



# Oreston Community Academy

## Equality Duty and Objectives

Oreston Community Academy welcomes our duties under the Equality Act 2010. The General Equality Duty requires all public authorities to have due regard to the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010.
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it.
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Oreston Community Academy is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the groups listed below:

- Age (for employees not for service provision).
- Disability.
- Ethnicity.
- Gender.
- Gender reassignment.
- Maternity and pregnancy.
- Religion and belief.
- Sexual identity.
- Marriage and civil partnership (for employees).

As a school, we are also required to follow the specific duties. This means we need to:

Define one or more equality objective that supports the aims of the general duty (by 6 April 2012 and at least every four years thereafter).

- Ensure objectives are specific and measurable.
- Publish the objectives.

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school.

The data will include:

- Admissions.
- Attendance.
- Attainment.
- Exclusions and behaviour.
- Prejudice related incidents.

Our approach to equality is based on the following key principles:

1. All learners are of equal value.



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2. We recognise and respect difference.
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.

## **Our Equality Objectives**

Our equality objectives are based on our analysis of data and other information and focus on those areas we have agreed to take action to improve and tackle disadvantages.

1. Promote understanding and respect for diversity.
2. Remove the barriers to learning for pupils with SEND and ensure that their progress is in line with other children.
3. Increase the understanding of children at the school with regards to discrimination and bullying, and how their behaviour and interaction with others (peers and wider groups/individuals) can be perceived.
4. Improve the high-quality teaching for all pupils, particularly those with additional needs.
5. Improve outcomes for disadvantaged pupils eligible for Pupil Premium.
6. Ensure that the provisions for SEND meets their learning needs and enables progress.