

**Worlebury St Paul's Church of England V.A.  
Primary School.**



**Single Equality and Community  
Cohesion Plan**

**2015 - 2018**

**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

Worlebury St. Paul's Church of England V.A. Primary School welcomes the Public Sector Equality Duty and the Community Cohesion Duty. We have chosen to produce this Single Equality and Community Cohesion Plan 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 through the implementation of the actions set out within this document. These actions will be refreshed and revised on an on-going basis.

Our School has shown a commitment to working with the whole school community in the development of our work and actions and we recognise the importance of continuing these relationships to inform our work. Our aim is to become a School seen within North Somerset and beyond as an exemplar of good practice.

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

Felicity Williamson  
Chair of Governors

**Signed: 5<sup>th</sup> February 2015**

<p><b>Gillian Quick</b> <b>Headteacher</b></p> <p><i>Gillian Quick</i></p>	<p><b>Felicity Williamson</b> <b>Chair of Governors</b></p> <p><i>Felicity Williamson</i></p>
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## We Welcome Your Views

This Plan is updated and monitored on an on-going basis. Additionally, it is reviewed annually and fully revised every four 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 Worlebury St. Paul's Church of England V.A. Primary School.

## **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.

The Public Sector Equality Duty is laid out within the Equality Act 2010. It is about ensuring the needs of all are met.

The Public Sector Equality Duty consists of a General Equality Duty and Specific Duties.

### **The General Duty**

The General Equality Duty is made up of three aims which state 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.

### **The Specific Duties**

The Specific Duties state that schools must carry out a number of actions as follows:

1. Publish information to demonstrate its compliance with the General Equality Duty and subsequently publish this information annually. The information a school publishes must include, in particular, information relating to persons who share a relevant protected characteristic who are its employees and other persons affected by its policies and practices.
2. Prepare and publish one or more specific and measurable objectives it thinks it should achieve to meet the General Equality Duty. A school must publish these objectives at intervals of not greater than four years.
3. Publish the above information in such a manner that it is accessible to the public and may do this by publishing the information within another published document.

## 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.

Worlebury St. Paul's Church of England V.A. Primary School already works in ways that promote community cohesion and this plan builds 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 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.

## **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.

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

## **Our Current Position in Relation to Equality and Community Cohesion**

We have had in place a comprehensive Single Equality and Community Cohesion Plan since 2009. We have consistently implemented, monitored and reviewed this Plan and the Equality Working Group has been central to this work. The Plan was assessed by Ofsted in June 2012. A full report detailing our progress against the objectives set in the Plan has been produced and is available.

We have now created this new Single Equality and Community Cohesion Plan which has been formulated through the consideration of:-

- Analysis of pupil progress data.
- Full analysis and consideration of the school's position by the Equality Working Group.
- Parent, Pupil, Staff, Governors and Church Community consultation questionnaires which were purely focussed on equality and diversity.
- External challenge and expertise.
- Legal requirements.
- The progress made through the implementation of our previous Single Community Cohesion and Equality Plans.

Data and information from all of the above has been thoroughly analysed and this analysis has informed the action planning process. Integral to this process has been the consideration of diverse groups within the school community:-

- Disabled pupils and those who have special educational needs
- Boys
- Girls
- Groups of pupils whose prior attainment may be different from that of other groups
- Those who are academically more or less able
- Pupils for whom English is an additional language
- Minority ethnic pupils
- Gypsy, Roma and Traveller children
- Looked after children
- Pupils known to be eligible for free school meals
- Lesbian, gay and bisexual pupils
- Transgender pupils
- Young carers
- Pupils from low income backgrounds
- Other identified vulnerable groups

Information for all relevant groups has been considered, including:-

- Progress data
- Data in relation to bullying issues – which indicates no incidents of bullying in school which relate to equality
- Employment/staffing information
- Review of the School's Equality Impact Assessment Schedule
- Analysis of the new buildings – which comply with disability-related requirements and regulations.

## **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 and this commitment has been implemented through the delivery of a comprehensive Equality Impact Assessment Schedule. We have aimed to bring our EIA work in-line with the School's policy review cycle and have achieved this aim.

We now intend to continue our EIA work as an integral part of the School's policy review cycle, demonstrating that equality is embedded within the School's culture and management systems.

We will continue to take a holistic approach to EIA which means that all equality 'strands' will be considered for every and any 'function' going through the EIA process.

Governors are responsible for monitoring our EIA process.

## School Objectives

We have identified four key objectives which we will focus on, together with the ways in which we will measure success:-

Objective	Measuring Success
1. To ensure EqlAs influence policy and practice development.	All policies reflect our vision and have undergone EqlA.
2. To ensure ongoing governor involvement in monitoring progress in relation to equality.	Governor Working Group meets regularly and reports back to Full Governing Body.
3. To maintain and exceed our performance across all groups and in particular accelerate the progress of pupils in receipt of pupil premium and SEND pupils.	Data shows an enhancement across all groups and in particular pupils in receipt of pupil premium and SEND pupils.
4. To develop a curriculum that extends children's understanding of diversity.	Children display an enhanced understanding of diversity and its impacts.

Actions and progress to address these objectives will be published annually.