

Report to: Children & Young People's Scrutiny Committee

Date: 17 September 2009

Subject: Equality and Cohesion, including recorded incidents

Report of: Executive Director of Children & Young People's Services

Contact officers: Trish Anderson 86005
Pete Coulson 3884

Purpose / summary:

To inform Members of:

- i. steps taken to eliminate harassment and discrimination, and promote equality and community cohesion among children and young people; and
- ii. bullying incidents and hate-incidents involving children and young people recorded during the Spring and Summer Terms 2009

Alternative options considered and reason for selecting the one recommended:

Recommendation / decision:

Members are asked to:

- i. note the steps taken to eliminate harassment and discrimination, and promote equality and community cohesion;
- ii. note the steps taken to address bullying in schools;
- iii. reaffirm their commitment to support schools in this work; and
- iv. note the bullying incidents and hate-incidents involving children and young people that occurred during the Spring and Summer Terms 2009

The decision will be made as a result of this report and will be published within 48 hours

Risks / Implications:

Financial:
 Staffing:
 Policy:
 Equal Opportunities - Has a
 Diversity Impact Assessment
 been conducted?
 Wards affected:

Property Implications – Does the proposal involve a reduction, addition or change to the Council’s asset base or its occupation?

No

If yes, have the property implications been agreed with the Corporate Property Officer?

Does this proposal have significant implications for the Council and the local population?

A diversity impact assessment is not necessary at this stage, however, equality and diversity implications have been considered when producing this report.

Does this proposal involve a new policy or procedure or significant changes to an existing policy or procedure?

A diversity impact assessment is not necessary at this stage, however, equality and diversity implications have been considered when producing this report.

Has the Service Director - Borough Solicitor confirmed that the recommendations within this report are lawful and comply with the Council’s Constitution? **Yes / No ***

Has the Service Director - Corporate Services confirmed that any expenditure referred to within this report is consistent with the Council’s budget? **Yes / No ***

Are any of the recommendations within this report contrary to the Policy Framework of the Council? **Yes / No ***

* delete which applicable

For Cabinet reports only :

Categorisation of the report:	x
Discussion leading to a decision	
Monitoring	
Sharing for corporate understanding	

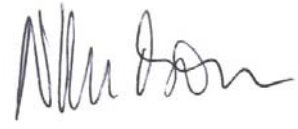
	x
Discussion	
Decision	
Information	

Tracking/Process:

	Consultation	Ward Members	Partners
CYPF Scrutiny Committee	Overview & Scrutiny	Cabinet	Council
17 Sept 2009			

There are no Background Papers to this Report within the meaning of Section 100D of the Local Government Act 1972.

Proper Officer



Date

12th August 2009

1.0 Steps taken to promote equality

- 1.1 Since the last report, all local schools have now either published their Equality Scheme or have indicated they are developing one. The current Schemes are due to expire in July 2010. The recent secondary National Strategy inspection of disability equality warmly praised Wigan for being “ahead of the game” in supporting and monitoring the Equality Scheme process in its schools.
- 1.2 Revised local guidance has been provided for schools to reflect the new Ofsted inspection framework from September 2009. Under the new arrangements inspectors will be placing much greater emphasis on how effectively schools promote equal opportunities and tackle discrimination. This means that a school judged to be ineffective in equality is likely to be judged inadequate in overall effectiveness.
- 1.3 The CYPS Equality & Diversity Officer has made presentations to: Wigan Standing Advisory Council on Religious Education (SACRE), two director’s briefings to chairs of governors, primary and secondary School Improvement Partners, secondary history and geography heads of department, secondary national strategy leads, CYPS induction group, two Safer Schools Partnership conferences, PSHE conference, children’s home managers, graduate trainee teachers, 18 Schools Linking Network schools, 6 primary school teaching staff meetings, 1 primary school INSET day, Westfield frontline staff, 1 governors’ cluster, 1 central course for teachers, and secondary staff attending Comunik8 borough-wide student council.
- 1.4 A group of twelve local teachers has been researching good practice and measures to narrow the socio-economic attainment gap, as part of the class equality agenda. They gave up their May half-term holiday to visit schools in Denmark and learned some startling lessons from the Danish way of doing things. The study visit was funded by the DCSF under the Teachers International Professional Development programme. The next stage is to make recommendations for actions we can take to “narrow the gap” here.

2.0 Steps taken to promote community cohesion

- 2.1 The duty on schools to promote community cohesion has been inspected by Ofsted since September 2008. There have been continued requests from schools for training and support, and revised local guidance has been provided to reflect the new inspection framework from September 2009.
- 2.2 The final product of the Leigh Neighbours Film Project was a DVD film of race equality issues in Leigh produced by young people from Westleigh with the organisation PeaceMaker from Oldham. We are currently looking into ways of developing a second phase of the Leigh Neighbours Project.
- 2.3 As part of the national Schools Linking Network, twenty-one local schools (18 primary, 2 secondary and 1 special) signed up to a one-year project to practise by linking initially with each other. Teachers and pupils began by examining some of the controversial issues involved in dealing with “others”, even if the difference is only between Leigh and Wigan for example. Mixed groups from each pair of schools collaborated on the theme “Who Do We Think We Are?” starting Drumcroon as a neutral venue. The aim is now for each school to establish sustainable plans for future links with schools further afield.
- 2.4 Over seventy local schools worked towards national “Who Do We Think We Are?” Week in June. This is an increasingly popular national initiative to promote learning about identity, diversity and citizenship. In Wigan it involved, among other things:
 - 2.4.1 a “Who Do We Think We Are?” exhibition at Drumcroon followed by artists working in 39 schools to produce work on identity, itself exhibited for ten days at the Turnpike gallery
 - 2.4.2 a poetry competition on the same theme culminating in the publication of a book and the usual celebration event at Aspull Civic Hall – this involved pupils from twenty schools
 - 2.4.3 a large-scale music, drama and dance performance at Robin Park by pupils from a further six schools
 - 2.4.4 a Gypsy/Roma/Traveller History Month football tournament at the Soccer Dome, with associated food events
 - 2.4.5 a community cohesion audio-trail round Atherton recorded as a podcast by Y5 pupils, with a view to sharing it with a neighbouring school (Chowbent) and a link school in Bolton with a different ethnic profile (St Philip’s CE Primary, Atherton);
 - 2.4.6 a display of family migration histories researched from parents and linked to a giant world map in a special school (Hope School, Wigan);
 - 2.4.7 a multi-ethnic friendship group between neighbouring schools looking at fairy-tales common across cultural boundaries, together with self-portrait work with Y1 and Y2 pupils (Leigh Central Community Primary & Sacred Heart Catholic Pr);
 - 2.4.8 a suspended-timetable enrichment day “St Mary’s Discovers the World”, promoting awareness of diversity in relation to Asia and Africa; (St Mary’s Catholic High School, Astley);

- 2.4.9 a community collaboration with the local parish church and Liverpool Diocese based on “The Story of Us” (St Peter’s CE Primary, Hindley);
- 2.5 The government has produced a school toolkit to help schools in Preventing Violent Extremism. We then ran two Safer Schools Partnership events for schools with Greater Manchester Police.

3.0 **Steps taken to address bullying**

- 3.1 Following the appointment of a replacement Safeguarding (Anti-Bullying) Officer, an intensive programme of support and training has been offered to schools, children’s homes and other Sentinel users. Since Christine’s appointment, 13 schools have received Sentinel training, with a further 23 booked in for Autumn 2009. We have also been invited to share the Wigan Sentinel experience at the next North of England user group conference.
- 3.2 Revised guidelines have been drawn up for schools on updating their anti-bullying policies in line with new government guidance, to include the full range of types of bullying captured by Sentinel and represented in this report.
- 3.3 A number of school, youth and residential settings have now signed up to be part of the pilot project looking to address homophobic bullying, as part of Wigan’s two-year participation in Stonewall’s Education Champions programme. The pilot will involve work on policy, procedure and practice and aims to raise awareness of this form of bullying and look at effective ways of preventing and responding to it.
- 3.4 A small number of primary schools from within the borough have been identified and have agreed to take part in research conducted by Manchester University which aims to compare bullying and related interventions across five European countries. The project will be conducted over the course of the academic year 2009-2010.

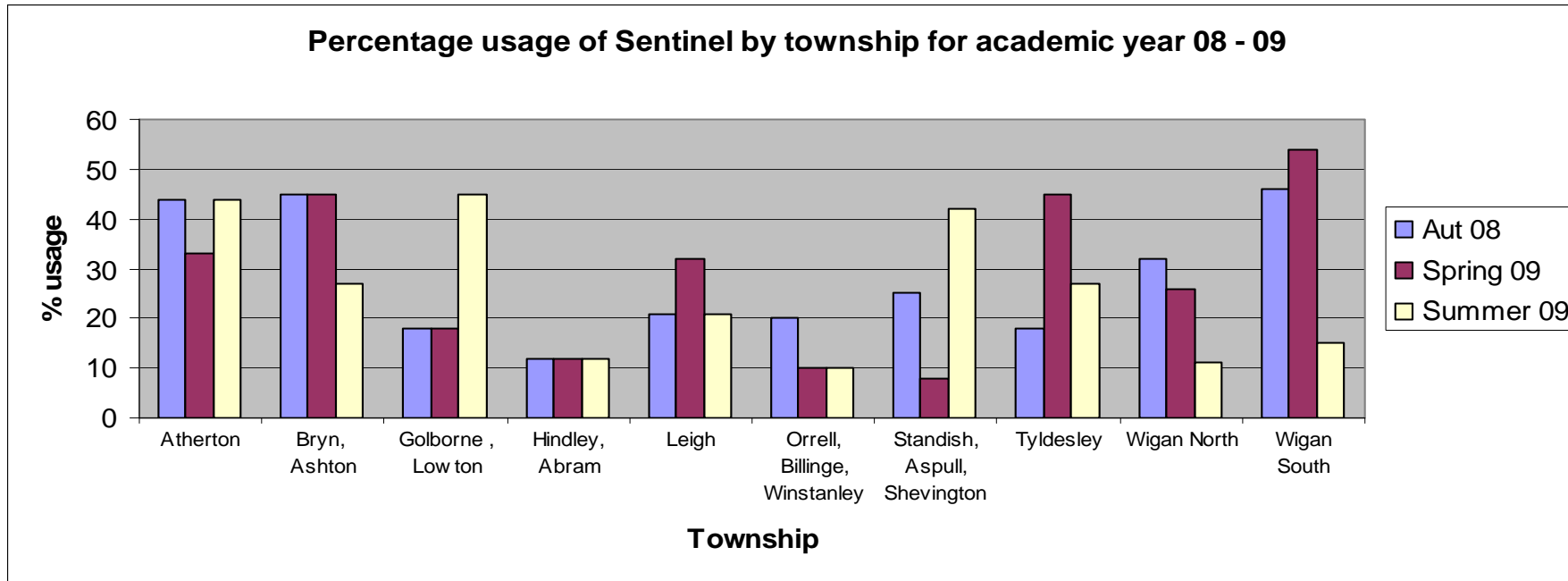
4.0 **Bullying and hate-incidents recorded for the Spring and Summer Terms 2009**

- 4.1 In late 2008 the Children & Young People’s Champion wrote to encourage all schools to use the Sentinel system to its full potential, as part of the joint commitment to keep children and young people safe from bullying and harassment. At that stage 48% of schools had recorded an incident on Sentinel, rising to 58% early in 2009. Since the last report, the total number of schools using the system has risen by a further 10% to 68%.

4.2 Spring term 2009	Bullying	Homophobic	Racist	Disablist	Home Circs	Sexist	Sexual	Trans	v Staff
Atherton	1	0	6	0	0	0	0	0	0
Bryn Ashton	2	0	2	0	0	0	1	0	1
Golborne Lowton	0	0	3	0	0	0	0	0	0
Hindley Abram	0	0	3	0	0	0	0	0	1
Leigh	0	0	9	0	0	0	0	0	3
Orrell Billinge Winstanley	0	0	1	0	0	0	0	0	0
Standish Aspull Shevington	1	0	1	0	0	0	0	0	0
Tyldesley	1	0	5	0	0	0	0	0	0
Wigan North	2	0	6	0	0	0	0	0	0
Wigan South	3	1	11	0	0	0	0	0	1
Total	10	1	47	0	0	0	1	0	6

4.3 Summer term 2009	Bullying	Homophobic	Racist	Disablist	Home Circs	Sexist	Sexual	Trans	v Staff
Atherton	1	0	9	0	0	0	0	0	0
Bryn Ashton	0	0	5	0	0	0	0	0	0
Golborne Lowton	1	0	6	0	0	0	0	0	0
Hindley Abram	0	0	5	0	0	0	0	0	0
Leigh	1	1	6	0	0	0	0	0	0
Orrell Billinge Winstanley	1	0	0	0	0	0	0	0	0
Standish Aspull Shevington	7	1	5	0	0	0	0	0	0
Tyldesley	0	0	6	0	0	0	0	0	2
Wigan North	1	0	5	0	0	0	0	0	0
Wigan South	0	0	5	0	0	0	0	0	0
Total	12	2	52	0	0	0	0	0	2

4.4



5.0 Proposals

Members are asked to:

- 5.1 note the steps taken to eliminate harassment and discrimination, and promote equality and community cohesion;
- 5.2 note the steps taken to address bullying in schools;
- 5.3 reaffirm their commitment to support schools in this work;
- 5.4 note the bullying incidents and hate-incidents involving children and young people that occurred during the Spring and Summer Terms 2009; and
- 5.5 note the need for further improvement in the response rate from schools.

6.0

Appendix: Comparative figures for the Autumn Term 2008

Township	Bullying	Homophobic	Racist	Disablist	HomeCircs	Sexist	Sexual	Trans	v.Staff
Atherton	1	0	8	0	0	0	0	0	0
Bryn Ashton	2	1	4	0	0	0	1	0	1
Golborne Lowton	3	1	10	0	0	0	0	0	10
Hindley Abram	0	0	5	0	0	0	0	0	0
Leigh	1	0	5	0	0	0	0	0	1
Orrell Billinge Winstanley	0	0	0	0	0	0	0	0	1
Standish Aspull Shevington	8	0	4	0	0	0	0	0	0
Tyldesley	0	0	5	0	0	0	0	0	0
Wigan North	4	0	5	0	0	0	0	0	5
Wigan South	3	0	8	0	0	0	0	0	0
Total	22	2	54	0	0	0	1	0	18