

Schools' Single Equality Scheme

DARITE SCHOOL
AND
LANLIVERY CP
SCHOOL

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Cornwall Council aims to be recognised as a leader of diversity and equality in its work and as an example of good practice in delivery of services and employment. This Scheme for Cornwall's schools reflects this ambition and the activities which will deliver this.

Equality of opportunity and social inclusion issues will ensure that all communities and organisations can truly benefit from and contribute to the improvements we are making, which are bringing long-term and positive benefits for Cornwall.

Success of the school's Single Equality Scheme will require ownership by Governors, Senior leaders, all staff, the school community and the young learners, along with their partners.

The Cornwall School's Single Equality Scheme (CSSES) serves essentially two purposes:

1. To set out a school's overall commitment to equality and diversity in one central document. The CSSES therefore contains:

- The school's approach to all six Equality Strands: race, religion and belief, sexual orientation, disability, age and gender (including transgender), and
- How the school will manage, plan and include its equality and diversity policy within its day to day work.

2. To act as the 'umbrella' document for both our statutory and non-statutory equality schemes. The CSSES therefore contains:

- the school's statutory equality schemes in relation to race, disability and gender
- the school's non-statutory schemes in relation to sexual orientation, religion/belief and age.

The CSSES will help school's to ensure that they focus more on the outcomes that matter to the community and people who use their services; and that their services are more accessible and delivered effectively.

The CSSES incorporates, for the first time, information, issues and potential areas for action in relation to sexual orientation, age and religion/belief. While there is no legal requirement to develop 'schemes' in these areas, broadening the approach to all six recognised equality strands illustrates their commitment to ensuring equality for all.

1. Introduction

In the implementation of this Scheme we have moved from a focus on an individual response to an approach that builds on race, disability and gender considerations from the start and at every level of the school, at strategic, policy, management and classroom level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. This scheme will be monitored and delivered through the governors' role, School Improvement and Self Evaluation process.

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. 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 the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school include as much as possible a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for pupils from all backgrounds.

We will involve pupils, staff, parents, carers, governors and all other stakeholders in the development of our Scheme. They need to be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of the Scheme. The aim is to ensure that we meet the needs of people from different ethnic backgrounds, boys and girls, and children and adults with disabilities.

Our Vision and Aims for Equality and Diversity

- To equip pupils with an awareness of our diverse society and to appreciate the value of difference. This will be achieved by adherence to the following principles.
- Discrimination on the basis of colour, culture, origin, sex or ability is not acceptable.
- The primary objective of this school will be to educate, develop and prepare all our pupils for life whatever their sex. Colour, origin, culture or ability.
- Pupils and teachers will further this objective by contributing towards a happy and caring environment and by showing respect for and appreciation of one another as individuals.

Section 2 - School profile and values

Lanlivery CP School is located in a rural setting between the main towns of Bodmin and Fowey. Many of our children come from the surrounding village but some come as far as St.Austell, Bodmin and Fowey.

Darite School is set high up on the moors between Callington and Liskeard and has an increasing catchment from Darite, St. Cleer and the surrounding areas.

Our pupil/student population is as follows (at January 2014):

Lanlivery: We have 67 children on roll in main school plus 15 in our Little Foresters pre-school. 10 of these children are on the SEN register either on SA or SA+ and 2 statements. We have one family of same gender parents.

Darite: We have 68 children on roll. 8 on the SEN register and 1 with a statement and 1 who is adopted.

Our staff (at January 2014) includes representatives of:

Lanlivery: We have 10 members of staff, all women, all of whom are white British with 1 being white Cornish. 2 members of staff is in their 20's, 1 in their 30's, 5 in their 40's, 1 in their 50's and 1 in their 60's. None are registered disabled.

Darite: We have 10 members of staff, 8 women and 2 men, all who are white British, with 3 being white Cornish. 2 members of staff are in their 20s, 5 are in their 40s and 3 in their 50s. None are registered disabled.

Our Governing Body (at January 2014) includes representatives of:

We have 14 members on our federated Governing Body, 6 men and 8 women. All members are over 30 years of age. None are registered disabled.

Lanlivery CP School and Darite School follows the LA and Governing Body admission policies that do not permit race, sex, colour, gender and disability to be used as a criteria for admission.

Pupils names will be recorded accurately and pronounced correctly. Pupils will be encouraged to accept and respect names from other cultures.

All forms of discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable. Racist symbols, badges, insignia and clothing will be forbidden in school. Staff should be aware of possible cultural assumptions and bias within their own attitudes. In all staff appointments the best candidate will be appointed based on strict professional criteria. Parents should be aware of the school's commitment to equal opportunities.

The school views linguistic diversity positively. Pupils and staff must feel that their natural language is valued.

The school's aim is to provide for all pupils according to their needs, irrespective of sex, ability, race, gender or disability.

At school we:

- Positively promoting race, disability and gender equality.

- Creating good relationships in the school with all groups by race, culture, gender, disability, sexual orientation, religious belief and age.
- Promoting equality of opportunity for all.

Roles and responsibilities, commitment and accountability

The CSSES will mainstream equality issues by:

- Integrating equality issues into all our key policies, service planning arrangements and performance management framework;
- Ensuring that the 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; and
- Ensuring that we engage effectively with stakeholders and local communities in delivering and monitoring the scheme.

Section 3 - The Race Duty and Community Cohesion

Race

The School recognises that Black, Asian and Minority Ethnic [BAME] 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. The School will take all necessary measures to prevent and tackle racial harassment and assist BAME people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education

The School is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability.

Under the duty in the Race Relations (Amendment) Act 2000 to promote racial equality we will:

1. Tackle unlawful discrimination by

- Keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them;
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, *Guidelines for Challenging and Dealing with Racial Harassment in Schools* and notify complainants of the outcomes and action taken;
- Encouraging dialogue between different racial groups on the appropriateness of our service offer;
- Prevent racial discrimination, and to promote 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 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;

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 the school staff (both permanent and temporary), 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.

- Ensure the policy is also part of short, medium and long term planning arrangements that the school already makes, and our actions and objectives are met through our Race Equality Action Plan (REAP).

We have developed our (REAP) for putting our Race Equality Plan into practice, and it is part of the School Development Plan. The REAP has clearly defined roles and explains what the school will do if the policy is not followed.

Our Race Equality Policy will form part of the School Equality Scheme 2009 - 2012, and a review will commence from February 2010 to meet the requirements of the scheme.

We will report on progress annually and the review of our race equality policy will be brought in line with the review for the School Equality Scheme.

The school will review the Race Equality Policy and Action Plans on an annual basis.

Community Cohesion

From September 2007 we understand our duty to Promote Community Cohesion as part of the response to the duties contained in the Race Relations (Amendment) Act 2000. Our school already considers this to be a fundamental part of our role.

We understand that Community Cohesion 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.

At Lanlivery CP School and Darite School:

- We have created a sense of shared values, valuing each other and ourselves.
- We work hard through equality and individuality to ensure that the children in our care have an understanding that they are responsible for their future and how it impacts on others. This permeates all lessons and not just PSHE/SRE and assemblies. All our PSHE lessons are taught by a PSHE accredited teacher.
- We have a unique school where everyone knows each other, both staff and pupils. We have worked hard to build strong relationships between the whole community where everybody is valued and there is a strong sense of mutual respect which is evident in all the community events and gatherings that we have.
- We have a strong school council and buddy system.
- We strive through the curriculum and how we all behave to show a sense of fairness and trust. We have nurture groups and we praise the children and staff through assemblies and rewards. What we do is visible to all, in that as soon as people visit our school there is often a comment of how wonderful, warm and respectful the school is.

We will evidence our effectiveness for OFSTED 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 children trust the school to act fairly.
- We have strong and positive relationships.

Section 4 - The Disability Equality Duties

Disability

The 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;
- Upholding the Social Model and our guiding principles in our role in procurement and in our partnership duties.

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 the school and people who are disabled in the community;
- Supporting disabled learners, staff and carers according to their individual need.

4: 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.

We welcome the requirements of the Disability Equality Duty and this section sets out our commitment to meeting the Duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

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 (1995).
- 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 pupils by:

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

At School :

- We have worked hard to make the school accessible for all, especially the Victorian building, by installing new wider doors and better corridor access.
- Our PE curriculum has been adapted for our disabled child and parents have been consulted on this and the school has worked closely with all parents concerned.
- The teachers have arranged their classrooms to cater for all the children in the class to ensure that they have the best learning environment for them.
- Specific furniture and equipment has been purchased for staff and pupils with specific physical needs.
- The school and SENCO works with outside agencies to ensure that the individual learning needs of each child is met.

Section 5 - The Gender Equality Duties

The School is committed to combating sex discrimination and sexism and promoting the equality of women and men.

We recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes.

The School is aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours.

We will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes.

The School is also committed to ensuring the rights, under the Gender Recognition Act 2005, of transgender people (who have Gender Recognition Certificates).

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. 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 School :

- We collect assessment data on a termly basis and this is recorded and analysed, noting any gender differences in learning and achievement.
- Targets are set with the child where appropriate and discussed with the parents. All children are expected to meet challenging but realistic targets appropriate to them.
- .Ofsted noted that there were no gender stereotypes evident in school (April 2009). Staff ensure that all children are given equal opportunities regardless of race, gender or disability.
- All staff are paid a salary in accordance to the LA guidelines and School policy.
- Any issues around gender violence and domestic violence are tackled within the realms of the law and the school adheres to the LA policy and guidelines.
- The school has an accredited PSHE teacher. All SRE lessons are taught by the Head and Y5/6 teacher after close communication with the parents.
- The school is part of the NCI and any unsuitable sites that haven't been filtered are reported immediately to NCI for filtering and removal.

Section 6 - Religion and Belief

The 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.

The School also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

The School is committed to eliminating illegal discrimination and exclusion on the basis of religion or belief.

Our school recognises the need to consider the actions outlined by the Equality Act 2006 (Religion & Belief) which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

At School:

- We ensure all policies and procedures, including PSHE/SRE, RE and Equal Opportunities have been passed by the Full Governing Body to ensure there is equal opportunity for all.

Section 7 - Sexual Orientation

The School is committed to combating discrimination faced by lesbians, gay men and bisexual (LGB) people. We want to ensure equality of opportunity for LGB people across services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGB communities, both internally and to the community as a whole.

Our school recognises the need to protect learners from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

At School :

- We ensure that all children and staff have access to the materials and resources that they need and any issues about images or text are dealt with in a sensitive and appropriate manner.
- Any inappropriate language or behaviour is dealt with very seriously and all incidents are recorded and proforma sent into the LA on an annual basis.
- The ABC (Anti-Bullying Cornwall) team are contacted if necessary and the school has worked closely with them in the past.

Section 8 Age

The 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 younger and older 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

At School :

- We are a Healthy School and the views and opinions of all the school community are listened to. There is very little staff absence due to the flexibility and understanding of the staff and governors. Part- time work and some flexibility is possible at the discretion of the Headteacher and Governing Body. There is a good sense of life/work balance which in turn has minimised staff absence.

Section 9 - Anti-bullying and Discriminatory Policy Framework

Our School states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that our school 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.

At School :

- We will ensure our objectives reflect a commitment to preventing harassment and bullying on grounds of race, disability, gender, religion or belief and sexual orientation.
- Our Anti-Bullying policy will be reviewed in line with Cornwall and Isles of Scilly Local Safeguarding Children Board Anti-Bullying and Discriminatory Policy Framework.
- Staff have worked with ABC and the Head has been CAMAT trained. The Head and Chair of Gvs have been trained in Safer Recruitment training. The head has also attended Equal Opportunity courses.
- We are committed to recording all incidents in the school log book and reporting termly to the Anti Bullying Cornwall Consortium
- The Head and other members of staff are completing the Thrive training course.
- We are committed to analysing all bullying and discriminatory incidents and ensuring the information is used to prevent further issues.
- We are committed to passing on racist bullying and homophobic discriminatory incident forms to Cornwall's Children, Schools and Families department.

Section 10 - Employment Practices

In our School we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff.

At School :

- We ensure that we observe and implement the principles of equal opportunities in employment, specifically in ;
 - Our arrangements for recruitment and selection
 - The types of selection process that we use
 - Our arrangements for training and developing staff
 - Our performance appraisal systems

- We monitoring arrangements for:
 - Selection and recruitment
 - Selection for redundancy, restructuring, redeployment and retirement
 - Training and development
 - Promotion
 - Performance appraisal
 - Award for pay, bonus and allowances
 - Grievance
 - Disciplinary
 - Harassment
 - Discrimination

The Headteacher and Chair of Governors have both attended the Safer Recruitment Training in 2013 and passed.

Section 11 - Equality Impact Assessments

We are reviewing key policies, functions or procedures that have been assessed as relevant to meeting the duties set out under race, gender, disability and religion or belief legislation. In line with best practice we will also assess the impact of our key policies, functions and procedures on promoting sexual orientation equality.

The main system by which we will assess the impact of our current policies, functions or procedures will be through carrying out Equality Impact Assessments.

We need to understand whether our policies and services are meeting everyone's needs and that anyone who needs to can get access to them. To do this we undertake Equality Impact Assessments (EIA) to test how we are doing at the moment and what can be done better in the future. An EIA is a way of deciding whether a policy or service has a "positive, negative or neutral impact" on some sections of society. It can also be used to test future policies or services. The impacts enable us to take into account the needs of women or men, Black, Asian and ethnic minority groups, disabled people, people's religion or belief, sexual orientation or age. We follow the Council guidance and staff and Governors who are responsible for carrying out these assessments have attended relevant training.

At School :

- We ensure that an equal opportunities statement is in every appropriate policy.

Section 12 - Consultation and Information

At School :

We try to consult with all the stakeholders in implementing procedures and policies.

- We consulted the stakeholders, regarding your race, gender and disability objectives as well as sexual orientation, religion & belief and age.
- Advice would be sought from appropriate authorities if necessary.
- Meetings have been held at times to accommodate the majority and special arrangements have been made outside these times to ensure we cater for all.
- The school has developed strong relationships with all parents, whatever their individual needs.
- External advice has been sought from groups when needed to support the school and deal with specific current issues.

At school we have used equalities monitoring information regarding race, gender and disability to inform the development of our scheme. Information gathered has also been used to track children academically and emotionally.

Section 13 - Equality Scheme Objectives

This section sets out the objectives 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.

At School :

- We have worked with outside agencies to support the individual member of the school community, including Extended Services, EWO, ABC team and the domestic violence support team.
- The major findings of the consultation and information have showed that we have a diverse community in such a small school.
- Our priorities will change depending on the needs of the children and staff in our community.
- We will endeavour to support the members of the school in a supportive and nurturing manner, regardless of race, gender, age or disability.
- We will use any information gathered to ensure the progress and well being of the individual is achieved.
- We will budget for any actions as part of our school development plan.

Section 14 - Roles and responsibilities

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the scheme.

At School :

- We support the governing body in striving to ensure that the school meets the requirements of the Race, Disability and Gender Equality Duties, and meets the requirements of the Equality Act 2006 Religion and belief and Equality Act (Sexual Orientation) Regulations 2007.
- We support the governors in their termly monitoring in school.
- We will ensure that all members of staff understand the importance of the Scheme and their role in delivering it and we will link the School's Equality Scheme to the School Improvement Plan.

Section 15 - Contracting and Procurement

At School :

- We will hire contractors suitable for the job needed regardless of any race, gender or disability equality as it is important that the job is done by suitably qualified contractors.
- We will employ a site manager or the Headteacher will monitor contractors' commitment to implementing equal opportunities standards within employment and service delivery.

Section 16 - Action Plan

Our action plan shows explicit objectives for race, disability and gender issues and also objectives for religion or belief and sexual orientation with:

- Clear allocation of lead responsibility
- Clear allocation of resources
- An indication of expected outcomes or performance criteria
- Agree indicators of progress towards the objectives
- Clear timescales
- A specified date and process for review
- How the action plan will be incorporated into a framework that has the oversight of a governing body, so that progress is checked.

Section 17 - Reporting and reviewing the scheme

In line with the requirements of the Scheme we will produce an annual report on progress and review and revise the Schools Equality Scheme every three years.

At School :

- We will ensure the report and scheme are reviewed annually. Any issues will be reported to the governing body through the Headteacher's Report to Governors.
- We will regular review the progress against your equality objectives as part of the schools monitoring systems.
- We will all be responsible for monitoring the Schools' Equality Scheme

Section 18 - Publication

The Schools Equality Scheme is published as a separate document and is available on request.

At School :

- We will publish the scheme on the schools website and a paper copy and other formats will be available on request.

Section 19 - Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the Council because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through the School's complaints procedure.

Complaints by staff will be dealt with under the Grievance or Dignity at Work Policies, as appropriate.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour. Complaints about staff will be investigated using the appropriate Local Authority Procedures.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report annually on complaints made and action taken as part of monitoring the CSES.