

# Equality information and objectives

## Oak View Primary Academy



**Oak View Academy**  
Believe, Expect, Succeed

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### 1. Aims

Our school aims to meet its obligations under the public sector equality duty 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The equality link governor is Karen Cocker. They will:

- Meet with the designated member of staff for equality twice yearly, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

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, for example during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every Autumn term.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. 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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. supporting Muslim pupils who don't wish to take part in Christian religious events, supporting our Gypsy/Roma/Traveller families with short term travels for cultural/work reasons).
- 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 clubs, arrange alternative visits for SEND children with SEMH who are unable to access residential visits).

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year to the School Board showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information to the School Board.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

## 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, 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. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute (where possible during Covid-19).
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community where we can during the outbreak of Covid-19.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has 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 also work with parents to promote knowledge and understanding of different cultures.
- 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:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an **Equality Impact Assessment**) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8. Equality objectives

**Objective 1:** *Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the Finance, Premises and Personnel committee of the governing board.*

Why we have chosen this objective: to help us to identify whether this is an issue for the school.

To achieve this objective we plan to: Analyse our recruitment data during the Spring and first half of the Summer term.

Progress we are making towards this objective: Not Started

**Objective 2:** *To improve outcomes in phonics, reading, writing and maths for all children regardless of age, disability, gender, race, religion or belief, sex or sexual orientation.*

Why we have chosen this objective: Our results in 2019 were very low in phonics in Y1 and in reading and writing at the end of Key Stage 1 (Y2), our Writing, SPAG and Maths results were below national at the end of Key Stage 2 (Y6) in 2019. Our expected results in 2020 were higher in phonics in Y1.

To achieve this objective we plan to: work closely with the English hub to improve phonics and Early reading; work with an English consultant (Literacy Counts) to improve outcomes in Writing (KS1 and KS2); and improve our outcomes in maths through support from a member of our team who has recently achieved the Maths Professional Development Lead Qualification and the Excellent Teacher in Mathematics Qualification, alongside additional support from the Maths hub.

Progress we are making towards this objective: Regular monitoring shows that good progress is being made in the teaching of phonics. All staff are consistently teaching the Read to Write units and these are starting to have a positive impact on outcomes in reading and writing.

***Objective 3: To increase the opportunities for all children to meet people from a range of backgrounds including all of the protected characteristics.***

Why we have chosen this objective: our children have very little access to people from different groups and some tend to be discriminatory in their behaviour towards them.

To achieve this objective we plan to: have a range of visitors into school to widen the children's experiences, take them on visits out of school to places where they will see and meet people with some of the protected characteristics, teach about equality and diversity through our curriculum and through our local Winsford Education Partnership work and include diverse images and toys around school.

Progress we are making towards this objective: We have appointed two staff this year from different cultures and nationalities; we have plans in place to take Year 6 to Edinburgh to meet a much wider range of people; we are studying a range of religions through our RE curriculum and different cultures through our topics.

***Objective 4: To ensure that children with disabilities are able to access foundation subjects equally, alongside their peers where appropriate.***

Why we have chosen this objective: There are a small number of children with disabilities who find it difficult to access some activities in school. There are a large number of children with special educational needs who are taken out of class to receive additional interventions.

To achieve this objective we plan to: review how they access physical activities such as PE. Look at the timetabling of interventions carefully to ensure that children are not losing out on their access to the curriculum. Progress we are making towards this objective: Some interventions are very short; some rotate in terms of timing so that the same lesson is not missed each time.

***Objective 5: To ensure that children with Social, Emotional and Mental Health needs have their needs met and have access to the wider curriculum.***

Why we have chosen this objective: we have a significant number of children who have social, emotional and mental health needs.

To achieve this objective we plan to: carefully review the curriculum and support that is offered to the individual children. From September 2020, we plan to close Rowan class to allow the children to access the full curriculum alongside their peers or if unable to cope with the full school day, to access a range of foundation subjects through the use of a school chromebook to enable them to access the foundation subjects via Oak National Academy and Google Classroom.

Progress we are making towards this objective: There has been a reduction in fixed term exclusions but an increase in temporary part time timetables to meet individual children's needs. The children are accessing a range of curriculum activities including visits.

## **9. Monitoring arrangements**

The Headteacher will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by the Education Committee at least every 4 years.

This document will be approved by the Education Committee.

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

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Special Educational Needs Policy
- Recruitment statement