

# Community Cohesion and Equality Scheme

2007 – 2010

## Bridgewater School



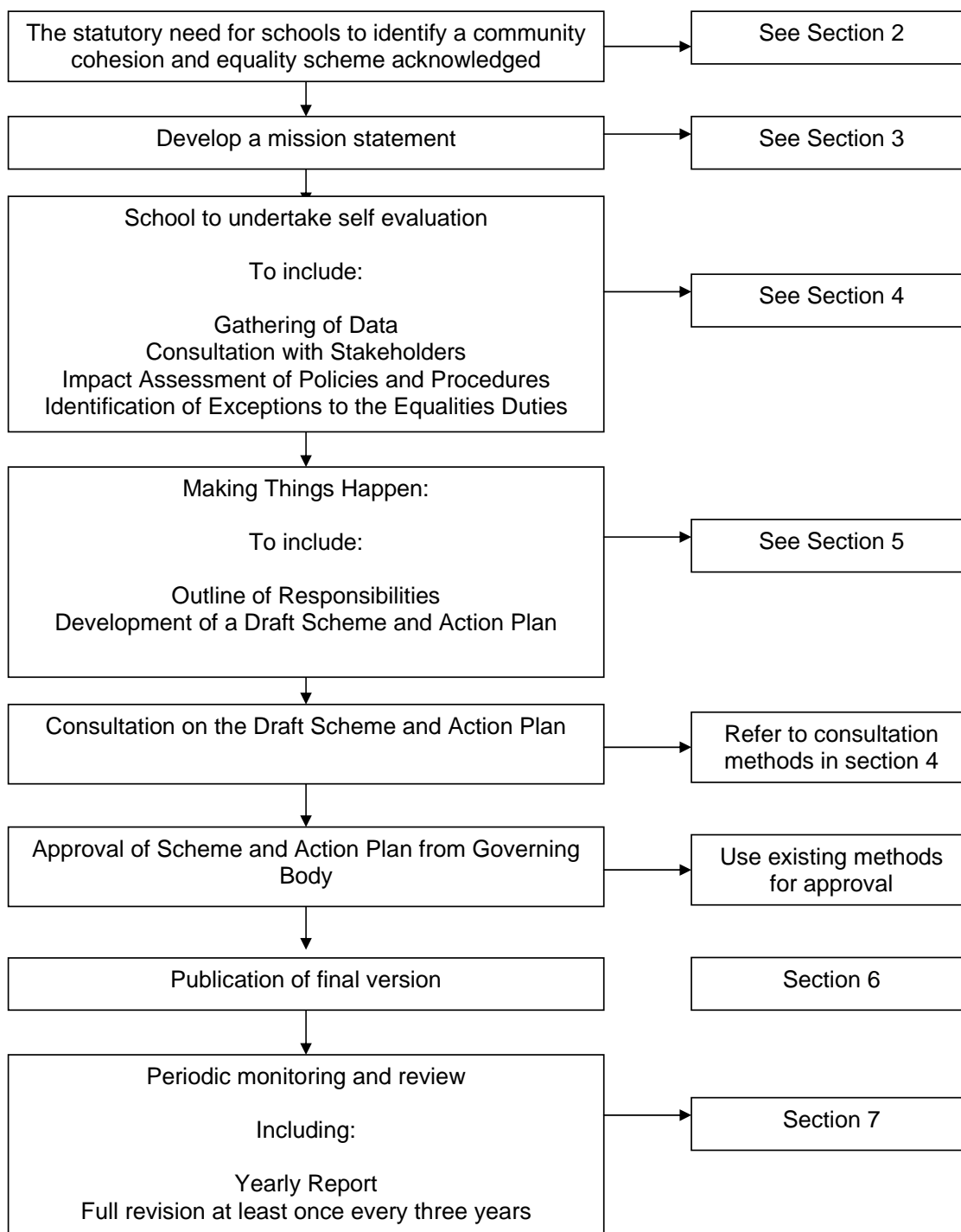
Updated Jan 12

At Bridgewater our policies are regularly reviewed. This reflects current practice within school and all related government guidance and statutory requirements.

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# 1. Steps for Schools



## 2. The Need for a Community Cohesion and Equality Scheme

The requirement of maintained schools to comply with the equality and diversity legislation and the new duty placed on schools from 1 September 2007 to promote community cohesion under the Education and Inspection Act 2006 has led to the development of this combined equality scheme framework by Newcastle Local Authority on behalf of Bridgewater School to help us meet the statutory duty placed on us to have such a scheme in place. The development of this scheme will ensure that we become familiar with the legislation and meet our duties\*. We believe that this area of work plays an absolutely critical part in the development of the potential of all members of our school community and therefore fundamentally underpins the school improvement agenda.

The scheme for Bridgewater School embraces the following duties:

- **Community cohesion**
- **Gender (sex and reassignment)**
- **Age**
- **Race**
- **Disability :**
- **Religion or belief**
- **Sexual orientation**

The scheme intends to set out how the school will meet its duties and responsibilities under the legislation contained in appendix 1. For each of the above areas our responsibilities vary. These are outlined in appendix 3.

At Bridgewater School we understand that:

- all of the general duties contained within the legislation are obligatory.
- the purpose of our scheme is to show how we are going to meet these.
- that the specific duties outlined in the legislation are useful in helping us to meet the general duty; however meeting the general duties is our ultimate aim.
- that legal action can be taken against us if we fail to comply with the equality duties contained within the related legislation.

Bridgewater School will provide our community cohesion and equality scheme on request to Ofsted and will highlight in our self-evaluation, prior to inspection, the improvements we have made in meeting the different duties. The actions identified within this scheme are contained within our School Development Plan and fit with our own school improvement planning cycle.

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\* Schools are referred to the [DfES guidance note](#) on the schools extranet which provides a useful guide for the action that maintained schools need to take to comply with equality and diversity legislation. The [extranet](#) also contains more detailed equalities information for schools.

## Optional Addition

At Bridgewater School we will consider other vulnerable groups who are not covered by any current legislation under this framework, to ensure that they are not discriminated against in any way and that our school is as inclusive as possible. In

Bridgewater School this includes:

- looked after children
- young carers
- individuals with medical conditions
- pupils on free school meals
- pupils from families on benefits/low income
- children of refugees and asylum seekers
- children of gay and lesbian parents
- English as an Additional Language
- any other vulnerable group/circumstance that could cause discrimination.

### **3. Mission Statement for Bridgewater School**

**Every Child matters at Bridgewater School regardless of their ability, race or religion. Through a supportive partnership of parents, Governors, staff and children, we provide a safe stimulating environment where children can develop their skills for life long learning.**

At Bridgewater School we are committed to actively addressing discrimination, promoting equal opportunities and good race relations by encouraging, supporting and helping all pupils and staff reach their potential. We work with parents\* and with the wider community to address discrimination and to follow and promote good practice, to ensuring the equality duties are adhered to and procedures are followed.

At Bridgewater School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We aim to develop a culture of inclusion and diversity in which everyone is able to participate fully in school life and achieve their full potential.

In order to ensure that the above statements are met:

- The achievement of all pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching and learning.
- Employment statistics will also be monitored and we will use this data to ensure that we are inclusive and fair in all our appointments.
- The curriculum will be developed to ensure that the specific needs and requirements of all pupils from diverse groups are met.
- No 'hate' crimes and related incidents will be tolerated by Bridgewater School. Any incidents of this nature will be addressed in line with the school's own Behaviour and Anti Bullying policies and will be reported to the Local Authority via the ARCH online system. ([www.newcastle.gov.uk/cyparch](http://www.newcastle.gov.uk/cyparch))
- We have an Accessibility Plan in place and make reasonable adjustments to ensure that the school environment is as accessible as possible for all pupils. We will extend this to cover staff parents and others who access our premises. Accessibility will cover all areas e.g. gender, race as well as disability.
- Admissions to our school will follow the Local Authorities Admission Policy to ensure equality and fairness in our pupil intake.

## 4. School's Self Evaluation

### Community Cohesion Self Assessment

#### What is Community Cohesion?

The Commission for Integration & Cohesion (an advisory body set up by the Government) suggests that a cohesive community is one where:

- There is a clearly defined and widely shared sense of the contribution of different individuals and different communities to a future vision for a neighbourhood, city, region or country
- There is a strong sense of an individual's rights and responsibilities when living in a particular place – people know what everyone expects of them, and what they can expect in turn
- Those from different backgrounds have similar life opportunities, access to services and treatment
- There is a strong sense of trust in local institutions to act fairly in arbitrating between different interests and for their role and justifications to be subject to public scrutiny
- There is a strong recognition of the contribution of both those who have newly arrived and those who already have deep attachments to a particular place, with a focus on what they have in common
- There are strong and positive relationships between people from different backgrounds in the workplace, in schools and other institutions within neighbourhoods

Newcastle City Council's draft Corporate Community Cohesion Strategy proposes the adoption of this definition for Newcastle. The strategy also outlines several principles which schools may need to take into account when considering the cohesion duty:

- **Community cohesion is about more than just 'race' and culture.** Although the interaction and understanding between different ethnic or religious groups are vital to cohesion, it can also be about younger and older people understanding one another better, or building bridges between neighbourhoods of relative wealth and poverty
- **Newcastle will continue to become a more mixed community.** Our school may face challenges because of the pace of change in their neighbouring communities. We need to think about how to promote understanding and interaction across communities in a school with relatively low levels of diversity.
- **Integration means mixing, not losing identity.** Communities and individuals in Newcastle, the UK and around the world have always maintained dual and multiple identities. We need to focus on meaningful interaction between groups and a shared sense of belonging, but this doesn't mean groups abandoning their unique identities. Making sure that differences

are understood and respected can be a challenge for schools. But those differences are an important part of how people define themselves and they can therefore be an important part of building self respect and confidence.

- **Communicating the truth and combating misinformation.** Many myths and misconceptions are spread about 'other people' by the media and other groups. Groups that can be victims of this include asylum seekers and refugees, migrant workers or Muslims. But as a group, young people can also be victims of negative perceptions. Challenging myths and providing the truth about different groups and communities is one of the first steps towards breaking down distrust, prejudice and resentment of others.
- **Equality is an underpinning aspect of cohesion.** Without ensuring equality, it is impossible to foster cohesion. Unless groups, communities and individuals interact on an equal basis, contact between them can often do more harm than good.

## The role of Bridgewater School

As economic change, regeneration, migration and other factors continue to alter the shape of our local communities and neighbourhoods, the role of Bridgewater School is more important than ever. All research and guidance on community cohesion recognises the central role of schools in breaking down barriers between young people; developing their sense of belonging; and building their understanding of their rights and responsibilities. Schools also play a vital part in promoting cohesion in the wider community. Therefore Bridgewater School can contribute to cohesion (i) through our ethos and curriculum [e.g. citizenship] , our promotion of shared values and a common sense of identity, and our commitment to supporting diversity and equality, and (ii) through our engagement with parents, with the wider community and with other schools.

For our school, the term community has a number of dimensions including:

- The school community
- The community in which the school is located
- The community of Britain
- The global community

Bridgewater School's current context is explained and our contribution to each area, with a specific focus on the school community and the community in which we are located, are described below.

### Bridgewater School Current Context Statement

<https://forms.ofsted.gov.uk/index.aspx>

Current SEF can be located Staff /SEF

- We currently have - children on roll.
- 30 children have been allocated places in our Reception Class from September.
- There are currently - children on the register of Special Educational Needs. ( - have statements, - are at school action plus and - at school action )
- We have - children with English as an additional language.
- Our attendance so far this year is - %.
- We currently have - families with children subject to a child protection plan.



## Measuring success – community cohesion indicators



Success in community cohesion often involves factors such as attitude change, sense of belonging and identity – things which can be very difficult to measure. It is important for us to develop some idea of how we will measure cohesion – otherwise it is not possible to judge what we are doing well now, and whether any actions we take bring about improvements.

Evidence will be based on the following indicators:

- **Safety measures**
  - Increased reporting of bullying, racist or homophobic harassment/incidents\*
  - Reduction in bullying, racist or homophobic harassment/incidents
  
- **Attitudinal measures**
  - Do staff/pupils/parents perceive Bridgewater School as a place where those from different backgrounds get on with each other?
  - Do young people feel able to report bullying/harassment/incidents?
  - Are young people satisfied with the response of Bridgewater School when they report bullying/harassment/incidents?
  - Do pupils have friends from different ethnic/religious backgrounds?
  
- **Learning measures**
  - Do staff understand/support the school's responsibility to promote cohesion?
  - Is the contribution of citizenship/other curriculae to cohesion clearly articulated?
  
- **Equality measures**
  - Are attainment/achievement disparities between ethnic groups being reduced?
  - Is the ethnic/religious mix of pupils reflective of the catchment area?
  - Is the ethnic/religious mix of staff reflective of the wider community?
  - Is the ethnic/religious mix of the governing body reflective of the wider community?
  - Is the gender/age mix of staff and governing body reflective of the wider community?
  
- **Community access measures**
  - The school provides services to the wider community, is the mix of users reflective of the wider community?
  - Has the whole community been consulted on what services it wants the school to provide?
  - Is the community satisfied with the service provided?

## Community Cohesion Self Evaluation for Bridgewater School

In both developing our context statement and through consultation with others we recognise that there are areas in which we work well to promote community cohesion and areas in which we can improve our contribution further. The action plan below details what we have done, where the gaps are and what we intend to do to address these.

Community Cohesion Area	What do we currently do well (e.g. through the school ethos, curriculum developments, our work with partners etc)?	What do we think we could do to further improve our contributions in this area?	How do our stakeholders think we could improve in this area and how do we know this?	What actions are identified as a result? (To be carried forward to Action Plan/School Development/Improvement Plan)
Bridgewater School Community	Strong links with neighbouring schools, Excelsior Pyramid, Sure start, local churches, playgroups & nurseries, care Homes for the elderly, street wardens, Local community library links, local police beat officers, parent support officer service, breakfast club, Multi agency teams, pink palace.	<ul style="list-style-type: none"> <li>• Improving communication systems for and with parents</li> <li>• Increasing the involvement of parents</li> <li>• Maintaining and strengthening links with neighbouring schools and agencies</li> </ul>	Strengthen communication with parents - through Head teacher's coffee mornings with parents.	See school development plan
Community in which Bridgewater School is located	Scotswood and Benwell	<ul style="list-style-type: none"> <li>•  Locality meetings</li> <li>•  Member of regeneration team on Governing Body meeting.</li> </ul>	Send reps to all locality meetings	Named list of reps for various tasks and links

<p>Community of Britain</p>	<p>Scotwood and Benwell Ward Newcastle Upon Tyne.</p> <p>Links with other primaries in North East.</p> <p>Residential visits.</p> <p>We offer work placements, trainee teachers, nursery nurses, teaching assistants, social workers and GNVQ students. We also have active adult learning programmes.</p>	<p>Join National pilot projects.</p> <p>Attend occasional National training</p> <p>Global environmental improvements.</p>	<p>Improve attendance at relevant Networks.</p>	<p>Joint activities with other primaries.</p> <p>Residential visits planned</p>
<p>Global Community</p>	<p>Opportunities to find out about other cultures/groups through curriculum.</p> <p>International School Award started</p> <p>French taught throughout school</p> <p>Europe day and international week planned</p> <p>Opportunities for staff to link with other countries and visit.</p> <p>EAL TA to promote understanding of each others' culture.</p>	<p>.</p>		

## Equality Self Evaluation for Bridgewater School

At Bridgewater School we recognise that under the equality legislation our duties when carrying out our functions are to have due regard to the need to:

- Promote equality of opportunity
- Eliminate unlawful discrimination and harassment
- Promote positive attitudes
- Encourage participation in public life
- Take steps to take into account the specific needs of those covered under the equality duties

In order to see how effective we are in meeting our duties and to identify any gaps in our provision in relation to equality, Bridgewater School have undertaken a self evaluation to highlight our existing strengths and any areas for future development.

This is done by:

- a. Gathering Information
- b. Consultation
- c. Equality Impact Assessment
- d. Identifying any exceptions to the duties appropriate to our school
- e. Looking at any additional implications for our school
- f. Feedback (Sharing information with the school community on our findings and future action)

### a. Gathering Information

Collection of information is crucial to setting our priorities and monitoring our outcomes and is therefore a requirement of the different equality duties.

We collect information on those strands of equality where it is a statutory requirement to do so. We consider the need to collect information on other equality strands as part of our self evaluation in relation to needs, entitlements and outcomes for pupils, staff, parents and the wider community. This information tells us whether our policies and practices are affecting some groups differently or adversely by preventing them from participating/achieving well in school life.

To meet the general duties of the equality standards we :

- Investigate the processes that have led to differences between diverse groups
- Consider how to remove any barriers
- Where necessary, revise and review our policies/practices and action plan.
- Establish monitoring systems for areas where information does not currently exist.

### Pupil Data

Bridgewater School collects data on the achievements of all pupils, primarily through teacher assessments and test results. This generic information gathering can be disaggregated for pupils from diverse groups to reveal if current policies and practices are

differentially affecting any group of pupils' achievements and attainments. Our Equality Scheme will monitor, for example :-

- Admission and Transfer Procedures
- Pupil attainment and progress
- Attendance
- Access to the environment, including access to equipment
- Access to the curriculum, teaching and learning
- Access to written communication
- Personal development and pastoral care
- Care and assessment
- Behaviour, discipline and exclusion
- Harassment
- Bullying (specifically racist and homophobic bullying)

& Counselling

Bridgewater School also gathers information on 'opportunities' and 'achievements' of pupils from diverse groups, examples include:

- which pupils are in positions of responsibility
- satisfaction and enjoyment levels across a range of school activities
- aspirations and ambitions of pupils for the future
- successful transition to secondary
- access to school trips
- involvement in after school clubs and activities
- pupils identified as gifted and talented

### **Employee Data**

Bridgewater School gathers the following information annually in relation to all employees, as part of Newcastle's school workforce diversity monitoring process.

- staff in post
- applicants for employment, training and promotion\*

### **Volunteer Data**

- Membership of the Governing Body
- Other volunteers

Bridgewater School analyses this information annually to review the effect of our equality scheme and practices, as shown in our self evaluation, and areas identified for improvement are highlighted in our School Development Plan.

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\* NB: Schools are legally responsible for ensuring that any pay decisions taken are free from discrimination under the Equal Pay Act

## Parent Data

Under the requirements of the general duties it is useful for us to collect detailed information on parents of children at Bridgewater School. In doing this we would be in a better position to show how we are promoting equality for all parents who are part of the school community. We will do this by monitoring, by diverse group, for example:

- attendance at meetings, courses or other events for parents
- membership of parent groups ie 'the committee'
- access to information, services and resources for parents and guardians
- level of response to information requested by the school (*could flag up language or literacy problem as well as the young carer issues.*)

## How we use the data we collect

At Bridgewater School we analyse the data to see if there are any patterns of inequality and take whatever steps are needed to remove barriers, promote awareness and promote equal opportunities/human rights, as highlighted in our equality self evaluation. This ensures that we:

- highlight any differences between those from different backgrounds
- ask why these differences exist, and test the explanations given
- review how effective the current targets and objectives are
- decide what further action may be needed to meet the general duties and to improve the performance of the different equality groups

## Gathering Information on Diverse Groups for Bridgewater School Self Evaluation

Group*	Needs	Entitlements /Rights	Outcomes for the Group			
			Which data/information is being looked at**	What does it show/what patterns emerge?	Explanation for patterns. How do you know?	What actions are identified as a result? (To be carried forward to Action Plan)
<b>Pupils</b> Particularly focus on the range of educational opportunities available and the achievement of pupils			Pupil survey ECM survey PIPs Optional SATs APP assessment Pupil voice	Vast majority of pupils have positive attitudes to school and learning.	Some issues in ECM survey could be test issues.	Identify children needing self esteem boost and provide support.
			Teacher assessment and pupil tracking.	Extremely low base line. Accelerated progress is needed for targeted children. EAL needs specific in put. EBD influences learning.	Early Years screen Tracking documents	ISP support for school. Red week to highlight responsibility and accountability.

\* For all groups we should be able to identify gender, age, ethnic origin, disabled/not disabled, religion or belief and where appropriate sexual orientation and gender reassignment.

\*\* We will use or adapt existing systems for gathering information

<b>Staff</b> Particularly focus on the fair recruitment, employment and retention of staff			Staff in post Applications for employment for vacancies open to external and internal candidate Applications for promotion to internal vacancies Staff receiving training Staff benefiting as a result of performance assessment procedures Staff involved in grievance procedures Staff subject to disciplinary procedures Staff ending employment	Compare your school's data with, for example:  Staff in other Newcastle schools Full age range All white British	Staff mainly female. White British	
<b>Parents</b>			Figures for parental attendance at meetings Adult learning sessions	Difficult for some parents to come to school Adult literacy issues	Dialogue PSA visits	Any parental or community complaints are logged and addressed Flexible timing of meetings Parent courses Read important documents



## **b. Involvement and consultation\***

### **Consultation at Bridgewater School**

It is a requirement of the legislation that pupils, staff, parents and other stakeholders are involved in the development of the scheme and at Bridgewater School we believe it is important that there is ownership of the scheme by pupils, staff and parents.

Bridgewater School has consulted with a wide range of pupils, staff, parents and carers and the wider community and have listened to a range of views in the development of our equality scheme. This consultation has helped us to determine the priorities for Bridgewater School with regards to equality over the next three years.

NB: Schools should consider how to encourage disclosure, particularly by parents. At Bridgewater School we do this by:

- ensuring confidentiality
- being transparent about why certain information is being requested
- emphasising the benefits and support available to parents and carers
- emphasising the benefits to their child's education if the school can communicate/involve them in a way appropriate to their needs
- sharing success stories where possible/permitted

Bridgewater School ensured that in undertaking our consultation exercise that we took into account the preferred means of communication for those with whom we were consulting.

Additional steps to build on the involvement of people and groups are highlighted in Bridgewater School Action Plan.

#### **For Example:**

- Improving communication systems for and with parents
- Increasing the involvement of parents

### **School Working Group**

At Bridgewater School we have set up a working group to develop the community cohesion and equality scheme. The membership of this reflects the diverse range of people the scheme has in place to embody and comprises the curriculum committee: Walk to School Initiative, attendance, extended school projects, shared site work and fundraising

### **School Council**

At Bridgewater School the school council is involved in the development of the scheme. They will contribute by:

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\* Methods of consulting and involving stakeholders will be reviewed to see how they can be used and adapted to meet the requirements of the community cohesion and equality duties.

- Fund raising for school and charities through activities such as Children in need & Red nose day.

### **Focus groups**

- ✚ Bridgewater parent group 'the committee', food group
- ✚ Governors
- ✚ Multi agency working party

### **Local Pupil or parent networks**

- ✚ Representing pupils or parents of pupils with similar issues e.g. SEN, gifted children,
- ✚ Parenting programmes:
  - ✚ Incredible Years,
  - ✚ Changing Tracks,
  - ✚ Youth Inc(Early Years Intervention for behaviour),
  - ✚ BME(British Minority Network) in partnership with EWO(events).
  - ✚ Close liaison with parent partnership
  - ✚ Local Sure Start children's centre

## Consultation Proforma for Bridgewater School

Stakeholder	How/when consulted with (	Issues addressed through consultation e.g.	Special adjustments or provisions made during consultation	Outcome of Consultation	Actions Resulting from Consultation
	<ul style="list-style-type: none"> <li>• Focus groups</li> <li>• Meeting for staff, parents and pupils in conjunction with other schools</li> <li>• Parent's Evenings</li> <li>• Drop-in sessions</li> <li>• Social events to hear views in informal settings</li> <li>• Questionnaires/Surveys</li> <li>• Feedback slips</li> </ul>	<ul style="list-style-type: none"> <li>• Do you feel that pupils have equal access to the curriculum?</li> <li>• Do you feel that all pupils have equal access to participate in school life?</li> <li>• Are there enough opportunities for parents to be involved in their child's education? What would make it better?</li> </ul>	<p>interpreter, disabled access, meetings at various times to suit different groups)</p>		<p>Devise questionnaire for stakeholders to complete ie SEN agencies</p>

<b>Pupils</b> from all groups at the school	School council meetings. PHSE and P4C lessons	Playground facilities  Clubs		New play equipment  Indoor facility at lunch time and break time.	
<b>Staff</b> - Employees working at the school (this could include ex-employees or employees working for the local authority)	*Key stage liaison *Staff meetings *Performance management	*work life balance *Curriculum provision		*Need for medium term planning. *Training issues identified.	*Revise 2 year cycle *Courses to be booked
<b>School Governors</b> - these can be governors from other schools	*self evaluation form *Sub committees *Gov.Body minutes	*Staffing *Policy making *Curriculum		*Greater involvement *Training issues	Training booked
<b>Parents/Carers</b> – asking about any needs in early communications with new parents and carers, emphasising, for example, adjustments that can be made for disabled parents, parents with English as an additional language etc.	*Parents meetings *Coffee mornings *Pre nursery meetings *Pre reception meetings *Welcome to Key 1 *Welcome to Key 2 *Welcome to year 6 *Transfer meetings for ASC	*Routines *Homework Communication channels	Tactful support for adult learning difficulties.	*Staggered times of meetings *Workshops to explain teaching methods of English and Maths *Voting pads for ease of response	*Arrange workshops. *Formal questionnaires *Coffee morning Quizdom.
<b>Local Community</b> - such as local community groups and individuals using extended services	*Extended schools *Locality teams	*Sign posting *Child care *Communication	Variety of meetings and venues.	*Appointment of PSA *Breakfast club *Holiday school *Notice boards *Use of CAFs	Training for staff in use of CAFs

<b>Local Authority</b>	*Locality networks *Staff networks				
<b>Partnerships and other local providers</b> e.g. local HE/FE providers, LSC, other schools etc)	ASPECT				
<b>Trade Unions</b>	2006 2008	Pay Policy Single Status	Private ballots		

### c. Equality Impact Assessment of Policies, Procedures and Practices

It is recognised that we cannot carry out equality impact assessments on all policies/practices in the first year, but we acknowledge that we are expected to ensure that Equality Impact Assessments are completed within the first three years of the scheme.

Bridgewater School has specific duties to assess and monitor the effects of our policies, practices and procedures on pupils, staff and parents from different groups.

At Bridgewater School we will carry out an initial screening of policies in order to:

- identify any immediate changes that may be needed to our school's policies, practices, provisions or procedures in order to remove any adverse effects on particular groups and to
- prioritise these policies, practices, provisions or procedures so that a full impact assessment is carried out on every policy, practice, provision or procedure in order of importance

This means that we will be carrying out an impact assessment on the policies, practices or procedures which have most negative impact on equality, and which need to be revised. If the initial screening shows that a negative impact seems likely, a full assessment will be conducted to establish the extent of the impact and to make recommendations aimed at minimising any negative differential in outcomes.

We will consider our existing school policies and practices as well as new policies and practices that come in when the duty is in force.

Bridgewater School has the following policies and practices/procedures:

At Bridgewater School we generally follow LA HR model policies and therefore we will concentrate on the impact of these rather than reviewing the policies themselves. e.g. an equalities view of those awarded or refused performance pay. We also acknowledge that we may need to review the way we interpret and implement the policies.

<b>Policy/practice/procedure</b>	<b>Priority for review</b>	<b>Possible Impact</b>	<b>Deadline</b>
<b>Example 1</b>  Managing Medicines and Medical Needs Policy	High  Initial screening shows this policy has a high relevance and, potentially, an adverse impact for disabled children.	Changes to the policy should mean that disabled children are able to access any prescribed medicine when they need it, that this is done in a safe and comfortable environment, and, where possible, pupils are not missing any classes.	To be revised.
<b>Accessibility Plan</b>	High This policy has a	Increasing the extent to which pupils can	Should be reviewed

	extremely high relevance with an adverse impact on disabled children if not in place	participate in the curriculum Improving accessibility, including physical aids to access education Improving communication through provision of information in alternative forms for both pupils and parents	annually.
<b>Sex and Relationship Education Policy</b>		To be revised to take into account the views and wishes of the parents and the culture of the community the school serves	
<b>Complaints Policy</b>			
<b>Attendance Policy</b>			
<b>Uniform Policy</b>	High Given the current national issues regarding the wearing of religious headwear it is timely to review uniform policy to bear this in mind	Changes to the policy may result in different permissions for children wishing to wear religious headwear	
<b>Curriculum</b>			
<b>Collective Worship Policy</b>			
<b>Anti-Bullying</b>	High Biennial review  Policies need to be inclusive of all groups and detail actions that arise From Bullying linked to Race Disability Sexual Orientation	Changes and revisions to the policy should be made in response to data from whole school community and the ARCH data reporting system Children from all groups should be reporting a reduction in all bullying incidents including	

	And other groups highlighted as at risk of bullying and social exclusion e.g. Looked after Children Young Carers	those that are linked to race, disability, sexual orientation or perceived sexual orientation.	
<b>Healthy School</b>	High	Changes to packed lunches	July 09
<b>Admissions</b>	Low	Over subscribed	April 09
<b>Behaviour/Discipline Policy</b>	High	Barrier to learning for self and others	April 09
<b>Sports</b>	High	Self awareness of fitness levels	July 09
<b>Careers/work experience</b>	High	Safety of pupils and confidentiality	
<b>Recruitment and Selection</b>	Low	Securely in place	
<b>Flexible Working</b>	High	Impact on stability for children	
<b>Career Break</b>	Low	Stability and standards	
<b>Leave for Staff with Families</b>	Low	Stability and standards	
<b>Leave of Absence</b>	Low	Stability and standards	
<b>Pay</b>	High	Need for safe guarding and restructuring	Sept 09
<b>Performance Management</b>	Low	Time restraints	Sept 08
<b>CPD</b>	High		April 09
<b>Grievance</b>	Low	Stress and standards	May 08
<b>Disciplinary</b>	High	Stress and standards	May 08
<b>Sickness Absence</b>	High	Stress and standards	Sept 08
<b>Capability</b>	High	Stress and standards	May 08
<b>Retirement</b>	Low	Stress and standards	Sept 09

A timetable for action is incorporated into the School Development Plan.

#### **d. Exceptions under the Equality Duties for Bridgewater School**

There are no exceptions under the equality duties applicable to our school.



## **e. Additional Implications for Bridgewater School**

### **Procurement**

There are a number of functions and services for Bridgewater School that are contracted out to private, LA organisations. These include,

- school meals
- site maintenance, cleaning and security
- human resources
- SEN support
- music, drama and sport activities
- before/after & holiday school activities

Bridgewater School will ensure that when contracting out services we build all aspects of equality into our contracts to ensure that the contractor fulfils all contractual requirement related to equality through a sustainable procurement method. This means that our procurement process would ensure the use of all resources within a framework in which environmental, social and economic factors are all put into consideration. The key decision will be about gaining best value for money which will not put any groups at disadvantage or damage our school environment. It will also mean that Bridgewater School is committed into placing sustainability at the heart of its mission through:

- Making it an integral to the delivery teaching, learning and all school services
- Taking positive actions to promote continual environmental improvements
- Setting and achieving clearly defined sustainable development objectives and targets

If equality and sustainability requirements are not built into the specification and/or contract, and the contracting organisation does not ensure equality of opportunity, we understand we could be deemed to be failing to meet our responsibilities to promote equality of opportunity under these circumstances.

### **Partnerships**

Bridgewater School is responsible for meeting the general duties and any specific duties when we carry out a relevant function with other organisations. If our partners are other public authorities that are also bound by the duties, each authority will be individually responsible for meeting the general and specific duties. If our partners are private or voluntary organisations we need to make sure that the work we do jointly, and the way we do it, allow us to meet the combined equality duties. Our private and voluntary partners do not have any similar obligation. For this reason private and voluntary sector organisations will also be invited to participate in the equality impact assessment of policies, procedures and practices governing any services that they provide for our school.

Our key partners include

- ✚ Local Authority
- ✚ Sure Start
- ✚ locality partnership
- ✚ Parish council
- ✚ Scotswood and Benewll ward
- ✚ Learning First

### **The Role of Bridgewater School as a Service Provider**

We have additional implications as a service provider to make our buildings accessible as well as ensuring that members of the community who hire rooms or school facilities are not discriminated against on the basis of their religion, race, sexual orientation, age, gender or any unjustifiable reason. Examples of the adjustments we have made include:

- ✚ Disabled access
- ✚ Adequate signage
- ✚ Security lighting

### **Hiring Transport**

When hiring transport Bridgewater School have duties regarding the hire of transport providers, including the bus and coach companies and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students. At Bridgewater School we use our own minibus.

- EBD/Early Years ARC transport provided by civic centre
- Buses from Keiths, Bells, Premier, Kingsley

### **Election of Parent Governors**

The Governors at Bridgewater School will ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to all parents including those who are:

- disabled
- from ethnic minority background
- lesbian, gay, bisexual or transsexual
- from a different religion

A parent governor who is known to be from one of the above groups will not be impeded in their role of office in any way by our school environment, policies practices or procedures.'

### **f. Feedback**

At Bridgewater School we recognise that an essential part of the scheme is regular and timely feedback to stakeholders in an appropriate manner. The following demonstrates the occasions and methods of feedback to our community:

- Open door policy: Head teacher always sees parent within 24 hours of request
- Response to annual reports
- X3 termly parents evenings
- Termly education reviews for all statemented/Action+ children
- Parent governor representation at termly meetings
- Periodic parental questionnaire
- Involvement and consultation about extended school issues
- Parent teacher consultation sessions
- Parent support advisor
- Informal assemblies and coffee mornings
- Feedback from students/professionals working in the school
- Parent courses

## 5. Making Things Happen

### Responsibilities under the Community Cohesion and Equality Scheme

At Bridgewater School we understand the importance of having clearly defined responsibilities to ensure the ongoing success and development of the equality scheme. In line with the suggestions of all the legislation, particularly race, we propose the following:

#### The Local Authority

The Local Authority is bound by the same duties as Bridgewater School. To meet their duties they must address unlawful discrimination/harassment and promote equal opportunities and good race relations when carrying out all 'relevant' functions. This includes, for example:

- planning the supply of school places
- arranging suitable home to school transport for children who are entitled to it
- securing fair school admissions policies and making sure that every child has access to a suitable school place
- taking decisions, in consultation with schools, about the distribution of the schools budget
- drawing up the overarching strategy for all services affecting children and young people in the city in the Newcastle Plan for Children and Young People
- promoting equality and opportunity in their employment practices when they are the direct employers of staff in schools

The Local Authority has a key role to play in supporting our school through training (where possible), encouragement, and support and in helping us develop good practice and achieve equality. At Bridgewater School we will embrace the support offered and use the systems the local authority develops for all schools in order to help us meet both our general and specific duties.

#### Overlapping Responsibilities between Local Authority and Schools

There are some instances where the responsibilities of the Local Authority and Bridgewater School dovetail and where there may be shared elements of responsibility. For Bridgewater School this includes:

- Employment/recruitment of school staff
- Procurement
- Provision of Extended Services
- Admissions and exclusions
- Provision for children with Special Educational Needs

#### School Improvement Partners

These have a responsibility under the duty to promote equality by ensuring that their advice helps schools to address issues related to inequality through the curriculum and

pastoral support, behaviour policies and procedure e.g. identification of underachieving groups, promotion of good practice such as anti-bullying policies and promotion of Accreditation for Action framework in Anti Bullying work

### **The Governing Body**

The governors of Bridgewater School are responsible for:

- making sure that the school complies with the equality legislation
- making sure the combined equality policies and procedures are followed

The school's governing body is responsible for appointing and reviewing staff performance and pay. It is crucial that they understand the impact of the equality duties in relation to employment policies and procedure, and that they ensure that their employment policies and procedures do not discriminate against any of the diverse groups covered by the equality legislation.

### **The Headteacher**

The headteacher of Bridgewater School is responsible for:

- making sure the equality policies and School development plan is readily available and that the governors, staff, pupils and their parents/guardians know about it
- making sure the equality policy and procedures are followed
- producing regular information for all staff and governors about the policy and how it is working, and providing training for them on the policy where necessary
- making sure all staff know their responsibilities and receive support in carrying these out
- taking appropriate action in cases of harassment, discrimination and hate related incidents including the effective application of the school's anti-bullying policy.
- ensuring that monitoring systems are in place and are maintained for the collection of equality data and that statutory data returns are made.

### **Staff with Specific Responsibilities**

At Bridgewater School, the SLT and admin staff are responsible for:

- coordinating the equality work in school including identification of any overlap between disability and SEN
- reporting racist incidents and other 'hate' crimes to the Local Authority via the existing systems currently in place with ARCH
- monitoring of employment data and returning to the Local Authority by appropriate deadlines
- member of staff responsible for looked after children (JH)
- member of staff responsible for pastoral care

### **All Staff**

All staff at Bridgewater School are responsible for:

- ensuring that they are aware, familiar and have copies of policies and procedures their school has put in place when working with disabled students and others from diverse backgrounds
- respond to all incidents of bullying in line with the school's anti-bullying and behaviour policies.
- addressing incidents of discrimination, and being able to recognise and tackle prejudice and stereotyping by dealing with sensitive and controversial issues promptly.
- promoting equal opportunities and good race relations, and avoiding discrimination against anyone for any reason
- keeping up to date with the law on discrimination and taking up training and learning opportunities
- raising awareness of equality and diversity issues by creating appropriate learning experiences for pupils.

### **Pupils**

- ✚ All pupils will comply with home/school contracts and behaviour policy
- ✚ School Councillors are responsible for voicing the views of their class.

### **Visitors**

Visitors to Bridgewater School are responsible for:

- ✚ Behaving in accordance with the displayed school equality policy.

### **Creating an Action Plan**

At Bridgewater School the action plan will be an integral part of the School Development Plan. It will focus on wider actions and outcomes to promote equality of opportunity including the development of mechanisms to measure progress.

At Bridgewater School we will complete all action points included in the action plan within the lifetime of the equality scheme.

### **Target setting**

The setting of targets will be based on available data and consultation findings e.g. targets around attainment; participation in extra-curricular activity; incidents of bullying; staff, parent and pupil perceptions/experiences of the school etc. Where appropriate the measures identified within the community cohesion self evaluation will be used.

## Questions for staff and governors that may help action planning

### Policy and procedures

- ✓ Is the school making sure that its policies (e.g. attendance, exclusion, bullying, curriculum) are not having an adverse impact on pupils, staff or parents from some diverse groups
- ✓ What is the school doing to help towards community cohesion?
- ✓ What changes does the school need to make to relevant policies and practices, targets and strategies to address the requirements of the equality duties?
- ✓ Is information collected on diversity with regards to pupils and staff, parents? Is this information used to improve the provision of services?
- ✓ Is pupil achievement monitored by diverse groups? Are there trends or patterns in the data that may require additional action?
- ✓ Do monitoring systems gather data that are appropriate and useful for building cohesive school community?
- ✓ Is bullying and harassment of pupils and staff monitored and is this information used to make a difference? Does the school anti-bullying policy specifically refer to that directed to children and adults from diverse groups? (specifically mention racist and homophobic bullying?)
- ✓ Do fire evacuation procedures take full account of the needs of disabled people e.g. deaf pupils/parents versus fire alarms? Are personal evacuation plans in place where necessary?
- ✓ Have disabled children and their parents/carers been consulted about the procedure or administration of medication?
- ✓ Are processes in place to gather information on whether new or existing pupils have additional needs in order to plan for admission and/or transition stages?
- ✓ Does the school provide reasonable adjustments for disabled pupils and staff? Does it allow disabled staff additional time off for treatment for their condition without penalising them?
- ✓ Does the school's leave policy take account time off teachers who are carers or need regular time off for certain medical appointments related to their health?
- ✓ Are all contractors aware of our equality and cohesion duties and responsibilities?
- ✓ Do we include equality and cohesion clauses in contracts where relevant? Do we monitor contractor's performance against these clauses?

### Pupil achievement

- ✓ How does the school explain any differences in attainment levels? Are the explanations justified? Can they be justified on non-discriminatory ground?
- ✓ Does the school help all its pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs
- ✓ What is the school doing to raise standards and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?

### Curriculum

- ✓ Does the school ensure that some part of the curriculum in each year raises equality issues? How does it do this?
- ✓ Are equality and diversity portrayed positively in school books, drama, displays and discussions such as circle time and class assemblies?
- ✓ Are all governors aware of their statutory duty to promote equality?
- ✓ Do we/can we carry out awareness raising and anti bullying activities with pupils?

### **Development**

- ✓ How does the school help all staff to develop and reach their full potential?
- ✓ Is training provided to staff, governors etc to help them to understand their responsibilities and duties?

### **Participation**

- ✓ How does the school encourage all parents to take part fully in the life of the school?
- ✓ Are pupils from all diverse groups encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- ✓ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school, accessible language or format? Are parents asked to inform school of their accessibility needs before parents evening?
- ✓ Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this? Do parents know how/where to request for their preferred format?
- ✓ Are procedures for the election of parent governors open to candidates and voters who are from diverse groups?

### **Impact**

- ✓ Is the action the school has taken appropriate and effective? Are there any unexpected results? If so, how are they being handled/explored?



## Action Plan

The following action plan outlines an example of what might be achieved in the next 3 years with regards to meeting the Disability Equality Duty. Success criteria would also need to be developed.

Aspect of the duty	Issue being addressed	Action to be taken	impact of the action be monitored? feedback?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
2008-09							
Increasing equality of opportunity between disabled people and other people	Updating of policies.	Curriculum sub com	Greater ownership	Annual	Chair	Dec 2007	
	Access to building	Building alterations	Access	5 year plan	Head and LA		
	Logging incidents of bullying	Incident book formed	Data available	Termly	All staff	Sept 07	
	Logging attendance meetings	Team meetings	Improvement figures	Half termly	Head	Sep 07	
	Publication of scheme to stakeholders	Consultation	Govs and staff feedback	Annually	Head	Mar 08	

Aspect of the duty	Issue being addressed	Action to be taken	impact of the action be monitored? feedback?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
2009-10							
2010-11							

## 6. Monitoring, Reporting and Publication

### Monitoring of the Community Cohesion and Equality Scheme

We understand that it is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the community cohesion and equality duties, and to ensure that no adverse impact is occurring as a result of the actions.

The actions outlined in our action plan will be monitored as part of the School Development Plan in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will be revised.

We will monitor the scheme and our school policies on an annual basis and update these when the need is identified. Action plans will be revised annually. This is the responsibility of all staff and Governors via school development plan training day.

### Publication and Feedback arrangements

At Bridgewater School we will publish the data we collect annually and keep everyone informed of our actions and progress. This will be done by:

- Report/reviews
- School Website
- School's newsletter
- Governors meetings

This information will be published yearly in Annual Governors Report.

At Bridgewater School we guarantee the anonymity of individuals in the information we publish.

An annual report will be produced which outlines:

- The information gathered during the year
- How that information was used
- Action points completed during the year and those that are ongoing

This annual report will be published as a separate report and will be available on the school website. The findings will be used to improve the equality scheme and feed into future practice.

For further information, please contact: Sam Robson(Head teacher)

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This Equality Scheme and Action Plan has been agreed by the Chair of  
Governors

Signed \_\_\_\_\_

Date

# Appendix 1

## Key Legislation

(Please note legislation made prior to 1988 is not available online)

Area	Legislation
Gender (sex)	Sex Discrimination Act 1975, as amended <u>Equality Act 2006</u>
Gender (reassignment)	<u>Sex Discrimination (Gender Reassignment) Regulations 1999</u>
Race includes refugee and asylum seekers, travellers	Race Relations Act 1976, as amended <u>Race Relations (Amendment) Act 2000</u>
Disability Includes cancer, diabetes, epilepsy, HIV, multiple sclerosis, hearing or sight impairments, mobility difficulties and people with mental health conditions or learning difficulties/disabilities.	<u>Disability Discrimination Act 1995</u> , as amended <u>Special Educational Needs and Disability Act 2001</u> <u>Disability Discrimination Act 2005</u>
Sexual orientation	<u>Employment Equality (Sexual Orientation) Regulations 2003</u> , as amended
Religion or belief	<u>Employment Equality (Religion or Belief) Regulations 2003</u> , as amended <u>Equality Act 2006</u>
Age	<u>Employment Equality (Age) Regulations 2006</u>

## Appendix 2

### Where to find more detailed guidance

#### **Cross-cutting**

Governors Guide to the Law (chapter 11)  
Teachernet – information and advice on equality issues

#### **Gender (sex)**

The Equal Opportunities Commission – advice on the Gender Equality Duty  
The Women and Equality Unit

#### **Gender reassignment**

A Guide to the Sex Discrimination (Gender Reassignment) Regulations 1999

#### **Race**

Commission for Racial Equality – guidance for schools on the race equality duty  
Recording and Reporting Racist Incidents Guidance

#### **Disability**

Promoting Disability Equality in Schools  
Disability Rights Commission

#### **Sexual orientation**

Advisory, Conciliation and Arbitration Service (ACAS)

#### **Religion or belief**

Advisory, Conciliation and Arbitration Service (ACAS)

#### **Age**

Advisory, Conciliation and Arbitration Service (ACAS)  
Age Positive

#### **Community Cohesion**

The Commission for Integration and Cohesion has published a case study document, including extensive examples of cohesion work in schools:  
[www.integrationandcohesion.org.uk/upload/assets/www.integrationandcohesion.org.uk/integration\\_and\\_cohesion\\_case\\_studies.pdf](http://www.integrationandcohesion.org.uk/upload/assets/www.integrationandcohesion.org.uk/integration_and_cohesion_case_studies.pdf)

The Commission's website also has links to a number of 'think pieces' looking at specific aspects of cohesion in more detail:  
[www.integrationandcohesion.org.uk/Our\\_final\\_report/Research\\_documents.aspx](http://www.integrationandcohesion.org.uk/Our_final_report/Research_documents.aspx)

## Appendix 3

### Overview of School's Responsibilities

	Illegal Discrimination Harassment Victimisation	Duty to promote	Applies to			Duty to Monitor	
			Staff	Pupils	Curriculum	Overall	Specific Incidents
<b>Gender (sex)</b>	√ (since 1975)	√	√	√	√	-	X
<b>Gender (reassignment)</b>	√ (covered by 1975 Act)	X	√	X	X	X	X
<b>Race</b>	√ (since 1976)	√	√	√	√	√	√
<b>Disability</b>	√ (since 1995)	√	√	√	√	√	X (except bullying incidents)
<b>Sexual Orientation</b>	√ (since 2003)	X	√	X	X	X	X
<b>Religion of Belief</b>	√ (since 2003)	X	√	√	X	X	X
<b>Age</b>	√ (since 2006)	X	√	X	X	X	X