



# Equalities Policy

## Vision and Aims

Oasis Academy Putney fosters a secure and enjoyable environment which excites challenges and motivates each child, enabling them to reach their potential. We recognise that children learn most effectively through an enquiry based approach using first-hand experiences and this will be achieved through a broad and balanced curriculum with high quality teaching and learning opportunities.

The school provides a framework to support and guide children in their development of self-discipline and self-esteem. We encourage relationships which are based upon respect and responsibility for each other, both within the school and the wider community. We develop a partnership with parents in the all-round education of their children. This is provided in a well-resourced school that encourages creativity and co-operation and where individual efforts are valued and celebrated.

We provide an environment that enables children to lead a healthy lifestyle.

We provide a safe environment within school and for children to develop good social skills and the ability to look after themselves and others in the wider community.

We aim for all children to achieve their potential, whether in academic work, artistic work, sport or play.

We provide a happy environment that is caring and supportive to all with a broad and balanced curriculum with high quality teaching and learning experiences.

We encourage children to make a positive contribution to our school and the local community and to appreciate their place in the wider world.

## Aims of this Policy

This policy will set out the academy's approach to promoting equality, diversity and community cohesion. It will address the following areas as the key equalities strands: Race, Gender, Disability, Age, Faith and Sexual orientation.

The purpose of this policy is to ensure that in line with our academy aims all members of the academy and wider communities feel valued and respected. It supports our work to ensure the members of our community are offered opportunities to make maximum progress to achieve their potential and enable them to play a full part in the diverse society in which we live. The different perspectives in relation to gender, race, disability, age, religion, sexual orientation will be central to our success. This policy provides a framework for Putney's school community to meet the equality duties. This will guide the ways in which we aim to eliminate unlawful discrimination and harassment, promote equality of opportunity and promote good relations and positive attitudes between people of diverse backgrounds.

The policy will also ensure that Putney contributes to community cohesion through: promoting understanding and engagement between communities; encouraging all children and families to feel part of the wider community; understanding and responding to the needs and hopes of our communities and tackling discrimination; increasing life opportunities for all and ensuring teaching and the curriculum explores and addresses issues of diversity.

The principles in this policy will be delivered through all other policies in the school and will apply to all members of the school community, pupils, staff, academy councillors, parents and wider community members.

### Main Provisions within the Equality Act 2010 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 individuals by treating them less favourably because of their

Sex

Race

Disability

Religion or belief

Sexual orientation

Gender assignment

Pregnancy or maternity

Age

The Act introduces Positive Action

Students and individuals 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.

### The Equality Duty

The Equality Act 2010 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 include Academies) are required to have due regard to:

Eliminate discrimination, harassment and victimisation.

Promote equality of access and opportunity within our school and within our wider community.

Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

### Implementation of the Equality Act and Duty

Oasis academy Putney 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;

**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 policy under review on a continuing basis

All decision makers are 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 of opportunity

All parents are informed about our commitment to equality in the home school agreement and when appropriate in the school prospectus and on the school website

All members of the Academy Council are briefed about the Act and its provisions.

**By ensuring that the following policies are in operation and kept under review**

Student Policies	HR Policies	IT Policies
Sex Education SEND Teaching and Learning Complaints Behaviour Anti-Bullying Health and Safety Educational Visits Safeguarding Staff Code of Conduct Attendance Contact Confidentiality Drug PSHE	Equal Opportunities Allegation against a member of staff Recruitment Capability Grievance Procedures Staff discipline Staff Induction Staff Performance Management Staff Professional Development Whistleblowing Harassment at work Managing personal relationships at work	E Safety Social Media

**By ensuring that**

The Academy Leadership Team is aware of the Academy's current commitment to eliminating discrimination, advancing equality and fostering good relationships.

The Academy Leadership Team analyses the data and has analysed it in the light of attainment, progress, attendance, persistent absence and exclusion of all groups.

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

By being committed to overcoming inequality

Aim	Current good practice	Objective	Actions to be taken	Person responsible	Date to be completed by	Achievement
<p>To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them</p>	<p>Training is given as appropriate.</p>	<p>Staff training requirements identified Guest speakers, school nurse, link professionals, inset</p>	<p>Ongoing</p>	<p>SENCO</p>	<p>Ongoing</p>	<p>All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Give monitoring details</p>
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Specialist equipment is purchased under the guidance of OT and physiotherapist to support with current targets set out on care plans e.g. specialist seating and /or writing equipment. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils including access</p>	<p>To ensure children are accessing learning at their own target level through quality of teaching and interventions. To improve the ICT available to children with SEN/d To ensure appropriate resources are acquired in order to support children with disability to access the school.</p>	<p>Audit and CPD and continued liaison with specialists including SALT, OT, SENCO and specialist subject leaders. Ensure all targets from specialists are communicated with strategies to teachers and assistants. Purchase of replacement and new ICT resources to support children with disabilities. Inclusion team and subject leaders to ensure reasonable adjustment are made to support children with SEN/d through acquiring support materials including ICT.</p>	<p>SENCO</p>	<p>Ongoing</p>	<p>Children with disabilities to make appropriate progress for their ability level. All children accessing the curriculum and continuing to make progress.</p>

	to assistive technology					
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: ● Internal signage ● Large print resources Specialist hearing support equipment ● Pictorial or symbolic representations ● School information loops	Resources are created and acquired in order to ensure that communication is accessible to all. Communication in print is used throughout the school for symbol signage where necessary. Care plans and advice followed from specialist teachers for the deaf. Coloured paper used to support children with sight difficulties and for children with Dyslexia	Widget training continued to ensure confidence. CPD and monitoring of equipment.	SENCo and subject leaders Teachers Specialist Teachers	Summer 2027	All staff are confident in using Communication in Print around the school building as well as within classroom teaching and learning.  Care plan are plans are successful in supporting the needs of deaf pupils including use of the new hearing loop systems in shared areas
To ensure the culture, ethos and environment meets the needs of faith groups and those with specific health and / or special needs or disabilities	There is an inclusive approach towards the school community, but this can always be improved and we recognise this.	To continue with an inclusive school environment.	Review & design menus with caterer / Agents for change Implement routine classroom H&S auditing Systematic teaching of equality through PHSE Systematic teaching of the main world religions that include visiting or inviting visitors from that religion into our school. Implement and embed the 9 Habits Monitor and maintain effective H&S Practice	SENCo All staff	Ongoing	Increasing uptake of school meals 95%+ Parent Voice positive MST Monitoring reports Improved attendance towards 97% including increased for SEND Scrutiny evidence linked to I CARE Behaviour logs reducing Increase cultural and social capital experiences offered in school Pupil voice linked to safeguarding and the protective characteristics

## Policy review

We are required to set ourselves new objectives every four years. These objectives will be kept under review and progress towards achieving them will be reported annually.

Date: September 2023

Date for review: Summer 2027