



Wadebridge School Single Equality Scheme  
2015-18  
Reviewed June 2015



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### 1. Introduction

This scheme was developed with due regard to guidance published by the Department for Education on the Equality Act 2010 and Schools: Departmental advice for school leaders, school staff, governing bodies and local authorities. The Equality Act 2010 makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of any of the following protected characteristics:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

A person's age is also a protected characteristic in relation to employment but age as a protected characteristic does not apply to pupils in schools.

Through the implementation of this scheme we will ensure that every student irrespective of race, disability, sex, religion or belief, sexual orientation, pregnancy or maternity, gender reassignment, is able to achieve high standards and that strategies are in place to tackle underachievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that Wadebridge School's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our vision:

- For every student to feel valued for who they are, so they can grow and flourish into confident, successful adults
- For every student to have no barriers to opportunity, achievement, success or enjoyment
- For all members of our school community to feel valued and their diversity recognised and celebrated
- That the wider community benefits from the work of the school, building on the values of community cohesion

## 2. School profile and values

The following tables are taken from RAISEonline as published by Ofsted 26<sup>th</sup> March 2015

Table 1.1.1 Basic Characteristics

	2012	2013	2014	20th percentile	40th percentile	60th percentile	80th percentile
<b>Number on roll</b>							
School	1,203	1,176	1,156				
National	990	978	957	8	617	845	1,047
							1,289
							2,690
<b>% girls</b>							
School	50.2	49.7	50.5				
National	49.6	49.6	49.7	0.0	45.8	48.1	49.6
							51.5
							100.0
<b>% of pupils known to be eligible for free school meals (FSM)*</b>							
School	16.3	18.4	17.8				
National	26.7	28.2	28.5	0.9	14.4	21.6	30.6
							44.2
							94.1
<b>% of pupils from minority ethnic groups</b>							
School	4.7	4.5	4.8				
National	23.5	24.5	25.6	0.0	5.1	9.0	17.3
							44.1
							100.0
<b>% of pupils first language not / believed not to be English</b>							
School	1.0	1.0	1.3				
National	13.0	13.6	14.4	0.0	1.7	3.6	8.1
							22.9
							98.8
<b>% of pupils supported at school action</b>							
School	3.6	4.8	5.8				
National	12.1	11.2	10.4	0.0	6.1	8.7	11.3
							14.9
							52.6
<b>% of pupils supported by school action plus or with a statement of SEN</b>							
School	3.7	2.3	1.5				
National	8.1	7.7	7.3	0.0	4.1	6.0	7.9
							10.8
							43.1
<b>% stability</b>							
School	92.9	92.6	91.9				
National	92.3	92.4	92.1	46.0	88.5	91.7	93.7
							95.8
							100.0
<b>School deprivation indicator</b>							
School	0.15	0.15	0.15				
National	0.21	0.22	0.22	0.03	0.12	0.16	0.23
							0.33
							0.65

Table 1.1.2 Basic Characteristics by National Curriculum year group

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals*	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Children Looked After
7	204	46.6 / 53.4	17.6	4.0	1.5	12.7	0
8	199	53.3 / 46.7	20.6	4.1	0.5	8.0	0
9	203	49.8 / 50.2	16.3	5.0	2.0	3.0	0
10	217	48.8 / 51.2	17.1	3.8	0.9	5.1	0
11	216	52.3 / 47.7	17.6	5.6	1.9	9.7	1
Post-Compulsory	117	43.6 / 56.4	-	7.8	0.9	3.4	0

Table 1.1.3 Ethnic groups and English as a first language

Ethnic group	School %			National %
	2012	2013	2014	2014
<b>White</b>				
British	94.2	94.4	94.0	71.6
Irish	0.0	0.0	0.0	0.3
Traveller of Irish heritage	0.0	0.0	0.0	0.1
Romany or Gypsy	0.0	0.0	0.0	0.3
any other White background	2.6	2.0	2.1	4.7
<b>Mixed</b>				
White & Black Caribbean	0.2	0.1	0.1	1.4
White & Black African	0.1	0.1	0.1	0.6
White & Asian	0.2	0.4	0.3	1.1
any other mixed background	0.5	0.8	0.9	1.7
<b>Asian or Asian British</b>				
Indian	0.0	0.0	0.0	2.7
Pakistani	0.0	0.0	0.0	4.0
Bangladeshi	0.0	0.0	0.0	1.6
any other Asian background	0.6	0.6	0.7	1.6
<b>Black or Black British</b>				
Caribbean	0.0	0.0	0.0	1.3
African	0.0	0.0	0.2	3.4
any other Black background	0.0	0.0	0.2	0.7
<b>Chinese</b>	0.0	0.0	0.0	0.4
<b>Any other ethnic group</b>	0.4	0.4	0.3	1.6
<b>Parent/pupil preferred not to say</b>	1.2	1.1	1.0	0.5
<b>Ethnicity not known</b>	0.0	0.1	0.3	0.5
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<b>First language</b>				
English	99.0	99.0	98.7	83.2
Other	1.0	1.0	1.3	16.6
Unclassified	0.0	0.0	0.0	0.2

Table 1.1.4 Main SEN types

Main SEN	School action plus			Statements		
	2012	2013	2014	2012	2013	2014
Specific Learning Difficulty	8	1	1	0	1	1
Moderate Learning Difficulty	15	1	0	0	0	0
Severe Learning Difficulty	0	0	0	0	1	1
Profound & Multiple Learning Difficulty	0	0	0	0	0	0
Behaviour, Emotional & Social Difficulties	8	9	3	1	0	0
Speech, Language and Communication Needs	0	1	0	6	5	6
Hearing Impairment	0	0	0	0	0	0
Visual Impairment	1	0	0	1	1	1
Multi-Sensory Impairment	0	0	0	0	0	0
Physical Disability	0	1	0	2	3	3
Autistic Spectrum Disorder	0	0	0	1	2	1
Other Difficulty/Disability	0	0	0	1	1	0
<b>School total</b>	<b>32</b>	<b>13</b>	<b>4</b>	<b>12</b>	<b>14</b>	<b>13</b>
<b>Percentage of school roll</b>	<b>2.7</b>	<b>1.1</b>	<b>0.3</b>	<b>1.0</b>	<b>1.2</b>	<b>1.1</b>

Wadebridge School is committed to:

- Tackling discrimination of all kinds: including race, disability, gender, gender identity, sexual orientation, religious belief, pregnancy or maternity and age discrimination.
- Positively promoting race, disability and gender equality.
- Creating good relationships with all groups it serves: by race, culture, gender, disability, sexual orientation, religious belief and age.
- Promoting equality of opportunity for all.

The Wadebridge School Single Equality Scheme will mainstream equality issues by:

- Integrating equality issues into all our key policies, service planning arrangements and performance management framework
- Ensuring that Wadebridge School's short, medium and long term planning contributes towards this scheme  
Ensuring that arrangements are in place to monitor and report on our progress against our action plans as well as our progress on integrating equality issues
- Ensuring that we engage effectively with stakeholders and local communities in delivering and monitoring the scheme.

### **3. The Public Sector Equality Duty (PESD)**

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to public bodies, including maintained schools and Academies, and extends to certain protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out its functions Wadebridge School has due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

At Wadebridge School the PESD is taken seriously and the school will carry out all its functions with *due regard* to its responsibilities under the PESD. This means that:

- Decision makers must be aware of the duty to have "due regard" when making a decision or taking an action and must assess whether it may have particular implications for people with particular protected characteristics.
- The school will consider equality implications before and at the time that policy is developed and decisions taken, not as an afterthought, and will keep them under review on a continuing basis.
- The PSED will be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty is carried out seriously, rigorously and with an open mind – it is not just a question of ticking boxes or following a particular process.

#### **a) Race**

Wadebridge School recognises that Black, Asian and Minority Ethnic people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. This discrimination manifests itself in all areas of their lives such as housing, employment, education and access to services. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities. Wadebridge School will take all necessary measures to prevent and tackle racial harassment and assist Black and Minority Ethnic people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education.

Wadebridge School is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability, at Wadebridge School we will:

1. Tackle unlawful discrimination by:
  - Keeping accurate records of all ethnic groups, their backgrounds and needs and how we respond to them
  - Dealing with complaints of discrimination and harassment speedily according to appropriate Guidance and notify complainants of the outcomes and action taken
  - Encouraging dialogue between different racial groups on the appropriateness of our service offer

- Preventing racial discrimination and promoting equality of opportunity and good relations between members of different racial, cultural and religious groups
2. Support cohesion by:
    - Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture of all our students and their families
    - Encouraging students (and their families) of all ethnic groups to participate fully in all aspects of school life
    - Countering myths and misinformation that may undermine good community relations
  3. Work in partnership with Black, Asian and Minority Ethnic individuals and groups to:
    - Promote the active participation of minority communities in shaping the future of our school
    - Ensure Wadebridge School staff learners and their families as well as our partners and the wider community fully understand the principles of good race relations
    - Expand access across all communities and in all areas of school activity

### **Community Cohesion**

Our school already considers community cohesion to be a fundamental part of our role. We understand that this is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new residents and existing residents to adapt to one another.

A cohesive community is identified as one which:

- promotes inclusion for students, staff, parents/carers and members of the wider community
- has a common vision and engenders a sense of belonging for people of all communities
- appreciates and positively values the diversity of different backgrounds and circumstances within the school
- offers those from different backgrounds similar life opportunities
- builds strong and positive relationships, with the development of mutual respect and trust between people from different backgrounds in the workplace, in school and within neighbourhoods.

At Wadebridge School we want

- to provide a learning environment that is fair, where students can thrive and where there are opportunities and high expectations for every student to succeed
- to promote the highest possible standards of achievement in every sphere of school life
- to provide a whole school approach to equal opportunities for all students
- to foster a positive atmosphere of mutual respect and trust amongst all students and staff
- to respect values and differences between people so that individuals understand and accept their responsibility for mutual wellbeing within the school community and the wider community
- to ensure that no member of the school community is prevented from achieving their full potential by the prejudices of others
- to recognise and value all forms of contribution to, and achievement within, the school.

We will evidence our effectiveness by demonstrating:

- A widely shared sense of the contribution of different communities to a shared vision
- A strong sense of individual rights and responsibilities within the school community
- That all children and parents feel they are being treated fairly and have the same opportunities
- That students trust Wadebridge School to act fairly
- We have strong and positive relationships

### **b) Disability Equality**

Wadebridge School's commitment to disabled learners, their families and staff's equality has four objectives:

We will promote equality for disabled people by:

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings
- Encouraging good practice by our partners through our advisory capacity.

We will tackle discrimination against disabled people by:

- Promoting positive images of disabled people
- Challenging patronising or discriminating attitudes
- Making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.

We will support disabled learners to achieve their full potential by:

- Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives
- Supporting the formation of groups, networks and services for disabled learners and disabled employees of Wadebridge School and people who are disabled in the community
- Supporting disabled learners, staff and carers according to their individual need.

We will work in partnership with disabled learners and their carers and staff by:

- Enabling disabled learners, their families and disabled staff active participation
- Involving disabled learners, their families and disabled staff in the changes and improvements we make
- Consulting with disabled learners, their families and disabled staff on issues affecting them rather than with people acting on their behalf.

When carrying out our functions, we will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the Disability Discrimination Act
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation of disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment
- Monitor staff and learners by disability
- Have a Disability Equality Scheme

We plan to increase access to education for disabled students by:

- Increasing the extent to which disabled learners can participate in Wadebridge School curriculum
- Increasing the inclusion of positive images of disabled people across the curriculum
- Improving the environment of Wadebridge School to increase the extent to which disabled learners can take advantage of education and associated services (see accessibility plan)
- Improving the delivery of information to disabled learners, to the standard of which is provided in writing for learners who are not disabled.

### **c) Gender Equality Duties**

Wadebridge School:

- Is committed to combating sex discrimination and sexism and promoting the equality of women and men
- Recognises that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes
- Is aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours
- Will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes
- Is committed to ensuring the rights, under the Gender Recognition Act 2005, of transgender people (who have Gender Recognition Certificates).

We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation
- Promote equality of opportunity between women and men in all of our functions

At Wadebridge School:

- We monitor student progress in relation to their gender and set targets accordingly
- We address gender stereotyping in subject choices, careers advice and work related learning. This is also addressed through aspects of the curriculum
- Gender based disciplinary issues will be investigated and treated seriously. We monitor bullying by gender and report incidents to the Local Authority.
- Gender issues such as sexual bullying, sexual exploitation, and domestic violence are addressed as part of the PSHE programme

- Staffing levels, specialism and levels of responsibility are monitored with a view to ensuring there is good representation of each gender

#### **d) Religion or Belief**

Wadebridge School recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been a new phenomenon in recent years, developing a character that is distinct from race hate crime. We also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

We are committed to eliminating discrimination and exclusion on the basis of religion or belief.

Equality with regard to religion or belief is promoted at all levels in Wadebridge School and particularly within the EPR and PSHE curriculum.

#### **e) Sexual Orientation**

Wadebridge School is committed to combating discrimination faced by lesbians, gay men, and bisexual people. We aim to ensure equality of opportunity all people across services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia and challenge stereotyping. Our school recognises the need to protect learners from unlawful discrimination and harassment on grounds of sexual orientation. We are committed to taking a pro-active approach to preventing all forms of homophobia within Wadebridge School and will assess the impact of our policies, functions and procedures on promoting sexual orientation equality. We will deal with complaints of discrimination and harassment speedily and according appropriate guidance and notify complainants of the outcome and actions taken.

At Wadebridge School:

- Homophobic bullying, language and stereotypes will be challenged
- The PSHE curriculum will address these issues as part of the school's Sex and Relationships Education (SRE) programmes of study in an age appropriate manner (see SRE policy); this will include the nature of marriage and the facts about marriage of same sex couples under the law of England
- The resources used to raise staff and student awareness of their rights and responsibilities and the rights of others

#### **f) Gender reassignment**

At Wadebridge School we recognise that it is unlawful to treat pupils less favourably because of gender reassignment. This applies to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes. The school will ensure that appropriate staff are trained to support relevant pupils through transition and beyond. A partnership of bodies in Cornwall have developed a very useful guidance document (Cornwall Schools Transgender Guidance).

#### **g) Pregnancy and maternity**

At Wadebridge School we recognise that it is unlawful to treat pupils less favourably because pregnancy or maternity, i.e. if a pupil becomes pregnant, has recently had a baby or is breastfeeding.

#### **h) Age**

Wadebridge School is committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that all people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference.

### **4. Anti-bullying and Discriminatory Policy Framework**

All forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that we will take to address bullying and discriminatory incidents in our Anti-Bullying Policy. We submit data regarding bullying and discriminatory incidents to the Children, Schools and Families Service through the Anti-Bullying and Harassment Consortium and Local Authority Guidance.

Our objectives are to prevent harassment or bullying of any kind and create an ethos where acceptance, tolerance and respect for others are the hallmarks of all we do. We will draw particular attention to this through:

- Our wider school policies
- Our assembly programme
- The curriculum (e.g. PSHE and the Tutor Programme)
- Student guidance

Students are encouraged to speak to an adult if there is an issue with bullying. This could be their Form Tutor, Pastoral Support Partners, Key Stage Leaders or a member of the Senior Leadership Team (SLT). With regard to issues of safeguarding, students are encouraged to report this to the Child Protection Officer (Emma Garner). Students can also report issues to the Empower team of trained peer mentors.

### **5. Equality Scheme Objectives**

This section sets out the objective we have identified in order to eliminate discrimination and harassment and promotion of equality in relation to gender, race, disability, religion or belief and sexual orientation.

We are pleased to note that incidents of harassment and bullying are low at Wadebridge School and this is to the credit of all members of the school community, as we each play our part in creating a unique school ethos. However, we will not use this to become complacent and will continue to ensure that at all times bullying and discrimination are challenged and replaced with opportunity, relationship and community.

Objective:

- To ensure all student groups identified within the Single Equality Scheme, have the same access, provision and opportunity as all other students and they are successful in all aspects of attainment and other outcomes
- To ensure in all aspects of its work, Wadebridge School celebrates diversity and challenges discrimination and in doing so, has a positive impact on shaping the values of its community and contributes positively to all aspects of social cohesion

**Wadebridge School's Equality Scheme will be published on the school's website.**