



Equality Report

Oasis Academy Hadley

Our Commitment to Equality and to the Provisions of the Equality Act 2010

Ofsted June 2016

'Together, you all promote the Hadley Way, one of the distinguishing features of the school, by encouraging pupils to 'aspire, achieve, care, and endeavour'. The Hadley way is ensuring that pupils' lives are transformed. This commitment and determination to improving pupils' welfare and academic development are evident in the extra time and support staff give to pupils in each phase.'

1 Our Commitment to Equality

Equality and inclusion are at the heart of Oasis. We have a passion to include everyone and a deep desire to treat everyone equally. We accept others for who they are and respect differences.

Our aim is to provide an excellent education for all our students. Our way of doing this is to work hard to improve students' attainment and the standards of teaching and learning continually. At the same time, we also aim to meet the needs of the whole person and the whole community because we understand that the whole of life is education and that everyone who is part of a student's life affects that student's understanding of life and, therefore, his or her education. In this sense, every person matters.

2 Our Commitment to the Equality Act 2010

The Equality Act 2010 gathers together various different pieces of equality legislation which have been developed over a number of recent years. It sets out some key equality provisions for the delivery of education and a requirement for public bodies to eliminate discrimination, advance equality of opportunity and foster good relationships between different groups. Against the background of the UK's increasingly diverse communities, Oasis recognises that this Act plays a major role in recognising the UK's historic commitment to tolerance.

The Equality Act 2010 is, therefore, an important and significant piece of legislation for Oasis because its key provisions underpin the aim of Oasis itself: an equal and inclusive society in which difference is understood and respected. This Academy is committed to meeting its obligations within the law and being a good expression of Oasis' own commitment to equality.

3 Main Provisions within the Equality Act 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 a student or prospective student by treating them less favourably because of their

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

The Act introduces Positive Action

- Students 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.

4 The Equality Duty

The Equality Act 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 the need to:

- 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.

5 Implementation of the Equality Act and Duty

Oasis Academy Hadley 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:

a) 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 policies under review on a continuing basis
- **All decision makers** are made 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 equality of opportunity
- **All parents** are informed about our commitment to equality in the home school agreement and when appropriate in the school prospectus.
- **All members of the Academy Council** are briefed about the Act and its provisions

b) Achievement across the Academy is rapidly reaching national averages by ensuring that the following Equality Policies are in operation and kept under review

Student Policies	HR Policies	IT Policies
<ul style="list-style-type: none"> • Sex Education • Screening, searching & confiscating • SEND • Teaching & Learning • Promoting student welfare & child protection • Medical recruitment of students • Offsite activities & education visits • Parent code of conduct • Parental complaints • Physical intervention • Anti-bullying • Behaviour for learning • Disability Equality • Equality Opportunities for students • Gender Equality Inclusion 	<ul style="list-style-type: none"> • Equal Opportunities & Diversity • Allegation against member of staff • Recruitment & selection • Managing personal relationships at work • Capability • Grievance procedures • Protection for harassment at work • Staff discipline • Staff induction • Staff performance management • Staff professional development • Whistle blowing policy • Working beyond normal retirement age 	<ul style="list-style-type: none"> • E Safety • Mobile phone & internet connector

c) By ensuring that

- The Academy Leadership Team is aware of the Academy's current commitment to eliminating discrimination, advancing equality and fostering good relations.
- The Academy Leadership Team analyses the Raise data and has analysed it in the light of attainment, progress, attendance, persistent absence and exclusions of all groups defined by Raise statistics
- 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

d) By being committed to overcoming inequality

- Analysis of RAISE on line and other data shows that there is no significant underachievement by ethnicity, gender or other socio-economic factors. Traditionally underachieving groups such as children receiving free school meals or those who have English as an additional language achieve inline or above Academy averages.
- Internal analysis by the Academy Leadership Team identifies the following equality objectives:
 - Progress of white British students, particularly boys. Using individual student level data appropriate support and interventions are planned and implemented
 - Progress of Early Stage learners of English. Additional support is planned and implemented.
 - Progress of individual students at SEN School Action level: particularly those whose primary need is SEBD (especially students with ADHD/Aspergers'). Additional support is provided for those who require this.
 - Provide whole-staff CPD to enable teachers to personalise their lessons more effectively to meet the needs of individuals and groups
 - Provide additional staff training to target the work of Additional adults more effectively towards supporting student learning
 - Target more effective support for In-Year Admissions especially those who have missed significant amounts of schooling or those for whom English is an additional language
- The objectives are recorded in the Academy's Self Evaluation and are part of the Academy Development Plan. They are kept under review by the Academy Leadership Team.
- Progress against the objectives is reviewed by the Academy Council Equality Link Person and considered twice annually by those responsible for governance of OCL at the Strategic Review Meetings.

e) By assessing impact

- The Academy leadership team is tasked with ensuring that three simple Equality Impact Assessment questions are routinely considered whenever a shift in either policy or practice is proposed.
 - What will the impact of this action be on students or others with protected characteristics?
 - Could this action result in discrimination, harassment or victimisation?
 - Will the overall impact of this action be positive or negative?

These assessments are recorded on and impact assessment sheet.

f) By working with outside agencies

- The Academy works with a range of outside agencies who help to promote awareness about issues associated with particular protected characteristics.
These are listed on Appendix 1

- Provide details here of those agencies you **g) By using the following to promote equality**
- Year 7 iLearn curriculum develops interpersonal skills including skills of effective collaboration and team-work. By developing our students' emotional intelligence we actively promote tolerance and friendship.
- Our ethos, centred around "The Hadley Way" (Aspire, Achieve, Care and Endeavour) and the Oasis 9 Habits is constantly reinforced throughout the day to day life of the Academy
- Behaviour and Anti-Bullying policies are regularly reviewed, updated and ratified by the Academy Council: they reinforce the beliefs outlined in our ethos.
- The Assembly programme is linked to the 4 key themes of our ethos: Aspire, Achieve, Care and Endeavour and the 9 Habits as well as to local, national and global events.
- Opportunities for Sixth Form students take part in accredited volunteering programmes where they make positive contributions to our local community as well as daily Academy life.
- Our global partnerships enable students to meet and exchange experiences with children and adults from different backgrounds.
- We have been successful in achieving Full International School Award
- Students are encouraged to consider moral issues through My Life, assemblies, learning group activities and the wider curriculum
- Student's leadership programme including Student Community Leaders and Ambassadors (prefects). Active Academy Students Council and wider student leadership opportunities as part of Oasis.
- Vertical Learning communities foster a caring culture within the Academy
- Social, Emotional Aspects of Learning activities are used extensively throughout the Academy to develop emotional intelligence
- Holiday programme for children and families organised by the Hub and Parents Support Advisors

Appendix 1

Outside agencies

Social Services
 Education Welfare Officer
 Sensory Impaired Service
 Speech and Language and Occupational Therapy
 CAMHS
 Educational Psychologist
 Connexions Personal Advisor
 Youth Offending Service
 Youth Intervention Support Panel
 Community Parent Support Advisors
 The Runaway Project.
 DAZU - Young Carers Project
 London Care Solutions
 Local Authority RAISE Project
 Russet House
 Joseph Clarke School

Looked After Children's Team
Safer Schools Team
Enfield Parent and Children