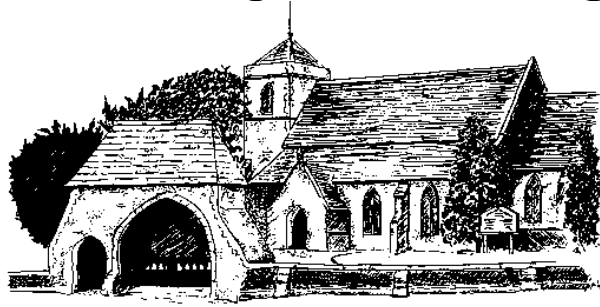


The Manor C of E Primary School



St. Saviour's Church, Coalpit Heath.

SINGLE EQUALITY AND COMMUNITY COHESION SCHEME

February 2011

We want to ensure that your needs are met. If you would like this document in any other format, please contact us:

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Foreword

The Manor C of E Primary School welcomes the implementation of the Equality Duty for the Public Sector and the Community Cohesion Duty. We have chosen to produce this Single Equality and Community Cohesion Scheme document in order to fully demonstrate our commitment to promoting and embedding equality and community cohesion into all of our work.

In the future, we will continue to actively progress our work in the area of equality and community cohesion by working towards the achievement of the actions set out within this document, and we will monitor and review our progress on a regular basis.

Our School has shown a commitment to working with a wide range of stakeholders in the development of our Single Equality and Community Cohesion Scheme and we recognise the importance of continuing these relationships to inform our work. Our aim is to be a School seen as an exemplar of good practice and we welcome and encourage any feedback and contributions that will assist us in continually developing our practices.

The publication of this document is not, therefore, the end of a process but the beginning, ensuring that equality and community cohesion best practices are central to all our work.

Mrs Lesley Coleborne
Chair of Governors

Signed:

<p>Mrs Hilary Eade Headteacher</p>	<p>Mrs Lesley Coleborne Chair of Governors</p>
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We Welcome Your Views

This Scheme is updated and monitored on an on-going basis. Additionally, it is reviewed annually and revised every three years. To support this process, we welcome and encourage comments and suggestions. Please forward any feedback you may have to the Chair of Governors at The Manor C of E Primary School.

Complaints about the Scheme

We aim to be open and accountable and strive to provide an efficient, friendly and helpful service to all. You can use our complaints procedure if you are unhappy with any aspect of the School's service. A copy is available from the School Office.

Introduction to the Public Sector Equality Duty

Schools are required to meet significant 'positive statutory duties' in the area of equality. These duties require schools to promote equality of opportunity in everything that they do.

The "Public Sector Equality Duty" means that schools may not take a **reactive** approach to equality, but a **proactive** approach to equality must be adopted. In practice, this requires all schools to:-

- take positive and proactive steps to identify areas of **potential** inequality **before** they have the chance to have an impact on people;
- **make changes** to ensure that any areas of potential inequality are eliminated.

Overall, Equality Duties are not new to schools. The Duty to Promote Race Equality came into force in 2002, The Duty to Promote Disability Equality came into force in 2006 and The Gender Equality Duty in 2007.

As of 1st April 2011, The Equality Act has required schools to meet a single Public Sector Equality Duty which encompasses the following 7 protected characteristics:-

1. Age
2. Disability
3. Gender Reassignment
4. Race
5. Religion or Belief
6. Sex
7. Sexual Orientation

The Duty states that a school must, in the exercise of its functions, have due regard to the need to:-

1. **Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;**
2. **Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it;** this means:-
 - removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
 - taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.
 - encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
3. **Foster good relations between persons who share a protected characteristic and persons who do not share it;** this means:-
 - tackling prejudice.
 - promoting understanding.

In practice, the Duty means that all schools must do the following:

Key Activity	Key Components of the Activity
<p>Develop their equality objectives making reference to relevant evidence and the requirements of the General Duty, and set out the steps they intend to take to achieve them.</p>	<ul style="list-style-type: none"> • Take a view on which functions are most relevant to the General Equality Duty. • Identify areas where the most impact can be made on Equality. • Gather evidence with regard to Equality. • Consult and involve representatives from protected groups in identifying priorities. <p>As a result of this schools will have:</p> <ul style="list-style-type: none"> – Developed equality objectives; – Clear information concerning the steps they intend to take to achieve the objectives (i.e. the actions that will be taken to achieve the objectives); – In the above two points, make reference to the requirements of the General Duty and existing local, regional and national priorities.
<p>Publish their equality objectives and set out the steps they intend to take to achieve them.</p>	<ul style="list-style-type: none"> • Make public the school’s Equality objectives and the actions that will be taken to achieve the objectives.
<p>Take reasonable and proportionate steps to consult and involve representatives of employees, pupils and other relevant groups they have identified as having an interest in how they design their policies and deliver their services (in particular those from protected groups whom the Duty is designed to help) when they are:</p> <ol style="list-style-type: none"> 1. setting their equality objectives 2. developing their action plans, and 3. reviewing progress 	<ul style="list-style-type: none"> • Take reasonable steps to consult and involve employees, pupils and others who have an interest in how they carry out their functions; or where appropriate their representatives. – Involvement should initially encompass the evidence-gathering activities, analysis and review of functions which form part of the objective-setting process. – As the Equality Duty is implemented over future years, the objective-setting process will also include a review of previous objectives and progress against them. – Schools should take a proportionate and common-sense approach on whom they consult and on what. This may include working collaboratively in consultation arrangements.

Key Activity to be Delivered	Key Components of the Activity
<p>Report annually on progress against their objectives, and review their objectives at least every three years.</p>	<ul style="list-style-type: none"> • Publish an annual report on progress made against the equality objectives set. • Review the equality objectives at least every three years to enable them to be updated to reflect progress and changing circumstances. <p>– This will include consulting and involving people in conducting this review.</p>
<p>Demonstrate how the school has taken into account evidence of the impact on equality in the design of key policy and service delivery initiatives and what difference this has made.</p>	<ul style="list-style-type: none"> • Take into account evidence of the impact on equality when proposing or consulting on a policy or initiative. • Ensure that evidence of the likely impact on equality affects the way in which policies and services are designed and delivered. <p>– This means conducting effective, proportionate Equality Impact Assessment.</p>
<p>When setting out their equality objectives and the steps they intend to take to achieve them, to include how they will ensure that equality factors are considered as part of any procurement activities to help contribute to the delivery of those objectives.</p>	<ul style="list-style-type: none"> • Consider using equality-related award criteria in procurement activities, where these are relevant to the subject matter of the contract and proportionate. • Consider incorporating equality-related contract conditions where they relate to the performance of the contract and are proportionate.

The Duty to Promote Community Cohesion

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion. The duty on schools came into effect in September 2007.

Community cohesion means working towards a society in which there is a **common vision** and **sense of belonging** by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar **life opportunities** are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Common Vision means 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. This recognises the contribution made by individuals within any community and the fact that people will naturally hold different ambitions, aspirations, beliefs and life experiences. But importantly, it places a strong emphasis on how they will also share important characteristics and experiences with those from their own and different communities.

Sense of belonging means 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; and there is a strong sense of trust in institutions locally to act fairly in arbitrating between different interests and for their role and justifications to be subject to public scrutiny.

Life opportunities highlights the importance of equality – both the importance of tackling inequality gaps, but also the importance of making this social change visible to all communities, communicating fair treatment at all times. By creating opportunities for pupils' achievement and enabling every child and young person to achieve their potential, schools make a significant contribution to long term community cohesion.

As all children and young people can benefit from meaningful interaction, this Duty means that all schools will need to consider how to give their pupils the opportunity to mix with and learn with, from and about those from different backgrounds, for example through links with other schools and community organisations. Through their ethos and curriculum, schools can promote discussion of a common sense of identity and support diversity, showing pupils how different communities can be united by shared values and common experiences.

The Manor C of E Primary School already works in ways that promote community cohesion and the production of this Single Equality and Community Cohesion Scheme will build on our practice. It also presents us with the opportunity to define our activity through a formal approach to planning, monitoring and reviewing our practices and their impact.

What is Equality, Diversity and Community Cohesion?

Equality and diversity impact on all stakeholders (in our instance this means, amongst pupils, parents, staff, local authority, governors and the wider community). Simply put, equality and diversity are about 'healthy relationships with people' - without this, schools (and organisations, businesses etc.) would be unable to function.

Equality is not simply about compliance with the law, nor is it about 'treating people the same'. Equality is the desire to underpin human relationships with values that develop and engage human potential, unrestricted by limitation of presumption and stereotypes.

Diversity is concerned with all the ways in which people differ, for example, through different styles of working, thinking and communicating with others arising from differences in age, social background, gender etc. Essentially, diversity in organisations is the source of creative energy that can deliver sustained organisational improvements.

Equality and Diversity are both essential relationship qualities that drive the continuous pursuit of sustainable improvement, success and excellence.

The pursuit of equality and diversity is a journey, not a destination. This means it is something that we have moral and legal obligations, and indeed, obligations surrounding quality, to continuously strive towards.

Equality and diversity, in essence, is the pursuit of sustainable excellence through healthy relationships with people. It is a worthwhile journey.

Equality is about making things fairer for all and amending any practice(s) that stops this from happening. It is also about ensuring that people are able to tell the school about what they need and assist in making it happen.

It is not about treating people the same; people are different and groups of people have different needs. This is Diversity; schools regularly assess what they do and how they do it in order to make it fairer for everyone. Assessing whether things can be done in different ways can often help to do things in a better way so that everyone can be included.

To make sure this happens, schools need to do the following:

- Welcome different ways of doing things.
- Provide equal opportunities for all.
- Value and respect everyone.
- Make sure that everyone is treated fairly.
- Ensure that they comply with all legislation.

As explained previously, community cohesion means working towards a society in which there is a common vision and sense of belonging and where life opportunities are available to all. For schools, the term 'community' has a number of dimensions including:

- the school community – the children and young people it serves, their parents, carers and families, the school's staff and governing body, and community users of the school's facilities and services;
- the community within which the school is located – the school in its geographical community and the people who live or work in that area. This applies not just to the immediate neighbourhood but also to the city or local authority area within which a school is located;
- the UK community - all schools are by definition part of this community; and
- the global community – formed by EU and international links.

In addition, schools themselves create communities – for example, the networks formed by similar or different types of schools, by schools that are part of the specialist schools network, or by schools that work collaboratively in clusters or in other models of partnership.

Schools build community cohesion by promoting equality of opportunity and inclusion for different groups of pupils within a school. But alongside this focus on inequalities and a strong respect for diversity, they also have a role in promoting shared values and encouraging their pupils to actively engage with others to understand what they all hold in common.

The Manor C of E Primary School – An Introduction

It is often said that school days are the happiest days of your life. At The Manor C of E Primary School our first priority is to ensure that all our pupils believe this to be true. We aim to provide a caring and happy atmosphere where children enjoy learning and reach their full potential.

At The Manor we work hard to ensure that our pupils develop lively, enquiring and well-informed minds. Our aim is to instil a love for learning and to provide a broad and balanced curriculum. This not only provides a sound basis in reading, writing and numeracy; it also fosters individual potential and self-esteem through communication, personal, social and academic skills. We wish to be known as a school that has a pupil-centred approach in order to afford pupils dignity and a sense of self-worth.

The school environment provides educational and social challenges, opportunities for inclusion, self-organisation and decision making. It is felt vital that pupils have experience of their environment and community in order to develop awareness, sense of belonging and citizenship.

The school regards as essential its partnerships with parents and those involved professionals endeavouring to work closely with them for the benefit of the pupils. This partnership includes the work of Governors, the Parents, Staff, Friends of Manor School (FOMS), the Church and Voluntary Bodies.

Our latest Ofsted inspection stated that we are *“a good school where pupils thrive and enjoy every aspect of their education ... There is strong encouragement for pupils to learn independently and to work in groups from the youngest ages, and this leads to confident, mature young people who act very responsibly. As a result, they make an outstanding contribution to the school and wider community.”*

Our Ofsted report goes on to comment that:

“The outstanding curriculum is exceptionally rich, packed with exciting visits, visitors and projects to bring learning to life. Pupils find this highly motivating, which is why they make such good progress.

Procedures to keep pupils safe are robust and there is negligible bullying. The school makes good use of other agencies and organisations to support pupils’ personal development and welfare and to extend the curriculum. With good literacy, numeracy and ICT skills, excellent ability to work independently and in teams, and strong social skills, pupils are well prepared for the future ahead.”

To see a copy of our prospectus, please contact the School Office or search on our website: www.themanorcofeprimary.org.uk

Our Vision for Equality

Our aim is to provide education for all, acknowledging that the society within which we live is enriched by diversity.

We will strive to ensure that the culture and ethos of the school reflects and celebrates the diversity of ALL members of the school and wider community.

We will also seek to ensure that everyone is equally valued and treats one another with respect and fairness. Pupils and other members of the school community will be provided with the opportunity to experience, understand and celebrate diversity.

Our core values reflect those of the Local Authority which have been consulted upon widely across the region; and also the principles of the Church of England expressed through Anglican traditions. They are: to encourage mutual respect for all; recognise and work with every diverse group; provide high quality inclusive services and facilities; make sure our employment policies and practices are fair and challenge harassment and discrimination.

We will proactively seek to review and restructure the cultures, policies and practices in school, so they can be welcoming and responsive to the full diversity of people locally, nationally and globally.

Key Evidence of Inequality

The following information shows some of the outcomes of research we have undertaken to inform our action plan for equality and community cohesion. The information provides a 'national picture' and we intend to use this information to help guide our future actions and also to assist us in defining specific objectives in school.

Race

- Pupils for whom English is an additional language (EAL) perform, on average, less well than pupils whose first language is English. However, EAL pupils generally make better progress between Key Stages. Nonetheless, performance of EAL pupils varies by ethnic group, with Bangladeshi and Pakistani pupils doing less well than other groups, regardless of EAL status.
- Schools which successfully help minority ethnic children have strong leadership and strong systems, a culture of achievement with high expectations and intensive support for pupils and close links with parents..
- 8.1% of the population of Great Britain are from a non-white ethnic group

Disability

- Around 20% of the population of Great Britain is disabled
- 5% of disabled people in the UK are wheelchair users
- Overall, disabled people are nearly five times as likely as non-disabled people to be out of work and overall, disabled people are twice as likely as non-disabled people to have no qualifications.
- 74% of disabled young people interviewed in a survey said they did not feel they were 'active citizens' in their local communities and felt the Government had a limited awareness of their needs and rarely listened to their views
- Data for 2001/02 showed that children with SEN were thirteen times more likely to be permanently excluded than those without SEN.

Gender

- Overall in Great Britain, women's average hourly earnings are 80% of men's
- 24% of senior management in the UK are women
- Currently just 15.7% of primary school teachers in England are men and almost half of primary age children do not have any contact with male teachers. 83% of parents would like to see more men in primary teaching.

- Girls aged 7-11 are less than half as likely to take part in physical education and sport compared to boys. By the age of 18, 40% of girls have dropped out of sport and physical recreation.
- Currently, work experience placements for boys and girls reflect the traditional gender segregation of the labour market, with very few young people having any exposure to experiences which might widen their career mind-set. Decisions on placements are often made by teachers on the basis that the type of work is less important than the experience of being in a work situation. Equal Opportunities Commission research has found that many young people are greatly influenced in their subsequent career choice by the type of employment in which they have been placed for work experience. This signals the importance of providing a wider range of experiences to girls and boys.

Sexual Orientation

- Government actuaries estimate that six per cent of the population, around 3.6 million people, are lesbian, gay or bisexual.
- Even if gay pupils are not directly experiencing bullying, they are learning in an environment where homophobic language and comments are commonplace. Ninety eight per cent of young gay people hear the phrases “that’s so gay” or “you’re so gay” in school, and over four fifths hear such comments often or frequently.

Community Cohesion

MORI polling conducted for the Commission on Integration and Cohesion found that:

- 18% of people surveyed identified immigration/migrants as the main issue facing Britain today – with this answer overtaking crime in MORI’s regular surveys in May 2006.
- More than half of people (56%) felt that some groups in Britain get unfair priority when it comes to public services like housing, health services and schools. (Although this seems to be a stronger national than local perception – locally only 25% feel that some groups get unfair priority).
- For the 14% of people surveyed who said they were not proud of their area, the main reasons were crime (55%), a feeling of lack of community spirit (43%) and concern about poor facilities (29%).

This gives a sense of the barriers to building cohesion: mistrust of different groups, particularly those new to the local community; a perception that local authorities are giving others special treatment; and a lack of spaces for meaningful interaction.

Cohesion is therefore about how to avoid the corrosive effects of intolerance and harassment, how to build a mutual civility among different groups, and to ensure respect for diversity alongside a commitment to common and shared bonds.

Our Current Position in Relation to Equality and Community Cohesion

- The school has a policy in place covering equality and community cohesion that has been ratified by the Governing Body. The policy will be monitored on regular basis and evidence that shows progress in the delivery of the objectives will be reported to governors on a regular basis.
- The school conducts consultations with stakeholders which cover equality and community cohesion – such a meeting took place to discuss the policy.
- The school has long been committed to the concept of equality and has sought to raise awareness with the pupils through workshops such as ‘Just Different’ and also by welcoming helpers from ‘Paul’s Place.’ The children treat these adults with respect and look forward to their visits. We seek to work together with other groups in our local community
- We have worked hard to ensure that there is equity in terms of the participation rates of girls and boys in physical activity, bullying is proactively addressed, all school policies relating to staff have been assessed to ensure equality in terms of all equality ‘strands’, we have worked hard to ensure that both boys and girls are able to make informed choices concerning a full range of career options (for example during our ‘Community Week’ when parents ran workshops explaining their jobs), we have conducted an access audit in relation to disability, which resulted in the installation of a ‘loop’ for hearing impaired being installed in the hall.

The feedback we have received from stakeholders in relation to all areas of our work, including our performance with regard to equality and community cohesion issues, has been overwhelmingly positive. We are delighted with the response we have received, however, we recognise that we should not rest on our laurels as a result of this feedback, rather we should challenge ourselves to actively identify areas for improvement and actively seek to improve our current work on a continuous basis.

This document sets out our key objectives and the actions we intend to take to achieve those objectives. We feel that we have set ourselves objectives that will challenge us to build upon our current performance and develop in new areas. This will ensure that we are in a position to continually improve our performance across all aspects of our work.

Equality Impact Assessment (EqIA) Approach

Legislation requires us to carry out EqIAs so that we can be confident that the systems we operate and the actions that we take in our work do not explicitly or unwittingly impact unfairly or negatively on any group/s or individual/s using our services and that we promote 'equality of opportunity for all' throughout our broad range of activity.

EqIA is about assessing the impact of our work in relation to their consequences for equality. The purpose of conducting these assessments is to identify and deliver improvements for people.

We are committed to undertaking Impact Assessment for equality. We will do this by embracing an holistic approach to EqIA which means that all equality 'strands' will be considered throughout our EIA process. We see this approach as a positive way of ensuring that equality is embedded within our school's culture.

We have in place a comprehensive Equality Impact Assessment Toolkit. This forms the foundation for assessing all of our work for equality. The Toolkit is explicit in involving stakeholders in our EqIA process and includes requirements to conduct ongoing research on the effect of our policies and practices in terms of equality and community cohesion.

As part of our action plan, all of our managers, in addition to receiving Equality Training will receive training in the use of our EqIA Toolkit.

Governors drive and monitor our EqIA process.

Introduction to our Action Plan

The following action plan has been formulated as a result of the involvement of a range of stakeholders. These actions are in addition to activities that already routinely take place to address equality issues in our school.

Responsibility for the operational delivery of our action plan rests with all staff. The Headteacher has responsibility to ensure that staff have the skills and knowledge to implement their responsibilities under this action plan.

The delivery of the action plan is monitored by The Equality and Community Cohesion Working Group.

We realise that a range of the actions we have developed will improve all areas of our equality and community cohesion policy and practices, and hence, our impact on delivering the Duties.

Action Plan

Objective	What we will do (Actions)	Measures of Success (Intended Outcomes)	Responsibility	Timescale (By When)	Reference to other plans and documents
To ensure that all of our policies are part of the EqIA process and developed and improved on an ongoing basis.	Check at the time when a policy is written /reviewed that equality requirements are being met	Policies meet EqIA.	Governors	On-going	
To ensure that we actively monitor our practices and data in relation to pupils and take action to remedy areas of inequality if/as identified.					
To ensure that we actively monitor our practices and data in relation to staff and take action to remedy areas of inequality if/as identified.					
To ensure that our Single Equality and Community Cohesion Scheme is reviewed annually and a report published.	Add this to the Governors' task sheet for the year	Annual report included in the Headteacher's report in July & distributed to all governors	Clerk to Governors	April 2011	Governors' task sheet
To ensure that our Single Equality and Community Cohesion Scheme is fully revised every three years.	Add this to the Governors' policy tracker	Stake Holders are consulted and scheme revised	Clerk to Governors	April 2011	Governors' Policy Tracker
Encourage young people to engage with older members of the community	Invite OAPs to lunch, to share experiences (e.g. WW1), 'granny' helpers, advice for clubs (e.g. gardening), write letters	Pupils show respect for older members of the community	Teachers	On-going	
Explore UNICEF rights of the child. Link 'rights' to 'responsibilities.' Compare	Celebrate UNICEF's 'Day for Change'. Discuss within Collective Worship.	Pupils understand that although EVERY child has basic rights, not all	Teachers	Annual	Collective Worship Plans

children's experiences with that of children in other countries.	Participate in petitions such as 'send my friend to school.'	receive them. Pupils want to take action to help.		
To appreciate that everyone can set themselves a challenge and then strive to achieve it – perseverance.	Look at the performance of disabled athletes in the Paralympics as well as able bodied in the Olympics during 2012	Children are 'wowed' by the athletes' achievements	Teachers	Spring 2012
To learn more about the international community	Members of St Saviour's visiting Kenya report back after the visit.	Children are interested in hearing about life in a different community	Rev Lunt	
Children appreciate diversity within the community	Ensure that displays reflect diversity	Children are aware that people look different and behave differently	Teachers	On-going
	Explore local expressions (e.g. daps, pumps, plimsolls) from different parts of the country	Children speak to members of their families to explore dialect.	Teachers	Summer 2012

