

OUSEDALE SCHOOL

EQUALITY POLICY

- 1.0** This is the overarching Equality Policy for the school which applies to both staff and students. For more detail of how we ensure we meet the requirements of the Equalities Act please see individual policies, these are listed in section 11.
- 2.0** Ousedale School welcomes staff, students, parents, volunteers, applicants and governors from different ethnic groups and backgrounds
- 3.0** We recognise the benefit of having a diverse community of staff and students and developing a culture which promotes tolerance and understanding.
- 4.0** In exercising our function as a school we have due regard in all our policies and actions for the need to ensure we:
- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equalities Act;
 - advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
 - foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- 5.0** The relevant protected characteristics are:
- age;
 - disability;
 - gender reassignment;
 - pregnancy and maternity;
 - race;
 - religion or belief;
 - sex;
 - sexual orientation.

6.0 Ousedale School will not tolerate bullying or discrimination of any student or member of staff. Our personnel policies and behaviour policy for students ensures if this were to occur we have the processes to act on any complaint or findings.

7.0 Aims:

- communicate the commitment of the school to the promotion of equal opportunities;
- create and maintain an open and supportive environment which is free from discrimination;
- foster mutual tolerance and positive activities so everyone can feel valued;
- remove or overcome barriers for staff and students if they exist;
- ensure that there is no unlawful discrimination against any person on any ground listed under the Protective Characteristics above;
- make it clear , through our policies, that all discriminatory words, behaviour and images are treated as unacceptable;
- take reasonable steps to avoid putting disabled people at a substantial disadvantage making reasonable adjustment where possible, but within the overall requirement of a job in relation to staff or to enable a student to learn effectively.

8.0 The Public Sector Equality Duty

8.1 Specific Duties

8.2 Ousedale School will publish on its website equality objectives that will help the school to further the aims of the general duty, these will be updated every four years and the impact of them published at the end of a cycle.

8.3 Reasonable Adjustments

8.4 Ousedale School as an employer is under the same duties to make reasonable adjustments in relation to disability for its employees or potential employees as it is for its students. As such the school will make reasonable adjustments to arrangements or practices to alleviate disadvantage and will also take reasonable steps to provide any necessary auxiliary aids and services. Ousedale School will also consider alterations to physical features of the school where that is reasonable to avoid disadvantage caused by disability.

9.0 Responsibilities

9.1 The Governing Body has overall responsibility for the effective operation of the School's equality policy and ensuring compliance with the relevant statutory framework. The Governing Body delegates to the Headteacher the day-to-day responsibility for the operation of the policy.

9.2 The Senior Leadership Team (SLT) is responsible for ensuring appropriate arrangements are in place to monitor the performance of potentially disadvantaged students and to ensure the School promotes equality and diversity throughout the curriculum, but particularly in PSHE

- 9.3 The Personnel Manager and SLT will take responsibility for ensuring we treat staff fairly and in line with the Equality Policy through the implementation of our staff policies
- 9.4 In appointing new staff at least one member of the panel has gained a qualification on how to recruit staff, this is outlined more fully in our recruitment policy.

10.0 Review

- 10.1 The policy will be reviewed every 3 years. Key statistical information will be gathered to assess if we are meeting the aims of this policy. We gather data on students on a regular basis over the course of the year to assess whether certain groups of students require additional support and to identify if there is a significant difference in the achievement, attendance and behaviour of specific groups of students. Governors also receive an annual report from SLT.

- 11.0** This policy should be read in conjunction with:

Anti-Bullying Policy

Appraisal Policy

Behaviour Policy (incorporating Exclusions)

Careers Education Information, Advice and Guidance (CEIAG) Policy

Charging and Remissions Policy

Curriculum Policy

Data Protection Policy

Delegated Powers of the Governing Body Committees

Disability Access Plan

Disciplinary Policy

Educational Visits and Journeys Policy

Equal Opportunities Policy – Students

Exams Policy

Freedom of Information Act 2000 Publication Scheme

Grievance Policy

Lettings Policy

Managing Staff Attendance Policy

Managing underperformance Policy applicable to Headteachers

PSHE Policy

Recruitment and Selection of Staff Policy

Redundancy Policy

Sexual Violence and Sexual Harassment Between Students Policy

SEND Policy

Sex and relationship education policy

Teaching Staff Pay Policy

Reviewed by Personnel Committee 07/03/18

To Full Governing Body 18/04/18

Date of Next Review March 2021

Equality Objectives 2017- 2021

Objective	Average Measure Over 4 years
1. To reduce any significant difference in the achievement, attendance or behaviour of groups of students; gender and disability in particular	reduce the gap in each group by an average of at least 5%
2. To ensure students recognise the use of inappropriate derogatory language can affect the well- being of an individual student. The type of language relating in particular to the protected characteristics	Although already small, reduce by 50% the number of exclusions and sanctions given for inappropriate use of derogatory language
3. To raise the profile of the need to be tolerant and thoughtful to all students and staff, ensuring our words and deeds not to hurt others	Student and Staff questionnaires demonstrate it is rare for staff and students to fall below our expected standards towards others, less than 1%