

Oak Field School and Sports College

Equality Statement and Single Equality Policy

Date approved by the Governing Body: 2 September 2016

Equality Statement

- We ensure that everyone in school is treated fairly and with respect.
- We recognise that people have different needs and that treating people equally does not always involve treating everyone in exactly the same way.
- We ensure that school is a safe place for everyone.
- We consult with people from different groups and involve them in our decision making.
- We recognise that extra support is needed for some pupils to help them achieve their full potential and be successful.

Legislative Framework

The School is bound by the Public Sector Equality Duty (PSED) of the Equality Act 2010 and the Specific Duty. To comply with this Duty:

- We maintain and publish quantitative and qualitative information showing our compliance with the PSED set out in Clause 149 of the Equality Act, to explain how we have due regard for equality.
- We publish information each year about our school population.
- We formulate and publish specific and measurable objectives, based on our collected and published evidence, which demonstrate how we plan to tackle inequalities and reduce or remove them.
- The objectives we identify, take into account national and local priorities and issues, as appropriate.
- We monitor our equality objectives regularly and report annually on progress towards achieving them.

We aim to make sure that no-one experiences less favourable treatment or

discrimination because of age, disability, ethnicity, colour or national origin, gender, gender identity or reassignment, marital or civil partnership status, religious beliefs, sexual identity or orientation.

Oak Field School recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child (UNCRC), The UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

We welcome the general principles of UNCRC and have regard, in particular, for the needs of children and young people who are disadvantaged and vulnerable and their parents and carers.

Oak Field School is a Community Day School for pupils with severe or profound learning and/or physical disabilities situated in the City of Nottingham.

Information at September 2016

154 pupils

Gender

61% boys 39% girls

Ethnicity

50% White British

10% Pakistani

6% Black Caribbean

5% Other Black African

Amongst the other pupils are: Chinese, Greek, Roma, Filipino, White Eastern European, Arab, other mixed background

Religious Faiths - Amongst those who chose to indicate

32% Christian

19% Muslim

32% No Religion

Other faiths identified include Hindu, Buddhist, and Sikh

Pupil Premium

54% of yrs. 1-11

36% of whole school

There are 2 LAC pupils and 3 adopted from care.

Free School Meals 35% of school

There is an issue of pupils who would be entitled to Free School Meals who have Bolas Feeds and families do not necessarily apply for FSM.

SEND

100% of pupils have SEND

School Outcomes

Attendance

The number of pupils' authorised absences in the period 2015/16 equates to 10% of absence. The majority of this time was for medical appointments and illness.

Taking into account the authorised absence for long term illness and medical appointments due to the nature of the students the attendance was 98.1%

Achievement

Whilst the majority of pupils achieved or exceeded their targets, their level of learning does not meet National Curriculum Levels so that Pupils at KS 1, 2, 3 & 4 were exempted from Assessment under Section 18 or 19 of the 1988 Act.

GCSE Expressive Arts – 9 pupils completed the course in 2016

Arts Award Bronze – 15 pupils achieved the Award at August 2016

Arts Award Discover – 31 pupils achieved the Award at August 2016

ASDAN Personal Progress Entry Level Certificate – 24 pupils achieved

ASDAN Personal Progress Entry Level Award – 6 pupils achieved.

Participation

Theatre Visits – 134 visits by pupils

Trips to Exhibitions etc. – 162 visits by pupils

Residential Visits – 98 pupils

After School Clubs – 59 pupils attend

Theatre Companies/Poets etc. coming into school – All pupils

Dance Festival – 100 pupils

Incidents

One incident of racial discrimination from one pupil to another reported in 2015/16

Staff Training

The school provides staff with training in a variety of different areas which include the teaching of pupils with severe or profound and complex learning

and physical disabilities. It includes discussion on equality issues. There is training for working with pupils with additional sensory impairments, communication, supported and alternative communication, and Makaton. Training is also given in Physical Intervention (Approach) and Moving and Handling. Additional training is given in Epilepsy, Eating and Drinking and Bolus Feeds.

Relevant Policies

Policies pertinent to equality and diversity are regularly reviewed. These include SEN, anti-bullying, EAL and Safeguarding

Teaching and Learning

- The contextual data allows the school to improve the support to individual pupils and groups
- We monitor achievement data by gender, ethnicity and other groups relevant to the school, in regard to their level of disability such as SLD, PMLD and CLDD
- Setting of challenging and relevant targets based on individual achievement.
- Pupils are prepared for life in a diverse society.
- Materials are use which reflect the diversity in society.
- Racist and discriminatory language and attitudes are challenged.
- The school celebrates cultural diversity.
- Parents and carers are encouraged to support their child's education.
- Equality issues are discussed in curriculum time.
- Teaching and learning styles reflect the needs of individual pupils.
- The same opportunities are given regardless of gender.
- In Work Related Learning, stereotypes are challenged.
- Community cohesion is promoted through all curriculum areas.
- Close links are made with community groups which reflect diversity.
- The school actively promotes the Global Learning Agenda
- School Councils encourage the voice of the pupils.

Reasonable Adjustments and Auxiliary Aids

The school has a duty to make reasonable adjustments.

If provision/ practice puts a disabled pupil at a disadvantage in comparison to other pupils, our school will provide an auxiliary aid or service for that pupil to alleviate that disadvantage if it would be reasonable to do so.

Decisions to make reasonable adjustments and for the provision of auxiliary aids will be made in consultation with our parents/ carers.

Employer Duties

As a community school of Nottingham City Council, Oak Field School is an Equal Opportunities Employer. Equality aspects relating to race, religion, gender, disability, sexual orientation, gender reassignment and age are considered where appropriate when making appointments.

Roles and Responsibilities for Implementing the Single Equality Scheme

The Head Teacher:

- Demonstrates responsibilities under the Equality Act.
- Ensures that staff and parents are informed about the Single Equality Scheme.
- Ensures that the scheme is implemented effectively.

- Manages any day-to-day issues arising from the policy whether for pupils or for the school as an employer.
- Ensures staff have access to training which helps to implement the Policy.
- Liaises with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Monitors the Policy and report to the Governing Body, at least annually, on the effectiveness of the policy.

- Ensures that the Senior Leadership Team are kept up-to-date with any developments affecting the policy objectives and connected action plan.
- Provides appropriate support and monitoring for all pupils
- Ensures CPD is inclusive of all staff and includes equality matters.
- Ensures recruitment, selection and promotion of all staff (teaching, support and administrative), reflects fair and safer recruitment procedures.
- Ensures that the voice of all stakeholders including parent/carer voice, pupil voice and staff voice is taken into account when making decisions.

The Governing Body:

- Ensures that the school complies with all relevant equalities legislation.
- Ensures all governors receive up to date training in all the equalities duties.
- Designates a governor with specific responsibility for the Single Equality Policy.
- Establishes that the action plans arising from the scheme are part of the School Development Plan.
- Supports the Head Teacher in implementing any objectives necessary.

- Informs and consult with parents about the policy and plan.
- Evaluates and review the objectives annually.
- Assesses the potential impact of decisions made upon equalities.

The Senior Leadership Team:

- Has responsibility for supporting other staff in implementing this Policy.
- Provides a lead in the collection and dissemination of information relating to the Policy.
- Identifies good quality resources and CPD opportunities.
- With the Head Teacher, provides advice/support in dealing with any incidents/issues.
- Assists in implementing reviews of this Scheme as detailed in the School Development Plan.
- Evaluates and review the objectives annually.
- Ensures coverage in the curriculum of equalities issues.
- Ensures the curriculum promotes pupils' SMSC.
- Ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

Parents/Carers:

- Have access to the Policy and Plan.
- Are encouraged to support the Policy.
- Have the opportunity to attend any relevant meetings/awareness raising sessions related to the Policy.
- Have the right to be informed of any incident related to this Policy which could directly affect their child.
- Are informed of objectives, published annually.

School Staff:

- Accept that this is a whole school issue and support the Single Equality Policy.
- Make known any queries or training requirements.
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping.
- Know procedures for reporting prejudice driven behaviour, including incidents of racism, harassment or other forms of discrimination.
- Do not discriminate on racial, disability or other grounds.
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA.
- Ensure that pupils from all groups are included in all activities and have full access to the curriculum.
- Promote equality and diversity through teaching, curriculum, the learning environment and through relations with pupils, staff, parents and the wider community.
- Support the implementation of objectives through key action points.

Pupils:

- Are made aware of any relevant part of the Policy, appropriate to age and ability.
- Are expected to act in accordance with any relevant part of the Policy.
- Experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society.
- Understand the importance of reporting discriminatory bullying and racially motivated incidents.
- Understand their role in supporting the implementation of objectives (where relevant).

Visitors

- Visitors and contractors are responsible for complying with the school's

Equality Policy – non-compliance will be dealt with by the Head Teacher.

Objectives

- This Policy is supported by annually published equality objectives; their progress is monitored and evaluated regularly by the Governing Body.

Our objectives are based upon:

- The evidence we have collected and published, including who we have consulted and how.
- An impact analysis of the evidence which inform our decision making.
- National and local priorities and initiatives, as appropriate.