review date:	March 2027

## **1. Aims**

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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. 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.

This document also complies with our funding agreement and articles of association.

## **3. Roles and responsibilities**

The governing board 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

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## **4. 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 2010– for example, during meetings and especially where this policy and its provisions are discussed.

New staff receive training on school policies and practices as part of their induction. All staff receive regular training on aspects that relate to the Equalities Act, and specifically in relation to teaching pupils with SEND.

The school has several members of staff monitoring equality issues, for example the SENDCO and senior pastoral leaders. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **5. 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 that are connected to a particular characteristic they have (e.g. pupils with disabilities/SEND)
- 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)
- Collate validated attainment/progress data each academic year showing how pupils with different characteristics have performed, and report this to the Governing Board.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and incorporate this information as necessary into school improvement plans
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of a prejudiced based nature)

## **6. 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. 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 as necessary. Where appropriate 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 could include inviting leaders of local faith groups to speak at assemblies.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school leadership groups have representatives from different year groups and 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 have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **7. 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:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## **8. Equality objectives**

### **Objective 1**

Pupils with protected characteristics, and specifically those with SEND, make similar progress to all other pupils. Where differences remain any gap will be narrowing.

### **Implementation**

- Staff access aspects of equality training at least once a year and are trained to spot underperformance & explore reasons for it
- Pupils clearly identified and support plans put in place
- School and Dept. improvement plans (SIPs & DIPs) detail how any identified gaps in performance will be closed

#### **Impact**

- Yearly publishing of most recent validated exam results & analysis
- SIP monitored by Governing Board and Committees
- DIPs monitored by SLT line managers

#### **Objective 2**

Continue to promote equality of opportunity so that all students can thrive together and continue to understand that individual characteristics make people unique.

#### **Implementation**

- More opportunities for students to have a better understanding of the protected characteristics, and how equality and diversity are promoted, within the personal development aspect of the taught curriculum.
- Increase the range, quality and take up of extra-curricular/ additional curriculum activities.

#### **Impact**

- PSHE curriculum overview has equality aspects clearly identified and mapped across each year group 7 to 13: published on website.

#### **Objective 3**

Continue to promote an inclusive environment that ensures the school culture has at its heart tolerance and respect of all staff and pupils irrespective of any protected characteristic. .

#### **Implementation**

- Staff, pupils and parents to be consulted on new school vision statement to include tolerance and respect as central themes

#### **Impact**

- Consultation and publication of new school vision on website
- Exclusions of any prejudiced based incidents to be reported on yearly and published on school website

### **9. Monitoring arrangements**

The headteacher will update the equality 'impact' information we publish, as described in section 8 above, at least every year. It will be included as an appendix to this policy and made available on the school website.

This document will be reviewed by the Personnel Committee of the Governing Board at least every 4 years.

This document will be approved by the Governing Board.

### **10. Links with other policies**

This document links to the following policies:

- Anti-Bullying Policy
- Appraisal Policy (Teaching Staff and Associate Staff)

- Behaviour Policy (incorporating Exclusions)
- Careers Education Information, Advice and Guidance (CEIAG) Policy
- Curriculum Policy
- Data Protection Policy
- Delegated Powers of the Governing Board Committees
- Accessibility Plan
- Disciplinary Policy
- Educational Visits and Journeys Policy
- Equal Opportunities Policy – Students
- Exams Policy
- Freedom of Information Act 2000 Publication Scheme
- Finance
- Grievance Policy
- Managing Staff Attendance Policy
- Managing underperformance Policy applicable to Headteachers
- Recruitment and Selection of Staff Policy
- Redundancy Policy
- SEND Policy and Information Report
- Relationships Education, Relationships and Sex Education Policy
- Teaching Staff Pay Policy

## **Appendix – Impact against Equality objectives (March 2023)**

### **Objective 1**

Pupils with protected characteristics, and specifically those with SEND, make similar progress to all other pupils. Where differences remain any gap will be narrowing.

#### Impact

- Yearly publishing of most recent validated exam results & analysis
  - Available on school website: school's summary plus link to DfE performance tables
  - 2023 P8 all (359 pupils) 0.31; SEND EHCP (9 pupils) -01.61; SEND K (19 pupils) -0.77
- SIP monitored by Governing Board and Committees
  - Update provided at all Full Governing Board meetings; aspects discussed at committee meetings
- DIPs monitored by SLT line managers
  - Monitored by the Curriculum Assurance Board (CAB) Lead and CAB meetings

### **Objective 2**

Continue to promote equality of opportunity so that all students can thrive together and continue to understand that individual characteristics make people unique.

#### Impact

- PSHE curriculum overview has equality aspects clearly identified and mapped across each year group 7 to 13: published on website.
  - Available on website under 'Curriculum and Learning'

### **Objective 3**

Continue to promote an inclusive environment that ensures the school culture has at its heart tolerance and respect of all staff and pupils irrespective of any protected characteristic. .

#### Impact

- Consultation and publication of new school vision on website
  - Vision and Intent documents all available on website
- Exclusions of any prejudiced based incidents to be reported on yearly and published on school website
  - Latest full year 2021-22: 1 suspension, 0 permanent exclusions