



Equality Duty and Plan

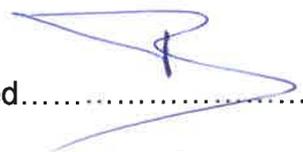
Reviewed: Spring 2018

Next Review: Spring 2021

Signed.....

Kate Stevens - Head Teacher

Date 

Signed.....

Governor

Date 

BACKGROUND INFORMATION

Social and Ethnic Mix: the majority of pupils come from socio-economically deprived backgrounds. The school population is predominantly white. Approximately 13% of pupils on roll are of ethnic minority.

Pupil Intake: Round Oak is a broad spectrum school. The school is now Broad Spectrum, with a mixture of pupils with severe/ moderate/ profound and multiple learning difficulties and also emotional and behavioural difficulties.

Age Range of Pupils: 11 - 19

Number of Statemented Pupils: 149

Number of students on FSM: 39

Number of LAC: 10

OUR AIM

Round Oak School acknowledges and celebrates its duty towards, pupils, staff, parents and carers, governors and members of the community. We welcome anyone regardless of their race, belief, sex or disabilities and strive to create a school community where everyone can flourish.

We are committed to providing a secure, caring and stimulating environment in which every person can achieve their potential and actively looks for and celebrates individual achievements.

This Duty recognises our aims to:

- Ensure that equality is embedded at our core, both as a school and as an employer.
- Foster good relations between those who share a protected characteristic and those who do not share it.
- Increase understanding between religious and ethnic groups and to celebrate and value all cultures in the community.
- Ensure students, staff and all visitors to Round Oak are treated with respect and receive equality of consideration and opportunity.
- To ensure our curriculum explores and celebrates diversity and helps students understand inequality and how to combat it.
- To remove or minimize disadvantages suffered by people that are connected to a particular characteristic they have.
- To advance equality of opportunity for all students and staff.
- To self-evaluate our effectiveness.

LEGAL OBLIGATIONS

We embrace our obligations under the Equality Act 2010. We understand our "General Duty" to ensure that anyone with a protected characteristic are not discriminated against and are entitled to equality of opportunity.

Under the act the following groups of people have a protected characteristic:

- Gender.
- Race.
- Disability.
- Religion or Belief.
- Sexual Orientation.
- Gender Reassignment.

- Pregnancy and Maternity.
- Age (for employees).
- Marriage and Civil Partnership.

The Equality Act defines four kinds of unlawful behaviour – direct discrimination; indirect discrimination; harassment and victimisation.

The Act requires us to:

- Eliminate discrimination and other conduct 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 do not share a protected characteristic and people who do not share it.

All decision makers at Round Oak are aware of the duty to have “due regard” when making a decision or taking action and will assess whether it will have particular implications for people with protected characteristics and the need to review these decisions.

We are required by the Act to:

- Publish information to demonstrate how we are complying with the General Duty.
- Prepare and publish equality objectives.

In order to fulfil this obligation and ensure our aims and obligations are being met Round Oak School will collect and analyse data from:

- Progression.
- Attendance.
- Exclusions.
- Reports of instances related to prejudice.
- Targets of Individual Education Plans.
- Access to opportunities in school and the wider community.

CORE STATEMENTS

In fulfilling our legal obligations we will be guided by seven core statements:

Statement 1: All learners are individuals and of equal value.

Statement 2: We strive to close attainment and achievement gaps.

Statement 3: We develop common values of citizenship based on mutual respect and acceptance.

Statement 4: We contribute to building good community relations.

Statement 5: We recognise, celebrate and value diversity.

Statement 6: We aim to reduce and remove existing inequalities and barriers.

Statement 7: We observe good equalities practice, including staff recruitment, retention and development.

RESPONSIBILITIES AND PROCEDURES

We understand that promoting Equality is the responsibility of everyone in the school community.

The Governors are responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equality Duty Plan is maintained and updated regularly;
- That procedures and strategies related to the plan are implemented;
- The named Equality and Diversity Governor will monitor, on behalf of the governing body, all incidents relating to discrimination and ensure that appropriate action is taken in relation to all said incidents.

The Head teacher and Senior Management are responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality and diversity;
- Overseeing the implementation of the Equality Duty Plan;
- Co-ordinating the activities related to equality and diversity;
- Ensuring that all who enter the school are aware of, and comply with, the Equality Duty Plan
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination against any persons because of their age, sexuality or religion, or beliefs;
- Supporting parents to become involved in their children's education;
- Considering and overcoming barriers to parents' involvement (i.e. work commitments, non-resident parents, and lone parents);
- Ensuring there is fair access to services and opportunities;
- Ensure that a number of assembly themes centre on equality and diversity;
- Considering timings school community events so as not to deny particular groups the opportunity to take part (i.e. residential trips during Ramadan or Parent's Evening on Fridays during Jewish worship times).

Curriculum Co-Ordinators are responsible for:

- Supporting the Leadership team with above;
- Ensuring their subject policy reflects and promotes the schools aims in the schemes of work and resources available.

Class Teams are responsible for:

- Upholding the commitment of the school made to pupils, and parents/carers on how they will be treated;
- Delivering an inclusive curriculum;
- Providing an environment in the classroom where all pupils can achieve their potential;
- Considering dates of religious festivals when planning school trips.

Administrative Staff are responsible for:

- Delivering a fair and equitable service to all stakeholders;
- Support colleagues within the school community.

All Staff are responsible for:

- Being aware of and complying with the Equality Duty;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, or other equality issues;
- Understanding, valuing and celebrating diversity;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority;

- Ensuring their behaviour and attitudes reflects our commitment to equality at all times.

All Parents/Carers are responsible for:

- Their children's education;
- Being aware of, and complying with, the Equality Duty;
- Positively influencing their children's expectations about education as well as their attitudes and behaviour towards other pupils, staff and senior management including the governors ;
- Understanding the ethos of the school and becoming involved in school life (i.e. open days, extended services, parents' councils, informal discussions with staff, parent evenings);
- Taking an active part in identifying barriers to equality for the school and informing the Leadership Team of these.

All Pupils are responsible for:

- Being aware of and complying with the Equality Duty;
- Not discriminating on grounds of race, sexual orientation, religion, belief or non-belief, gender; or other equality issues;
- Reporting any racist incident or act of discrimination in which they were directly or indirectly involved either in or out of school;
- Understanding, valuing and celebrating diversity;
- Challenging stereotypes, and prejudices;
- Treating others as their equals.

POSITIVE ACTION

The leadership team recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the school. The leadership team and Governors will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. This is designed to encourage or facilitate the employment or training of minority or disadvantaged groups.

The Governing Body will not discriminate in favour of individuals from specific groups (positive discrimination), but it will take positive action which enables members of those groups to compete on an equal basis. Positive action measures may include:

- Encouraging applications from specific groups which are under-represented in the School;
- Encouraging people with disabilities to apply for posts;
- Advertisements which encourage applications from individuals of a particular sexual orientation, or religion or belief, but make it clear that selection will be on merit;
- promoting the use of job shares and flexible working where operational factors make this possible;
- Language/literacy training;
- Supporting training measure for under-represented groups;
- Assistance with applications for candidates with language problems;
- Commitments to interviewing disabled people who meet the basic criteria for the post;
- Encouraging staff to become representatives of trade unions/associations.

ADDRESSING PREJUDICE RELATED INSTANCES

Harassment has the effect of destroying dignity and undermining the confidence of individuals. We understand this can affect pupil and staff performance and attainment. It can take many forms including physical contact, bullying, threatening or ignoring someone. It can be a series of offensive remarks or a single incident. It can be behaviour that someone find offensive even if not directed at them or harassment because of perception or association.

We are strongly opposed to any form of prejudice and strive to build a school community that celebrates diversity and is aware of the negative impact prejudice has.

We will support anyone who has concerns about prejudice and will report any related instances to the Local Authority.

LINKS WITH OTHER POLICIES AND PLANS

This accessibility plan is linked to the following policies and documents:

- Health and safety policy.
- Attendance Policy.
- Equality information and objectives (public sector equality duty) statement for publication.
- Anti-Bullying Policy.
- Special educational needs (SEN) information report.
- Disability Action Plan.
- Supporting pupils with medical conditions policy.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To promote and raise awareness of the School's Equality Scheme with all stakeholders.	To discuss equality at staff, governing body and induction meetings.	To promote the equality scheme on the school website.	To publish School Equality duty on Website.	Head	March 2018	Duty on website and updated alongside policy.
	Ensuring equality is considered when delivering the curriculum.	To ensure that the school's equality aims and statements are included in school's policies and key documents where applicable.		SLT	Ongoing	Policies reviewed and updated and changes communicated with all relevant stakeholders.
		To appoint a named Equality and Diversity Governor.		Governors	May 2018	Appointed governor in place.
To raise awareness of diversity of faiths and cultures through a rich range of experiences both in and beyond the school.	Assemblies and Curriculum celebrate many faiths and cultures.	Visits to a wider range of places of worship. Invitations to faith groups to visit the school.	SLT to incorporate visits into assemblies.	SLT	Ongoing	Increased participation from the local community.
			Class teams.	Class Teams	Ongoing	Positive role models and increased understanding of different cultures.
To continually reassess the suitability of the buildings and	Disability action plan in place.	To continue to strive to make the school accessible and tackle potential barriers	To follow recommendations of plan and review regularly.	SLT	Ongoing	

facilities connected to the school to allow accessibility for all.		before they arise.				
To ensure all pupils have equal access to opportunities and facilities.	<p>All pupils have a Pupil Passport which ensures any potential barriers to learning are considered and minimized.</p> <p>Admissions team in place to assess needs of individuals before they join the school to minimize disadvantages from the start.</p>	To ensure the participation of Parents/Carers, Staff, Pupils and other associated parties in regular meetings to review and update Pupil Passports.	Annual meetings for all parties to discuss all aspects of inclusion for the pupil.	SLT	Ongoing	Continued pupil participation all aspects of the school community.