



Equality Plan 2020

Document History	
Owner:	<i>The Sub-Warden on behalf of the Warden</i>
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Linked Documents:	Equality Policy; Accessibility Plan; Admissions Policy; Anti-Bullying Policy; Behaviour Policy; Curriculum Policy; PSHE Policy; EAL Policy; Learning Development Policy; Grade Cards and Reporting; Recruitment and Selection Policy and Procedure; Staff Code of Conduct; Staff Disciplinary Procedure; Grievance Policy; Dignity at Work; Bursary Policy; Exam Access Arrangements.
External Documents	<i>The Equality Act 2010, Disability Discrimination Act 1995 (DDA)</i>

Purpose

This Plan sets out specific actions to enable the School to meet the aims of the **Equality Policy** and should be read in conjunction with that document.

The Plan has been created by the School Senior Management Team; delivery will be co-ordinated by the Sub-Warden (or another member of the SMT on behalf of the Sub-Warden), who will be responsible for reporting progress against the plan to the Governing Body, including trend analysis and recommendations for next steps within the updated plan.

The Plan is a live document. It will be formally reviewed and updated annually, but changes may be made by the SMT during the course of the year as priorities change.

Roles and responsibilities

The Sub-Warden has overall responsibility for co-ordinated delivery of the Plan. Progress against the plan will be reported to the Governing Body [through a named Governor]. Each area of the Plan has an owner within the SMT:

- Relating to Employment – the Bursar
- Relating to Academic Curriculum – Deputy Head, Academic
- Relating to Co-Curricular and Games – Assistant Head, Co-Curricular
- Relating to Houses – Deputy Head Pastoral
- Relating to pupil behaviour and discipline – the Sub-Warden
- Relating to delivery of PSHE (both formal and informal) – the Assistant Head, Pastoral and Pupil Wellbeing
- Relating to pupil well-being - the Assistant Head, Pastoral and Pupil Wellbeing

General Context

The actions specified here must be read in the context of the Equality Policy. This plan defines specific actions for the academic year 2021-21. Priorities will change from year to year and the Plan will change according to results; the ideal outcome is that the actions identified here become business as usual and no longer need to be monitored as part of a specific plan.

Actions relating to pupils with disabilities are covered by the Learning Development Policy (approved in October 2020 by the Education Sub-Committee) and the Disability Policy (due for review in May 2021). Exam access arrangements for these pupils are described in the Exam Access Arrangements Policy (due for review in May 2021).

Actions relating to improving access to the physical school environment are described in the Accessibility Plan – a new three-year version of this document is required for the academic year 2020-21.

Specific Context for 2020-21

1. Addressing Racism

Creating an anti-racist culture is an important focus for 2020, with initiatives to make the school a more racially inclusive place positioned in the broader context of addressing discrimination, unkindness and bullying based on any other protected characteristic.

The SMT commissioned an external survey in October 2020 which surveyed pupils and staff. This has enabled us to identify three key areas of concern relating to race:

- Racist jokes among pupils
- Inconsistent responses from staff to potentially racist incidents
- Low staff diversity.

Our curriculum should also reflect diversity and encourage discussion around issues of equality and race where appropriate. The IB course provides an international perspective, but we must make sure that all pupils benefit

from those principles whether or not they take the IB. The St Edward's Certificate provides an excellent opportunity to do this.

2. Developing a fully co-educational environment

Ensuring that the first two co-ed sixth forms in Sing's and Cooper Lodge are a success is a priority for 2020-21, followed by further development of co-ed Houses if appropriate.

Differences in the overall school experience and academic outcome for boys and girls will continue to be carefully monitored and addressed through a focus on classroom practice and House culture.

We will continue to ensure that all pupils feel that they have equal opportunities and recognition for sporting achievement by promoting a wider range of sports for girls and playing more sports that can be enjoyed by mixed teams.

Action	Aim	SMT Responsibility	Monitoring, timescale and success criteria
1. Diversity in the Curriculum	Encourage all pupils to view issues through a range of lenses, appreciating different perspectives.		
<p>1a. St Edward's Certificate</p> <p>All Perspectives courses will contain a unit which invites pupils to engage with the legacy of empire and colonialism.</p> <p>All of the SESC courses are encouraged to include material from minority voices where appropriate.</p>	All Middle School pupils understand how the legacy of colonialism still impacts the world; they can consider issues from different perspectives, considering different traditions and voices.	Assistant Head Academic	Overview of courses, lesson observations, discussions with pupils. Impact observable over two years in pupil portfolios. Should see reduction in race-related banter.
<p>1b. GCSE and A Level Courses</p> <p>Review the syllabuses we take – do they allow pupils to enjoy a global perspective? If not, are there better alternatives?</p>	All pupils have the opportunity to gain a global perspective – essentially the international outlook defined by the IB.	Deputy Head Academic	All Heads of Department required to critically review their courses with recommendations for change from 2021.
<p>1c. Other Courses</p> <p>All Schemes of Work should, where appropriate, try to include international perspectives, diverse voices, and/or to allow debate on issues arising from equality and diversity issues.</p>	Equality and diversity and international perspectives are a normal part of the curriculum – not Black History Month or LGBTQ+ Month.	Deputy Head Academic	Include this in lesson observation forms and formal peer review of schemes of work from 2021. Survey teachers and pupils from 2021.

Action	Aim	SMT Responsibility	Monitoring, timescale and success criteria
2. Tackling bullying and unkindness based on protected characteristics	To reduce bullying and unkindness based on protected characteristics.		
<p>2a. PSHE +</p> <p>Review and revamp lesson-based PSHE, plus talks and workshops from outside speakers, discussions in tutor meetings, House-based activities and assemblies to include more material addressing diversity and equality.</p> <p>Involve senior pupils in developing and delivering material (prefects, Heads of Houses, peer listeners and sports leaders).</p> <p>Develop a communication strategy to engage parents with our PSHE programme.</p>	<p>All pupils to have an understanding of issues relating to systemic discrimination and unconscious bias; they will learn how to handle micro-aggressions assertively and have the confidence to call out discriminatory “banter” as well as how to recognize harmful stereotypes and challenge them.</p> <p>There is a common language for talking about unkindness based on protected characteristics which is shared with parents so the conversation can continue at home.</p>	Deputy Head and Assistant Head Pastoral	<p>New PSHE syllabus developed during 2020 for full implementation in September 2021.</p> <p>Produce an integrated plan linking PSHE to external talks/workshops and activities in House and tutor time.</p> <p>Monitor and report on disciplinary incidents involving protected characteristics.</p> <p>Gather feed and back from pupils using a variety of means to track progress.</p>
<p>2b. Staff Training</p> <p>Share summary results of the Flair survey with all staff.</p> <p>Make the school Equality Policy and Equality Plan a focus of inset training with follow up training based on House Teams, departmental teams, sports coaching teams and any other pupil-facing staff groups.</p> <p>Develop or procure appropriate training courses on how to identify and challenge micro-aggressions and to support pupils in dealing with discriminatory bullying etc. This may involve engagement with current parents or OSE.</p>	<p>All staff have a common understanding of their responsibilities to promote equality within the meaning of the Equalities Act.</p> <p>All staff are aware of their responsibilities to make the School a safe place where everyone can thrive.</p> <p>All staff have an appreciation of the most common forms of bullying based on protected characteristics faced by our pupils.</p> <p>All staff have a common understanding of what constitutes a micro-aggression based on protected characteristics.</p> <p>All staff have a consistent approach to dealing with incidents of unkindness or bullying involving protected characteristics.</p>	Deputy Head, Pastoral	<p>Monitor and report on pupil disciplinary incidents involving protected characteristics.</p> <p>Gather feedback from pupils using a variety of means and track progress.</p> <p>Monitor and report on any complaints (from pupils, parents or staff) where discrimination based on a protected characteristic is relevant to the complaint.</p> <p>Record all training undertaken by staff, including any specific extra training required as a result of disciplinary action against staff.</p>

Action	Aim	SMT Responsibility	Monitoring, timescale and success criteria
3. Diversity in the school community	An ethnically diverse pupil body and workforce.		
<p>3a. Increase diversity in the workforce, especially in pupil-facing roles</p> <p>Work with the organisation <i>Mindful Equity</i> to attract a wider range of people as graduate interns.</p> <p>Consider use of specialist recruitment agencies to encourage a wider range of applicants to all posts.</p> <p>Monitor and report on workforce diversity.</p>	<p>The School will benefit from a wider talent pool when recruiting staff and increase the energy and talent in the teaching body by attracting people from more diverse backgrounds.</p> <p>Pupils benefit from a wider range of role models.</p>	Warden	<p>Movement towards a more diverse workforce.</p> <p>At least two graduate interns in 2021/22 from the links with Mindful Equity.</p> <p>Regularly seek information from the staff body on their experience of discrimination, using a variety of means.</p>
<p>3b. Encourage applications from a more diverse group of potential pupils</p> <p>Active promotion within North Oxford Community, working with external partners and through specific communications to encourage a wide range of pupils from all backgrounds to apply. Understanding there is financial support available for those who may need it.</p>	<p>Attempt to widen the diversity of pupils at School, increasing the pool of potential talent who can benefit most from the education the School offers; integrate the School more closely into the local community.</p>	Registrar/Director of Development	<p>Monitoring impact of admissions communications on widening access.</p>

Action	Aim	SMT Responsibility	Monitoring, timescale and success criteria
4. Co-education	Working towards 50:50 boys/girls. The experience and the academic outcomes for all pupils should be broadly the same, irrespective of gender.		
4a. Co-Educational Houses Support Cooper Lodge and Sing's as the first House to have co-educational sixth forms (from September 2020). Carefully plan development of further co-ed Houses.	Reduce heavily gendered House cultures; reduce areas of school life where pupils are split solely based on gender.	Warden	Monitor academic and pastoral outcomes for pupils in co-ed Houses; monitor application requests for a co-ed House (at 13+ and at 16+); monitor questions and concerns from parents at Open Mornings. Leading to confidence to create more co-ed Houses (2-5 years).
4b. Gender and Sport All Heads of Sport to include a section of their development plan which identifies how they are addressing any gender inequality issues in their sport.	Equal kudos for boys' and girls' games; more sports that can be played by boys and girls; more opportunity for mixed teams.	Assistant Head, Co-curricular	Pupils feel equal status for boys' and girls' games; games that are relatively new for girls (cricket and football) grow in popularity and in quality.
5. General	Ensure that we remain fully compliant with the Equalities Act		
5a. Discipline Record any protected characteristic (including SEND) in all serious disciplinary cases	Ensure that no group is being unfairly treated in disciplinary cases; and that reasonable adjustments are made for pupils who have any form of disability.	Sub-Warden	Annual reports to Governors (or ad hoc as may be required)
5b. Co-Curricular Activities All Heads of Activities to explicitly include anti-discrimination or equality and diversity issues in the Development Plan for their activity	Ensure that no group is unfairly excluded from any activities or treated differently because of a protected characteristic.	Assistant Head, Co-Curricular	Pupil surveys, monitoring reports from Heads of Activities

