

Equality, Diversity and Community Cohesion Standards for Wiltshire Schools – Self-Evaluation Tool

Throughout the completion of this Self-Evaluation Tool, schools should be mindful of the seven protected characteristics for school pupils, and consider them in all elements of this document where appropriate, namely: ethnicity, sex (gender), disability, sexual orientation, religion/belief, gender identity, pregnancy/maternity (age and marriage/civil partnership do not apply to pupils, but need to be considered in relation to employment and the wider school community). Schools should also be mindful of elements that relate to socio-economic status, and to the Convention on the Rights of the Child.

A Equity and Excellence

Standard	Evidence	Well established	Developing	Not yet in place	Action	Impact (Already achieved and potential)	What do we need to do next? (time-frame/dates)
<p>MONITORING AND EVALUATING ATTAINMENT The school has effective policies and procedures in place to monitor patterns of attainment as young people progress through their education. Results are analysed by various relevant characteristics (e.g. ethnicity, gender, social class etc) that may reveal indirect discrimination. Strategies are in place to tackle achievement gaps.</p>	<p>Make sure that all vulnerable groups and pupils are considered here, e.g: young carers, looked-after children, Gypsy, Roma and Traveller (GRT) children, children who speak English as an Additional Language (EAL), Children entitled to Free School Meals (FSM), Underperforming Gifted and Talented (G&T) children, 'Undemanding' and underperforming girls from low-income backgrounds, Underperforming children of Black African or Caribbean heritage, Underperforming boys, Children with Special Educational Needs (SEN) Young Carers, others?</p>						
<p>MONITORING AND EVALUATING OPPORTUNITIES, SCHOOL EXPERIENCE AND ACHIEVEMENTS The school has effective procedures in place to monitor responses to participation and success in wider educational and social experiences; e.g. pupils' satisfaction with aspects of school, participation in school</p>	<p>Family questionnaires Pupil questionnaires International School Award programme Trips – consider issues that may arise in relation to religion/belief, disability.</p> <p>Sports – eg disability – can you get Paralympic sports involved – try seated volley ball etc?</p> <p>Out of hours activities – ensuring access for all – eg lower socio-economic groups/individuals –</p>						

Equality, Diversity and Community Cohesion Standards for Wiltshire Schools – Self-Evaluation Tool

<p>trips, sports, out of hours activities, community placements, positions of responsibility, creative performances. Patterns that do not reflect the wider population of the school are investigated.</p>	<p>making sure they have the confidence and extra support to be involved.</p> <p>Community placements/ involvement - PHAB for example?</p> <p>For 'wider patterns' – consider the list of Protected Characteristics – what issues are raised?</p>						
<p>INCLUSION INDICATORS The school has effective procedures to monitor inclusion indicators such as attendance, behaviour, curriculum participation, admissions and transfers, harassment, incidents (including racist, religious, disability related, homophobic and others related to prejudice), disciplinary sanctions including exclusions. Patterns that do not reflect the wider population of the school are investigated.</p>	<p>Many of these procedures will be already embedded - however - incidents of racism need to be recorded and reported – but what about monitoring other prejudice-related factors? – consider for eg, is the word 'gay' used in a derogatory way in school by any pupils? How can you challenge this?</p> <p>Re. wider inclusion patterns - does the school actively promote the WHO definition of the Social Model of Disability, to enhance the understanding of all children and young people around these issues (for example)? What about linguistic inclusion?</p>						
<p>WELCOMING INDUCTION The school has effective procedures to welcome and integrate new arrivals. All school staff understand their responsibilities in this process. Direct evaluation of the experience is sought from young people and parents.</p>	<p>Consider having school staff/governor advocates for the different protected/vulnerable groups, who can champion particular issues, and respond to any induction issues that may be raised around these areas.</p> <p>Consider the induction-specific issues of EAL pupils and their parents – or of a disabled pupil – make sure these are anticipated</p>						

Equality, Diversity and Community Cohesion Standards for Wiltshire Schools – Self-Evaluation Tool

<p>RESPONSIBILITIES UNDERSTOOD Governors and school leaders ensure that all staff understand and receive regular training on their duties to implement equalities legislation as it applies throughout school activities.</p>	<p>Equality Act 2010 training is particularly important here for all staff and governors – this links strongly with the Community Cohesion agenda, and the breadth of its remit within a school.</p>						
<p>DIVERSE ROLE MODELS Efforts are made to ensure that all learners encounter role models representing a wide range of the population including those who do not conform to stereotypes of age, gender, disability, ethnicity, occupation, and those from backgrounds different from their own, including inter-cultural exchanges aimed at promoting good community relations. Contacts with groups who are not represented in the immediate community are especially sought.</p>	<p>Consider interaction and involvement with: Age UK ; PHAB ; Individuals with unusual or surprising occupations and involvements (gender and disability issues can be addressed here) ; different families ; families who have travelled to the UK to settle and work etc</p>						
<p>REPRESENTATIVE STAFF AND GOVERNORS Efforts are made to ensure that the governing body and staffing are broadly representative of the different groups in the local community.</p>	<p>Consider the representation on the governing body – race, culture, disability, different family backgrounds - people who can contribute a variety of perspectives and points of view in order to create a vibrant vision of the school. <i>Ensure all have a chance to contribute and be heard – consider cultural factors that may prevent this happening</i></p>						

Equality, Diversity and Community Cohesion Standards for Wiltshire Schools – Self-Evaluation Tool

<p>BEHAVIOUR FOR POSITIVE RELATIONSHIPS All members of the school community know that behaviour which undermines positive relationships (including threats of violence, abuse, discriminatory behaviour and bullying) is dealt with firmly and effectively by the school.</p>	<p>Ensure that the school's Behaviour Policy takes discrimination, harassment and victimisation in relation to any of the Protected Characteristics into account in line with Equality Act 2010, and that Cultural Difference in the expression of emotion is clearly understood and taken into account when issues of behaviour are considered.</p>						
<p>ADMISSIONS PROCEDURES The admissions authority complies with the admissions code and ensures that admissions policies are monitored and evaluated so that they do not unfairly disadvantage any group.</p>	<p>The impact on equality must be considered in relation to all admissions criteria and policies with regard to the Protected Characteristics. (Exceptions remain in place for single sex schools, and those with a religious character) Think about where EAL pupils are placed - sets/groups - seek EMAS advice</p>						
<p>EQUALITIES LEGISLATION All staff and governors know their legal duties under equalities legislation and are aware of the systems within the school to deal with incidents of discrimination. Incidents are properly recorded, monitored and dealt with according to Wiltshire guidance. Support and consultation are actively sought where necessary in relation to all prejudice-related incidents.</p>	<p>Full guidance in relation to racist incidents (and once updated – all prejudice-related incidents) can be found on the EMAS Equalities webpages. LA guidance, support and training for staff and governors are available to all schools.</p>						

Equality, Diversity and Community Cohesion Standards for Wiltshire Schools – Self-Evaluation Tool

<p>PROFESSIONAL DEVELOPMENT The school has identified the areas of professional development needed for the workforce to improve the equity and excellence dimension of its work in cohesion, has plans in place to provide it and monitor its impact. Staff have confidence to deal with controversial and difficult issues.</p>	<p>A school may wish to consider the use of staff/governor advocates for each of the Protected Characteristics (and with regard to other vulnerable groups), as a way of bringing in many different perspectives in relation to the equality and community cohesion agenda of a school – whether around local community or wider UK equality and community cohesion considerations. Advocates can be vocal and instrumental in supporting and promoting these issues, and attend and cascade LA training designed to support them</p>						
<p>PUPIL VOICE Pupils develop the skills to contribute to the evaluation and improvement of equal opportunities within the school. Their contributions are welcomed and acted upon.</p>	<p>School Council (ensuring the school council is representative of all pupils), questionnaires, parental/carer involvement, 'working party' to create a leaflet on Equality and community cohesion for families and the community (using LA template), creating equality /cc posters Ensure EAL pupil voice is heard and appropriate support provided</p>						
<p>VISITORS AND CONTRACTORS Care is taken to ensure that all visitors, including contractors, are aware of, and adhere to, the school's Equalities Policy.</p>	<p>How do you make visitors aware? Leaflet, posters/flags created by the children, display/banner in reception, a short statement prepared by the pupils for visitors to read and sign etc</p>						

Equality, Diversity and Community Cohesion Standards for Wiltshire Schools – Self-Evaluation Tool

B Teaching, learning and curriculum

Standard	Evidence	Well established	Developing	Not yet in place	Action	Impact (Already achieved and potential)	What do we need to do next? (time-frame/dates)
<p>ACHIEVEMENT AND INCLUSION Whatever their ethnicity, gender; and whether disabled or non-disabled, pupils achieve as much as they can, and derive the maximum benefit, according to their needs, from what the school/curriculum provides.</p>	<p>Reasonable adjustment and Positive Action can both play a part here. Disability legislation now broadly includes mental health. Consider EAL pupils' access to community language GCSEs, G&T activities, and use and maintenance of their first language</p>						
<p>AWARENESS OF SCHOOL VALUES All pupils become familiar with the school's ethos and vision of preparing them for living in a diverse, inclusive, equitable and increasingly inter-dependent global society.</p>	<p>Through the school's ethos, vision and curriculum, pupils develop values and attitudes that enshrine the 'Everything we say, everything we do' principle in relation to Equalities; at local, national and global levels ('glocal')</p>						
<p>AWARENESS OF OWN IDENTITY All pupils develop an interest and pride in, and deeper knowledge and understanding of, their family roots and their emerging cultural allegiances and, for some, their religious or spiritual identity.</p>	<p>Consider family heritage; community heritage (eg domesday records); language survey of school to highlight all (including 'hidden') languages in the school and community; heritage edition of school newsletter; invitations to bi-lingual pupils from other schools etc</p>						

Equality, Diversity and Community Cohesion Standards for Wiltshire Schools – Self-Evaluation Tool

<p>EXPRESSING OWN IDENTITY Pupils find new ways to express their emerging and changing identities in positive and creative ways that encourage interaction with others.</p>	<p>Introducing pupils to a wide definition of equality, diversity and community cohesion (including consideration of the protected characteristics and the possible use of staff advocates) will engender the confidence in pupils to develop their own identities as a result of a supportive, protective and inclusive environment</p>						
<p>APPRECIATING OTHERS' LIVES Pupils develop empathy and insight into the lives of people from different backgrounds - through literature, other media and personal contacts.</p>	<p>Advocates for the Protected Characteristics can research contributions to the curriculum from a range of people with different backgrounds - LA specialists can also help with advice/suggestions - consider EAL perspectives</p>						
<p>RESPECT FOR DIFFERENT VIEWPOINTS Pupils are encouraged to recognise and respect how people see things from different viewpoints, and particularly in relation to ethnicity, gender, disability or socio-economic background.</p>	<p>Again – advocates for the PCs can help here, plus the range of input and expertise from the LA (the attached grid of suggestions lists starting points for this – the LA specialists can then provide help and support for the school to fully develop these themes in order to generate measurable impact)</p>						
<p>CONTROVERSIAL ISSUES Pupils have opportunities to discuss sensitive and controversial issues with staff, and to develop appropriate thinking skills and the ability to recognise, understand and challenge stereotypes.</p>	<p>A pupil advocacy session can be developed into a longer term project – pupils are given folders with information/pictures on a vulnerable/protected group, and then become advocates for that group through discussion etc. An intro/model session can be provided by the LA</p>						

Equality, Diversity and Community Cohesion Standards for Wiltshire Schools – Self-Evaluation Tool

<p>CULTURAL APPRECIATION All pupils have opportunities to enjoy cultural and creative experiences that reflect and celebrate the UK's increasing diversity and promote good community relations.</p>	<p>See attached list for starting points – these themes can be developed to look at wider patterns of migration and settlement in the UK – and the 'Timeline Cards' can be particularly useful to kick this off.</p>						
<p>RECOGNISING COMMONALITIES Pupils learn about cultural and religious diversity with an underpinning theme of exploring commonalities and respecting and valuing differences.</p>	<p>Again – see attached list for <i>starting points</i> – particularly useful: Persona Dolls with younger children; various assemblies (eg 'Something Else'), and the 'Visitors from planet Mingo' session.</p>						
<p>UK CULTURE Pupils learn about the diverse roots and sources of contemporary UK culture, including the ways that the English language has borrowed from other languages.</p>	<p>LA Timeline Cards can be useful here for starting a theme; school language survey - inc the roots of English language; Talking Pens; Dual Language books, language of the month website. Also consider Makaton and Signing etc</p>						
<p>MIGRATION HISTORIES Pupils learn how migrations throughout history have helped to shape our society.</p>	<p>LA Timeline cards again. These introduce pupils to where paper money came from, lace, domestic plumbing etc etc</p>						
<p>FUNDAMENTAL EQUALITY PRINCIPLES Pupils learn the significance of basic principles of equal opportunities, justice and human rights as they apply to their own daily lives and to wider</p>	<p>Work around Children's Rights, Convention on the Rights of the Child; their own lives – compare and contrast – socioeconomic factors within and without the UK – how does this feed into Equality,</p>						

Equality, Diversity and Community Cohesion Standards for Wiltshire Schools – Self-Evaluation Tool

<p>community and global issues. They become increasingly aware (when this is consistent with their other areas of knowledge) of the significance of these principles to citizenship and democracy.</p>	<p>Participation, Democracy, Opportunity? (Talk about the 'Cool Runnings' Principle - and <i>all</i> Australians' access to playing World Class Cricket - LA can help with eggs) here). How and why do some people get 'left out'?</p>						
<p>ADVOCACY SKILLS Pupils gain the skills and confidence to enable them to apply human rights to situations they encounter, to recognise and challenge abuses, discrimination and injustice and to advocate and claim their own human rights whilst fulfilling their associated responsibilities.</p>	<p>Advocacy session can lead into further development (see above in 'controversial issues')</p>						
<p>REGULAR WORK WITH DIFFERENT PEOPLE Pupils learn through close and structured collaboration in many different working groups, requiring them to encounter different styles of thinking and to develop flexible interactive skills. Some of these groups include differing ages, genders, backgrounds, including those with disabilities.</p>	<p>In addition to existing opportunities through the curriculum – learning styles etc – consider session including visitors from PHAB – to consider different ways of doing things depending on the physical impairment (opportunity to bring in consideration of <i>social model</i> of disability here – LA can provide more info). Also consider mental impairment. Age uk can do sessions for young people on replicating the practical experience of the elderly</p>						

Equality, Diversity and Community Cohesion Standards for Wiltshire Schools – Self-Evaluation Tool

<p>TEAM AND COMMUNICATION SKILLS Pupils develop collaborative team skills and associated communication skills through planned activities that progress year on year through the curriculum.</p>	<p>Can be integrated into SEAL programme. 'This is Our House' story (and extension activity for older pupils) is a good way of introducing the idea of negotiating individual needs and team/collective approaches/solutions. Communication skills - also consider Makaton, signing etc</p>						
<p>PEER LEARNING, LEADERSHIP AND RESPONSIBILITY Pupils develop the skills and confidence to recognise when their peers need help or support, to take on roles of mentor, coach or mediator for others and understand the skills required to assume peer leadership in a variety of settings(e.g. sports, reading support, student councils, community service)</p>	<p>Existing school systems will support - school council, peer mentoring (eg - of EAL New Arrivals), mediation etc.</p> <p>Make sure that all individual perspectives are understood – i.e. consider Cultural Difference in the expression of emotion (see above section - <i>Behaviour for Positive Relationships</i>).</p> <p>Develop pupil understanding of the issues raised in providing peer support, and encourage a broad spectrum of pupils with a good understanding of diverse perspectives to take on this role</p>						
<p>DEMOCRATIC DECISION MAKING Pupils gain experience and understanding of democratic decision-making and recognise its significance in British society.</p>	<p>The reasons behind the new Equality Act can be unpacked (LA can help with egs relating to the various Protected Characteristics) – and pupils can consider – <i>Do all people have a fair say? Which groups might be excluded – and why? Does democracy work for all groups and individuals?</i></p>						

Equality, Diversity and Community Cohesion Standards for Wiltshire Schools – Self-Evaluation Tool

<p>A SHARE IN POWER Pupils gain understanding that, in a working democracy, people have a share in power that can influence the decisions that affect them and the people around them.</p>	<p>School Council can demonstrate this – and consider – are we representative of all the voices in the school? Are some voices lost (through cultural, linguistic or other reasons)? How can we make sure we hear all voices?</p>						
<p>SOCIAL CHANGE IS POSSIBLE Pupils realise that change and improvement can come about through human collective efforts guided by a shared vision of well-considered goals.</p>	<p>To develop an appreciation of this all pupils must have a broad-ranging understanding of the equality issues at stake, and have given consideration to the idea that shared vision can only come about through mutual understanding – and that well-considered goals will be the outcome of this process</p>						
<p>PROFESSIONAL DEVELOPMENT The school has identified the areas of professional development needed by staff to improve the teaching and learning for the promotion of community cohesion and has plans in place to provide it.</p>	<p>An audit such as this has been completed, with action planning, time-limited goals, and expected (and already-achieved impact)</p> <p>Advocacy may be one way of increasing the efficacy of this process.</p>						
<p>PUPIL VOICE Pupils develop the skills to contribute to the evaluation and improvement of teaching, learning and the curriculum. Their contributions are welcomed and acted upon.</p>	<p>With a broader appreciation of the Equalities agenda, pupils are in a more informed position to share democratic perspectives, and vulnerable pupils and groups more enabled to take part in this process</p>						

Equality, Diversity and Community Cohesion Standards for Wiltshire Schools – Self-Evaluation Tool

C Community engagement and extended services

Standard	Evidence	Well established	Devel- oping	Not yet in place	Action	Impact (Already achieved and potential)	What do we need to do next? (time-frame/dates)
EXTENDING SERVICES Planning of extended services includes a range of local representatives who are involved in the consultation process, and collaboration is established with other schools. Effective use is made of the Training and Development Agency's framework.	Build on existing collaboration with other schools and early years settings. Consider other local groups and organisations who might be involved – consider groups and individuals related to the Protected Characteristics, who will bring diverse perspectives into the school/community						
A WELCOMING SCHOOL All members of the community feel welcomed, safe in the school, and valued and respected by the people there.	What people see as they enter the school is an important communication - make sure you give out your message of equality and inclusion at the door						
SCHOOL ETHOS IS COMMUNICATED The school uses a number of different methods to communicate its vision of inclusion and equality to its members and its local community. It demonstrates publicly, through its official publications and through its activities, that within its remit, this is a school that sets out to cater for the full range of groups within its community.	Through all of the activity related to this document, plus, new equality legislation will require : Annual Publication of Equality information Four-yearly setting and publication of Equality objective/s (This can be through an existing school publication)						

Equality, Diversity and Community Cohesion Standards for Wiltshire Schools – Self-Evaluation Tool

<p>ALL FEEL THEY CAN CONTRIBUTE All members of the school community know that their views can help to shape the development of the school and that there are ways in which they can share these views with others and make them known. Specific efforts are made to provide opportunities for the engagement and involvement of groups and individuals more prone to disadvantage and exclusion.</p>	<p>Advocacy, School Council, Debates, Questionnaires</p> <p>Making sure that a range of methods are used to engage pupils who may be less likely to have the confidence to share their views – and supporting these pupils in formulating their ideas, and assuring them of the validity of their perspectives.</p> <p>Ensuring all parents (inc parents of EAL pupils) are aware of where/when school meetings are, and of the help and support they and their children can access</p>							
<p>LANGUAGE Where there are different languages spoken in the school's communities, skills in heritage languages are given appropriate recognition and respect alongside the school's systematic support for the acquisition of English. The school is aware of which languages are spoken locally. It knows which parents have difficulty with English, and takes appropriate action to communicate with them effectively.</p>	<p>EMAS EAL support - excellent information on promotion and value of EAL</p> <p>Language of the Month website</p> <p>Dual language Books</p> <p>Bi-lingual dictionaries</p> <p>Talking pens</p> <p>Access to translation/ interpretation if needed</p> <p>Visual displays of language - others in addition to European languages – promoting the value of <i>all</i> languages (75-80 different languages spoken in Wilts schools)</p>							

Equality, Diversity and Community Cohesion Standards for Wiltshire Schools – Self-Evaluation Tool

<p>FACILITIES DEVELOPMENT The school is involved in strategic planning to enhance the community facilities for the locality, including active promotion to make them available to all sectors of the community.</p>	<p>Consider the activities that the school could host – dance classes, different cookery/tasting opportunities/a fun day inviting different members of the community to demonstrate/involve pupils and families in aspects of their culture etc</p>					
<p>PROMOTING INTERACTION The school creates opportunities for different groups of people to share facilities and work together; for example, mentoring projects, reading schemes, young people offering ICT support, community placement schemes, young volunteers leading out of hours activities.</p>	<p>PHAB (<i>Physically Disabled and Able Bodied</i>) specifically addresses partnership working – your school can help the two-way flow of support. Are there local adults who might be involved in mentoring? Can young people provide IT support to Age UK members? Etc.</p>					
<p>PROFESSIONAL DEVELOPMENT The school has identified the areas of professional development needed by staff to improve community engagement for the promotion of community cohesion, and has plans in place to provide it.</p>	<p>Again – Advocacy can help to make this more effective and efficient, with information being cascaded by the advocates where needed, and these members of staff taking responsibility for different aspects of Community Cohesion. This audit or similar can provide action planning and an impact assessment tool</p>					

Equality, Diversity and Community Cohesion Standards for Wiltshire Schools – Self-Evaluation Tool

<p>PUPIL VOICE Pupils develop the skills to contribute to the evaluation and improvement of the school's community dimension. Their contributions are welcomed and acted upon.</p>	<p>Pupils can be supported in developing a CC questionnaire for themselves and their families. This can include aspects of change in attitudes and values. They can take a lead role in gathering and evaluating the information, and in considering what the next steps are.</p>						
<p>CONSULTATION Inclusion of key stakeholders; parents/carers, LA, local police, voluntary sector, faith groups, elders etc in arriving at priorities for development and advising on engagement with external organisations or speakers.</p>	<p>Inviting opinions and ideas – getting information on Key Priorities from Police & LA. Inviting information on Voluntary Sector perspectives; how faith groups would like to be involved/represented; older people; disabled etc.</p>						
<p>The school has actively consulted with a broad and inclusive spectrum of staff, pupils, parents and community members during the process of completing this audit.</p> <p>Signed: Role:</p> <p>Date:</p>							