



THE GENERAL EQUALITY DUTY STATEMENT & PLAN 2020-21

Oasis Academy Aspinal is pleased to publish its annual single equality plan. In developing this plan, we have been able to identify and record the progress we have made towards achieving equality and tackling discrimination to come to a better understanding of the challenges still to be addressed. We will ensure that this single equality plan is effectively implemented and scrutinised so that we meet the obligations placed upon us by the equality duty. Promoting the priorities identified within our single equality plan will be a continuous process. The three aims of the general equality duty are as follows:

1. To eliminate unlawful discrimination, harassment and victimisation, by tackling prejudice and promoting understanding.
2. To advance equality of opportunity between people who share a protected characteristic and those who do not by:
 - Removing or minimising disadvantage suffered by people due to their protected characteristic.
 - Take steps to meet the needs of people with certain protected characteristics where these are different to the needs of other people, including taking steps to take account of disabled people's disabilities.
 - Encourage people with certain protected characteristics to participate in public life or in other activities where their proportion is disproportionately low.
3. Foster good relationships between people who share a protected characteristic and those who do not.

Compliance with the general equality duty may involve treating some people more favourably than others. The 9 protected characteristics are as follows: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Governors and staff of Oasis Academy Aspinal understand that compliance with the general equality duty is a legal obligation that will better inform decision making and policy development. They further recognise that achieving the three aims stated will ensure Oasis Academy Aspinal can successfully meet the needs of our diverse population of students, draw on the talents of a diverse local community to ensure our staff and governors better represent the wider community that we serve.

Oasis Academy Aspinal has considered how well we currently achieve the aims of this duty about the protected equality groups. Using information that we have gathered we have decided upon our equality objectives. Our plans to meet these objectives will be monitored annually.

In compiling equality information, we have:

- Reviewed the academy's equality data, policies and practice and identified any gaps.
- Examined how our academy engages with the protected groups, identifying where practice can be improved.

In line with legislative requirements, we will review progress against our equalities plan annually, evaluating on a four-year cycle.

The roles and responsibilities related to the plan are outlined below:

OCL Professional governance, as a whole, is responsible for:

- Making sure the academy complies with the relevant equality legislation
- Monitoring progress towards the equality objectives and reporting through.

The Principal will:

- Implement the academy's stated equality objectives and ensure that access plans are written, and that they are readily available to academy councillors, staff, pupils and parents.
- Ensure all staff know their responsibilities and receive training and support in carrying these out.
- Take appropriate action in cases of harassment and discrimination, including prejudice related incidents.
- Enable reasonable adjustments to be made in relation to disability regarding students, staff, parents/carers and visitors to the academy.

All staff within the Academy will:

- Advance equality in their work.
- Foster good relationships between groups and tackle any prejudice related incidents.
- Can recognise and tackle bias and stereotyping.
- Take up training and learning opportunities.

All Students in the Academy will

- Follow the relevant policies and procedures.
- Engage with the PHSE curriculum in relation to improving equality.
- Report any incidents of bullying, harassment or prejudice related incidents (visitors and contractors are also responsible for following relevant Academy policies).



Objective 1. To eliminate unlawful discrimination, harassment and victimisation by tackling prejudice and promoting understanding.						
Actions	Success Criteria	Persons Responsible	Resources/ Cost	Monitoring/ outcomes	Progress made	Further Actions/ Updates
Review Anti-bullying policy to ensure that racist, sexist, homophobic and transphobic incidents are recorded and managed.	<p>Tags available on CPOMS to record SH&T incidents.</p> <p>Review Stonewall training.</p>	MF, SH, CC				
Tackle bias and stereotyping of race and sexuality through considered use of resources, displays and texts.	Review class texts in author read to include BAME authors and stories, and texts recommended by Stonewall.	SH				
Review the Curriculum to ensure that subjects reflect a balance in cultural perspectives, and are representative of the diverse community in the school.	<p>Curriculum mapping to identify significant women, LGBT and BAME representatives.</p> <p>Parents engaged in SRE workshop and policy development.</p>	SH				
Ensure that staff have appropriate training and information to implement the equality policy effectively.	Continue to implement the Stonewall training and action plan. Staff have increased confidence when challenging the use of racist/sexist vocabulary.	SH				
Review the cycle of Ethos assemblies to cover significant BAME /multifaith events in the year eg Holocaust Memorial Day, Martin Luther King Day.	<p>Assembly cycle linked to PSHE in the curriculum.</p> <p>Annual faith celebrations and remembrance days identified.</p>	SH				



<p>Continue to promote understanding of good mental health through ACES training for all staff, and the appointment of Mental Health Champions in school.</p>	<p>Mental Health Champion to hold regular drop-in opportunities for pupils and staff.</p> <p>PSHE slots identified on class timetables to allow for delivery of PSHE curriculum and Circle Time.</p>	<p>MF, SH</p>				
<p>Raise awareness of the needs of BAME groups in school eg. Supportive arrangements in place for Eid and Ramadan, Clear systems for communicating dietary requirements Options for alternative routines for PE/Swimming.</p>	<p>Policy and procedure in place for pupils who are fasting. Pictures in canteen of pupils who have specific dietary requirements. Parental engagement to further understand faith implications of day to day routines.</p>	<p>SH</p>				



Objective 2. To advance equality of opportunity between people who share a protected characteristic, and those who don't.						
Actions	Success Criteria	Persons Responsible	Resources/ Cost	Monitoring/ outcomes	Progress made	Further Actions/ Updates
Ensure that a robust system of timely interventions are in place to address gaps in learning.	Wellcomm used consistently and efficiently. FFT used consistently and efficiently. Communication In Print used to support EAL learners.	AS, RH				
Remove or minimise disadvantage suffered by people due to their protected characteristic.	Early assessment of EAL learners on entry to school.	CLASS TEACHERS				
To take steps to meet the needs of people with certain protected characteristics including taking steps to take account of people's disabilities	ILP's in place for SEN pupils.- see SEN plan	MF				
Encourage people with protected characteristics to participate in public life.	Invite parents from a cross section of the community to take part in parent workshops and family events – specifically inviting participation from families who are under-represented.	SH				



Target the 20 most vulnerable families when offering additional opportunities.	Monitor attendance at After School clubs to ensure that 42% or more are from families eligible for FSM.	SH				
Targeted use of PP funding.	See PP Action Plan	AS				

Objective 3: Foster good relationships between people who share a protected characteristic and those who do not.						
Actions	Success Criteria	Persons Responsible	Resources/ Cost	Monitoring/ outcomes	Progress made	Further Actions/ Updates
To continue to offer a package to support new arrivals.	Children new to the school settle quickly into routines, have buddies to support them, and books/coat pegs ready. Parents feel well informed an welcome. Class welcome packs updated regularly on website, and printed off for parents without internet.	MF				