STUDENT EQUALITY, DIVERSITY & INCLUSION POLICY

CONTENTS

At a glance

Oasis' commitment to inclusion, equality and diversity is deeply rooted and firmly held.

This is a clear operationalising of Oasis' theology as a Christ-centred organisation and is also at the core of the Oasis vision and mission and ethos.

We describe our ethos through a particular set of values that inform and provide the lens on everything we do.

- **A passion to include.**
- **A desire to treat people equally respecting differences.**
- **A commitment to healthy, open relationships.**
- **A deep sense of hope that things can change and be transformed.**
- **A sense of perseverance to keep going for the long haul.**

It is these ethos values that we want to be known for and live by. It is these ethos values that also shape our policies. They are the organisational values we aspire to. We are committed to a model of inclusion, equality, healthy relationships, hope, and perseverance throughout all the aspects of the life and culture of every Oasis Hub and community.

Checklist

- ❑ We will ensure that our approach to equality, diversity and inclusion (EDI) is in line with the Oasis ethos and values of inclusion, equality, healthy relationships, hope, and perseverance.
- ❑ We will follow the way of the Oasis 9 Habits in the enacting all aspects of this policy.
- ❑ We will treat all pupils equally.
- ❑ We will celebrate diversity and strive to give children the confidence to be themselves and be included in all aspects of academy life.
- ❑ We will seek to remove the barriers that stop some pupils from feeling safe and content in each of our academies.
- ❑ We will support and work with families and the community to promote a positive and healthy acceptance of EDI.
- ❑ We will ensure that the Oasis curriculum, in all phases, reflects the Oasis ethos and values of promoting equality, celebrating diversity and inclusion.
- ❑ We will ensure that there are pupil networks in place to enable children to share, to discuss and also to suggest further improvements to our approach in academies to EDI.

- ❑ We will use our data tracking system to record incidents of discriminatory behaviour. We will analyse these events. Any emerging patterns will give colleagues a clear focus for staff CPD and pupil guidance through effective curriculum design.
- ❑ We will use the framework for inclusion as outlined in The Oasis Way for inclusive practice to support our implementation of behaviour and pastoral care and SEND policies.
- ❑ We will use our principles of practice to guide our actions when implementing the EDI policy: relational culture, reflective practice and The 9 Habits.
- ❑ We will ensure that the Oasis approach to EDI is in line with the 2010 Equality Act and the 2014 DfE guidelines: "Equality Act 2010 in schools".

In brief

This policy gives clear guidance about the Trust's approaches to promoting equality, diversity and inclusion amongst the children in our academies.

Protected characteristics

The 2010 Equality Act introduced the term 'protected characteristic'. It is unlawful for an Academy to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex;
- race;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment; or
- pregnancy or maternity.

Unlawful behaviour

The Equality Act 2010 defines four kinds of unlawful behaviour

- direct discrimination;
- indirect discrimination;
- harassment; and
- victimisation.

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.

Indirect discrimination occurs when a "provision, criterion or practice" is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

Harassment has a specific legal definition in the Act - it is "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person".

Victimisation (including hate crime) occurs when a person is treated less favourably than they otherwise would have been because of something they have done ("a protected act") in connection with the Act.

Curriculum

The Oasis curriculum is based on the three Cs: character, competence and community. Underpinning the Oasis curriculum are the following statements celebrating equality diversity and inclusion: (see Trust curriculum statement of intent)

- Our children live in world where they accept themselves and others as individuals.
- Our children live in a world where they need a network of positive, healthy relationships and a network of support to thrive and excel.
- All our children will feel safe.

We want our children and young people to understand the value and power of inclusion, be able to welcome and include others, be other-centred and celebrate difference.

Inclusion is at the heart of everything we do and is an essential part of the Oasis ethos, which is reflected in our curriculum design and delivery. As demonstrated by our circle of inclusion, we believe that inclusion is for all and we take every opportunity to promote equality, diversity and inclusion.

Our curriculum is ambitious and is based on the latest research into how the brain and memory work, and this is adapted by teachers across the Trust so that it can be accessed by all children and young people (including those with Special Educational Needs and Disabilities) and is challenging for all (including the most able and high prior attainers).

School leaders take responsibility to contextualise the curriculum to reflect the local context including heritage and experience of our communities. We are champions for inclusion, which teaches us to seek to understand and value all.

We promote the importance of maintaining a healthy mind and body by focusing on important issues such as the development of spirituality, mental health, anti-bullying,

healthy eating and the importance of regular physical exercise on overall well-being and provide and signpost high quality support for children and young people in these areas and develop their understanding of self-care.

Through our metacognitive approach to character development focusing on the 9 Habits we aim to enable pupils to develop this understanding at a deep level and know how to self-improve or seek additional support if necessary.

Our approach to e-safety means we ensure communicating effectively and relating appropriately to others online is explicitly covered.

The Oasis Way for Inclusive Practice

The Oasis Way for Inclusive Practice outlines our framework for behaviour and pastoral care, SEND and personal development. The Oasis Way is enacted through our three principles of practice: relational culture, reflective practice and the 9 Habits.

The Oasis Way aspires to redress inequality through a **transformational approach** that **rewrites the story** of what **a truly inclusive education** should look like in the 21st century. We seek to provide a **trauma-responsive education system** that takes a different approach – and is based on the 4 S's of seen - safe - soothe – secure.

The Oasis Way **rewrites the story for our communities** by:

- Actively **building a sense of belonging** for each child so that they **feel secure** in their place within the academy community.
- Prioritising the development of **strong relationships** with safe, trusted adults, underpinned by **compassion** and a **belief** in each child's capacity to thrive.
- Proactively teaching children the **social and emotional skills** they require to self-regulate, build resilience and develop outstanding character.
- Meeting children where they are at, providing **reasonable adaptations** to the curriculum and supportive interventions to empower them to **make progress academically, socially and emotionally.**
- Taking a **holistic**, **child-centred** and **strengths-based approach** to supporting children with additional needs.
- **Empowering** children and their families to **use their voices** to contribute to the development of a flourishing academy culture.
- Supporting children to map their own **pathways to the future**, so they are given real choices in their lives.

The Oasis Way provides a framework for behaviour and pastoral care that centres intentional relationship building and a trauma-responsive ethos. Academies make use of toolkits to support the development of a relational culture and ethos that ensures belonging is built for every child, including those who are disadvantaged and have SEND.

We support colleagues in academies to develop the skills required to understand how to respond to children's emotions as effective co-regulators, and restorative processes to repair the harms caused when relationships are damaged. We take a team around the child approach to working together to ensure that the voices of children, families and external professionals are honoured in finding the right support and interventions to meet the needs of every child, so that exclusion remains a last resort.

The Oasis Way also provides a framework for Special Educational Needs and Disabilities that enacts a child-centred model and celebrates difference as an asset. Academies make use of toolkits to support the development of a clear graduated approach that ensures that SEND is a whole-school priority, so that all staff know the strengths and development areas of every child with additional needs, and how to meet these in their work. We focus strongly on Wave 1 Quality First Teaching to ensure that the progress and inclusion of children with SEND is prioritised in the planning and delivery of every lesson, every day, and ensure that each academy's SEND offer provides an appropriate and data-responsive range of interventions at Wave 2 and Wave 3 so that all children are given the support they need to succeed.

Assemblies

Assemblies should be of a broadly Christian nature, but leaders should ensure that students are aware of a range of other faiths. Academies will not be acting unlawfully if they do not provide an equivalent act of worship for other faiths.

Acts of worship should be inclusive and promote diversity and equality. Academies are also free to celebrate religious festivals and should not be seen to be discriminating against students of other faiths if, for example, they put on a nativity play at Christmas or hold a celebration to mark other religious festivals such as Diwali, Eid, Hanukkah or Kwuanzaa. See Oasis Collective Worship Policy (on the Policy Portal via SharePoint).

Uniform

Students should wear the academy uniform that has the aim of:

- Promoting a sense of pride within the academy.

- Engenders a feeling of community and belonging.
- Ensures students feel equal to their peers in terms of appearance.

To support inclusivity and equality amongst students, academy uniforms (including PE sports uniforms) should be explicitly gender neutral. For example, ensuring all students regardless of sex or gender can wear trousers as part of the academy uniform.

In cases of disability or need where uniform may cause harm or distress; student centred discussions should take place with the student, parent/carer and the academy to decide a version of the uniform that will take into consideration: pride, community, happiness, belonging and equality amongst their peers and meet the child's specific sensory needs.

The same approach should be undertaken where the pupil and/or parents raises religious issues that may impact on compliance with the academy uniform. There is no presumption that all requests can be accommodated, and it will be for academy Principals to justify why changes to the uniform policy cannot be made. Current Trust policy is as follows:

- Hijab's are accepted in an agreed school colour, but the full covering of a face is not permitted.
- Turbans or patka are accepted, but again in an agreed school colour.
- A Kirpan or sgean dubh are not allowed and can be replaced with a replica.

Student leadership titles

Academies must not use gendered pronouns when discussing student leadership positions within the academy. Student leadership positions within academies must have titles that are inclusive for all students from any background. Inclusive leadership titles could include:
- Head prefects/deputy prefects.
- Chair/Vice-Chair (of a student panel).
- Captain/Vice Captain (of a class or a student panel).
- Class/student president.

Single sex classes

OCL Academies should generally avoid separating pupils by reference to their protected characteristics such as race, sex or faith. However, it is not necessarily unlawful to have some single sex classes or lessons in a mixed academy, provided that this does not give students in such classes an unfair advantage or disadvantage

when compared to students of the other sex in other classes. The definition of what is lawful, for academy leaders, is set out below:

> *"If pupils are separated by sex (or by reference to any other protected characteristic) in specific classes, assemblies and/or for any extra-curricular activities, academy leaders and governors will be expected to justify to Ofsted and other inspectors, parents and the wider community the reasons for the separation. Where a statutory exception is relied upon, they will be expected to demonstrate that they have considered and documented why the exception applies. Outside the specific statutory exceptions, they should be in a position to demonstrate that separation does not give rise to any detriment because its effect is negligible."*
> *Gender separation in mixed schools: June 2018*

Single sex sport and PE

Sports and Physical Education is a key aspect of the national curriculum and the physical and mental well-being of young people. Physical Education develops pupil's competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.

The Equality Act forbids discrimination in access to benefits, facilities and services. However, the Act does contain an exception which permits single sex sports. It applies to participation in any sport or game, or other activity of a competitive nature, where the physical strength, stamina or physique of the average woman (or girl) would put her at a disadvantage in competition with the average man (or boy). But while this exception might permit a mixed academy to have a boy's only football team, the academy would still have to allow girls equal opportunities to participate in comparable sporting activities.

A pupil in transition has the same right to physical education as other young people, there should be reasonably few, if any, issues regarding participation within the sports usually associated with their identified gender choice.

Recognition should be given to the possibility of hormone-blockers, whether prescribed under the relevant court order or under parental consent, leading to lack of energy. This should be considered during PE lessons and reflected in any academic progress report.

Under section 195 of the Equalities Act; sports, games, or other activity of a competitive nature in circumstances where the physical strength, stamina, or physique of the average girl (or boy) would put her (or him) at a disadvantage in competition with the average boy (or girl) are exempt from Equality Act consideration. Therefore, it is possible to have unisex sports within the academy but

consideration on a 1:1 basis should be given as to whether a transgender student could participate. E.g., a person born as a girl, but now identifies as a boy, with a passion and skill at football could play in a boys' team despite the exemption rule.

If a pupil is binding their chest, they should be monitored carefully during particularly physical activities and in hot weather. There is a chance that the binding could cause discomfort or even impair breathing. Short breaks from activity could be offered discretely.

Bullying

Bullying or discriminatory events of any kind are unacceptable in our academies, whether it is on-site or in off-site activities. If bullying or harassment does occur, all students should be able to tell a member of staff and know that incidents will be dealt with promptly and effectively.

The Trust approach to anti-bullying is outlined in our Anti-Bullying policy.

Teaching and learning

Identifying groups of vulnerable children

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students or groups of students. This means that equality of opportunity must be a reality for all our students. We make this a reality through the attention we pay to the different individuals and groups of students within our academy.

Providing equality of learning opportunities

In line with our Trust Statement of Curriculum intent we aim to give all students the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of students to ensure that all students are achieving as well as they can. We also make ongoing assessments of each student's progress. Assessment opportunities are built into every subject in the Oasis curriculum.

Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their students.

We adapt the Oasis curriculum resources to make them accessible for all children. We use a range of catch-up strategies to ensure that children keep up with their peers.

The Trust monitors exclusions, attendance and destinations in KS4 by academy, cohort, group and subgroup. Trends are regularly shared with Trustees, Trust leaders and Principals to ensure that there is equality of opportunity and inclusion for all groups of students. If trends are identified Academy leaders will present their actions to reduce inequality through their LOP or through their published Equality Objectives.

We monitor all situations where a student is removed from the academy's roll so that there are clear reasons and a destination when a student leaves an OCL academy. Only the academy Principal can agree to a student being removed from the academy roll. Leaders will meet with the parents and discuss the pros and cons of home education, however, we cannot currently refuse this parental right.

Taking into account different teaching and learning styles

Teaching staff are sensitive to the needs of each learner and incorporate this into their teaching and care. We seek to promote inclusion through our relational approach to teaching and learning.

Effective use of Pupil Premium funding

It is crucial that Principals and those responsible for Governance ensure that there is clear impact from the use of Pupil Premium funding to ensure that there is equality in outcomes for all groups of students. The funding must break down barriers to learning for those students identified as disadvantaged, so that their achievement matches that of all students nationally. Principals use the agreed template to assist with the evaluation of the impact of fund as well as to plan for the forthcoming year.

Extra-curricular provision and trips

Trips and extra-curricular provision, including after school clubs, concerts, workshops, trips etc. are a valuable part of academy provision that can develop and promote individual strengths. Whole academy planning can include providing activities to celebrate diversity and meet the needs of different groups within the academy. Individual planning may include making provision to meet individual needs

Student voice

Canvassing the views of students is an important, useful strategy to secure feedback from students who may be vulnerable and in danger of not being included. Feedback from surveys or target groups will provide foci for improvement or review. As a minimum student voice should be used twice a year.

Looked after children

Academy leaders should designate a member of staff (the designated teacher) as having the responsibility to promote the educational achievement of looked-after children, including those aged between 16 and 18 who are registered students at the academy. The designated teacher must undertake appropriate training.

The DfE guidance outlines the role of the designated teacher in its policy: "The designated teacher for looked after and previously looked-after children" (2018)

Each local authority will have a Virtual School Head for Looked After Children to provide more strategic support or advice and information for both the child and the academy.

All looked-after children must have a care plan. The care plan must also include a health plan and a PEP. The PEP is a record of the child's education and training. It should describe what needs to happen for a looked-after child to help them fulfil their potential. It will generally be a local authority responsibility to initiate the PEP, but a joint approach between local authority and academy will be required to ensure it remains updated and relevant to the student.

Looked-After children should have the same opportunities to create mementos of class milestones/plays/nativity etc., and so the academy should produce individual portrait pictures if the allocated social worker or carer is not able to do so.

Working with parents and carers

The academy aims to work in partnership with parents and carers using a range of approaches, instilling confidence that the academy will listen and act appropriately.

Alternative provision

Alternative provision (AP) may be considered to support a student's learning, progress, behaviour and/or welfare as a support structure to reintegrate a child back into mainstream provision. Our alternative provision guidance should be read alongside this document.

Behaviour / Suspensions

The Oasis Way supports all academies to develop a graduated approach to respond to children's individual needs. An academy wide awareness of the external factors that can lead to dysregulation is important. Relationship between adults and children are key to the success of our approach to inclusion. Academies make use of the

framework to develop responsive, proactive intervention that reduce the risk of suspension for all student groups, including disadvantaged and SEND.

Leaders will use a range of proven relational and restorative strategies to provide appropriate levels of support and challenge for students who are struggling to manage their behaviour and regulation in line with the school's rules and expectations. Where children have identified additional needs, reasonable adjustments will be made to the behaviour policy to support the student to be successful.

We recognise the rights of all students to experience physical and emotional safety at school. OCL academies will only consider the use of suspension as a last resort (see OCL Exclusions Policy).

Oasis Community Partnerships (OCP)

The best way to build inclusion is to build communities – where people of diversity come together to celebrate and learn and grow.

Where Oasis has developed Hub partnerships with the aim of reducing inequality so that students have the very best opportunities to become effective members of each of our communities. We are aware that some of our communities – despite bursting with potential – are so often characterised by inadequate and disjointed services, social isolation and a sense of disempowerment. For this reason, Oasis works in and with communities to develop a 'community hub' model, which is based around the following principles:

- High quality and integrated services (youth and children's work, community empowerment, education and housing).
- Local leadership and empowerment.
- A focus on the formation of character and spirituality.

Our Hub work focuses on six areas:
- adult education;
- youth and children's work;
- community empowerment;
- advice and support services;
- health and wellbeing; and
- personal and spiritual formation.

Best Practice, highlighting the work of the Hubs across the Trust, is shared by Oasis Community Partnerships through documents such as their Annual Impact Report.

Responsibilities

We are all responsible for treating children equally, celebrating diversity and removing the barriers that stop pupils from feeling safe and content in each of our academies.

Trust leaders and principals must ensure that the Oasis approach to EDI is in line with the 2010 equality act as a minimum, remembering always that the Oasis commitment to inclusion, equality and diversity is rooted incredibly deeply in the identity of the organisation.

The Strategy and Innovation team will ensure that curriculum resources reflect the EDI policy and promote inclusion. Principals and senior leaders in academies will need to ensure that resources are adapted to meet the precise and varying needs of the children in each community.

Academy leadership teams will need to ensure that pupils are given the support that they need including support networks.

The data team will analyse discriminatory events and prepare reports for Trust leaders and Trustees accordingly.

Training requirements

It is important for all staff to have a clear understanding of why we are committed to inclusion - a value that we want to be known for and live by.

Academies must ensure that those colleagues with responsibility for Inclusion undertake regular training. The Trust has primary and secondary national leads for student inclusion who develop CPD for inclusion with the support of the Learning and Development team. CPD can be accessed through the Learning Development Zone on SharePoint. EDI training and staff networks are available for training and support.

Statutory requirements

The Equality Act 2010 details some key equality provisions for the delivery of education and a duty for public bodies, such as OCL, to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relationships between different groups (Public sector Equality Duty). There are three key elements:

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

The Act also introduced the need for schools to make *reasonable adjustments* for disabled students.

Equality objectives

Academies have specific equality duties. These are:
   (a) to publish information to demonstrate how they are complying with the Public Sector Equality Duty; and
   (b) to prepare and publish equality objectives (see Appendix 2) updated at least once every four years.

Accessibility plans

Our academies will each publish and review accessibility plans. We are committed to meeting the needs of these students as we are to meeting the needs of all groups of students within our Trust. Under the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that these students are not placed at a substantial disadvantage compared to non-disabled students i.e. making reasonable adjustments. For further support please see Appendix 1.

RACI Matrix

"R" for anyone who is "Responsible" for a task listed in the policy, an "A" for anyone who is "Accountable", a "C" for anyone who must be "Consulted" under the policy and "I" for anyone who must be "Informed" about aspects of the policy. Delete and columns that are not needed.

Policy Element		Leadership			Academy				Team	
	Board	OCL CEO	OCL CEDO	Regional Director	Academy Principal	Academy Leadership Team	SENCO inclusion Lead		Strategy and Innovation Team	Data team
We will ensure that our approach to equality, diversity and inclusion (EDI) is in line with the Oasis ethos and values of inclusion, equality, healthy relationships, hope, and perseverance	I	R	R	R	R	R	R			
We will treat all pupils equally	I	R	R	R	R	R	R			
We will celebrate diversity and strive to give children the confidence to be themselves and be included in all aspects of academy life	I	R	R	R	R	R	R			
We will seek to remove the barriers that stop some pupils from feeling safe and content in each of our academies	I	R	R	R	R	R	R			

Statement										
We will support and work with families and the community to promote a positive and healthy acceptance of EDI	I	I	I	I	R	R	R			
We will ensure that the Oasis curriculum, in all phases, reflects the Oasis ethos and values of promoting equality, celebrating diversity and inclusion	I	I	I	I	R	R	R	R	R	
We will ensure that there are pupil networks in place to enable children to share, to discuss and also to suggest further improvements to our approach in academies to EDI	I	I	I	R	R	R	R	R		
We will use our data tracking system to record incidents of discriminatory behaviour. We will analyse these events. Any emerging patterns will give colleagues a clear focus for staff CPD and pupil guidance through effective curriculum design	I	I	I	R	R	R	R	R		R
We will ensure that the Oasis approach to EDI is in line with the 2010 Equality Act and the 2014 DfE guidelines: "Equality Act 2010 in schools"	R	R	R	R	R	R	R	R	R	

APPENDIX 1 Accessibility Plans

Legal Background

Under the Equality Act 2010 all Academies must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against students because of protected characteristics including sex, race, disability, religion or belief and sexual orientation'.

This plan has been developed in conjunction with students, parents, staff and the Regional Director and will advise other Academy planning documents. The plan will be reviewed by the Academy and monitored by the Regional Director.

The Monitoring and Standards Team will look at policy in to practice: how does the Accessibility Plan impact on the curriculum and classroom practice? How is the SENCO overseeing the implementation of the plan?

This Accessibility Plan sets out the proposals to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

1. Increasing the extent to which disabled students can participate in the Academy curriculum; which includes teaching and learning and the wider curriculum of the Academy, such as participation in after school clubs, leisure and cultural activities or Academy visits.
2. Improving the environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services.
3. Improving the delivery to disabled students of information, which is provided in writing for students who are not disabled.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability						
Improve and maintain access to the physical environment						
Improve the delivery of written information to students						

Student Equality, Diversity and Inclusion Policy
V2.2
Chris Chamberlain / February 2025

APPENDIX 2 Equality Objectives

Example of Academy Equalities Analysis

Step 1 Get a group together

Bring together a group of people to work through the equality analysis process.

Step 2 Gather up your existing information

Collect together the information you already hold that relates to equalities. This can include data from the following (where applicable to your setting):

- Management information system (MIS)
- Local community profile
- Setting population
- Children's attainment/EYFS profile scores
- Attendance and absences
- Exclusions/withdrawals
- Participation in other activities/opportunities provided at the setting
- Prejudice–based bullying log
- Staff profile
- Trustee /management profile

Step 3 Organise your data

You need to analyse your data according to all the ***protected characteristics*** that are set out in the Equality Act. It is unlikely that your setting will hold data on all of these characteristics. You are not required to collect any more data for this exercise. Instead, where there are gaps you need to consider whether you need more information. If so, you may choose to collect this data in future.

Step 4 Examine the data

Go through the data you have collected and note down any apparent inequalities between different groups. Do this systematically considering each of the different protected characteristics in turn (including any that you have added). Ask questions such as:

- How does boys' development compare with that of girls?
- Is attendance at parents' forum meetings comparable for different ethnicities?
- Do disabled children/students participate in additional activities that you organise?
- Are certain groups of students over represented in exclusions/withdrawals from setting?
- Do disabled adults participate in setting events? Who are the victims of bullying?

- Who are the perpetrators?
- Have there been any disability, homophobic, transphobic hate incidents?
- What about other prejudices, e.g. those based on race or religion?
- As you ask these questions, make a note of any potential issues regarding equality and also any examples of measures that you are already taking to address inequality. Use the equality audit document at the end of this tool kit.

Step 5 Compile a list of possible actions

Examine in turn each of the inequalities that you noted as you analysed your data (or external sources of data). Consider what these inequalities might indicate in terms of the three arms of the public sector equality duty.

When you are considering what steps to take remember that it is quite lawful for settings to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, children/students with particular protected characteristics. This is called *Positive Action.* It needs to be a proportionate way of achieving the relevant aim – for example providing special support for Traveller children or a project to engage specifically with families who are newly arrived in the country. If you are not sure of the answer to any of the questions note down what steps you could take to find out more. When you have considered all the inequalities in turn then you will end up with a list of steps for action. Some may be quite straightforward and you can implement these at once. Others will require careful consideration and planning before they can be implemented. You will need to draw up priorities for action.

Step 6 Identify priorities for action

It is unlikely that you can make all the improvements you would like at once; therefore, you need to identify some realistic priorities for action that will have the maximum effect on equality in your setting. These priorities will become your *equality objectives*.

Equality objectives, by law, need to be *specific* and *measurable* so it is not enough to simply identify a general priority, you will need to consider what *outcome* you want to achieve and how you will measure your progress towards this.

Step 7 Publish equality information and objectives

Step 8 Review your progress

The equality information you publish is required by law to be reviewed and updated annually and objectives need to be updated every four years. We recommend that you update your setting information and report on progress towards your objectives at least once a year. Additionally, whenever you are considering introducing a new policy or changing your practice you need to consider how this will impact on equality.

Examples of 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 staffing and pay sub-committee of the governing board.
- Why we have chosen this objective:
- To achieve this objective we plan to:
- Progress we are making towards this objective:

Objective 2
Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.
- Why we have chosen this objective:
- To achieve this objective we plan to:
- Progress we are making towards this objective:

Objective 3
Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases from 10% to 25% of the teaching workforce.
- Why we have chosen this objective:
- To achieve this objective we plan to:
- Progress we are making towards this objective:

Objective 4
Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.
- Why we have chosen this objective:
- To achieve this objective we plan to:
- Progress we are making towards this objective:

Objective 5
Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the Academy workforce.
- Why we have chosen this objective:
- To achieve this objective we plan to:
- Progress we are making towards this objective

Equality Objectives that meet the 'specific' and 'measurable' criteria:

Primary	Secondary
To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity	To reduce the incidence of the use of homophobic language by students in the Academy
To reduce prejudice and increase understanding of equality through direct teaching across the curriculum	To narrow the gap between boys and girls in English KS3 and KS4 results
To narrow the gap between boys and girls in mathematics at Level 5	To narrow the gap between boys' and girls' achievement and attitudes throughout year 9
To reduce the incidence of hostile attitudes and behaviour towards, and between, disabled and non-disabled students	To foster good relations further between different communities within our Academy
To narrow the gap between boys and girls in writing by the end of KS1	To narrow the gap between the different ethnic groups in English KS3 and KS4 results
To promote cultural development and understanding through a rich range of experiences both in and beyond the Academy	To reduce the number of prejudice-related incidents, in particular towards Gypsy, Roma and Traveller students.
To reduce the incidence of prejudice-related bullying in relation to the protected characteristics listed in the Equality Act 2010	To promote cultural understanding between different ethnic groups within our Academy community.

Grid for Equality Objectives

Objectives	Person(s) Responsible	Actions Required	Timescale	Outcomes	Monitoring

Classification of Bullying

General Bullying

Bullying not only affects the bully and the victim, but also may have an impact on innocent bystanders.

Category 1	Category 2	Category 3
Including but not limited to:	Including but not limited to:	Including but not limited to:
• Verbal abuse like name-calling and offensive jokes* • Abusive phone or text messages, hate mail* • Online abuse* • Harassment • Intimidation • Making threats • Isolated aggressive act - hit/kick/slap etc • Displaying or circulating discriminatory literature or posters • Graffiti containing hate messages • Damage to property One off single incidents of Cat 1 issues. *with professional judgment required this may be more than 2 incidents	• Recurring assaults - such as hitting, punching, pushing, spitting etc. • Destroying property e.g. ripping clothes, destroying books • Recurring threat or intimidation • Enduring, reoccurring online abuse for example on social media and email • Theft • Inciting group harassment • Creating rumours, mimicking, humiliation • Treating the victim like an outcast and/or coercive controlling behaviour	• Grievous bodily harm • Incidents that occur only in the community • Sharing photos without consent • Trolling

Racist Bullying

Racism not only affects the perpetrator and the victim, but also can have an impact on bystanders and the wider school community

Category 1	Category 2	Category 3
Including but not limited to:	Including but not limited to:	Including but not limited to:
• Any incident the victim feels is racist but does not meet category 2 or 3 thresholds • Racist comments in the course of discussion in lessons • Refusal to co-operate with other pupils because of their race or ethnicity • Ridicule of an individual for cultural or religious differences e.g. food, music, dress, worship patterns, cultural lifestyle etc. • Racist jokes • Racist language • Using racist language or jokes online and/or via social media.	• Derogatory name-calling, insults, racist jokes and language with clear intent to be hurtful • Racist verbal abuse and threats • Bringing racist materials such as leaflets, comics, magazines or computer software into school* • Provocative behaviour such as wearing racist badges or insignia • Racist graffiti • Using the school's IT systems to access and distribute racist material • Posting racist material online and/or via social media	• Attempts to recruit other pupils and students to racist organisations and groups* • Incitement of others to behave in a racist way • Threat of, or attempted physical assault against a person or group because of colour, race and/or ethnicity (e.g., chasing someone with the intent to do harm) • Actual physical assault against a person or group because of colour, race and/or ethnicity *consult PREVENT assessment tool

Sexually Harmful Behaviour

Category 1	Category 2	Category 3
Harmful Sexual Behaviour	Sexual Harassment	Sexual Violence
Including but not limited to:	Including but not limited to:	Including but not limited to:
• Developmentally inappropriate problematic (using the Brook Traffic Light System) • Abusive sexualised behaviour on-line or off-line • Lewd comments/jokes • Creating a hostile, offensive or sexualised environment	• Unwanted conduct or a sexual nature • On-line of off-line sexualised comments, remarks or observations • Intentional touching of person or clothing • Aggravated sexting • Behaviours likely to violate dignity, feel intimidated, degraded or humiliated e.g. Up-skirting • Creating a hostile, offensive or sexualised environment	• Rape • Assault by penetration • Sexual assault (touching in a sexual way without consent) • Grooming for sexual/criminal exploitation

Category 1 Issues will be logged on Bromcom and dealt with through in-house interventions.

Category 2 Issues are logged on Bromcom and discussed with the DSL and recorded on CPOMS and dealt with by the Academy with the support of multi-agency partners

Category 3 Issues are logged on CPOMS and referred for specialist intervention supported by the Academy and also recorded within Bromcom

Homophobic Bullying
(inc BI- and Trans-phobic)

Homophobic, bi-phobic and transphobic bullying not only affects the perpetrator and the victim, but also can have an impact on inclusion within the wider school community

Category 1	Category 2	Category 3
Including but not limited to:	Including but not limited to:	Including but not limited to:
• Any incident the victim feels is homophobic but does not meet category 2 or 3 thresholds • Homophobic verbal abuse like name-calling and offensive jokes • Harassment • Bullying, intimidation • Exclusion from the wider group • Threats of violence because of gender and sexual orientation • Hoax calls, abusive phone or text messages, hate mail • Online abuse for example on social media platforms • Displaying or circulating discriminatory literature or posters • Damage to property including removing or defacing LGBTQ+ posters etc. • Graffiti containing hate messages	• Derogatory name-calling, insults, homophobic language with clear intent to be hurtful • Assaults - such as hitting, punching, pushing, spitting • 'Dead naming' – using pronouns or pre-Transition names • Destroying property e.g. ripping clothes, destroying books • Harassment • Sexual Harassment and humiliation • Enduring, reoccurring online abuse for example on social media and email • Theft • Inciting group harassment around gender and orientation	• Sexual Assault • Grievous bodily harm • Incidents that occur only in the community

Document Control

Changes History

Version	Date	Owned and amended by	Recipients	Purpose
1.0	Jan 2019	Chris Chamberlain	All OCL Principals	Updated legislation
1.1	Jan 2019	Chris Chamberlain	All OCL Principals	Move to Hub Councils
2.0	January 2022	Chris Chamberlain	All OCL Principals	Policy updated
2.1	October 2023	Chris Chamberlain	All OCL Principals	Policy updated
2.2	February 2025	Chris Chamberlain	All OCL Principals	Policy updated
2.2	February 2025	Chris Chamberlain	Compliance, Policy and Legal Directorate	For upload

Policy Tier

☒ Tier 1

☐ Tier 2

☐ Tier 3

☐ Tier 4

Owner

Chris Chamberlain

Contact in case of query

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Approvals

This document requires the following approvals.

Name	Position	Date Approved	Version
Directors' group			

Position with the Unions

Does the policy or changes to the policy require consultation with the National Unions under our recognition agreement?

☐ Yes

☒ No

If yes, the policy status is:

☐ Consulted with Unions and Approved

☐ Fully consulted (completed) but not agreed with Unions but Approved by OCL

☐ Currently under Consultation with Unions

☐ Awaiting Consultation with Unions

Date & Record of Next Union Review
Not applicable / Insert

Location

Tick all that apply:

☒ OCL website

☒ Academy website

☒ Policy portal

☐ Other: state

Customisation

☒ OCL policy

☒ OCL with an attachment for each academy to complete regarding local arrangements

☐ Academy policy

☐ Policy is included in principals' annual compliance declaration

Distribution

This document has been distributed to:

Name	Position	Date	Version
Academy principals and Directors	Academy principals and Directors		2.0