

WARMLEY PARK SCHOOL



SINGLE COMMUNITY COHESION AND EQUALITY SCHEME

JULY 2009

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

Warmley Park School welcomes the implementation of the Equality Duties for the public sector and the requirement to publish our Gender and Disability Equality Schemes. We have additionally included our work on Race Equality and importantly, our work on community cohesion within this, our Single Community Cohesion and Equality Scheme document in order to fully demonstrate our commitment to promoting and embedding equalities and community cohesion into all of our work.

In the future, we will continue to actively progress our work in this area by working towards the achievement of the actions set out within this document.

Our School has shown a commitment to working with a wide range of stakeholders in the development of our Single Community Cohesion and Equality Scheme and we recognise the importance of continuing these relationships to inform our work. Our aim is to become a School seen within South Gloucestershire and beyond as an exemplar of good practice.

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

Daniel Wood
Chair of Governors

Signed:

Steve Morris Headteacher	Daniel Wood Chair of Governors
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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 Warmley Park School.

Complaints about the Scheme

We aim to be open and accountable and strive to provide an efficient, friendly and helpful service to our stakeholders. 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 Duties

Schools are required to meet significant 'positive statutory duties' in the areas of race equality, disability equality, gender equality and community cohesion. These duties are:-

- The Duty to Promote Race Equality
- The Duty to Promote Disability Equality
- The Gender Equality Duty
- The Duty to Promote Community Cohesion

Each of these Duties requires schools to promote equality of opportunity and community cohesion in everything that they do. The following pages of this document provide an overview of each of the Duties.

The Duty to Promote Race Equality

The Duty to Promote Race Equality extends protection against racial discrimination and places an enforceable, positive duty on “public authorities”. The Act makes it unlawful for any public authority to discriminate on racial grounds in carrying out any of its functions.

The Duty details General and Specific Duties which apply to “public authorities”.

The General Duty

The General Duty is to identify and tackle racial discrimination, and to promote equality of opportunity and good race relations.

This means that we must have due regard in everything we do to the need to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups

The Specific Duties

We have Specific Duties to:

- Prepare a written statement of our policy for promoting race equality.
- Have in place arrangements for fulfilling, as soon as is reasonably practicable, our duties under the General Duty.
- Maintain a copy of the statement.
- Fulfil those duties in accordance with such arrangements.
- Assess the impact of our policies, including our race equality policy, on students and staff of different racial groups.
- Monitor, by reference to those racial groups, the admission and progress of students and the recruitment and career progress of staff.
- Include in our race equality policy an indication of our arrangements for publishing the statement and the results of our assessment and monitoring.
- Take such steps as are reasonably practicable to publish annually the results of our monitoring.

The Duty to Promote Disability Equality

All “public authorities” have a Duty to promote disability equality. This Duty is made up of General and Specific Duties.

The General Duty

The General Duty requires that we, in carrying out our functions, have due regard to the need to:-

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Act;
- eliminate harassment of disabled people that is related to their disabilities;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and
- take steps to take account of disabled people’s disabilities, even where that involves treating disabled people more favourably than others.

The General Duty requires all “public authorities” to adopt a proactive approach, mainstreaming disability equality into decisions and activities.

The Specific Duties

The Specific Duties require us to:

- Publish a Disability Equality Scheme demonstrating how it intends to fulfil its general and specific duties.
- Involve disabled people in the development of the Scheme.
- Develop a Disability Equality Action Plan.
- Gather information in relation to employment, delivery of education and functions.
- Review the effectiveness of its action plan.
- Assess the impact of current and proposed policies and practices on disability equality.
- Report on progress every year.
- Fully review the Scheme and revise it every 3 years.

The Gender Equality Duty

The Gender Equality Duty places a statutory duty on all “public authorities”, when carrying out all of their functions, to have due regard to the need:-

1. To eliminate unlawful discrimination and harassment.
2. To promote equality of opportunity between men and women.

The Specific Duties

In supporting the delivery of the above General Duty, there are also Specific Duties as follows:-

- **To prepare and publish a gender equality scheme**, showing how we will meet our general and specific duties and setting out our gender equality objectives.
- In formulating our overall objectives, **to consider the need to include objectives to address the causes of any gender pay gap.**
- **To gather and use information** on how our policies and practices affect gender equality in the workforce and in the delivery of services.
- **To consult stakeholders (i.e. employees, service users and others, including trade unions) and take account of relevant information** in order to determine our gender equality objectives.
- **To assess the impact of our current and proposed policies and practices** on gender equality.
- **To implement the actions set out in our scheme** within three years, unless it is unreasonable or impracticable to do so.
- **To report** against the scheme every year and **review** the scheme at least every three years.

(Note: The broad term “Public Authorities” used by the Duties includes Warmley Park School. The Duties state that public authorities subject to the Duties include: *“the governing body of an educational establishment maintained by a local education authority in England”*)

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.

Warmley Park School already works in ways that promote community cohesion and the production of this Single Community Cohesion and Equality 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.

Similarities Between the Duties

There are many links and similarities between the Duties shown previously. This document is our Single Community Cohesion and Equality Scheme. It builds on the successes of our previous Single Equality Scheme and sets out how we intend to take a proactive approach to equality and community cohesion and mainstream this into our work.

We feel that by producing a Single Scheme (instead of separate Schemes for each of the four Duties), we will be able to more effectively ensure that:-

- We produce a full action plan for Race Equality as opposed to simply a Race Equality Policy Statement.
- We fully consider equality issues, drawing links between the different equality 'strands' and act accordingly to eliminate discrimination and promote equality of opportunity.
- We can more effectively manage and monitor the impact of our activities to promote equality of opportunity.
- We can more effectively review our approaches to promoting equality of opportunity.
- We can effectively and coherently connect our aspiration to promote community cohesion with our work recognising all equalities 'strands'.
- Overall, the development of a Single Community Cohesion and Equality Scheme has the potential to show and deliver a comprehensive and robust approach to equality and community cohesion issues in school.

Warmley Park School

Warmley Park School wishes 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 also 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 and Friends Association and Voluntary Bodies.

Pupils at Warmley Park are entitled to experience a curriculum which offers the opportunity to develop individual potential and self-esteem through communication, personal, social and academic skills and access to the National Curriculum.

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

Warmley Park has particular strengths in the areas of language and communication, dance and movement, and the creative arts, extensive inclusive experiences, reading, modular courses for senior age pupils and working with parents. In addition to this, the National Curriculum subjects are offered in order to provide a broad, balanced and relevant curriculum for all children. There is also good practice for pupils with autistic spectrum needs.

Our recent Ofsted inspection stated that we are *“a good school with outstanding features, such as the very high level of care, support and guidance. Parents greatly value this aspect and the vast majority have nothing but praise for the support of staff. The very effective links with outside agencies support pupils’ care and welfare by enabling their physical and medical needs to be met very well. Very effective care and guidance ensure that pupils make excellent progress in their personal development. A particular strength is in the way they develop into confident, sensible young adults who have a very good sense of self-worth.”*

Our Ofsted report goes on to comment that:

“Parents comment on how much their children like school and this is reflected by the enthusiasm of pupils when they talk about all the exciting things they do. This is because teaching is good and the commitment and enjoyment of teachers are very evident.”

“Pupils’ spiritual, moral, social and cultural development is excellent. The youngest children quickly gain confidence and feel safe in their new environment.”

“Care and guidance for pupils are given considerable priority by the school. Links with outside agencies and specialists support pupils extremely well and ensure that the quality of care is very high.”

To see a copy of our prospectus and supporting school DVD which is a celebration of pupil voice, please contact the School Office.

What is Equality, Diversity and Community Cohesion?

Equality and diversity impact on all stakeholders (in our instance this means, amongst others 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.

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.

Key Evidence of Inequality

The following pages show some of the outcomes of extensive research we have undertaken to inform our action plan for equality. The information provides a 'national picture' and we intend to use this information to guide our future actions and also to assist us in defining specific equality objectives for Warmley Park School.

Race Equality

Despite years of legislation covering race equality (e.g. Race Relations Act 1976), there is much evidence of racial inequality in British society. With regard to employment, this evidence is readily available; however, in our instance as a special school, relevant data surrounding these issues is more difficult to come by. However, here are some key points to highlight:-

- Indian and Chinese pupils are more likely to achieve the expected level compared with other ethnic groups at all Key Stages.
- On average, Black, Bangladeshi and Pakistani pupils perform less well than White pupils throughout compulsory schooling.
- Many children from minority ethnic groups are from lower socio-economic groups: over 30 percent of Pakistani and Black pupils are eligible for free school meals and over 50 percent of Bangladeshi, Gypsy/Roma and pupils of Travellers of Irish heritage are eligible for free school meals. While socio-economic factors explain a large part of inequality of attainment, there are still differences in attainment between ethnic groups amongst those pupils who are eligible for free school meals.
- 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.
- Proportionately more Black, Pakistani and Bangladeshi pupils are recorded as having special educational needs compared to White, Chinese and Indian pupils.
- Black Caribbean pupils are around three times more likely than white pupils to be permanently excluded from school. There are proportionately more Black Caribbean and "Black Other" pupils in pupil referral units compared with the proportion of these groups in mainstream schools.
- 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.
- Black (82%) and Asian (85%) people are more likely to stay on in full-time education at age 16 than White young people (69%). Black Africans of working age are the most likely to be currently studying for a qualification (44% compared to 17% of White people and 24% of Indian people).

- Bangladeshi (44%) and Pakistani (32%) adults are the most likely to have no qualifications.
- The greater proportion of minority ethnic young people in post-16 education is mirrored by the smaller proportion following work-based routes (i.e. a job or government supported training). Only four percent of minority ethnic young people report following a work-based route at age 16/17.
- The representation of minority ethnic students in Higher Education has increased in recent years from 12 percent in 1996/97 to 13 percent in 2000/01.
- Minority ethnic students comprise an estimated 15 percent of all undergraduates in Higher Education Institutions, the Open University and Further Education Colleges.
- Minority ethnic students are more likely to enter Higher Education (HE) with GNVQs or BTEC qualifications than other students. Black Caribbean students are also more likely to enter with Access qualifications.
- Minority ethnic students are concentrated in a relatively small number of institutions, mainly the modern (i.e. post-1992) universities in London and other big cities.
- While minority ethnic groups are more likely to hold degree level qualifications compared to white people, class of degree varies, with minority ethnic groups less likely to obtain a first or upper second class degree.
- Pakistani and Bangladeshi adults are much less likely than other ethnic groups to be participating in adult learning; by contrast, people of Black Caribbean, Black African and Mixed ethnic heritage have high rates of participation.
- Bangladeshi and Black Caribbean adults are less likely than other ethnic groups to participate in job-related training and education.
- 7% of trainee teachers are from minority ethnic groups
- 7% of staff in further education colleges are from minority ethnic groups, mainly of Black heritage.
- There are very small numbers of minority ethnic staff at higher grades in Higher Education Institutions.
- 8.1% of the population of Great Britain are from a non-white ethnic group
- People from the ethnic group 'Indian' have the highest proportion of people with a degree level or equivalent qualification
- Compared to White British people, the unemployment rate among people from ethnic minorities is 2.28 times higher.
- 24% of white employers and managers in Great Britain report themselves as fairly or very racially prejudiced

Disability Equality

Despite years of legislation covering disability equality (e.g. Disability Discrimination Act 1944, Disability Discrimination Act 1995), there is much evidence of disability inequality in British society. With regard to employment, this evidence is readily available; however, in our instance as a special school, relevant data surrounding these issues is more difficult to come by. However, here are some key points to highlight:-

- Around 20% of the population of Great Britain is disabled
- 5% of disabled people in the UK are wheelchair users
- 1 in 3 people believe that wheelchair users are less intelligent
- A disabled person with a degree is less likely to have a job than a non-disabled person with no qualifications
- Unemployment for disabled people, compared with unemployment in the general population is over 100% higher.
- Only 17% of disabled people are born disabled - the level of disability increases with age; for example, some 10% of those aged 16 – 24 years have a current long-term disability compared with 34% of those aged 50 to state pension age.
- There are over 6.8 million disabled people of working age in Great Britain which indicates that disabled people make up at least 21% of the working age population in the UK.
- 81% of people without a disability in Great Britain are in employment, compared to 49% of disabled people.
- 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.
- Disabled 16 year olds are twice as likely to be out of education or work as their non-disabled peers and a non-disabled person with no qualifications is more likely to have a job than a disabled person with a degree.
- Employment rates vary greatly between types of disability; they are lowest for people with mental illness and learning disabilities. Currently, 80% of people with mental health problems are unemployed, with 3 out of 5 employers readily admitting that they would not employ someone with a history of mental illness.
- Projections show that by 2020 the percentage of people with long-term health conditions will increase across the general population and the World Trade Organisation predicts that depression will be the leading cause of disability by 2020.
- The disabled population in Britain has a spending power of £80bn, and yet 70% of disabled people with mobility and sensory impairments have difficulty accessing goods and services.

- 21% of disabled people aged 16-24 have no qualifications whatsoever, compared to 9% of non-disabled people of the same age - an 11% gap.
- The Labour Force Survey in 2000/01 found one in twenty disabled people were at a college of further or higher education or university, compared to one in ten of the rest of the population. Although the number of disabled pupils participating in higher education has since increased year on year – the gap has continued to widen as participation by non-disabled people has grown much more rapidly over the same period.
- Disabled 16 year olds are twice as likely to be out of work, education or training as their non-disabled peers (15% compared to 7%)
- 55% of families with a disabled child are living at or on the margins of poverty. 29% of people with a disabled child in the household live in poverty, compared with 21% of households with no disabled children.
- Over a third (38%) of children questioned in a Disability Rights Commission survey said they'd been bullied, with 1 in 20 saying they'd been bullied by teachers
- 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.
- Overall, disabled people are more likely to leave school at an earlier age than non-disabled people. Over three-quarters (76%) leave between the ages of 14 and 16 (23% leave school at the age of 14, 31% leave at 15 and 23% at 16). This compares with 55% of non disabled people leaving school between the ages of 14 and 16 (7% leave at the age of 14, 15% at 15 and 33 at 16). Non-disabled people are twice as likely to carry on studying full-time education to the age of 20 or older than disabled people (17% compared with 8% respectively)
- 14% of people with depression or mental illness left full-time education between the ages of 20 and 24, twice the proportion for all disabled people (seven per cent)

Gender Equality

Despite years of legislation covering sex equality (Sex Discrimination Act 1975) and equal pay (Equal Pay Act 1970), there is much evidence of gender inequality in British society. With regard to employment, this evidence is readily available; however, in our instance as a special school, relevant data surrounding these issues is more difficult to come by. However, here are some key points to highlight:-

- Overall in Great Britain, women's average hourly earnings are 80% of men's
- 24% of senior management in the UK are women
- 55% of women with children under five are in employment
- On average, women working full-time in primary and nursery schools earn 12.2% less than their male colleagues and women working in secondary schools earn 10.6% less. Women working part-time in secondary education earn 3.4% less per hour than their full-time male counterparts and women working in primary and nursery education earn 3.9% less.
- Between 1997 and 2005 there has been a 97% increase in the number of support staff, many of whom are in part-time or part-year roles.
- 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.
- Women make up 30% of secondary head teachers and 64.6% of primary head teachers. Primary teaching exhibits the highest levels of gender segregation with under 20% of teachers being male.
- An NUT survey found that black and ethnic minority women in particular tend to be under-represented in senior management positions.
- Research suggests that family responsibilities are turning many female teachers off applying for promotion. 26% of women compared with 6% of men say that factors in their private lives, such as childcare or caring for adult relatives, have limited their career development
- Around 45% of pregnant women experience disadvantageous treatment at work (such as being threatened with dismissal or actually dismissed, denied pay rises or opportunities for promotion or training).
- Boys are generally not achieving the same attainment level as girls, with 52% of boys and 62% of girls in the UK gaining five high grade GCSEs or equivalent by age 16 in 2004/05. The situation is complex however, with certain groups of boys doing as well as girls, whilst other groups of boys are doing very badly.
- 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.

- Research by the Universities of Warwick, Bristol, Durham and North London found that over 75% of 11-12 year old boys thought it was acceptable that women get hit if they make men angry, and more boys than girls of all ages believed that some women deserved to be hit.
- Nearly one in five primary teachers and two-thirds of secondary teachers have been subjected to sexually abusive language by pupils. Nearly 75% of secondary teachers and 30% of primary teachers have encountered such language being used by pupils against each other.
- Only about half of serious incidents are reported. This is often because teachers dealt with the situation immediately but largely because institutional support was seen as unsatisfactory. Senior management often do not take the issue seriously and sexist and homophobic language is institutionally tolerated. Young people are not provided with the language and labels to define sexual bullying or the processes to report it in schools.
- Sexual bullying impacts on both genders, for example, boys are also victims of girls and other boys.
- There is a strong link between low educational attainment and teenage pregnancy. Disengagement from education and low attendance is also linked to teen pregnancy. A survey of teenage mothers showed that disengagement from education often occurred prior to pregnancy, with less than half attending school regularly at the time of conception. Nearly 40% of teenage mothers leave school with no qualifications.
- 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.
- Equal Opportunities Commission research into gender segregation in training and work, found that a high proportion of girls and boys are interested in non-traditional work experience and job choices - 80% of girls and 55% of boys said they would or might be interested in a non-traditional job, and 76% of girls and 59% of boys wanted to try non-traditional work before making their job choices.
- Equal Opportunities Commission research found that the majority of people believe that their careers advice was based on their gender and highlighted the extent to which careers advice and guidance often continues to perpetuate stereotyped and traditional choices.
- Clear gender differences exist within the core themes of the National Healthy Schools Programme, and addressing these differences will help schools demonstrate action towards the themes. Different patterns of exercise, food and alcohol consumption and different attitudes to risk affect boys and girls, and will determine their response to health initiatives.

- Boys are more at risk of suicide than girls, with some evidence that homophobic bullying plays a large part in this. Girls are, however, more prone to depression and self-harm. Effective school policies that aim to address issues of emotional and mental health in the classroom and through pastoral care will recognise and respond to these gender differences.
- The *14-19 Education and Skills Implementation Plan* included two proposals to reduce gender stereotyping in choice of career paths. It emphasised the importance of high quality IAG in ensuring that “all options are seen as real choices for young people”. It announced plans to introduce IAG in schools from Year 7 by Spring 2008 on the grounds that by the age of 14, “many young people already display entrenched attitudes about gender roles and occupations, so early intervention is needed”.
- Violence against women does not happen only to older people. Young women are experiencing high levels of violence, including being hit by their boyfriends. The End Violence Against Women Coalition has reported that 42% of young people know a young woman who has been hit by her boyfriend, yet 59% felt that they lacked the information and support to deal with this. One in five young men and one in ten young women think that abuse or violence against women is acceptable.

Note:- We also understand that an individual may experience barriers and discrimination because of race, faith, age, etc. It is essential to ensure that any actions we take to address the inequalities outlined in the evidence above take account of this.

As a key objective, we will seek to collect, analyse and share data that is specific to us as a special school.

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

Our ongoing research with pupils, parents, staff and governors has provided us with valuable feedback concerning our performance and the satisfaction levels amongst these stakeholders.

In 2007 we specifically asked extra equality-based questions of all of the above stakeholders and have continued to do so on an annual basis.

Our contribution to community cohesion is assessed and planned for under the following three headings:

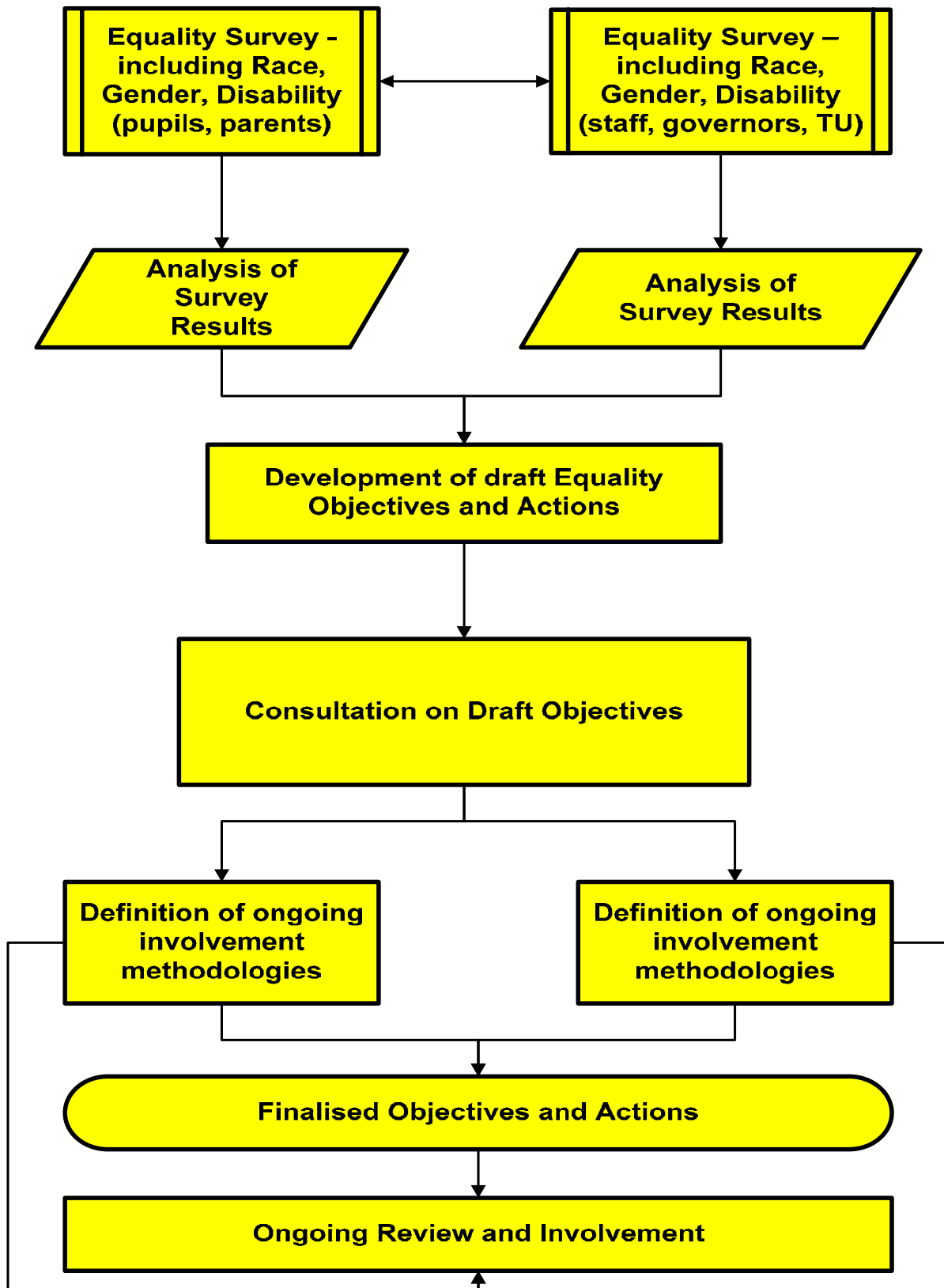
1. **Teaching, learning and curriculum** – helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action – for example through the new ‘Identity and Diversity: living together in the UK’ strand within citizenship education.
2. **Equity and excellence** – to ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.
3. **Engagement and extended services** – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations: including links with different schools and communities and the provision of extended service with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

The feedback we have received 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.

Consultation and Involvement

The following chart shows the key methodologies that we have used for consultation and involvement in relation to the development of our Scheme.



Explanation of Methodology

We developed our Every Child Matters questionnaire to incorporate specific and focussed questions. Additionally, we developed a comprehensive equality-related staff survey as the starting point for developing our equality objectives. The surveys sought responses from:-

1. Staff
2. Pupils
3. Parents
4. Governors
5. Trade Union

Both sets of survey results were analysed to identify key priorities for the school. As a result of this analysis, we defined a set of objectives for inclusion in our first Equality Scheme action plan. These objectives were then distributed amongst staff and our governor sub-committee for equality for review and were refined for inclusion in our final action plan. Our Single Community Cohesion and Equality Scheme builds on this approach, using our ongoing research findings which involve parents, pupils and staff, school council and governor involvement.

Ongoing Involvement of Stakeholders

During our consultation activities, we identified those stakeholders who wish to work in partnership with us on the ongoing review and assessment of our Scheme, as well as in our Equality Impact Assessment process.

Equality Impact Assessment (EIA) Approach

Equality Impact Assessment is the process of finding out whether an existing or proposed school 'function' has a differential impact on different groups of people. It is about assessing the impact of our actual or proposed 'functions' in relation to their consequences for equality.

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

We have produced a comprehensive Equality Impact Assessment Toolkit. This forms the foundation for assessing all of our 'functions' for equality. The Toolkit is explicit in involving stakeholders in our EIA process and includes requirements to conduct ongoing research on the effect of our policies and practices in terms of Race, Gender and Disability.

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

Governors will drive and monitor our EIA process.

Introduction to our Action Plan

The following action plan has been formulated as a result of the involvement of a wide range and number of stakeholders.

Responsibility for the operational delivery of our action plan rests with all staff. Each department head 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 governors.

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

Key Theme Areas

We have identified six key theme areas which we will focus on to promote equality and community cohesion:-

1. Leadership

This Theme is concerned with how the commitment and actions of the School's leaders form a core part of the School's overall agenda for equality and community cohesion.

2. Policy Review and Development

This Theme is concerned with how the School ensures that equality is integrated into all policies and planning processes.

3. Equality Impact Assessment

This Theme is concerned with how the School ensures that Impact Assessment is developed and becomes a core part of School processes.

4. Community Cohesion

This Theme is concerned with how the School ensures exemplary practice in the area of equality and community cohesion with respect to all pupils.

5. Warmley Park as an Employer

This Theme is concerned with how the School ensures that its relationships with staff are central to the delivery of its aims and objectives and the principles that are applied to the systems influencing those relationships.

6. Continuous Improvement

This Theme is concerned with how the School actively uses its knowledge and experience to continuously improve its delivery on equality and community cohesion.

For each Theme area, we have indicated the following:-

1. An overall broad statement of the purpose of each Theme.
2. An overall strategic objective for each Theme.
3. A set of actions that we will undertake in order to achieve our stated objective. (The actions have been set as a result of our consultation process, and we believe they will be key to the successful achievement of our objectives. These actions have been prioritised and lines of accountability have been defined.)
4. The key measures of success which will enable us to gauge our progress on an ongoing basis. (We will report annually against these measures of success as well as our progress against each action within our plan.)

Key Theme Area: LEADERSHIP

Objective	What we will do	Measures of Success	Responsibility	Timescale
To ensure that our overall agenda for equality and diversity is driven, monitored and reviewed by the commitment and actions of the School's leadership team, including governors.	<ol style="list-style-type: none"> Equality and Diversity Action Group (which has overall responsibility for implementing, driving, monitoring and reporting on the equality and diversity agenda for Warmley Park) will feedback to staff group to engage and develop approaches. Reporting format for governors will be reviewed to ensure maximum effectiveness. 	<p>Our leaders:-</p> <ul style="list-style-type: none"> – have clear ownership and accountability for equality and diversity. – ensure that our values and principles for equality and diversity are communicated at all levels. – actively drive equality and diversity, ensuring that they are core themes within all of our activity. – actively monitor and report on our performance on equality and diversity. – ensure that equality and diversity becomes a core part of everyday management practice. 	<ul style="list-style-type: none"> • Equality and Diversity Action Group • Governors 	<p>Feedback to staff during 2009 – 2010</p> <p>Reporting format in place during 2009 - 2010</p>

Key Theme Area: POLICY REVIEW AND DEVELOPMENT

Objective	What we will do	Measures of Success	Responsibility	Timescale
To review all of our 'functions' in respect of equality, ensuring that our staff are aware of and understand our Equality and Diversity Policy and methods for Equality Impact Assessment.	1. We will continue to implement our Equality Impact Assessment process and will develop an Equality statement for inclusion in all policy documentation.	<p>Our values and principles for equality and diversity are embedded in all of our policies and plans.</p> <p>Our planning, development and review processes involve all stakeholders.</p> <p>Our policies and strategies are effectively communicated at all levels.</p>	<ul style="list-style-type: none"> Equality and Diversity Action Group. Headteacher 	2009 - 2010
	2. We will review and update our Equality Policy to incorporate Community Cohesion.	<p>Policy and strategy is regularly reviewed for equality and diversity.</p> <p>The effectiveness of our policies and plans is continuously reviewed and improved.</p> <p>Our EIA process is effective in delivering positive change and outcomes in all areas of our work.</p>	<ul style="list-style-type: none"> Equality and Diversity Action Group. Headteacher 	2009 - 2010

Key Theme Area: EQUALITY IMPACT ASSESSMENT

Objective	What we will do	Measures of Success	Responsibility	Timescale
<p>To ensure that all of our 'functions' are assessed for equality and are developed and improved on an ongoing basis.</p>	<ol style="list-style-type: none"> 1. Equality Action Group will progress the assessment of policies as per the completed Schedule. 2. Training will commence with the Leadership Team on Equality Impact Assessment. 	<p>Staff and Governors are trained and successful in delivering on equality issues.</p> <p>The Toolkit is successful in delivering our work on Impact Assessment.</p> <p>Our 'functions' deliver tangible improvements as a result of our EIA activity.</p>	<ul style="list-style-type: none"> • Equality Action Group 	<p>2009 - 2010</p> <p>NB. EIA is an ongoing process, using a 3 year rolling cycle.</p>

Key Theme Area: COMMUNITY COHESION

Objective	What we will do	Measures of Success	Responsibility	Timescale
To ensure that we actively monitor our practices in relation to pupils and take action to remedy areas of inequality if/as identified.	1. We will use comprehensive systems of equality monitoring aligned to our delivery of learning opportunities and the National Curriculum. We will also seek to share this information with relevant 'partners'.	Our partnership with the LA in respect to pupil monitoring is established and effective in its purpose. Pupil progress and achievement is actively monitored in order to identify any inequalities.	<ul style="list-style-type: none"> Equality and Diversity Action Group Headteacher 	2009 - 2010
	2. We will actively share the information we collect with other special schools.	Any inequalities highlighted are acted upon in a timely and effective fashion.	<ul style="list-style-type: none"> Equality and Diversity Action Group Headteacher 	2009 - 2010
	3. We will review our monitoring systems and information collected which will extend the monitoring criteria used and will enhance the pupil questionnaire to be reviewed..	Our equality monitoring systems are effective in delivering tangible results for pupils. Pupils have increased opportunities to access inclusive settings.	<ul style="list-style-type: none"> Equality and Diversity Action Group 	2009 - 2010
	4. We will continue to introduce improvements as a result of the analysis of our monitoring information and will develop school council activity.	A wider range of visitors to the school from a wider range of backgrounds increases pupils awareness and understanding of diversity.	<ul style="list-style-type: none"> Headteacher 	2009 - 2010
To increase the number of pupils accessing inclusive settings including college, work experience and other educational settings.	5. We will develop an "Inclusion Report" which will be fed into SEF		<ul style="list-style-type: none"> Deputy Headteacher 	Ongoing

Key Theme Area: COMMUNITY COHESION (Continued)

Objective	What we will do	Measures of Success	Responsibility	Timescale
To raise pupil awareness of different cultures, values and backgrounds.	6. We will ensure that our assemblies and curriculum enrichment activities include a wider variety of opportunities for visitors.	Our partnership with the LA in respect to pupil monitoring is established and effective in its purpose.	<ul style="list-style-type: none"> • Headteacher • Deputy Headteacher 	2009 - 2010
To ensure equality of access to the local community is equitable	7. We will investigate the potential impact on access for certain groups through conducting further research to investigate equity of access to opportunities.	<p>Pupil progress and achievement is actively monitored in order to identify any inequalities.</p> <p>Any inequalities highlighted are acted upon in a timely and effective fashion.</p> <p>Our equality monitoring systems are effective in delivering tangible results for pupils.</p> <p>Pupils have increased opportunities to access inclusive settings.</p> <p>A wider range of visitors to the school from a wider range of backgrounds increases pupils awareness and understanding of diversity.</p>	<ul style="list-style-type: none"> • Headteacher 	2009 - 2010

Key Theme Area: WARMLEY PARK AS AN EMPLOYER

Objective	What we will do	Measures of Success	Responsibility	Timescale
To ensure that equality and diversity principles are actively applied, implemented, monitored and reviewed within our role as an employer.	1. We will use comprehensive systems of equality monitoring aligned to our recruitment activities and report to governors regularly.	We develop and sustain a working environment that is based on the individual needs and expectations of all.	<ul style="list-style-type: none"> Equality and Diversity Action Group 	2009 - 2010
	2. We will liaise with the LA on a regular basis to ensure adherence to the Equal Pay Act 1970.	We review, monitor and improve all of our people management systems for equality.	<ul style="list-style-type: none"> Headteacher Equality & Diversity Management Group 	Ongoing
	3. We will review the level and availability of information provided to all staff on our approaches to equality and the Equality Action Group will engage fully with staff group.	All people are encouraged to develop and deliver our vision, mission, values and principles for equality and diversity, and are reviewed in this respect.	<ul style="list-style-type: none"> Headteacher 	2009 - 2010
	4. We will ensure that effective and comprehensive systems of internal equality monitoring are in place and are effective in defining improvements. We will report to governors regularly and review the quality and effectiveness of our monitoring criteria.	People have the resources and support necessary to contribute effectively to the Agency.	<ul style="list-style-type: none"> Headteacher Equality and Diversity Action Group 	2009 - 2010
	5. We will continue to include 'valuing equality and diversity' as a key component of all staff induction programmes.	We actively develop our relationships with people.	<ul style="list-style-type: none"> Headteacher 	Ongoing
	6. We will use school centre to ensure that information, communications and training is fully accessible to all staff.		<ul style="list-style-type: none"> Headteacher 	Ongoing

Key Theme Area: CONTINUOUS IMPROVEMENT

Objective	What we will do	Measures of Success	Responsibility	Timescale
To continuously improve our performance on equality and diversity, by ensuring that equality and diversity are integral parts of all review and development processes.	1. We will implement equality training for all staff and governors.	All staff are aware of the importance of continuous improvement and their role within the delivery of effective equality and diversity practices. We actively seek the views of others in reviewing our performance. Our results show ongoing improvements in our performance outcomes as a result of our equality and diversity practices.	• Headteacher	Ongoing
	2. We will conduct a regular equality staff survey in order to measure progress within the School.		• Equality and Diversity Management Group	Ongoing
	3. We will implement a system of continuously liaising with stakeholders on best practice and the review of our own policy and practice.		• Equality and Diversity Management Group	Ongoing
	4. We will ensure that the School keeps abreast of and responds positively to Government initiatives and policies.		• Headteacher	Ongoing
	5. We will actively share good practices with other special schools		• Equality and Diversity Management Group • Headteacher	Ongoing
To ensure that our physical environment is accessible and meets current requirements.	6. We will implement the actions identified in relation to premises accessibility to improve on our current good practice.		• Headteacher • Deputy Headteacher	Ongoing