

# SOLWAY COMMUNITY SCHOOL

## Equality Information and Objectives

### School Values

These values are shared by the staff, governors and students in the school and underpin the education we offer at Solway Community School.

We have the moral purpose and courage to do the right thing for our students, to allow and inspire everyone to be what they are meant to be; to reach their potential; to be happy, safe and hardworking.

We work together as a community to make learning exciting and inspirational.

We have high expectations of everyone - students, staff and governors.

We are creating an environment which is free from cynicism and does not put limits on what our children can achieve.

Our values:

- Courage and compassion
- Respect and tolerance
- Inclusion and equality
- Optimism and perseverance
- Courtesy and respect

These values inform our work. We share these values constantly through our day-to-day ethos and actions, through our assemblies, through our curriculum and through excellent teaching which provides rich opportunities for learning. We show our responsibility for others through our compassion, courage and determination to change things for the better.

Version No	Author/Owner	Date Written	Note of amendments made	Signature	Review Date
1	G Wigginton	April 2014			April 15
2016-01	GW / JR	Nov 2016	Updated statistics		Nov 2017

## **Policy Statement on Equality and Community Cohesion**

- We are committed to equality both as an employer and service provider.
- We are committed to ensure that everyone is treated fairly and, respect and as an individual.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different strengths and needs, and we understand that treating people equally does not always involve treating the exactly the same.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age, disability, sex, race, religion, belief or lack of belief, sexual orientation, gender reassignment, marital or civil partnership status or pregnancy or maternity. (These are protected characteristics)

As a consequence we welcome our duties under the Equality Act 2010. We understand that we are bound by the Public Sector Equality Duty (PSED). The PSED requires us to take steps to: eliminate discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not share it.

Our specific duties are:

- To publish information to show how we are complying with the PSED and to update this annually.
- To prepare and publish one or more specific and measurable equality objectives every four years and comment on their progression annually.

This will enable us to have a coherent plan to promote equality by reducing, removing and/or eliminating discrimination altogether.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion, and thus contribute to foster good relations between different groups of people within our community and beyond.

We recognise that these duties 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.

In fulfilling our legal obligations we will:

- Recognise and respect diversity.
- Foster positive attitudes and relationships, and a shared sense of belonging.
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.

For more information please contact:

Mrs Jennifer Rowlands (Business Manager) or Mr Graham Wigginton (Inclusion Manager).

## Part 1: Publishing Information

It is our understanding that under the Equality Act we are required to publish information in relation to our school community and by protected characteristic. However, in doing so, the Data Protection Act 1998 will apply. Therefore, where deemed inappropriate we will not publish information which enables individual pupils or members of staff to be identified. It is felt that any group analysed that has fewer than 15 members should not be published. For school provision for pupils the protected characteristics are: disability, sex, race, religion, belief or lack of belief, sexual orientation, gender reassignment or pregnancy or maternity.

The school as an employer we will also take steps to eliminate discrimination and enhance equality of opportunity for staff on the basis of age and marital or civil partnership status.

In order to meet our duties under the PSED, we will collect data related to the protected characteristics and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provision as a school. This will include the following:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

### 1a Understanding our school community: our school profile

Year	Males	Females	Total
Totals	74	75	149

Disability	
Mobility - 1	Communication - 1
Vision - 1	ASC - 3
Hearing - 1	ADD / ADHD - 1

	Pupils	SA	EHCP	SEN Total	SA	St	SEN Total
Total	149	34	6	40	23%	5%	27%

Ethnicity and Race			
<b>White</b>		<b>Black or Black British</b>	
British	148	Caribbean	<15
Irish	<15	African	<15
Traveller of Irish heritage	<15	any other Black background	<15
Romany or Gypsy	<15	<b>Chinese</b>	<15
any other White background	<15	<b>Any other ethnic group</b>	<15
<b>Mixed</b>		<b>Parent/pupil preferred not to say</b>	<15
White & Black Caribbean	<15	<b>Ethnicity not known</b>	<15
White & Black African	<15		
White & Asian	<15		

any other mixed background	<15		
<b>Asian or Asian British</b>			
Indian	<15		
Pakistani	<15		
Bangladeshi	<15		
any other Asian background	<15		

<b>Religion and Belief</b>			
Christian	103	Catholic	6
Church of Scotland	0	Other Religion	5
No Religion	33	Parent/pupil preferred not to say	2

We do not collect information on sexual orientation or gender reassignment, as the question has never been asked. However, we are committed to providing a safe environment for all pupils and staff and we aim to tackle any discrimination faced by pupils or staff who are lesbian, gay or bisexual or who are proposing to undergo, are undergoing or have undergone a process to reassign their sex. The school will seek advice and guidance from local and national specialists on how and when to ask pupils and staff these questions and how to use the data sensitively when collected.

Similarly we do not collect information on pregnancy and maternity, again we are committed to ensuring that pupils and staff who are either pregnant or have just returned from maternity and / or are breastfeeding are protected from discrimination and harassment.

## 1b Information on other groups of pupils.

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils with English as an Additional Language		
	Total	Percentage of school population
Number of pupils who speak English as an additional language	0	0%
Number of pupils who are at an early stage of English acquisition	0	0%

Pupils from low-income backgrounds		
	Total	Percentage of school population
Number of pupils currently eligible for free school meals	26	17.5%
Number of pupils who have been eligible for free school meals in the last 6 years	58	39%

Pupils who are Looked After Children		
	Total	Percentage of school population
Number of pupils	<15	0%

## **Part 2 Our Main Challenges in Tackling Inequalities**

Given the profile of characteristics and the individual approach to pupil need at Solway there are no long term areas of challenge with regard to groups or individuals identified by the protected characteristics. Similarly a recent analysis of pupil progress has not identified other groups of pupils who are not making acceptable progress across the curriculum, for example pupils identified from low-income backgrounds do as well as other pupils considering their prior attainment. The small sample size when considering any analysis can result in a high fluctuation of outcomes. However, from our increasingly accurate data we can now see concerns with boys' attainment and Pupil Premium students attainment compared to national levels.

Nevertheless the profile of the school does make it increasingly important that pupils and staff are aware of the need for ensuring that no-one experiences harassment, less favourable treatment or discrimination because of their age, disability, sex, race, religion, belief or lack of belief, sexual orientation, gender reassignment, marital or civil partnership status or pregnancy or maternity. Therefore raising awareness of people from outside our everyday experience must be a major challenge for us.

### **Part 3: How we have Due Regard for the Public Sector Equality Duty**

The information provided here aims to show that we give careful consideration to equality issues in everything we do. Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010. Below is a summary of some situations that show how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

At Solway we consider all pupils as individuals and consider it important that all have the opportunity to take part in any activity, where this is safe and appropriate to them. We work with parents to ensure that we meet this aim. For example pupils with medical issues are able attend school trips, including overseas trips, through setting up of health care plans with parents, trip leaders and GPs. Similarly pupils with hearing difficulties are considered with regard to their safety on trips to ensure they hear all instructions, for example with regard to road safety. We make reasonable adjustments to ensure pupils with mobility issues are able to move safely around the school and have safe access to practical subjects that matches their level of ability. It is our aim to keep these pupils safe while ensuring they have and develop their independence. We have installed a system so that visitors to the school can more easily make contact with the main office on arrival. We encourage girls to take part in traditionally male areas of the curriculum, for example in Resistant Materials where having a female teacher sets a good role model.

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. In 2012 we carried out an audit of activities that take place that help out pupils in these two regards. Below is the outcome of this audit, this is not an exhaustive list.

#### **Whole School**

House System

Full School Assemblies

House Assemblies

Mentoring programme develops awareness of own and others identity

House Team competitions

Peer mentoring

House system of family groups

School Council

Walk for Water

Solway Mexico Link

Year 7 working with Fire Brigade and Lifeboat in Olympics Week

Voting system for Head boy and girl

Restorative Practice

Trip to Barcelona

Trip to Boulder

Ski Trip

#### **Citizenship, RE and Opening Minds**

Beliefs and Values Short Course Award

KS3 Modules exploring diversity and promoting tolerance and equality, Festivals and Cultures, Show Racism the Red Card.  
Year 7 Opening Minds Theme 2 – Festivals, Journeys (Evolution, Creation Story, Hinduism)  
Year 8 Opening Minds Theme 3 - Environment  
Students encouraged to voice and listen to a variety of viewpoints, eg all Opening Minds topics.  
KS3 and KS4 modules on different religious viewpoints, festivals, cultures, creation stories  
KS4 unit on medical ethics  
Year 10 pre-work experience modules / Career exploration work  
Medical ethics discussions  
Group activities – Beliefs and Values  
Yr9 Climate change and sustainable development  
Year 7 Refugee Module – Opening Minds  
Year 8 Fair Trade Module – Opening Minds  
Year 9 Module on Conflict Resolution, drugs and sexual health  
Use of P4C in KS3 – Fairtrade, Choc-a-lot, Coffee, Banana Game  
Working with AONB Ranger on environment project  
Focus on different religions  
Yr8 Who governs Britain – Opening Minds  
Yr 10 Rights and Responsibilities in the work place  
World Peace and World Peace Day  
Biennial visit to places of worship.  
Pair, group and team competitions in Opening Minds  
End of OM Theme Projects  
Stop Press! News and Media – Opening Minds  
Yr 8 World of Work – Opening Minds

### **Art**

Rotary Competition  
Mexico Installation Art  
Japanese Art and Culture  
Christmas Card Competition  
Aboriginal Art  
Mythical Creatures

### **Drama**

Work on social issues such as bullying or mobile phone theft  
Hot seating controversial opinions

### **English**

Year 7 and 8 explore differences between Primary and Solway  
Group and discussion work  
Study of inequality of opportunity and resources globally in literature  
Peer marking and target setting  
Debates using formal structure linked to House of Commons  
Poetry from Other Cultures in KS4  
Stone Cold Novel in Year 9  
Poetry and short stories from other cultures in KS4 and Yr9  
Knowledge of language in KS 3  
Work on Windrush generation

**Food**

Focus on locally produced food and different multi-cultural sources and Fair Trade

Year 9 Airline Day

Hospitality for a specific audience

Emphasis on multicultural products

Y11 Hospitality Christmas Banquet for local community

KS3 and KS4 2 course meal from country of choice

**Health and Social Care**

Communication

Respecting Rights of the Individual

Treating People with Respect

Nature / Nurture Debate

Units 2 and 3

Equal Opportunities

**History**

Year 9 Treaty of Versailles, Atom Bombs, Holocaust

Year 10 Origins of WWI and WWII

Year 11 Civil Rights

**ICT**

Laws relating to equality

Structure of Business

Employment Law

All about me

**Mathematics**

Collaborative work

**MFL**

Bienvenidos module

Different Nationalities and Cultures

Visits to Mexico and Barcelona

Team competitions

Pair, group and team competitions

Students acting as translators/helpers/teachers

Central core

Looking at festivals

**Motor Vehicle Studies**

Group responsibility for learning

**Music**

Gamelan work

**PE**

Is inclusive for all

Drugs and gender in sport

Sports leaders planning and organising sporting activities for junior schools

**Resistant Materials**

Social, moral and ethical considerations in design

Group work in Nest box unit

Designing for a wide range of users

**Science**

Gene therapy and gene engineering

Use of Science Leaders

Introduction to Latin roots in Year 8

## Part 4: Our Equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. We understand that under the Equality Act 2010 we are required to publish at least one equality objective every four years, and to review it annually.

Objective: To raise pupil understanding of protected characteristics, in particular religious beliefs, race and sexual orientation.

Actions:

- 1) Carry out a staff and pupil surveys to identify the level of tolerance and understanding of religious belief, race and sexual orientation, by gender and Year Group. Spring term 2016 will see our latest version of the survey.
- 2) Audit of requirements for Citizenship and PSHE to identify gaps in curriculum coverage – underway Autumn 2016.

Performance Criteria:

- 1) Reduction in the number of homophobic and racial incidents recorded on SIMS to a 3 year average of less than 2 per year.

Review

	2013/14	2014/15	2015/16	2016-17
Racial Incidents	1	1	1	2
Homophobic Incidents	1	2	3	0

- 2) Improvement in understanding shown by survey results, base line in Spring 2016.
- 3) Audit document and recommendations for coverage of Citizenship and PSHE curriculum requirements.
- 4) Schemes of work for RE.