



SINGLE EQUALITY SCHEME

Last Review:	October 2013
Committee:	Personnel
Date Ratified:	12 th December 2013
Next Review:	October 2016

Rationale

The Single Equality Scheme outlines the commitment of the staff and governors of Sir William Romney's 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 and take seriously our contribution towards community cohesion.

This commitment is embedded in the following two of the three core values of the school:

Every individual is equally important; students of all abilities and backgrounds are provided with the opportunity to develop the skills, experiences and knowledge to achieve their potential and to prepare for their future lives.

The school provides a safe, caring and enriching environment where all members of our community know and respect each other, our students believe in themselves and contribute to the development of others, both in school and beyond.

Sir William Romney's School Vision includes the following aims:

- An engaging and challenging curriculum will be provided, to ensure that students attend school, enjoy learning and achieve their potential. Their progress is carefully monitored to ensure that every child achieves.
- To have a curriculum which is fully inclusive with opportunities for all students including those with SEN and those students identified as gifted and talented.
- School policies and procedures meet statutory requirements and, where applicable, balance the interests and well-being of staff with the duties and responsibilities of employment.
- To provide a safe and secure environment for students, staff, parents and the community that is welcoming and inspiring.
- All students are encouraged to make a positive contribution to their school and local community. They demonstrate positive behaviour and relationships in and out of school, and choose not to bully and discriminate.
- **Learners at Sir William Romney's develop and experience** understanding of the local, national and global community through the curriculum, extra-curricular opportunities and through their experiences of working with the local and wider community.
- The school is accessible for all learners, employees and other users.

The School

Sir William Romney's is an 11-16 comprehensive school of 419 students situated in Tetbury. The school serves a predominately rural community from a wide catchment area. The school is committed to the principle of inclusion and community involvement and access.

During the academic year 2012 - 2013:

- 49% of the school population are female and 51% are male
- 73% of the school staff are female and 27% are male

- 0.03% of the school population are physically disabled
- 5.4% of the school population come from minority ethnic groups
- 2.4% of the school population speak English as an additional language
- **0.03% of the school's staff come from minority ethnic groups**

This policy is written in the context of:

- The Race Relations Act (2000)
- The Disability Discrimination Act (2005)
- The Children Act (2004)
- The Equality Act (2010)
- The Employment Equality Regulations (2003)
- The European Directives
- The Duty to Promote Community Cohesion (Education and Inspection Act 2006)

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 race equality
- monitor its policies for any adverse impact on the promotion of race equality
- publish the results of assessments, consultation and monitoring, providing public access to information
- involve disabled people in the development of the Scheme
- consider the need to address the causes of any gender pay gap
- **gather and use information on how school's policies and practices affect gender equality in the workplace and in the delivery of services**
- to consult stakeholders in order to determine gender equality objectives
- to assess the impact of policies and practices on gender equality
- to review the single equality scheme every three years

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 in order to support community cohesion.

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 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.

While there is little difference in the achievement of boys and girls at GCSE the difference in attainment is significant and the narrowing of this gap is 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 and bisexuals 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 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.
- Assess the impact of our policies and practice on promoting religious/belief, sexual orientation and age equality.

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

Learning and Teaching at Sir William Romney's 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 discriminatory behaviour, including homophobia
- 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 PD 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 Sir William Romney's 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.
- Use the performing and visual arts to develop display, exhibitions and performance which reflects diversity across all aspect of equality of opportunity

The Curriculum at Sir William Romney's 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 Sir William Romney's School will:

- Provide equal access to all activities

The Pastoral System at Sir William Romney's 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, Sir William Romney's 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 schemes 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 in line with LA guidance

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

Equality impact assessments will be carried out for all policies and key function and procedures when they are reviewed to ensure that they meet the duties set out under race, gender, disability, religion/belief, age and sexual orientation legislation.

These policies include:

Admissions
Attendance
Exclusions
Curriculum
Behaviour
Anti-bullying
Safeguarding
Pay
Performance Management

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.