



Oak Hill Academy West London

an Aspirations Academy

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Introduction to our Equalities policy

Unlawful discrimination is defined in the Act as:

- Direct discrimination (including discrimination based on perception or association).
- Indirect discrimination.
- Discrimination arising from disability.
- Failure to make reasonable adjustments (for disabled people).

The Act protects individuals from discrimination and harassment based on 'protected characteristics'.

The protected characteristics are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race including ethnicity
- Religion or belief
- Sex
- Sexual orientation
- Age
- Marriage & civil partnership

Specific Schools Provisions

All schools in England, Wales and Scotland, irrespective of how they are funded or managed, have obligations under the Equality Act 2010.

Age and being married or in a civil partnership are not protected characteristics for the schools provisions but are included within the duties as an employer.

The categories of people covered by the schools provisions are:

- Prospective pupils (in relation to admissions arrangements).
- Pupils at the school (including those absent or temporarily excluded).
- Former pupils (if there is a continuing relationship based on them having been a pupil at the school).

The Equality Act 2010 replaced all previous equality legislation and provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the predecessor legislation, and it extends the protection from discrimination in certain areas. Schools also have obligations under the Equality Act 2010 as employers, bodies which carry out public functions and service providers. In respect of all the protected characteristics except age and marriage / civil partnership, the new public sector equality duty will require schools to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation;
- Advance equality of opportunity; and
- Foster good relations

Advancing equality of opportunity involves:

- Removing or minimising disadvantages
 - Taking steps to meet people's needs
 - Encourage participation in any activity in which participation by such people is disproportionately low
- Fostering good relations involves:
- Tackling prejudice, and
 - Promoting understanding

Part of normal decision-making for schools involves assessing (where relevant and proportionate) the impact their practices are having on equality. There is no particular process or prescribed set of forms to assess this impact. However, the government believes that transparency about the results of such assessments, and the data that underpins them, is important.

Aspirations Schools profile and values

Aspirations academies are mixed and non-selective, offering local children a first class education and the chance to achieve the academic qualifications and skills that will enable them to go on to higher education. We are passionate about excellence in education, giving students the very best start in life with a firm belief that excellent teaching transforms lives. Our core belief is that for all students to have high aspirations they must believe in themselves, be actively engaged in their learning and see the connection between what they learn today and who they want to become tomorrow.

As well as providing the best opportunities for their pupils, AAT academies play an important part in the regeneration of communities. The academies are a significant focus for learning for students, their families and the local community.

The Aspirations Vision

Our vision is to create a group of outstanding schools that radically improve our pupils' life chances. We want every pupil at an AAT academy to do well enough by the age of 18 to go on to university or pursue the career of their choice.

Central to the philosophy of the Aspirations Academies Trust is the innovative Aspirations Framework developed by the Quaglia Institute for Student Aspirations (QISA) which outlines the belief that for all students to have high Aspirations, three Guiding Principles must be present:

- Self-Worth
- Engagement
- Purpose.

These Guiding Principles direct the development of educational experiences from the individual classroom to the entire school building. The three Guiding Principles, in turn, are lived out through eight Conditions that emphasise relationships, active and engaging teaching and learning, and a sense of responsibility over one's own aims and goals.

The eight Conditions are:

- Belonging
- Heroes
- Sense of Accomplishment
- Fun & Excitement
- Curiosity & Creativity
- Spirit of Adventure
- Leadership & Responsibility
- Confidence to Take Action.

Students who have high aspirations believe in themselves, are meaningfully engaged in their learning and the life of the school and work with intention toward their goals.

Our Aspirations Academies have a commitment to make certain that all young people achieve their fullest academic potential and become responsible citizens. To achieve this goal we are dedicated to promoting and putting into practice the Three Guiding Principles and 8 Conditions that foster student aspirations. Each Academy strives to ensure that all students have the opportunity to discover and appreciate their endless promise for a successful future.

Working in an Aspirations Academy

Oak Hill Academy West London currently employs 62 people. We are committed to encouraging and achieving a working environment which is underpinned by fairness to all individuals, where equality and diversity is recognised, encouraged and valued, and the concept of individual responsibility is accepted by all.

We want to attract the best and most talented staff from all backgrounds.

When recruiting and selecting workers and staff, each AAT Academy will:

- Ensure its practices and systems are transparent, objective, thorough and consistent
- Ensure those involved in the recruitment & selection process receive appropriate training
- Take account of issues relating to safeguarding children at every stage of the procedure
- Avoid over-reliance on DBS checks as a means of 'sifting' out candidates unsuited to working with children

Our Equal Opportunities Policy details our commitment to equality and diversity, and is supported by our Dignity at Work Policy. Each individual academy has a code of conduct in place which further details the high standards of behaviour and conduct expected from staff.

Additionally, to support retention and to promote equality of opportunity, we also:

- Implement best practice in areas such as: equal opportunities in recruitment; selection and promotion; and family working practices, including flexible working arrangements
- Have in place a wide range of training and development opportunities to support continuous professional development
- Support disabled staff with Access to Work applications

Equality Scheme Objectives

This section sets out the objectives we have identified in order to eliminate discrimination and harassment, to advance equality of opportunity, and to foster good relations.

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