

Oulder Hill

Community School



Equality Duty Information Report

[January 2019]

For further information or if you need this document in large print, audio, Braille, alternative format or a different language please contact [Mrs G. Corlett] on 01706 645522 or schoolinfo@ouderhill-school.com

Contents

		Page
1.	Introduction	3
2.	The Public Sector Equality Duty	3
3.	What we did during the last year	3
4.	What next - looking ahead	4
5.	Further Information	5

Introduction

1. The Equality Act 2010 requires schools to publish information by 6th April each year to demonstrate compliance with the aims of the Public Sector Equality Duty:
 - Information about how the school is promoting equality and eliminating unlawful discrimination for pupils, staff and governors with protected characteristics (or other relevant people with protected characteristics in the school community);
 - Information relating to employees with protected characteristics (*but only if the school employs 150 staff or more*¹).
2. The information published in this document is our response to this.

The Public Sector Equality Duty

3. The Public Sector Equality Duty is set out in Section 149 of Equality Act 2010. The 'Duty', as it is known, requires schools to pay due regard to the following, when exercising their public functions:
 - Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Actⁱ
 - Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share itⁱⁱ
 - Foster good relations between people who share a relevant protected characteristic and people who do not share itⁱⁱⁱ.
4. The full Act is available [here](#).

What we did during the last year

As a school, we take full account of equality and accessibility in our day-to-day policy, decision-making and practice. Where necessary, we put actions in place to address any barriers faced by pupils, parents or governors with protected characteristics.

5. For example, this includes:
 - Dedicated Pastoral Care staff in place, including non-teaching Year Managers and Children's Welfare Officers to support Students and Parents/Carers with any barriers they may face.
 - Staff and Student ambassadors for Mental Health who have been trained in Mental Health First Aid.
 - Dedicated LGBTQ+ group in school, including identified Staff and Student ambassadors and "allies".
 - Creating safe spaces for students who need time out or somewhere to speak in confidence.
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- Promoting and engaging in open discussions with all members of the school community regarding the protected characteristics and our own school visions and values through a range of activities in PSHCE, Form Time and Assemblies.
- “It’s Not Ok To Say That’s Gay” campaign in school.
- Clear systems and structures to tackle anti-discriminatory behaviour.
- We record any racist or homophobic incidents and act upon any concerns and report this to the LA and the Governing body on a termly basis.
- Effective, positive relationships with parents, school and home working in partnership to support the child.
- Our school admissions criteria which welcomes all young people.
- We have a special educational needs policy that outlines the provision the school makes for students with special educational needs.

We are working hard to be a good employer of people with protected characteristics.

6. For example, this includes:

- Ensuring all recruitment procedures are in line with local and national guidance, legislation and are underpinned by the values of the school itself.
- Ensuring staff are aware of the various support networks available to them both in and outside of school.
- Ensuring staff play an active role in the promotion of mental health and the LGBTQ+ group.
- Providing good quality training for our staff on inclusion.

As a school, and the centre of the local community, we take full account of data and intelligence about Rochdale and its many communities. For more information see: <http://www.rochdale.gov.uk/council-and-democracy/equality-and-diversity>.

Looking ahead – what next

7. Over the course of the year ahead, we will deliver our equality objectives. These include:

- Reviewing all key policies and documents to ensure they take full account of equality and accessibility.
- Conducting further Student voice focussed on young people’s perceptions of equality in our school community.
- Try to ensure an accurate record, when possible and appropriate, of the protected characteristics of our students and employees at whole school and year group levels

8. We will report annually on our progress on meeting these objectives.

Further information

9. For further information please contact Mr D. Armitage, Assistant Headteacher

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ⁱ Prohibited conduct:

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have, or because they associate with someone who has a protected characteristic.

Indirect discrimination occurs when a condition, rule, policy or practice in your school that applies to everyone disadvantages people who share a protected characteristic.

Harassment is “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.

Victimisation occurs when an employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so.

ii The Act specifies that having due regard to the need to advance equality of opportunity might mean:

- Removing or minimizing disadvantages suffered by people who share a relevant protected characteristic that are connected to that characteristic;
- Taking steps to meet the needs of people who share a relevant protected characteristic that are different from the needs of others;
- Encouraging people who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such people is disproportionately low.

iii Having due regard to the need to foster good relations between people and communities involves having due regard, in particular, to the need to (a) tackle prejudice, and (b) promote understanding.