

Community Cohesion and Equality Scheme

2013 - 2016

**Frederick Nattrass
Primary Academy**

The Need for a Community Cohesion and Equality Scheme

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

The scheme for Frederick Natrass Primary Academy embraces the following duties:

- **Community cohesion**
- **Gender**
- **Age**
- **Race**
- **Disability :**
- **Religion or belief**
- **Sexual orientation**

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

At Frederick Natrass Primary Academy we understand that:

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

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

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

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

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

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

In order to ensure that the above statements are met:

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

- **Community cohesion is about more than just ‘race’ and culture.** Although the interaction and understanding between different ethnic or religious groups are vital to cohesion, it can also be about younger and older people understanding one another better, or building bridges between neighbourhoods of relative wealth and poverty
- **Stockton will continue to become a more mixed community.** Our school is considering the needs of a more diverse population for the first time whilst also thinking about how to promote understanding and interaction across communities in a school with relatively low levels of diversity.
- **Integration means mixing, not losing identity.** Communities and individuals in Stockton, the UK and around the world have always maintained dual and multiple identities. We need to focus on meaningful interaction between groups and a shared sense of belonging, but this doesn’t mean groups abandoning their unique identities. Making sure that differences are understood and respected can be a challenge for schools. But those differences are an important part of how people define themselves and they can therefore be an important part of building self respect and confidence.
- **Communicating the truth and combating misinformation.** Many myths and misconceptions are spread about ‘other people’ by the media and other groups. Groups that can be victims of this include asylum seekers and refugees, migrant workers or Muslims. But as a group, young people can also be victims of negative perceptions. Challenging myths and providing the truth about different groups and communities is one of the first steps towards breaking down distrust, prejudice and resentment of others.
- **Equality is an underpinning aspect of cohesion.** Without ensuring equality, it is impossible to foster cohesion. Unless groups, communities and individuals interact on an equal basis, contact between them can often do more harm than good.

The role of Frederick Nattrass Primary Academy

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

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

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

Frederick Nattrass Primary Academy’s current context is explained and our contribution to each area, with a specific focus on the school community and the community in which we are located, are described below.

Measuring success – community cohesion indicators

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

Types of indicators could include:

- **Safety measures**

- Increased reporting of bullying, racist or homophobic harassment/incidents*
- Reduction in bullying, racist or homophobic harassment/incidents

*NB, in the first instance an increase in the number of recorded incidents may be desirable and should not be taken to suggest that racism/homophobia is on the increase or a greater problem in Frederick Nattrass Primary Academy than in other schools. In schools, as in society as a whole, there often are far more incidents of bullying and harassment than are reported. It is important to cohesion that the full extent of these incidents becomes known.

- **Attitudinal measures**

- Do staff/pupils/parents perceive Frederick Nattrass Primary Academy as a place where those from different backgrounds get on with each other?
- Do young people feel able to report bullying/harassment/incidents?
- Are young people satisfied with the response of Frederick Nattrass Primary Academy when they report bullying/harassment/incidents?
- Do pupils have friends from different ethnic/religious backgrounds?

- **Learning measures**

- Do staff understand/support the school's responsibility to promote cohesion?
- Is the contribution of citizenship/other curriculae to cohesion clearly articulated?

- **Equality measures**

- Are attainment/achievement disparities between ethnic groups being reduced?
- Is the ethnic/religious mix of pupils reflective of the catchment area?
- Is the ethnic/religious mix of staff reflective of the wider community?
- Is the ethnic/religious mix of the governing body reflective of the wider community?
- Is the gender/age mix of staff and governing body reflective of the wider community?

- **Community access measures**

- If the school provides services to the wider community, is the mix of users reflective of the wider community?
- Has the whole community been consulted on what services it wants the school to provide?
- Is the community satisfied with the service provided?

Equality Self Evaluation for Frederick Natrass Primary Academy

At Frederick Natrass Primary Academy we recognise that under the equality legislation our duties when carrying out our functions are to have due regard to the need to:

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

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

This will be done by:

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

a. Gathering Information

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

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

To meet the general duties of the equality standards we will:

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

Pupil Data

Frederick Natrass Primary Academy collects data on the achievements of all pupils, primarily through test and exam results. This generic information gathering will be disaggregated for pupils from diverse groups to reveal if current policies and practices are differentially affecting any group of pupils' achievements and attainments. Our Equality Scheme will monitor:

- Admission and Transfer Procedures
- Pupil attainment and progress
- Attendance
- Access to the environment, including access to equipment
- Access to the curriculum, teaching and learning
- Access to written communication
- Personal development and pastoral care
- Care and assessment
- School values
- Behaviour, discipline and exclusion
- Harassment
- Bullying (specifically racist and homophobic bullying)
- Citizenship
- PSHE
- Health, sport and obesity, (bulimia/ anorexia)
- Young Carers' Assessment

Frederick Nattrass Primary Academy also intends to gather information on 'opportunities' and 'achievements' of pupils from diverse groups for example:

- which pupils are in positions of responsibility
- satisfaction and enjoyment levels across a range of school activities
- aspirations and ambitions of pupils for the future
- successful transition to secondary, further education, training or employment
- access to school trips
- involvement in after school clubs and activities
- access to work experience placements
- take up of careers advice
- pupils identified as gifted and talented