

Equality Report Sept 2018- Sept 2022

Our Commitment to Equality and to the Provisions of the Equality Act 2010

1. Our Commitment to Equality

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.

2. Our Commitment to the Equality Act 2010

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.

3. Main Provisions within the Equality Act as they affect education

The Act makes it unlawful to discriminate against, harass or victimise a student or potential student

- in relation to admissions,
- in the way it provides education for students,
- in the way it provides students access to any benefit, facility or service, or
- by excluding a student or subjecting them to any other detriment.

The Act also makes it unlawful to discriminate against a student or prospective student by treating them less favourably because of their

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

The Act introduces Positive Action

- Students with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions which enable schools to take action to tackle the particular disadvantage, different needs or disproportionately low participation of a particular student group, provided certain conditions are met.

4. The Equality Duty

The Equality Act introduces a single public sector equality duty, which applies to all protected characteristics. It has three main elements. In carrying out their functions, public bodies (which includes Academies) are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- 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.

5. Implementation of the Equality Act and Duty

Oasis Academy Limeside is committed to fulfilling the requirements of the Equality Act and Duty so that our commitment to equality is fully integrated into all of the Academy's functions.

We will do this in the following ways:

a) By ensuring that:

- **The Academy Leadership Team** understand the requirements of the Equality Act and the Equality Duty and their responsibilities
- **All those involved in setting policy** consider equality implications before and at the time that they develop policy and the importance of keeping policies under review on a continuing basis
- **All decision makers** are made aware of the duty to have "due regard" to equality when making a decision or taking an action and must assess whether it may have implications for students with particular protected characteristics.
- **All staff** have access to the information document about the Equality Act and Duty and receive training to understand its implications

- **All those responsible for data analysis and management** understand how to read the data in the light of the Equality Duty in order to use it to overcome discrimination and advance equality of opportunity
- **All parents** are informed about our commitment to equality in the home school agreement and when appropriate in the school prospectus.
- **All members of the Academy Council** are briefed about the Act and its provisions

b) By ensuring that the following Equality Policies are in operation and kept under review

Student Policies	HR Policies	IT Policies
<ul style="list-style-type: none"> • Sex & Relationships Education • Screening, searching & confiscating • SEND • Teaching & Learning • Promoting student welfare & child protection • Medical recruitment of students • Offsite activities & education visits • Parent code of conduct • Parental complaints • Physical intervention • Anti-bullying • Behaviour for learning • Disability Equality • Equality Opportunities for students • Gender Equality Inclusion • Safeguarding 	<ul style="list-style-type: none"> • Equal Opportunities & Diversity • Allegation against member of staff • Recruitment & selection • Managing personal relationships at work • Capability • Grievance procedures • Protection for harassment at work • Staff discipline • Staff induction • Staff performance management • Staff professional development • Whistle blowing policy • Working beyond normal retirement age 	<ul style="list-style-type: none"> • E Safety • Mobile phone & internet connector

c) By ensuring that

- The Academy Leadership Team is aware of the Academy’s current commitment to eliminating discrimination, advancing equality and fostering good relations.
- The Academy Leadership Team analyses the ASP data and has analysed it in the light of attainment, progress, attendance, persistent absence and exclusions of all groups defined by ASP statistics

- The analysis leads to an understanding of where gaps might exist in terms of equality of opportunity and good relations between people who share protected characteristics

d) By being committed to overcoming inequality

Following analysis of the existing commitment and the School Performance Data the Academy Leadership Team has identified the following equality objectives for the academic year 2018/19

- To ensure the higher achieving pupils from KS1 maintain or improve their achievement at the end of KS2
- To increase the number of children assessed at the higher standard across the school
- To increase the number of disadvantaged children achieving the higher standard at the end of KS 2 to narrow the gap with non-disadvantaged pupils.
- To raise the aspirations of girls in Upper KS 2 and encourage non stereo -typical career choices
- To foster positive relations between groups within the community and in neighbouring communities
- Improve progress in maths and reading for current Yr 4 boys and Yr 4 SEND children
- Improve provision for children with elements of SEMH
- To increase attendance of disadvantaged pupils

The interventions will by no means remove the interventions / resources in place for the other children. They will be in addition to:

The objectives are recorded in the Academy's SEF and are part of the ADP. They are kept under review by the Academy Leadership Team

Progress against the objectives is reviewed by the Academy Council Equality Link Person and considered twice annually by those responsible for governance of OCL at the Strategic Review Meetings

e) By assessing impact

- An Equality Champion (from within the leadership team) is tasked with ensuring that three simple Equality Impact Assessment questions are routinely considered whenever a shift in either policy or practice is proposed.

- What will the impact of this action be on students or others with protected characteristics?
- Could this action result in discrimination, harassment or victimisation?
- Will the overall impact of this action be positive or negative?

These assessments are recorded on and impact assessment sheet.

f) By working with outside agencies

- **Oldham partnership**
- **Qest team**
- **Early Help**
- **Oldham Hub**
- **Oldham Mental Health and Wellbeing team**

g) By using the following to promote equality

- aspects of the curriculum which promote tolerance and friendship, or which share understanding of a range of religions or cultures,
- the behaviour and anti-bullying policies,
- assemblies dealing with relevant issues,
- involvement with the local communities,
- our global partnerships which enable students to meet and exchange experiences with children from different backgrounds,
- initiatives to deal with tensions between different groups of students within the Academy itself
- the promotion of British values in the curriculum and assemblies