



The Olive School, Hackney Annual Equalities Statement: Meeting our Public Sector Equality Duty in 2020-2021

Advancing equality of opportunity between people who share a protected characteristic and people who do not have it

The Trust and its schools have a range of policies and procedures in place to advance equality of opportunity between people who share a protected characteristic and those who do not. As outlined above, these include our governance and accountability framework, our equalities and related policies, target setting and attainment tracking for pupils and training for staff and governors.

Whilst effective policies, procedures and monitoring arrangements are essential, what matters more is what happens within our schools. Specific examples of good practice are set out below:

Support for Pupils

- Lunchtime adjustments for pupils with needs such as disabilities, diabetes and allergies.
- Risk assessments undertaken for pupils with a protected characteristic.
- Ensure that we ask for all child, parent, and carer access needs when joining school and how they would like to receive information.
- Ensure that we ask for all child, parent, and carer language needs when joining school and how they would like to receive information.
- Equality Curriculum awareness to ensure accessibility of all activities including school trips and certain curriculum activities.
- Attendance data monitored to ensure that trends do not indicate any group (e.g. SEND and PPG) is attending less than any other and to target support where necessary.
- Pupil Leadership positions in school monitored to ensure they are accessible to pupils of all backgrounds, including SEND, PPG and all ethnicities. Transparent interview process for all positions.
- Rewards and sanctions monitored to ensure equality of opportunity for all pupils.
- Uptake of enrichment clubs and activities monitored to promote attendance from all groups of pupils.
- Special consideration is always given to families who have a particular need that could be considered to give them a disadvantage from others, financially, or with extra time or resources.
- Support given to parents with regard to application processes for transition to Reception or Secondary School.
- SEND Code of Practice is adhered to.
- Regular analysis and comparison of progress of SEND pupils with non-SEND cohort.
- Review of EHCPs with key staff and external professionals.
- Review of SEND pupil needs and progress led by SENCO.
- Regular meetings held with parents of children with SEND needs to discuss how school and parents can support pupils meet achievement targets.
- Personal Evacuation Plans for pupils with SEND needs.
- Separate transition arrangements for SEND pupils.
- Special access arrangements for SATs/Assessments for pupils with SEND.



- Enhanced intervention programmes or personalised curriculum plans delivered for pupils with learning difficulties.
- TAs employed to work with children with more complex learning difficulties.
- Specialised equipment and support for children who have physical, hearing or visual impairments, e.g. specialist iPad apps.
- Accessibility of estate monitored to support pupils with mobility needs and visual/hearing impairments.
- School anti-bullying policies create zero tolerance of bullying people on the grounds of race, ethnicity, gender, sexual orientation etc. Strategies for supporting victims – restorative justice approaches.
- ECM Group supporting young people who are vulnerable, e.g. those who may self-harm or are at risk of bullying.
- Use of interpreter in all meetings with parents who require it.
- Mentoring support for learners who wish to discuss sexuality or gender issues.

Staff Support

- Monitor staff recruitment and retention procedures to ensure equality of opportunity for all.
- Monitor promotion procedures to ensure equality of opportunity for all.
- Monitor staff disciplinary, grievance and competency procedures to ensure an equal process for all.
- Monitor staff exit surveys to ascertain any equal opportunities issues.
- Line management meetings between SLT and team leaders undertaken with the aim of minimising any negative impact or disadvantages for staff who have a protected characteristic.
- Special consideration is always given to staff who have a particular need that could be considered to give them a disadvantage from others, financially, or with extra time or resources.
- Ensure all staff are asked about access needs when joining the school and how they would like to receive information.
- Ensure that all staff are asked about language needs when joining the school and how they would like to receive information.
- Risk assessments carried out for staff with disabilities or medical conditions and in light of COVID-19.
- Changes to lighting, equipment and working conditions for those members of staff with disabilities.
- Changes to working conditions for staff following long-term sickness and recommendations from Occupational Health/Access to Work.
- Trust Maternity Policy followed. Risk Assessment undertaken for pregnant members of staff and meetings held to discuss concerns or any assistance needed.
- Time off for religious observance and study given in accordance with the Trust policy.

Governance, planning and reporting

- Annual Operating Statements for both the Trust and School include a section on Equality.
- Accessibility plan sets out how school will improve equality of opportunity for disabled people.
- Completion of Equality Impact Assessment on key decisions and new policies, including school admissions policies.
- Termly consideration of Equality Impact Assessments in LGB discussions.
- Termly report to Governors on discrimination and equality.
- Quality of SEND provision reported on termly basis via Principal's report to Governors.
- Governor site visits to ensure governors are familiar with SEND provision in school.
- Community Cohesion and Equality Audit completed annually.



Training

- Induction training - including detailed definitions, eliminating discrimination and promoting good practice.
- Equality of opportunity in curriculum planning.
- Improving outcomes for disadvantaged and SEND pupils.
- Staff training (including PREVENT, FGM, Forced Marriages, Domestic Violence, CSE and FBV).
- PREVENT training for governors.
- Staff training on Inclusion and Anti-Bullying.
- Training by SENCO/external professionals to meet needs of pupils with additional needs, including visual and hearing Impairments/physical disabilities/cognitive learning difficulties.
- Safer Recruitment training for senior leaders, including refresher sessions.
- Safeguarding training for all staff.
- Pupil medical needs training for staff, including autism, asthma, diabetes, epilepsy, mental health and use of epi-pens and EVAC chairs.
- Staff training on assessing suitability of trips for pupils with a protected characteristic, to ensure trips are accessible to all pupils.
- Staff training on planning delivery of PE curriculum for pupils with a protected characteristic.
- Specialist training for TAs who support children with needs, such as speech and language difficulties and autism, including manual handling.
- Training for staff on updates to Trust policies including: Anti-Harassment and Bullying, Code of Conduct and Maternity
- Equal Opportunities, Equalities, Flexible Working, SEND and Whistleblowing.
- Parent workshops/information linked to raising awareness of issues such as Prevent, CSE, cyberbullying and e-safety.

Fostering good relations across characteristics – between people who share a protected characteristic and people who do not share it

The Trust has always been committed to fostering good relations amongst different groups. We believe that humanity has more in common that unites rather than divides. Schools prioritise activities that promote an inclusive ethos. These activities have included the following:

- Some of the activities listed below have been impacted upon by national and local COVID-19 restrictions/government guidance.
- Interfaith events - pupils have visited various places of worship within the locality, including a synagogue and a Church. We also take part in the 'Linking project' with local schools.
- Intergenerational Events – The school's choir take part in the 'Light up a Life' an annual event at St Joseph's Hospice. It is a service of remembrance for people who have lost a loved one at the Hospice. The service is multi-faith and includes singing, readings and music.
- Anti-Bullying Ambassadors in class bubbles will be trained so that they can support peers at breaktime and lunchtime, this is supported by the Inclusion and Well-being Team.
- Strong links have been made with the neighbouring Church near the new school site. Plans are in place for joint projects.



- Pupil Leadership roles across school include Class Play Leaders ensuring that no pupil is left out at playtimes.
- Sports competitions with other schools.
- Assemblies, PSHE Curriculum and SMSC Scheme, STAR values and Behaviour Policy all promote tolerance and acceptance of those with Protected Characteristics.
- British identity promoted through a range of calendared activities, including parents and wider community.
- Foodbanks – we regularly support our community through the giving of foodbank donations to not only to our local foodbank, but also to the Samaritans charity.
- The Inclusion and Wellbeing Team have developed our weekly foodbank provision, so that we support our vulnerable families and the wider community.
- Armistice Commemorations.
- Festive Winter Gifts programme undertaken.
- Initiatives aimed at ensuring gender equality, focused particularly on female leadership in STEM careers.
- World of Work workshops attended by Year 6 pupils.