



SINGLE EQUALITY SCHEME

Last Review:	June 2021
Committee:	PSW
Date Ratified:	10/06/2021
Next Review:	June 2022

Rationale

The Single Equality Scheme outlines the commitment of the staff and governors of Oldfield School to ensure that equality of opportunity is available to all members of the school community. The scheme brings together action plans for race, gender and disability equality, thus meeting the needs in these areas. In addition, it considers the other three equality strands: religion/belief, age and sexual orientation. We seek to remove any barriers to access, participation, progression, attainment and achievement

This commitment is embedded in the following core value of the school:

Our students have respect for themselves, each other and their school and are well prepared to face the world as compassionate, confident and resilient young people.

Oldfield School Long Term Strategic Plan includes the following aims.

- The curriculum reflects the needs of the 21st Century to equip our students with the knowledge and skills to flourish within an increasingly globalised society.
- We see students as individual learners and will promote a fully rounded education.
- We will have strong and mutually beneficial relationships with all of our external stakeholders.
- Planned development of the school will provide a first class learning environment for our students and support the growth of the main school and the sixth form.
- Oldfield School will be the best performing school in the county.
- Leadership at every level will ensure that staff are supported, challenged and developed.

The School

Oldfield School is an 11-18 comprehensive school of 1270 students situated in Bath. The school serves a predominately urban / suburban community from a wide catchment area. The school is committed to the principle of inclusion, community involvement and access.

During the academic year 2020 - 2021:

- 50.8 % of the student population are female and 49.2% are male
- 0.3 % of the student population are physically disabled
- 13.6 % of the student population come from minority ethnic groups
- 6.2% of the student population speak English as an additional language
- 73.6% of the school staff are female and 26.4% are male

- 0.7% of the school's staff are physically disabled
- 6.9% of the school's staff come from minority ethnic groups

This policy is written in the context of:

- The Equality Act (2010)

To meet its general duties in respect of disability, race and gender legislation, the school will aim to:

- eliminate unlawful discrimination and harassment;
- promote equality and opportunity between all members of the school and wider communities;
- promote good relations between different racial groups;
- encourage participation by minority, disabled and under-served groups in public life;
- promote positive attitudes towards disabled people;
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably.

To meet its specific duties in respect of disability, race and gender legislation, the school will aim to:

- publish a single equality scheme;
- assess and consult on the likely impact of policies on the promotion of disability, race and gender equality;
- monitor its policies for any adverse impact on the promotion of disability, race and gender equality;
- publish the results of assessments, consultation and monitoring, providing public access to information;
- consider the need to address the causes of any gender pay gap;
- use information on how school's policies and practices affect equality in the workplace and in the quality of educational provision;
- assess the impact of policies and practices on disability, race and gender equality;
- review the Single Equality Scheme every year.

Key Issues for the school:

The school population is predominately white British, therefore the school actively seeks to promote diversity and to widen the cultural understanding of our students.

The school has provision for students with long term disabilities and also for other members of the school community with such disabilities. There are also students who have shorter term disabilities from time to time. The school was not designed or built to take account of the needs of people with disabilities. Where possible ramps / lifts have been installed to improve access but some areas of the school remain inaccessible. In response to this, the teaching timetable is written to take the inaccessible areas into account.

The difference in achievement between girls and boys is a priority for the school. The narrowing of the gap in achievement between all students and BAME students is also a priority for the school.

Age, Religion and Belief and Sexual Orientation:

In respect to these duties the school aims to:

- Recognise that people can face discrimination because of attitudes in society towards faith communities and that a person's religious beliefs may mean that they have different needs, demands and expectations. Ensure that the Employment Equality (Religion or belief) Regulations are implemented through employment policies and practice.
- Protect lesbians, gay men, bisexuals transgender, gender fluid people at work by ensuring that the Employment Equality (Sexual Orientation) Regulations are implemented through employment policies and practice. Address any discrimination faced by lesbians, gay men, transgender, gender fluid, gender neutral and bisexual people, ensuring that individuals can be open about their sexual orientation. The school will protect all members of the school community from unlawful discrimination and harassment on the grounds of sexual orientation.

- With regard to age discrimination ensure that: the Employment Equality (Age) Regulations are implemented through employment policies and practice to ensure that no current or potential employee experiences discrimination as a result of their age.

The single equality scheme is put into practice in the following ways:

Learning and Teaching at Oldfield School will:

- ensure quality of access for all students and prepare them for life in a diverse society
- use materials that reflect a range of cultural backgrounds, without stereotyping
- promote attitudes and values that will challenge any discriminatory behaviour,
- provide opportunities for students to appreciate their own culture and religions and celebrate the diversity of other cultures
- use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- ensure that the PSHE and RE curriculum covers issues of equalities, diversity, religion, human rights and inclusion
- all subjects, where appropriate, promote and celebrate the contribution of different ethnic groups
- take account of the performance of all groups of students when reviewing and analysing targets

The Learning Environment at Oldfield School will:

- place a high priority on the provision for special educational needs and disability
- provide an environment in which all students have equal access to all facilities and resources
- have a welcoming atmosphere which welcomes everyone to the school and that all members of the school community and visitors are treated with respect.

The Curriculum at Oldfield School will:

- ensure that all students have access to the curriculum
- ensure that all students will have access to a range of qualifications that meet their needs and aspirations and promote progression
- ensure that schemes of work should reflect the aims of the Single Equality Scheme
- ensure that teaching materials promote diversity and challenge stereotypes
- uphold the Single Equality Scheme when decisions on setting and grouping are made

Extra-curricular activities at Oldfield School will:

- Provide equal access to all activities

The Pastoral System at Oldfield School will:

- ensure that all students and parents have equal access to advice and information
- eliminate discriminatory attitudes and to make students aware of how seriously any form of harassment, bullying or discrimination will be treated
- ensure that any incidents which infringe the Single Equality Scheme are investigated
- provide opportunities in assemblies and tutorial time to promote equality and diversity

When recruiting and developing staff, Oldfield School will:

- undertake to encourage the career development of all staff
- incorporate training which increases awareness of the needs of different groups of student and staff in the CPD programme
- advertise formally for all posts
- ensure that those involved in recruitment are aware of what should be done to avoid discrimination in the selection process
- include equality policies and practice in staff induction
- regularly review employment policy (Performance Management Policy and Pay Policy) to check that it conforms to legislation

- train staff in connection with the duties laid out in the Single Equality Scheme
- Implement the Employment Equality Regulations

Responsibilities:

The Governing body is responsible for ensuring that:

- the school complies with all relevant equalities legislation
- the Single Equality Scheme is reviewed regularly
- the procedures and strategies related to the policy are implemented
- the requirements to publish equality objectives are met

The Headteacher and Senior Leadership Team is responsible for:

- providing leadership in respect of equality
- overseeing the implementation of the equality policy
- ensuring that staff are aware of their responsibilities and are given relevant training and support
- ensuring that visitors to the school are aware of, and comply with, the Single Equality Scheme
- taking appropriate action in response to racist incidents or other forms of discrimination

All Staff are responsible for:

- dealing with incidents of discrimination and challenging bias and stereotyping
- not discriminating on grounds of race, disability or other equality issues
- developing their knowledge and understanding of equality issues by participating in training.
- familiarising themselves with the school's Single Equality Scheme

Review and monitoring

Ensure that all policies, key functions and procedures meet the duties set out under race, gender, disability, religion/belief, age and sexual orientation legislation.

Each student's progress is tracked and monitored. The resulting data is analysed in respect of gender, race, looked-after status, ability or additional needs.

Self-evaluation procedures ensure that the school meets its duty to positively promote diversity through lesson observations, quality assurance of differentiation practice and scrutiny of schemes of work and department documentation.

The data collected is used to inform planning, target setting and decision making.