



# *Irlam & Cadishead College*

# EQUALITY POLICY

## **1. Foreword**

We all have an ethnicity, an age, a sexual identity, a gender. Many of us belong to a faith group, with an increasing number of us recognising that we have a disability. These factors can often mean we want and need different things. It also means that when we say equalities, fairness, respect and dignity it is important we are talking about an agenda that affects everyone in our school community.

Our equalities and human rights agenda is about proactively working to address inequalities and improving lives for good. This is especially important where our teaching and interventions can benefit children and young people for the rest of their lives.

This is the first single Equalities Scheme that *Irlam & Cadishead College* has produced. This document serves a few purposes, it sets out our schools overall commitment to equality, diversity, human rights and community cohesion, which permeates in all our policies and procedures. It aims to ensure that everyone who comes into contact with our school community is valued and respected. It aims to promote equality of opportunity and eliminate unlawful discrimination harassment or victimisation. It contains an approach to all the equality groups protected by the Equality Act 2010, it sets out our specific school objectives and it outlines how the school will incorporate the scheme within our day-to-day school life.

Our scheme includes our whole school i.e. pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

Whilst the document also serves to outline our statutory duties under the Equality Act 2010, more importantly it allows us to focus on making our school an equitable, respectful and fair place, with an aim to improve outcomes that matter to our school community.

## **2. Introduction**

The role of an Equalities Scheme is to visibly set out our priorities for action to improve chances, choices and outcomes in the lives of different groups of people, and how well we are doing to attain them.

The Equality Act 2010 consolidates and replaces previous discrimination legislation. The Act covers discrimination, harassment and victimisation because of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories of people are listed as protected groups because of their characteristics. There is recognition of the complexity of multiple identities and therefore multiple needs and disadvantage. Our equality scheme includes our priorities and actions to eliminate discrimination and harassment from these protected characteristics as well as promoting a culture of human rights, respect and dignity.

The duties apply to staff, pupils and people using the services of the school, such as parents and the wider community.

The school is obliged to:

- Eliminate discrimination and harassment, tackling prejudice

- Avoid and deal with any victimisation that takes place following a complaint relating to equality;
- Have due regard to the promotion of equality and opportunity between all members of the school and wider communities;
- Promote positive attitudes and understanding of the protected groups
- Encourage participation by minority and under-served groups in school life;
- Take steps to take account of people's specific needs even when this requires treating some individuals more favourably than others (especially in the case of disabled people), this includes using positive action measures where needed
- Conduct equality analysis, and draw up a relevant scheme and publicise it.

### 3. School values, ethos /Mission Statement

Irlam & Cadishead College has a 'No Excuses' ethos and expectation for all to  
**'Aspire, Work Hard & Achieve!'**

### 4. Salford's profile

Salford is a growing and increasingly diverse city. The city is home to Salford City College and the University of Salford, two mosques, one Gurdwara, a number of synagogues and churches.

There remain significant gaps between the most and least deprived parts of the city, and also between Salford and the rest of the North West and UK. It remains the fourth most deprived authority, in terms of both income and employment, in Greater Manchester and 15<sup>th</sup> in the Index of Multiple Deprivation in 2007

In 2009 the Office of National Statistics (ONS) estimated that the population of the city was 225,100. Of those 225,100 people:

- 41,000 were aged 0 -15 (18.2%),
- 144,900 were of working age (64.37%)
- 39,200 were older people aged over 60 for women or 65 for men (17.41%)

Salford experienced a 30.1% growth in the number of residents aged between 20 and 24 years, between 2001 and 2007.

Salford also received net inward migration of between 3,000 and 6,000, 16 to 24 year olds per annum. The ONS estimated that 1,200 people migrated to the city during 2007/08 and that the population grew as a whole by 2,100 people.

The city's mix of BME communities is unique to the region. The rapidly expanding Orthodox Jewish community, the second biggest outside London, is now believed to number in the region of 10,000 people - currently equivalent to 1 in 22 Salfordians, and around 10% of all young people in Salford are Jewish.

Other long standing communities in the city include the Yemeni, Bangladeshi and Pakistani communities in Eccles.

In 2001, 13.65% of the population of East Salford were recorded as Jewish and 7.65% of the population of Eccles were recorded as Muslim. The last decade has seen the city's

ethnic diversity grow even further, with a range of new emerging communities such as Roma, Francophone African and Eritrean.

The 2001 Census recorded only 3.87% of the population of the city was non-white. In 2007, however, the Office for National Statistics had revised this to 7.99%.

The data from our schools census suggests a continuing trend towards diversity, with 85.5% of Salford pupils identifying as White British in 2010 compared to 96.8% in 2001.

The University draws learners from across the UK and the world, whereas the intake at the College is sourced much closer to home. This diversity is reflected in the statistics: in 2006-07, 18.2% of those entering undergraduate courses at the University were of Black, Minority Ethnic (BME) heritage. In addition, 9.5% considered themselves to have a disability.

Since 2004 Salford, like many areas of the UK, has seen a rapid influx of migrant workers from central and Eastern Europe, the city has been one of the region's main gateways for asylum seeker dispersal.

There is a comparative lack of quantitative data on Lesbian, Gay, Bisexual and Transgender (LGB&T) communities in Salford, but recent research has indicated an LGB population in Greater Manchester of 180,500 (approximately 7% of the total) with high concentrations in the area around Manchester city centre (which includes the central Salford electoral wards). Anecdotal evidence suggests a relatively well established community in the Lower Broughton and Pendleton areas close to the University.

Research for the Child Poverty Needs Assessment (2011) showed that almost 30% of children in Salford live in workless poverty. More than 6,000 families and over 12,000 children are dependent on out-of-work benefits.

The 2001 Census also indicated that 22.82% of the population had a limiting long term illness.

At the other end of the age spectrum, there was a relative worsening in the extent to which income deprivation affects older people. Over the age of 75, the proportion of women to men in every ward of the city is in the region of 3:2, which can be partly explained by the lower life expectancy for men than women

We know that nearly half of all people claiming Incapacity Benefit in Salford do so for mental health reasons, which is 10% higher than the average for England.

The most common type of reported hate crime in Salford is racially aggravated hate crime incidents. Jewish and Muslim people are at much greater risk of being a victim of hate crime in Salford. For example, of the 206 anti-Semitic incidents in Greater Manchester recorded in 2009 by the Community Support Trust, 75 were in Salford. Research on Muslim communities in central Salford completed in 2010 revealed that 28.9% had experienced racial and other forms of harassment.

By 2024 our population is projected to have increased to over 240,000 people.

## School profile

There is a strong sense of student's rights and responsibilities at Irlam & Cadishead College regarding equality, diversity, British Values & community cohesion. The College has considered its role in serving the needs of any groups new to the community, and where appropriate has worked with others to meet these needs. We work with parents of children with special educational needs as equal partners in their child's education and steps are taken to increase the extent to which disabled pupils can participate in the curriculum. All safeguarding concerns are logged by staff onto CPOMS. The safeguarding team consists of 3 key members of staff who are alerted to any concerns and appropriate action is taken.

- Bullying – bullying concerns are reported to the College Safeguarding Team, investigated resolved as quickly as possible.
- EAL – the SENCo liaises with Salford EAL Service and provides additional support to ensure that students are quickly able to access the Curriculum.
- Crime – regular meetings with our local PCSO's working in partnership to address potential issues within the community. Restorative justice and behaviour contracts are used to minimise crime in the community and in the College.
- Newcomers, IYFAP – all new applications into the college are filtered through In Year Fair Access Panel (IYFAP). Headteachers and Principals meet monthly to 'agree' or 'reject' applications between Salford Schools. This ensures a fair system by all schools.
- Asylum seekers or refugees – all applications are through IYFAP and students allocated to appropriate schools. We carry out close monitoring checks of all Asylum seekers or refugees to ensure that these students are 'safe'.
- School refusers – Close monitoring of attendance followed by home visits if students attendance falls below 95%. Where a child becomes a concern, a Child Missing in Education (CME) is submitted to Children's Services.
- Child Protection – The College is proud of the systems and procedures in place to make certain that every child is safe, and that all staff are able to follow set procedures if they have a concern. The College uses CPOMS to log and store the information.
- Vulnerable children – Any students considered 'vulnerable' are registered on CPOMS. Vulnerable may mean that a child is:
  - A Young Carer
  - A Child Looked After
  - A member of a Family in Crisis

The College works closely with Salford Safeguarding Children's Board and adopts all policies, procedures and training.

## 5, Equalities objectives

Personal Social Health & Citizenship Education (PSHCE) is delivered through the ICC Tutorial Programme, Year Group and Whole School Assemblies and across the curriculum. Social, Moral, Cultural and Spiritual (SMSC) is evidenced and mapped on *Gridmaker* – a web-based record form used to record details about lessons, assemblies, etc. and map it to specific criteria

Having outlined our school strength and challenges, we have identified the following 4

priority areas which we feel will make a significant difference to our school community and ensure real, tangible outcomes.

Objective	Activity	Outcome Sought	Name of person responsible	Name of person reporting to	Target date	Review Date
Charity work: St. Ann's Hospice / WaterAid	Assemblies and Fundraising	Raise awareness of a local and a national charity and raise funds	Acting Assistant Principal, Mrs Sweeney	Vice Principal, Mrs Egerton	July 2017	February 2017
Young Carers	Assemblies and Tutorial Activities	Raise awareness of support available	Children's Trust Practitioner, Mrs Lightfoot	Assistant Principal, Mr Brown	November 2016	December 2016
Health & Wellbeing	Assemblies and Tutorial Activities	Increase participation in health & fitness activities	PE Teacher, Mr Prescott	Acting Assistant Principal, Mrs Sweeney	July 2017	February 2017
Road Safety	Assemblies and Tutorial Activities	Raise awareness of importance of road safety	Children's Trust Practitioner, Mrs Lightfoot	Assistant Principal, Mr Brown	February 2017	April 2017

We identified these objectives based on 'gaps' identified from the previous year's PSCHE programme.

## 6. Community Impact Assessments.

In order to test our anti discriminatory policies and practices and to conduct the equality analysis required by the Equality Act 2010, we will continue to use community impact assessments. We have outlined the community impact assessment we intend to carry out this year.

Part of a citywide project called Social Insight. Designed to gain an understanding of community views and how these can inform council planning and developments.

The information was used to inform ICC of student views of sense of community and citizenship. 115 students responded with over a third coming from year 11.

The most positive responses were from year 7 with least positive from year 9.

Data is available from the original document.

Generally students felt that Irlam and Cadishead was a good place to live.

Students took part in a wide variety of activities within the community. 28 activities were listed including: Synchronised swimming, youth empowerment, Brass band, Morris dancing, boxing and cheerleading.

Younger students felt that the local community was important to them.

Some older students stated that they wanted to leave the area as soon as possible.

Students felt that the components of a great community were: positive and caring citizens, clean and safe environment, amenities and good local shops.

Some students had a perception that crime was rife in Irlam and Cadishead.

Suggestions for the future were varied such as, more activities, less litter etc.

Students understood the importance of being involved in the community. This included community cohesion.

Comments were raised regarding meeting new people and bringing more people into the community.

The amount of litter was raised in several responses.

### **Actions**

- Have a Community Section in the ICC Newsletter.
- Highlight particular activities in the Newsletter with contact details.
- Have a community agenda at the School Council meetings
- Students had a clear idea of what community meant to them. This could be matched and emphasised in the Citizenship curriculum when appropriate.
- National Data does not support students perceptions that there is a high crime rate locally. Should PCOs provide data and talk to students?
- Involve students in community activities such as the redevelopment of the Skate Park.

### **7. Community Cohesion**

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We will continue to support community 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 and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations
- Countering myths and misinformation that may undermine good community relations;

### **8. Human Rights**

Our school integrates human rights values and principles into key areas of school life. We recognise the duties and standards expressed in the UN Convention on the Rights of the Child, The UN convention on the Rights of the People with Disabilities, and the Human Rights Act 1998. We demonstrate our approach via;

- An overall school-wide atmosphere of equality, dignity, respect, non-discrimination and participation.

- A fully democratic, participatory approach to school governance where all members of the school community are involved in decisions that affect them.
- Empowerment of students, teachers, staff and governors to meaningfully and equally participate in the creation and implementation of school policies.
- Student involvement in debates about change – e.g. Student Council, Student Leaders and Year Group Council representation
- An increased sense of inclusivity and interconnectedness that fosters mutual responsibility and local and global understanding and solidarity.
- Rich learning experiences about human rights inside and outside of the classroom

## **9. Engagement and Involvement**

We involved pupils, staff, governors, parents and carers, and our wider school community in creating this Equality Scheme and action plan.

We did this via a range of involvement and engagement process, please list the methods used.

The Principal has canvassed the views of all key stakeholders at Irlam & Cadishead College, this has included:-

- Parent/Carers and a Review and Feedback session on (ARO to complete)
- Staff
- Students
- Community – we now have a Parent Reference Group

This helped to ensure that the views of all groups, but especially potentially disadvantaged groups, were fully incorporated in the development of the Scheme and action plan.

## **10. Procurement & Commissioning**

We are required by law to make sure that when we enter into an agreement to purchase goods or services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

## **11. Roles and Responsibilities for Implementing the Single Equality Scheme**

The governing body, headteacher, senior management team and line managers have a responsibility to implement the Single Equality Scheme. They will do this by setting examples and standards of behaviour challenging inappropriate and discriminatory language and behaviour ensuring all members of staff including new members are aware of this scheme. Furthermore;

The Head Teacher will:

- ensure that staff and parents are informed about the Equality Scheme
- ensure that the scheme is implemented effectively
- manage any day to day issues arising from the Scheme whether for pupils or for the school as an employee
- ensure staff have access to training which helps to implement the Scheme



- monitor the scheme and report to the Governing Body quarterly, on its progress and effectiveness
- ensure that the Senior leadership team are kept up to date with any development affecting the Scheme/action plan
- provide appropriate support and monitoring for any pupils to whom the Scheme has direct relevance, with assistance from relevant agencies
- evaluate, review and update the Scheme every 3 years

The Governing Body will:

- designate a governor with specific responsibility for the Equality Scheme
- establish that the action plans arising from the Scheme are part of the school improvement plan
- support the headteacher in implementing any actions necessary
- inform and consult with parents about the scheme
- ensure that the action plans arising from the Scheme are part of the school development Plan
- evaluate and review this scheme termly basis

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this Scheme
- provide a lead in the dissemination of information relating to the Scheme
- identify good quality resources and training and development opportunities to support the Scheme
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this scheme as detailed in the school improvement plan

Parents/Carers will:

- have access to the Scheme
- be encouraged to support the Scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- have the right to be informed of any incident related to this Scheme which could directly affect their child

School Staff will

- accept that this is a whole school issue and support the Equality Scheme
- be aware of the Equality Scheme and how it relates to them
- be aware of the implications of the Scheme for their planning, teaching and learning strategies
- teach pupils to treat each other with respect and dignity and promote the benefits of living in a diverse society
- ensure pupils from all groups are included in all activities and have full access to the curriculum
- challenge inappropriate or discriminatory language or behaviour
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping
- know procedures of reporting harassment and bullying

- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA
- make known any queries or training requirements

Pupils will

- have the opportunity to contribute to the Scheme
- be made aware of the Scheme, appropriate to age and ability and how it applies to them
- be expected to act in accordance with the Scheme
- experience a curriculum and environment which is respectful of diversity and differences and prepares them well for life in a diverse society

## **12. Annual report and review**

Each year the school will publish an annual report outlining its progress on the action plan, equality information, accessibility plan and community impact assessments. It will be an opportunity for the school to showcase its good practice. The scheme will be reviewed on a termly basis by the headteacher, senior staff and the governing body.

## **13. Information, feedback and complaints**

If you would like a copy of this scheme in Braille, large print or in any other accessible format or if you wish to offer the school any feedback on this scheme or the action plans, or if you wish to make a complaint, please contact;

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