



Wallingford School

SINGLE EQUALITY SCHEME

Version 1.5

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*Wellbeing
Committee*



Wallingford School

Single Equality Scheme

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Part A: The scheme

1. Our Distinctive Character, priorities and Aims

i. Characteristics of our school

Wallingford School has a student population of approximately 1200 students and 170 staff. The gender split is broadly speaking 50/50. Between 5% and 10% are eligible for free school meals and a similar percentage are from ethnic minorities. Fewer than 2% do not have English as their first language. 20% of students have Special Needs with between 1% and 2% holding statements. The school population has the lowest level of deprivation indicated on the Raise Online indices.

ii. School values

The school aims to send every young person into the world able and qualified to play their full part. This means operating under the heading of Equal Consideration of Interests to ensure that each young person, and by obvious extension each sub-group, is treated with respect and able to achieve their potential.

iii. Setting our priorities

The priorities for the SES are set in the light of:

- Identification summarised in the overview of outcomes
- views expressed by stakeholders in communication with the school
- consultation with stakeholders.

Our priorities are:

Children and young people

- narrowing the attainment gap between different groups of children and young people in the school e.g. children using alternative forms of communication and Looked After Children (LAC)
- challenging race and gender stereotypes in subject choices and career advice
- challenging issues and perceptions of sexual orientation.

Our community

- improving the involvement of children and young people in issues to do with perceptions of sexual orientation
- Engaging those with profound physical disability in the extra-curricular life of the school.

Our school community

- improving the involvement of disabled children and young people, staff and parents and carers



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- tackling bullying based on race, religion, gender, disability, sexuality or poverty
- considering objectives to address the causes of any gender pay gap or differences between groups
- promoting positive attitudes toward diversity

iv. Aims

The aims of the SES are to engage students with profound difficulties in events like assemblies and field trips on an equal basis with their peers. We would expect students on intake to have differentiation through whole school communication and take an active part in whole school charity events and field trips.

The school would like to establish a student-driven group for discussion and support of those with concerns about sexual identity and related relationship issues with their peers.

2. Principles of Our SES

The principles that underpin the SES are those consistent with equal consideration of interest. The main tenor of which is that students are not all entitled to identical treatment but have a right to have their needs considered by the school on an equal basis with their peers.

i. Purpose of the SES

We recognise our duty and responsibility to establish equality for all students, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation, age or beliefs as defined within existing equalities legislation.

The purpose of our Single Equality Scheme (SES) is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our provisions, criteria and practices (PCPs). We recognise within this Scheme the inequality linked to poverty and socio-economic factors.

Our SES enables us to meet the duties under equality legislation, and to achieve the following for all groups:

- eliminate all forms of unlawful discrimination
- eliminate harassment and bullying (schools must keep accurate records of bullying and harassment related to equalities and report as required to the Local Authority)
- advance equality of opportunity through vision, strategy and practice



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- foster good relations.

Through our SES we make links to all our actions and commitments to:

- promote community cohesion
- narrow the attainment gap in outcomes between children and young people
- improve outcomes as described within the Oxfordshire Children's and Young People's Plan (CYPP).

ii. A Relevant and Proportionate Approach

In promoting equality and complying with legislation we apply the principles of relevance and proportionality. We aim to ensure that our actions are proportionate to the equality issues within our school and relevant to our PCPs. This means we prioritise those actions that enable us to tackle the most significant issues with regard to equality in order to deliver the best equality outcomes. In doing this we focus on PCPs that have the greatest effect, or potential effect on different stakeholders. An example might be the provision of support for the purchase of uniform and equipment or the funding of trips.

We also apply proportionality, (people being supported and encouraged to make their own decisions and informed consent) in ensuring that our PCPs are proportionate means of achieving legitimate aims.

We do not assume that existing representation alone determines relevance, so we apply the principle of anticipatory duty (see v. below) in helping us to identify what is relevant. We also anticipate that there will be 'hidden' disabilities and equality issues so we are thorough in identifying factors that lead, or have the potential to lead, to inequality (such as mental health needs or being young carers). We ask whether our PCPs affect different groups in different ways and try to implement them in ways that promote equality. This is achieved through systematic monitoring of outcomes, impact assessment and action planning incorporating, where deemed helpful the fullest possible participation of stakeholders.

iii. Participation

Participation is based on information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular step to ensure children with disabilities and young people, parents and carers are involved as is their entitlement.

Our consultative groups and working party include representation from the widest range of relevant groups that we can reasonably achieve. They are responsive to the diversity in our school and organised in such a way as to promote direct participation.



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The school involves stakeholders including children and young people, staff, parents/carers and other users of the school in relation to all equalities duties. We take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for people with disabilities or those for whom English is an additional language or are newly arrived in this country.

The views of stakeholders, trade unions and other equalities related groups are genuinely taken into account when we set priorities.

iv. Anticipation

We apply the principle of the 'Anticipatory Duty' in all aspects of our SES which means that we think ahead about how our PCPs may affect different members of our school. This is embodied specifically in the process of risk assessment where we consider not only the impacts but also the potential impacts, whether positive or negative. We recognise we are a school with a relatively small representation of ethnic minority groups and seek to have our young people well prepared for a diverse ethnic future.

3. Responsibilities

i. Governing Body

The governing body has a duty to promote equality of opportunity and eliminate discrimination. Functionally, the governing body discharges this responsibility through the Senior Leadership Team (SLT).

ii. Senior Leadership Team (SLT)

The Senior Leadership Team (SLT) promotes equality and eliminates discrimination by:

- raising awareness of all the duties within the whole school community
- referring to relevant and up-to-date documentation from the Equality and Human Rights Commission (EHRC)
- ensuring understanding of the broad legal definition of disability
- sensitively encouraging declaration of protected characteristics by children and young people, parents/carers, staff and other users of the school
- working with trade unions to implement the relevant duties in employment functions
- ensuring that action plans are undertaken for all protected characteristics
- setting up the working party, with membership to include:
 - SLT member
 - Governor
 - Parent/carer



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- Staff representative
- SENCO
- Trade union representative(s)
- Associate members e.g. disabled children and young people, school council reps, community / voluntary groups and minority ethnic groups
- ensuring that the principles of relevance, proportionality, reasonable adjustment and positive action are applied appropriately
- providing appropriate training for staff, Governors and other members of the school community
- Monitoring the outcomes and impact of provisions, criteria and practices on all groups, and responding with appropriate actions
- In the event of expectations not being met, ensuring action is taken in accordance with the status of those involved.

i. All Members of the School Community

The school regards equality for all as a responsibility for all. All members of our community (staff, contractors, volunteers, children and young people etc) contribute to ensuring that our school is a fair, just and cohesive community by:

- contributing to the SES implementation and review process
- raising issues with line managers which have an impact or potential impact on the school's PCPs;
- maintaining an awareness of, and professional interest in, the school's current SES and the PCPs to which it relates;
- implementing PCPs in accordance with agreed protocols and standards;
- behaving with respect and fairness to all members of the school community

4. Information gathering

i. Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.



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ii. Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- Identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language
- pupil attainment and progress data relating to different groups
- children and young people's views actively sought and incorporated in a way that values their contribution
- information about how different groups access the whole curriculum and how they make choices between subject options
- sports and activities choices of all groups
- uptake of the extended school offer by group
- exclusions data analysed by group
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development and retention of employees
- outcomes of activities promoting community engagement and community cohesion
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

5. Outcomes

Of all the information we collect, the most important indicators of how successful we are in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. We record our outcomes using a wide range of criteria, both academic and experiential, for the various protected characteristics and other vulnerable groups, mindful of the principles of proportionality, relevance and potential impacts (whether positive or adverse). Our outcomes are recorded in summary form on Part B of our SES: the Overview of Outcomes. Where an analysis of outcomes reveals poorer outcomes for any particular group it triggers the equality impact assessment process.

6. Equality Impact Assessment

Impact assessment refers to the review of all current and proposed PCPs in order to help us act to promote equality and to ensure no person is disadvantaged by school activities through discrimination. Impact assessments are an on-going process to



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ensure that the school's PCPs are developed in an increasingly inclusive and equitable way.

We undertake our impact assessment in a relevant way. In addition to using the Overview of Outcomes as a focused starting point, impact assessments are incorporated into the school's planned review and revision of every policy and are also undertaken according to other established criteria through a screening process.

Screening PCPs helps us know how much each one promotes, or has the potential to promote equality, and whether or not a full equality impact assessment is necessary. Screening is not a substitute for full equality impact assessment but an aid to managing the impact assessment process. We are aware that many PCPs have the potential to affect different groups in different ways and this is factored into the screening process.

Every new PCP is drawn up with regard to the school's duties as described in this SES and the appendices, and is subject to the process of impact assessment in relation to potential positive or adverse impacts.

7. Action Plans

Where relevant, the school would commit to drawing up an action plan in response to concerns over the interests of people with a protected characteristic.

The action plans should show:

- objectives and specific actions;
- expected impact and indicators of achievement (success criteria);
- clear timescales;
- who has lead responsibility;
- resource implications;

Our SES relates to a range of other policies and plans, and will be implemented through them and the procedures and practices that relate to them. These policies are listed in the appendices and significantly include our Accessibility Plan, Safeguarding Policy and Community Cohesion Policy.

The school evaluates the effectiveness of the SES on a regular basis, through the governing body and with Ofsted when the school is inspected.

8. Publication and reporting

The working party decides how best to publish the SES. The school provides a copy in a range of formats and actively makes it available to parents/carers and others, including those identified as difficult to engage. The school prospectus includes a reference to the SES and the values underpinning it.

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The school reports annually on the progress made on the action plans and the impact of the SES itself on school ethos and practice within the school in addition to the impact assessments done on the full range of PCPs.

9. Review

As part of the review of the SES, the school commits to:

- revisiting and analysing the information and data used to identify priorities for the SES and action plans
- using the impact assessments to ensure that actions taken have a positive impact across all protected characteristics, that the promotion of equality is at the heart of school planning and that discrimination is being eliminated effectively.

The review of the SES informs its revision, the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders
- be evidenced based - using information and data that the school has gathered and analysed
- use the evidence to do accurate impact assessments which inform priorities.

10. Summary of our most recent review (action plan)

Review Date: January 2018

Action Plan: Student Choosing to transition from female to male in Year Eleven

Specific Actions;

To ensure the student concerned feels safe throughout the process and from the outset.

To manage the feelings and behaviour of other students.

To make the process a positive one and encourage other transgender students to feel safe.

Expected Impact and Indicators of Achievement (success criteria);

To be able to record that there were no incidents of unkindness. If any occur to be able to record that they were dealt with properly.

The student to pass through school happily and feel able to join Sixth Form should he wish.

Timescales;

- Meeting between student and Headteacher: Term 1.
- Meeting between Headteacher and family: Term 1.



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- Assemblies to all students, in houses, setting the context and expected behaviour: Term 1.
- Arrangement of meetings between student and staff mentor (transgender): Term 1.
- Contact with home to check progress: Term 2.
- Review meetings between Headteacher and student; Terms 2, 4 and 6.

Lead Responsibility

For implementation, the lead is the Headteacher.

Resources

- The assemblies and resources.
- Scheduled meetings; Headteacher and/or mentor with student.
- Printed and digital resources as recommended by mentor.