

St David Haigh and Aspull C.E.Primary School **Equality and Community Cohesion scheme**

“A successful, caring Christian school at the heart of the community.”

St David CE Primary School aims to provide a warm, caring and happy environment based on Christian values, where each child is respected as an individual with personal, intellectual, physical and emotional needs and talents. Within this environment each child will be given equal value and opportunities and will be positively encouraged to grow in confidence and develop high self esteem so as to respond positively to opportunities, experiences and responsibilities of life in an ever changing world.

- In accordance with our school aims, mission statement and Christian ethos we pledge to respect the equal human rights of all our pupils and to educate them about equality.
- Community cohesion lies at the heart of what makes a strong and safe community.
- We will also respect the equal rights of our staff and other members of the school community.
- In particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.

Legal requirements

1. We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
4. Summaries of our legal obligations are provided in Appendix A.

Who is responsible?

The governors are responsible for:

- Making sure the school complies with the relevant equality and community cohesion legislation.
- Making sure the school Equality and Community Cohesion Scheme and its procedures are followed.

The head teacher is responsible for:

- Making sure the school Equality and Community Cohesion Scheme and its procedures are followed.
- Making sure the race, disability and gender equality are readily available and that the governors, staff, pupils, and their parents and guardians know about them.
- Producing regular information for staff and governors about the plans and how they are working.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender, disability, culture or ethnic background.

All staff are responsible for:

- Dealing with racist, homophobic and other hate-incidents.
- Being able to recognise and tackle bias and stereotyping.
- Promoting equal opportunities and good race relations.
- Avoiding discrimination against anyone for reasons of ethnicity, disability or gender.
- Keeping up to date with the law on discrimination.
- Taking up training and learning opportunities

Mrs J Hopkins is responsible overall for:

- Dealing with hate-incidents.

Visitors and contractors are responsible for:

- Knowing, and following, our Equality Scheme.

Race Equality Plan 2010

1. Introduction

This plan sets out how St David Haigh and Aspull CE Primary school will work to promote race equality.

This plan addresses our specific duties under the Race Relations (Amendment) Act 2000. It forms part of our general Equality Scheme and also relates to the Wigan Council procedure for reporting racist incidents involving pupils in schools.

2. Ethnic monitoring

We will monitor the ethnicity of our pupils by using the RAISEonline resource. This will enable the school to view use ethnicity to filter the schools data to view pupil achievement according to race. The Senior Management Team will monitor this on a yearly basis. Any necessary action resulting in this monitoring will be taken.

3. Impact Assessment

The following policies/plans have been assessed in regard to the general duty under the Race Relations (Amendment) Act 2000.

- Performance management
- Assessment
- Teaching and learning

The outcomes of this were:

- That all these policies clearly state the school's position on gender, race, ethnicity and ability.

The following policies/ plans are to be assessed over the next 3 years.

- Professional Development.
- Staffing
- Inclusion
- Behaviour and Pastoral Care
- All curriculum subjects

4. Action Plan to address the General Duty to promote race equality

	Actions	By whom	Start	Finish	Evidence that it is completed
i. Promote equality of opportunity	Regularly monitor the curriculum to ensure these learning opportunities are in place. Plan assemblies to promote and challenge negative stereotyping. Monitor learning resources to ensure they do not reinforce negative stereotyping.	SLT, subject leaders and all staff.	Jan 2010	March 2013	Appropriate learning opportunities experienced by the children. Assemblies lead. Learning resources all checked and appropriate.
ii. Eliminate unlawful discrimination	Track children's progress to ensure they are achieving in line with their capabilities. Record and monitor major behavioural incidents according to ethnicity. Monitor pupil making sure pupils from ethnic backgrounds have access to all school activities.	Head teacher an SLT	Jan 2010	March 2013	Tracking monitors all groups and appropriate action is taken as necessary. Major behavioural incidents monitored and appropriate action taken where necessary. School activities monitored and action taken when required.

iii. Eliminate racist harassment	To deal with any incident according to the School's Plan for Race Equality. Listen and monitor views and experiences of ethnic minority pupils to evaluate effectiveness of plans and procedures.	Head teacher and Member of staff responsible for race incidents.	Jan 2010	March 2013	All racist incidents recorded and dealt with according to the School's Plan for Race Equality.
iv. Promote good relations between different ethnic groups	Monitor relationship between ethnic and non-ethnic children within school by talking to them and asking appropriate questions.	Head teacher and SLT	Jan 2010	March 2013	Relationships monitored and action taken when required.
v. Where necessary to inform and include all governors, staff and parents about the School's Race Equality Plan.	Inform and include Governors, staff and parents in the Schools Race Equality Plans through meetings, written information and through assemblies.	Head teacher, SLT, staff, Governors, parents.	Jan 2010	March 2013	Governors, staff and parents made aware of the school's Race Equality plan and it's implications on our school.

5. How policies and practice are monitored e.g. employment issues, attainment of Black and minority ethnic (BME) pupils

- Employment of staff according to abilities not ethnicity or cultural background.
- Relations between staff working within our school.
- Monitoring of attainment through RAISEonline.
- Scrutiny of planning of pupils work.
- Lesson observations.
- Monitoring of resources by subject leaders.
- Monitoring of school environment and displays to portray positive Race messages.
- Talking to pupils and parents from ethnic minority backgrounds.

6. How information gathered is used

Evidence, eg lesson plans, observations, subject coordinator reports, to be collected by the head teacher to be kept in the Equality folder.

7. Staff development

All staff will be made aware of the Race Equality plan through Staff meetings and training and through Professional Development all staff will have equal opportunities regardless of ethnicity.

8. Annual reporting

Progress made in relation to the School's Race Equality Action Plan will be made annually in the Head teachers report to the governors.

9. The next Race Equality Plan

The Race Equality Plan will be reviewed and updated in April 2013. This will build upon this plan's actions, the results of monitoring, and other information.

Signed: _____ Chair of Governors

Date:

Gender Equality Plan 2010

1. Introduction

This plan sets out how St David Haigh and Aspull CE Primary School will work to promote gender equality.

This plan addresses our specific duties under the Equality Act 2006. It forms part of our general Equality Scheme and also relates to the Wigan Council procedure.

2. Impact Assessment

The following policies/plans have been assessed in regard to the general duty under the Equality Act 2006.

- Performance Management
- Assessment
- Teaching and Learning

The outcomes of this were:

- That all these policies clearly state the school's position on gender, race, ethnicity and ability.

The following policies/ plans are to be assessed over the next year.

- Professional Development
- Recruitment and retention of staff.
- Staffing
- Inclusion
- Supporting positive behaviour, care and relationships.
- All Curriculum Subjects

3. Action Plan to address the General Duty to promote gender equality

	Actions	By whom	Start	Finish	Evidence that it is completed
i. Eliminate unlawful sex discrimination	Track children's progress to ensure they are achieving in line with their capabilities. Monitor pupils making sure pupils from each gender have access to all school activities.	Head teacher and SLT	Jan 2010	March 2013	Tracking monitors all groups and appropriate action is taken as necessary.
ii. Eliminate harassment related to gender.	To deal with any incident relating to gender discrimination.	Head teacher and Member of staff responsible for race incidents.	Jan 2010	April 2013	All incidents dealt with according to the discipline policy.
iii. Promote equality of opportunity between men and women.	Regularly monitor the curriculum to ensure these learning opportunities are in place. Plan assemblies to promote and challenge negative stereotyping. Monitor learning resources to ensure they do not reinforce negative stereotyping.	SLT, subject leaders and all staff.	Jan 2010	April 2013	Appropriate learning opportunities experienced by the children. Assemblies lead. Learning resources all checked and appropriate.
iv. Where necessary to inform and include all new governors, staff and parents about the School's Gender Equality Plan.	Inform and include new Governors, staff and parents in the Schools Gender Equality Plans through meetings, written information and through assemblies.	Head teacher, SLT, staff, Governors, parents.	Jan 2010	April 2013	Governors, staff and parents made aware of the school's Gender Equality plan and its implications on our school.

4. Gender monitoring

We will monitor the gender differences of our pupils by using the RAISEonline resource. This will enable the school to use gender to filter the schools data to view pupil achievement. The Senior Management Team will monitor this on a yearly basis. Any necessary action resulting in this monitoring will be taken.

5. How information gathered is used

Evidence, eg. Lesson plans, observations, subject coordinator reports to be monitored by the headteacher.

6. Staff development

All staff will be made aware of the Gender Equality plan through staff meetings and training and through Professional Development all staff will have equal opportunities of gender.

7. Annual reporting

Progress made in relation to the School's Gender Equality Action Plan will be made annually in the Headteachers report to the governors.

8. The next race equality plan

The Gender Equality Plan will be reviewed and updated in April 2013. This will build upon this plan's actions, the results of monitoring, and other information.

Signed: _____ Chair of Governors

Date:

Disability Equality Plan 2010

1. Introduction

This plan sets out how St. David's Haigh and Aspull CE Primary School will work to promote disability equality. A person is disabled if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

This plan addresses our specific duties under Disability Discrimination Act 2005. It forms part of our general Equality Scheme and also relates to our Accessibility Plan.

2. Involvement of disabled people

Mrs Lynne Thomas wrote this scheme. She involved disabled people in its formation, including children and adults attending or concerned about disability equality at our school.

3. Impact Assessment

The following policies/ plans have been assessed in regard to the general duties under the Disability Discrimination Act 2005 and the Special Educational Needs and Disability Act 2001.

- Performance management
- Assessment
- Teaching and learning

The outcomes of this were:

- That all these policies clearly state the school's position on gender, race, ethnicity and ability.

The following policies/ plans are to be assessed over the next 2 years:

- Professional Development.
- Staffing

- Inclusion
- Supporting positive behaviour, care and relationships.
- Recruitment and retention of staff.
- All curriculum subjects

3. Action Plan to address the General Duty to promote disability equality

	Actions	By Whom	Start	Finish	Evidence that it is completed
i. Promote equality of opportunity between disabled persons and other persons.	To regularly check all buildings for access and disabled peoples needs. To maintain a curriculum that is accessible to all.	SLT, subject leaders and site supervisor. All staff.	December 2010	March 2013	Buildings and curriculum as accessible, to all individuals, as reasonably possible.
ii Eliminate unlawful discrimination	To monitor unlawful discrimination.	SLT	Jan 2010	March 2013	Any unlawful behaviour monitored
iii. Eliminate harassment related to disabilities	Using the schools "Talking and Listening" ethos to encourage sharing of harassment incidents and deal with them effectively.	SLT	Jan 2010	March 2013	Any harassment related to disability dealt with in a way that develops empathy and eliminates this behaviour.
iv. Promote positive attitudes to disability	Promoting whole the school attitudes towards disability through the whole school ethos, eg worship times, visitors in school.	HT and SLT	December 2010	March 2013	Positive attitudes towards disability maintained within school.
v. Encourage participation by disabled people	Where reasonably possible encourage people with disabilities to take on a full and active part in all areas of	All stakeholders.	December 2010	March 2013	Disabled people within the school community taking a full and active role in all areas of school life.

	school life.				
vi. Take steps to take account of disabled people's disabilities	To involve children with disabilities in the writing of this plan and the accessibility plan.	HT and DHT	December 2010	March 2013	Completed plans with suggestions by children in school.

4. Disability awareness monitoring

We will monitor the differences of our pupils by using RAISEonline resource. The Senior Leadership Team will monitor this on a yearly basis. Any necessary action resulting in this monitoring will be taken.

5. How information gathered is used

Evidence, eg lesson plans, observations, subject coordinator reports to be monitored by the headteacher.

6. Staff development

All staff will be made aware of the Disability Equality plan through staff meetings and training and through Professional Development. All staff will have equal opportunities regardless of disabilities.

7. Annual reporting

Progress made in relation to the Schools Disability Equality Action Plan will be made annually in the Headteachers report to the governors.

8. The next Disability Equality Plan

The Disability Equality Plan will be reviewed and updated in April 2013. This will build upon this plan's actions, the results of monitoring, and other information.

Signed: _____ Chair of Governors

Date:

Community Cohesion Plan 2010

1. Introduction

This plan sets out how St. David's Haigh and Aspull CE Primary School will work to promote community cohesion. St. David's school has always maintained strong links with the local community. This plan aims to develop those links and broaden our understanding and appreciation of the value of others and diversity of difference through Global, local and the schools own community.

St David's recognises the two following important statements are part of existing law and that from September 2007 schools are under a new duty to promote community cohesion.

The curriculum for all maintained schools should promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

(Education Act 2002, Section 78)

Schools have a duty to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups.

(Race Relations Amendment Act 2000)

The Diversity and Citizenship Curriculum Review published in February 2007 states that:

...we passionately believe that it is the duty of all schools to address issues of 'how we live together'

and 'dealing with difference' however controversial and difficult they might sometimes seem.

2. Impact Assessment

The following policies will be assessed in regard to the new duty to promote community cohesion.

- Performance Management
- Recruitment and retention
- Assessment
- Teaching and Learning
- Supporting positive behaviour, care and relationships policy.

The outcomes of this will be:

- That all these policies clearly state the school's position on community cohesion.

4. Action Plan to promote community cohesion

	Actions	By whom	Start	Finish	Evidence that it is completed
i. Promote equality of opportunity	Regularly monitor the curriculum to ensure these learning opportunities are in place. Plan assemblies to	SLT, subject leaders and all staff.	Jan 2010	March 2013	Appropriate learning opportunities experienced by the children. Assemblies lead. Learning resources all checked and appropriate.

	promote and challenge negative stereotyping. Monitor learning resources to ensure they do not reinforce negative stereotyping.				
ii. Eliminate unlawful discrimination	Track children's progress to ensure they are achieving in line with their capabilities. Record and monitor major behavioural incidents according to ethnicity. Monitor pupil making sure pupils from ethnic backgrounds have access to all school activities.	Head teacher and SLT	Jan 2010	March 2013	Tracking monitors all groups and appropriate action is taken as necessary. Major behavioural incidents monitored and appropriate action taken where necessary. School activities monitored and action taken when required.
iii. Eliminate racist harassment (See Race equality)	To deal with any incident according to the School's Plan for Race Equality. Listen and monitor views and experiences of ethnic minority pupils to evaluate effectiveness of plans and procedures.	Head teacher and Member of staff responsible for race incidents.	Jan 2010	March 2013	All racist incidents recorded and dealt with according to the School's Plan for Race Equality.
iv. Promote good relations between different ethnic groups (See race equality)	Monitor relationship between ethnic and non-ethnic children within school by talking to them and asking appropriate questions.	Head teacher and SLT	Jan 2010	March 2013	Relationships monitored and action taken when required.
v. Where necessary to inform and include all governors, staff and parents about the School's plan to promote community cohesion.	Inform and include Governors, staff and parents through meetings, written information and through assemblies.	Head teacher, SLT, staff, Governors, parents.	Jan 2010	March 2013	Governors, staff and parents made aware of the school's Community Cohesion Plan and it's implications on our school.
vi. To develop the children's role as citizens within our school community.	Through Worship, PSHE+C (especially SEAL's) and general school ethos to develop the children's understanding of their role as a citizen in the school. Learning to appreciate difference and values each member of the school community.	SLT, Teachers, Non-teaching staff, all peoples represented by the schools community.	Jan 2010	March 2013	The children value themselves and others as important citizens in our schools community.

vii. To build on the local community links.	Continue to work alongside others in the local community through shared community projects, eg walking Day, organised sports activities, visits into the local community and Haigh Hall. Develop links with local high schools and working within The Children's Centre and Extended Schools Cluster and a school in Bolton (as part of the Greater Manchester Challenge Project).	Whole school staff and the wider community.	Ongoing	Ongoing	Strong relationships, built on understanding of different and valuing others, will continue to be built with children and staff from our school and the wider community.
viii. To develop links with the UK community.	To develop links with schools and companies further afield sharing cultural values and ethnic diversity. Develop community cohesion through understanding of area and cultural diversity through school visits, trip and residential holidays.	SLT, staff. UK community	Jan 2010	March 2013	A stronger understanding of the rich and diverse ethnicity and cultures found with the UK is beginning to be understood by the school community.
ix. To continue to build and develop links with the Global community.	Continue to develop international relationships with the people of The Gambia (Haigh hall Arts), Singapore and Hong Kong (Greater Manchester Challenge) and through curricular and worship themes.	SLT, staff, global links	ongoing	ongoing	A stronger understanding of the rich and diverse ethnicity and cultures found Globally is beginning to be understood by the school community.

5. How policies and practice are monitored e.g. employment issues, attainment of Black and minority ethnic (BME) pupils

- Employment of staff according to abilities not ethnicity or cultural background.
- Relations between staff working within our school.
- Lesson observations.
- Monitoring of resources by subject leaders.
- Monitoring of school environment and displays to portray positive cultural messages.
- Talking to pupils and parents from different cultural backgrounds.

6. How information gathered is used

Evidence, eg lesson plans, observations, subject coordinator reports to be monitored by the Headteacher.

7. Staff development

All staff will be made aware of the Community Cohesion Plan through Staff meetings and training and through Professional Development all staff will have equal opportunities regardless of ethnicity and cultural differences.

8. Annual reporting

Progress made in relation to the School's Community Cohesion Plan will be made annually in the Head teachers report to the governors.

9. The next Community Cohesion Plan

The Community cohesion Plan will be reviewed and updated in April 2013. This will build upon this plan's actions, the results of monitoring, and other information.

Signed: _____ Chair of Governors

Date: