

Single Equality Policy



To be Reviewed:

October 2021

Contents

Context	3
Overall Aims and the Published Objective	3
Protected Characteristics	3
Disability Equality	4
Community Cohesion	7
Racial, Gender, and Transgender Equality	7
Promoting Equality of Opportunity	10
Disability Action Plan	14

Context

This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975.

The policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e., Race) and Gender.

Through this policy Oakfield School will fulfil its duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only).

The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, governors and visitors to Oakfield School.

Overall Aims and the Published Objective

Oakfield School embraces its duties under the Equality Act 2010.

We do not discriminate against anyone, be they staff, pupil, governor or parent/carer, on the grounds of ethnicity, religion, attainment, age, disability, gender, transgender, pregnancy, sexual orientation or background.

We promote the principle of fairness and justice for all through the education that we provide in our school and equal opportunities for all our employees.

The equality policy is published on the school website and is maintained annually following the annual review by stakeholders.

Protected characteristics

The Act protects people from discrimination and harassment based on the following 'protected characteristics':

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Disability Equality

At Oakfield School we are committed to our responsibilities to have due regard to:

- promote equality of opportunity between disabled and other people
- eliminate harassment of disabled persons that is related to their impairments
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- eliminate unlawful discrimination

It is never unlawful to treat disabled pupils (or applicants) more favourably than non-disabled pupils (or applicants). That is, a school is permitted to positively discriminate in favour of disabled pupils (or applicants)

Health Standards (England) Regulations 2003). Schools are advised to review their existing practices to ensure they are complying with both the Health Standards Regulations and Section 60 of the Equality Act.

The Governor responsible for Disability Equality is the Chair of Governors.

Definition

A disabled person is defined as someone who has a ‘physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities’. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Impairment is acknowledged as affecting the person’s ability to carry out normal day-to-day activities, only if it affects one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift
- carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

The Disability Discrimination Act 2005 extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”; although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

Discrimination Disabled People Face

Disabled people are discriminated against in a number of different ways. These include:

- discriminatory attitudes
- a lack of accessible information
- inaccessible environments
- services that have not been designed to take account of the needs of disabled people.

Specific Aims and Objectives

At Oakfield School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.

Our admissions policy does not discriminate against disabled pupils.

The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching.

We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

Reasonable Adjustments

We will make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non - disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non – disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school.

Reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents/carers. The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully:

- in the classroom
- in the school curriculum
- at all times and in all parts of the building.

And when:

- disabled persons feel part of the life of the school
- disabled persons are included by their peers in all parts of school life
- parents of disabled students feel their child is part of the life of the school
- staff feel confident in working with disabled pupils.

For employees, and potential employees, the duty to make reasonable adjustments aims to make sure that, as far as is reasonable, a disabled worker has the same access to everything that is involved in carrying out (and keeping) a job as a non-disabled person

Accessibility

Introduction.

Oakfield School Accessibility Plan has been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

We aim to:

- Ensure that students with special educational needs and disabilities are able to join in with all the activities of the school.
- To ensure that all learners make the best possible progress.
- To ensure that parents are informed of both their child's special needs and progress and that there is effective communication between parents and school.

For further information regarding the Oakfield School Accessibility Plan/Policy please contact our Administration Team or visit the school website: www.oakfieldhull.co.uk

Consultation

Responsibility for developing this scheme lies with the Head teacher, SENCO, and School Governors. As part of this ongoing process, liaison with any disabled members of the school community and their carers will be sought to inform the content of the scheme as they become part of the school community. Pupils and parents/carers will be involved through the ECHP review systems.

Monitoring Effectiveness

At Oakfield School we will monitor the effectiveness of our disability equality systems through tracking the achievement of disabled pupils; through ensuring that all curriculum activities are inclusive; through the monitoring of the exclusion rate and mobility of disabled pupils; and through the monitoring of the employment of disabled staff following LA guidelines.

Disability Action Plan (Appendix 1)

At Oakfield School we produce an action plan in consultation with any disabled members of the school community. The action plan will consider how we will improve curriculum access, physical access and the provision of information to disabled pupils.

Discrimination

Unlawful discrimination is defined in the Act as:

- direct discrimination (including discrimination based on perception or association)

- indirect discrimination
- discrimination arising from disability
- failure to make reasonable adjustments (for disabled people)

Victimisation and harassment may also represent forms of discrimination.

Community cohesion

At Oakfield we embrace the diversity of all pupils, staff, parents/carers, and visitors. Community cohesion is about bringing together and creating a community where we all are valued, respected and most importantly feel safe.

We learn from each other as we all contribute different visions and experiences of life. At Oakfield fair opportunities for all is made very clear within all our practises and procedures within the school.

We promote community cohesion through the curriculum we teach.

We have a responsibility that we as a school guide our pupils to respect all.

Ensure we promote good relations, understand different cultures and different ethnicities, denominations and socio economic effects.

We have developed good community relations. The pupils and staff work together in supporting and understanding the needs of others.

We are actively involved with:

Tournaments/Sporting events (linking with other schools not only in our region/locally but other cross Yorkshire).

Visiting local places of worship, work experiences, and visits out with the family as a part of the schools family/parent programme.

Supporting local and national charities events

Racial, Gender, and Transgender Equality

Introduction

At Oakfield School we value the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards.

Within this ethos of achievement, we do not tolerate bullying /harassment/prejudice of any kind, to ensure this is identified swiftly, we have a robust reporting system in place.

This policy section helps to ensure that Oakfield promotes the individuality of all of our children, irrespective of ethnicity.

This policy section should be read in conjunction with other related school policies – *Anti-bullying, E-Safety, Safeguarding, Professional boundaries, Discipline and Behaviour, Sanctions and Rewards, Emotional Wellbeing, Staff Wellbeing, and SEN*.

The general duty to promote race, gender, and transgender equality means that schools must have due regard to:

- eliminate unlawful racial discrimination or harassment/prejudices
- promote equality of opportunity
- promote good relations between people of different racial groups.
- promote equality of opportunity between men and women, girls and boys
- Schools must respect the confidentiality of such persons (including those seeking gender re-assignment) and provide a supportive environment within the school community.

Definition

The following definition of a racist incident is used by the LA for the purpose of recording and reporting:

A racist incident is any incident which is perceived to be racist by the victim or any other person

Examples of racial harassment can include:

- physical assault
- derogatory name calling, insults and racist jokes
- racist graffiti
- carrying or distributing racist material
- verbal and non-verbal abuse and threats
- incitement of others to behave in a racist manner
- refusal to cooperate with other people because of their colour, ethnicity or language
- written derogatory remarks
- accessing racist material on the internet
- attempts to recruit for racist organisations
- damage to property or theft.

Staff should be aware that racist incidents are not always accompanied by overt expressions of racial prejudice or intolerance and may take the form of ignoring, not allowing to join in and not sharing.

Specific Aims and Objectives

At Oakfield School we aims to address any forms of discrimination/harassment/prejudice and promote equality of opportunity for all.

We do this by:

- creating an ethos in which pupils and staff feel valued and secure
- building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others
- having consistent expectations of pupils and their learning
- removing or minimising barriers to learning, so that all pupils can achieve
- ensuring that our teaching takes into account the learning needs of all pupils through our curriculum and lesson planning
- regular consultation with parents and carer's and members of the local community, so that they are well informed of our policy and procedures
- making clear to our pupils what constitutes aggressive and racist behaviour
- having a robust reporting, recording and monitoring systems in place to identify incidents of racist or any forms of discriminatory/prejudice behaviour and dealing with these incident swiftly.
- making pupils and staff confident to challenge racist/prejudice and aggressive behaviour.

Leadership and Management

The Governing Body:

- ensure that the school fulfils its legal responsibilities
- maintain an overview of implementation of the *Racial Equality* procedures and strategies
- ensure that the school is adhering to the equality scheme/system
- designate a governor with responsibility for equalities issues.
- The designated governor is currently the deputy head teacher.

The Headteacher:

- ensures that ALL procedures and strategies are implemented in addressing and promoting racial equality and in addition to ensure all protected characteristics are promoted within the school
- ensures that the schools recording and monitoring of incidents involving racial /discriminatory are effective.
- ensures that all staff are aware of their responsibilities under the policy and that they receive appropriate training and support within the school's programme of CPD
- takes appropriate action in any cases of discrimination/harassment/prejudice and is responsible for the appropriate reporting of these incidents.

All Staff:

- have a responsibility to comply with this policy and to avoid any form of racial or discriminatory grounds
- through teaching and other relations with pupils, parents, colleagues and the wider community, should promote race equality, good race relations and understanding of diversity
- should keep themselves up to date with race relations legislation by attending training and information events as necessary and available. (Race Relations Act 2002)
- ensure they challenge unacceptable attitudes or behaviours towards another, which may lead to feeling vulnerable/unsupported and not understood.

- ensure that insults, name calling, gestures, derogatory images/drawings and jokes which relates to other protected characteristics are challenged, reported and discussed with swift action taken to prevent emotional harm.
- to recognise and use appropriate terminology to avoid causing unintentional offence.
- to endeavour to spell and pronounce names correctly, to avoid unintentional offence.

Procedures

The school has implemented the recommendations of *The Stephen Lawrence Inquiry: MacPherson Report (1999)*. All racist incidents are recorded and reported to the governing body, the local authority and to parents and carers, along with the action taken to deal with them.

Any adult witnessing a racist incident or being informed about a racist incident must follow the procedures below:

- stop any perceived incidents of racism immediately
- talk to the suspected victim and any witnesses
- identify the instigator of the racism and talk about what has happened to discover why they became involved. Make it clear that racism is not tolerated at Oakfield School
- ensure a clear account of the incident is recorded and given to a member of the SLT and class teacher. This must be passed to the Headteacher or the Deputy Headteacher immediately;

The following measures will then be taken as soon as possible:

- an interview of all concerned will be undertaken and the incident formally recorded following LA guidelines
- parents and carers of the victim(s) and the person(s) involved in the racism will be informed
- a meeting between the victim and the individual accused of the racist incident will take place under the guidance of a senior teacher. The purpose of this meeting will be to reinforce, through discussion, the harm racist remarks and incidents do, and what can be done to mend the harm suffered
- punitive measures in line with the school's behaviour policy will be actioned
- involvement of outside agencies, as necessary
- in extreme cases, fixed or permanent exclusion.

Promoting Equality of Opportunity

Under the Equality Act 2010, we have a legal duty as a public body to have due regard to the need to promote equality of opportunity, eliminate unlawful discrimination and foster good relations between key equality strands.

These include age, disability, gender, race, religion or belief, sexual orientation, gender reassignment/transgender, pregnancy and maternity.

Introduction

At Oakfield School we are committed to the principles of equality of opportunity for all those involved in our school community as outlined at the start of this document.

We promote equal opportunities and acknowledge the diversity of all.

Discrimination is illegal under the terms of the *Equal Pay Act 1970*, *Sex Discrimination Act 1975* and *Race Relations Act 1976*.

This policy section should be read in conjunction with other related school policies – *Anti-bullying*, *Safeguarding*, and *Professional Boundaries*

Definition

Equal opportunities can be defined as '*the prevention, elimination or regulation of discrimination between persons on grounds of sex or marital status, on racial grounds, or on grounds of disability, age, sexual orientation, language or social origin, or of other personal attributes, including beliefs or opinions, such as religious beliefs or political opinions*'.

Overt discrimination can take place in any institutional organisation. Covert discrimination is much more difficult to identify and to address. It relates to the assumptions, beliefs and values acquired over a long period of time, which affect people's instinctive responses. It may be shown in the attitudes of governors, teachers, parents and carers and other adults and pupils towards themselves and towards each other.

For **staff** this will include aspects such as:

- recruitment, selection, conditions of employment
- career progress, appraisal, CPD activities
- disciplinary, grievance, dismissal.

Specific Aims and Objectives

- At Oakfield School we aim to promote the principles of fairness and justice for all. Through positive educational experiences and through support for everybody's individuality, we aim to promote positive social attitudes and respect for everyone.

We do this through:

- ensuring that all pupils and staff have equal access to the full range of educational opportunities provided by the school
- constantly striving to remove any forms of discrimination that may form barriers to learning
- ensuring that all recruitment, employment, promotion and training systems are fair to all
- challenging stereotyping and prejudice whenever it occurs
- celebrating any cultural diversity in our community and showing respect for all minority groups
- raising in all our staff the awareness of the forms in which discrimination may occur and by making clear the reasons for its unacceptability. We will disseminate relevant literature, produce guidelines for good practice and arrange in-service training as appropriate
- ensuring that the school's curriculum provides opportunities for learning about other cultures

- ensuring that all teaching and learning is personalised to the needs of each individual child.
- promote equality of opportunity between men and women, girls and boys.

Leadership and Management

The Governing Body:

- does all it can to ensure that all members of the school community are treated fairly and with equality
- welcomes all applications to join the school, whatever background or circumstances a child may have
- ensures that no child is discriminated against whilst in our school on account of their sex orientation, religion or race. All children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

The Headteacher:

- ensures the implementation of the school's *Promoting Equality of Opportunity* procedures and strategies
- ensures that all staff are aware of the *Promoting Equality of Opportunity* procedures and strategies and that staff follow this policy section in all situations
- ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities
- promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life
- treats all incidents of unfair treatment which fall under this policy section with due seriousness, recording all incidents that occur.

All Staff:

- ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child
- pay due regard to the sensitivities of all children, striving to be positive role models that give positive images of ethnic minorities and which challenge stereotypical images of minority groups
- challenge any incidents of prejudice or racism, ensuring that a clear account of the incident is recorded and given to the Headteacher or the Deputy Headteacher immediately. The appropriate measures as outlined in the *Strategies* section of the *Anti-bullying Policy* will then be followed.
- ensure we challenge unacceptable attitudes or behaviours towards another, which may lead to feeling vulnerable/unsupported and not understood.
- ensure that insults, name calling, gestures, derogatory images/drawings and jokes which relates to other protected characteristics are challenged, reported and discussed with swift action taken to prevent emotional harm.
- to recognise and use appropriate terminology to avoid causing unintentional offence.
- to endeavour to spell and pronounce names correctly, to avoid unintentional offence.

Monitoring, Evaluation and Review

This policy was developed and approved by the governing body during the summer term 2012. The school will review this policy annually and assess its implementation and effectiveness.

However the strategies and procedures identified in this policy will be reviewed continually and changes made if appropriate.

The policy will be promoted and implemented throughout the school.

This Policy was reviewed February 2021

Signed.....

Lee Morfitt (Chair of Governors)

Appendix 1

Disability Action Plan

Issue/ Area	Comments/ Action Required
General access to the Curriculum	<p>To regularly review classrooms to ensure that they are optimally organised for disabled pupils.</p> <p>To continue to encourage all pupils to take an active part in music, drama and physical activities.</p> <p>To ensure that staff recognise the requirement for and allow additional time that is required for some disabled children.</p> <p>To provide access to computer technology appropriate for students with disabilities.</p> <p>To continue to remove all barriers to learning and participation.</p> <p>To continue to make school visits accessible to all pupils irrespective of attainment or impairment.</p>
Behaviour and Exclusions	<p>To continue to differentiate and monitor the Behaviour Policy with reasonable adjustments for disabled pupils.</p>
Teaching and Learning	<p>To have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.(TDA Core standard C10).</p> <p>To make effective personalised provision for those they teach, including those who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.</p>
Curriculum – developing positive attitudes	<p>To promote disability equality and awareness through PSHE syllabus and school council.</p>
Data collection, monitoring and assessment	<p>To continue to track and analyse the performance of all children throughout the school, including those with disabilities.</p>
Are emergency and evacuation systems set up to inform ALL pupils	<p><i>Alarm systems require visual element for the hearing impaired.</i></p>
Engaging disabled pupils, staff, parents and local community	<p>To ensure that disabled pupils have a voice through the school council and that they are given positions of responsibility.</p> <p><i>To ensure that all forms etc are available in a range of formats.</i></p> <p><i>To identify providers of translation services.</i></p>
Employing, promoting and training disabled staff	<p>To continue to provide reasonable adjustments for disabled staff.</p>
Lunchtime or after school clubs and trips	<p>To ensure that all pupils, parents/carers or staff can participate in activities.</p>
Medical and personal care needs.	<p>To consult with disabled pupils and their parents to ensure the best possible care.</p>
Admissions, Transitions	<p>To continue to provide induction and timely support to pupils, parents and staff.</p> <p>To enquire at admission or transition if pupils have additional needs.</p>