

# Oatlands School



## Equality Policy

Date of last review: Summer 2022

Date of next review: Summer 2024

# ***Living our Values, Learning for Life***

## **1. Introduction**

### **1.1. Policy Statement**

Oatlands school aims to provide equality and excellence for all in order to promote the highest possible standards.

Commitment to equality and inclusion is central to the school's ethos and integral to the school's vision and aims.

Equality is a key principal for treating people with dignity and respect irrespective of their age, disability, sex, race, religion/belief, gender reassignment, sexual orientation, pregnancy or maternity, marriage and civil partnership.

### **1.2. Aims**

#### **At Oatlands School:**

- Values is at the heart of all we do as a school. Children are taught a broad and balanced curriculum which is designed to develop children's knowledge and understanding of the diverse world in which we live. The curriculum is underpinned by our values ethos and gives children the tools to understand their developing responsibilities as citizens both within school and in the wider community.
- Resilience and positive attitudes to learning are fostered through use of 'Characteristics of Effective learning' and 'Growth Mindset' strategies.
- The curriculum meets the needs of all learners and creates challenge through a clear progression of skills and knowledge that build on prior learning.
- Children learn in a safe and secure environment in which exciting, memorable and immersive learning experiences are planned for both within and beyond the classroom.
- There are opportunities for pupils to embed their skills and deepen their knowledge and understanding independently.
- There is frequent and systematic revisiting of key skills and knowledge providing pupils with a firm foundation for future learning.
- Pupils are part of a learning community that ensures all parents and carers are involved and feel included in the Oatlands experience.

## **Section 2: Roles and responsibilities and Monitoring**

**All staff have a responsibility to carry out their duties in accordance with this policy and work within the statutory requirements by:**

- Modelling good practice, dealing with discriminatory incidents and being able to recognize and tackle bias and stereotyping.
- Promoting equality and avoiding discrimination against anyone.
- Keeping up to date with the law on discrimination and taking training and learning opportunities.

The responsibility for co-ordinating the monitoring and evaluation of this policy is the Head teacher, alongside the governors (Personnel committee). They are responsible for:

- Providing updates on equalities legislation.
- Supporting positively the evaluation of activities that monitor the impact and success of the policy from different groups, e.g. Special Educational Needs (SEN), Children in Care, Minority Ethnic including traveller and English as an Additional Language (EAL) students and those entitled to the Pupil Premium, in the following recommended areas:
  - Pupils' progress and attainment
  - Teaching and learning
  - Behaviour, discipline and exclusions
  - Attendance
  - Admissions
  - Incidents of prejudice related bullying and all forms of bullying
  - Parental involvement
  - Participation in extra-curricular and extended activities
  - Staff recruitment and retention
  - Visits and visitors

## **Section 3: Policy commitments**

### **3.1 Promoting equality: Curriculum**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this, we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the School;
- There are opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles

### **3.2 Promoting equality: Achievement**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- It is important to place a high priority on the provisions for special educational needs, disability and disadvantage;
- A range of teaching methods to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

### **3.3 Promoting equality: Ethos and culture**

- At Oatlands School, we are aware that those involved in leadership of the school community are instrumental in demonstrating mutual respect between all members of the Oatlands' community;
- There is a feeling of openness and tolerance which welcomes everyone to the school;

- The children are encouraged to understand and use their values and treat everyone with respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality;
- Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities, wherever possible;
- Provision is made for the cultural, social, moral and spiritual needs of all children;
- Children are given an effective voice, for example through a School Council and through pupil surveys, which regularly seek their views;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

### **3.4 Promoting equality: Staff recruitment and professional development**

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination, linked to safeguarding and safer recruitment practices and ensure good equality practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff and contractors are made aware of equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

### **3.5 Promoting equality: Countering and challenging harassment and bullying**

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording, reporting and monitoring incidents (Head teacher);
- The school reports to local governors (termly).

### **3.6 Promoting equality: Partnerships with parents/carers and the wider community**

Oatlands School aims to work in partnership with parents/carers. We:

- Act to ensure parents/carers from all backgrounds are encouraged to participate in the full life of the school;
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that parents/carers of newly arrived pupils e.g. EAL, traveller or pupils with disabilities are made to feel welcome.

### **4. The Public Sector Equality Duty**

The Equality Act 2010 introduced the Public Sector Equality Duty (PSED) which requires us to:

- Publish information relating to any persons who share a relevant protected characteristic (see chart below). This information will be reviewed and published at least annually.
- Publish the school's Equality Objectives and review at least every 4 years (see below):

**Children on roll in Summer 2022: 265**

Using Arbor (MIS) data, the following information on protected characteristics was available:

Ethnic Categories				
Any Other Asian Background	16		Other Mixed Background	6
Arab Other	1		Other White British	3
Asian and Any Other Ethnic Group	3		Pakistani	9
Asian and Black	1		Turkish	4
Bangladeshi	1		White - British	111
Black - African	1		White - Cornish	1
Black – Nigerian	1		White - English	42
Black Caribbean	1		White and Any Other Asian Background	1
Chinese	5		White and Any Other Ethnic Group	3
Croatian	1		White and Asian	6
Greek / Greek Cypriot	2		White and Black African	2
Indian	9		White and Black Caribbean	1
Iranian	2		White and Chinese	3
Iraqi	1		White and Indian	1
Korean	1		White Eastern European	3
Kurdish	1		White European	9
Latin/ South/ Central American	2		White Other	7
Other Asian	2		White Western European	1
Other Ethnic Group	1			

Religion & Belief				
Anglican/Church Of England	26		Other Religion/Faith	3
Bulgarian Orthodox	2		Pentecostal	1
Christian	55		Protestant	1
Free Church	1		Refused Information	1
Greek Orthodox	2		Roman Catholic	28
Hindu	6		Romanian Orthodox	2
Jewish	1		Sikh	6
Muslim	21		Any Other Asian Background	2
No Religion	95		Asian and Any Other Ethnic Group	1
Orthodox Catholic/Eastern Orthodox	2		Kurdish	1

Special Educational Needs (SEN)/Disabilities		
	Actual Number	Percentage %
No Specified SEN/Disability	245	92.45%
SEN/Disability without an EHCP	12	4.53%
SEN/Disability with an EHCP	8	3.02%

Sex	
	Actual Number
Girls	146
Boys	119

### **PSED aims**

- To eliminate discrimination and other conduct prohibited by the Equality Act 2010
- To foster good relations across all characteristics – between people who do share a protected characteristic and people who don't.

### **Rationale**

Oatlands School is predominantly White British with only a small percentage of pupils representing other ethnic groups. It is our aim for all members of the school community to have a strong cultural identity and sense of belonging. We aim to equip our school community with the tools to challenge any form of discrimination that they may face around race, disability or sexuality.

### **Objectives to address equality priorities**

#### **By July 2023:**

- All staff are confident in their own understanding of the language of diversity.
- Meaningful cultural connections are embedded in the curriculum.
- Displays and the website send implicit messages about the school's approach to equality.
- The school community is confident to talk about their own identity and challenge any form of discrimination that they may face around race, disability or sexuality.

## **5. Whistleblowing**

Any issues of which contravene this policy, or which an individual does not feel has been properly addressed by the Head Teacher can be reported using the steps in the Whistleblowing policy.

### **Links to other policies**

- School Development Plan
- SEND Policy
- Behaviour Policy