



Schools' Single Equality Scheme

Pensans Primary School

Single Equality Scheme 2016-2019

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| I confirm that this policy has been reviewed and adopted by the Governing Body of Pensans Primary School. | |
| Chair of Governors Date | |

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Foreword

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 each 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 Schools' 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 the protected equality characteristics: race, religion or belief, sexual orientation, disability, sex, gender reassignment and pregnancy and maternity.
 - 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 will help schools 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 has been updated to include all areas covered by The Equality Act 2010.

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, and 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

- Where enthusiasm for learning is fostered and developed in **all** our pupils
- Which builds a strong foundation in learning skills that will be with **all** our pupils for life
- Which values and respects **all** children as individuals and encourages their development; academically, morally and socially.
- Which achieves the highest possible levels of attainment in all aspects of school life for each individual pupil within a culture of mutual respect, justice and fairness.
- Which believes that each child should develop their full potential and personality and it is the school's duty to strive to attain this for all pupils and overcome any barriers to this.

We aim to achieve this vision by

- Providing a school environment where **all** children feel nurtured, happy, confident, safe, secure and valued.
- A school environment where pupils celebrate the diversity of our school community.
- Offering **all** children a challenging and engaging curriculum that develops skills in all areas and encourage independent learning.
- Ensuring that all individuals within the School are entitled to learn, teach or work in a non-threatening and supportive environment in which self-esteem is enhanced.
- Ensuring that we identify unacceptable behaviour (racist, sexist, discriminatory or harassing) and offer strategies for dealing with the perpetrators and provide support for the victims.
- Ensure that all staff take responsibility for these issues in all aspects of school life.
- Making our school a hub of learning in the community by working in partnership with parents and Children's services to secure the best learning opportunities for children at Pensans Primary School.
- A school with a strong reputation for excellence in its promotion of equality of opportunity
- Putting children's learning at the heart of the school.

Section 2 - School profile and values

Pensans Primary School context:

Pensans School is located in the coastal town of Penzance. Many of our community come from Treneere Estate and the districts of Pensans and Heamoor. The remaining come from outlying areas stretching at present from Hayle to St Just. The majority of our school population identify themselves as White British or White Cornish on ethnicity forms.

Young people from Asian and other white ethnic communities attend our school. Based on the Indices of Deprivation 2015 and the 2016 school census postcode data, the school's calculated index of multiple deprivation score reveals that 44% of our pupils are in the most deprived (0- 10%) Lower Super Output Areas (LSOAs) in Cornwall. 66% of our school population live in the most deprived 0 to 30% of LSOAs in England.

Our pupil / student population is as follows for all children aged five or over based on the census in January 2016.

| White English | White Cornish | White and Asian | White and Black Caribbean | Any Other White Background | Any Other Mixed Background | Any Other Ethnic Group | Information not yet obtained | Other White British | White Other |
|---------------|---------------|-----------------|---------------------------|----------------------------|----------------------------|------------------------|------------------------------|---------------------|-------------|
| 1 | 168 | 4 | 4 | 4 | 7 | 2 | 7 | 60 | 1 |

Staff at Pensans Primary School:

Whilst we do not have a breakdown of information, the school does not discriminate with regard to ethnicity, disability, gender, religious belief or sexual orientation.

Governing Body at Pensans Primary School:

Whilst we do not have a breakdown of this information, the school does not discriminate with regard to ethnicity, disability, gender, religious belief or sexual orientation.

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 - Race Duty and Community Cohesion

Race

The School recognises that Black, Asian and Minority Ethnic [BME] people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. This discrimination can manifest 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 BME 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 Equality Act 2010, 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;
 - Preventing racial discrimination, and promoting equality of opportunity and good relations between members of different racial, cultural and religious groups.
 - Communicating the school's position towards racism and procedures that will be taken, following any incidents.
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;
 - Supporting the voluntary and community sector to promote good race relations and awareness of cultural diversity in Britain by becoming involved in relevant projects.
 - 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 Single Equality Scheme action 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 2015 - 2018, and a review will commence from 2018 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 priorities for our Race Equality plan are:

- To ensure that children from different race backgrounds achieve and progress well relative to their starting points and comparable groups in school, locally and nationally.
- This is carried out by monitoring attainment, progress and attendance by ethnic group and should any areas raise concerns then this will be discussed with staff and action plans for those children (or groups of children) in the appropriate areas will be put into place.
- To ensure that as a school we promote positive images of children from different race backgrounds.
- All curriculum leaders have a responsibility to ensure that policies and resources for subjects reflect the diverse nature of 21st century Britain and the wider world. The school's library resources also ensure there is a balance to promote understanding and also that show positive images of different ethnic groups in our culture.
- Where relevant, school assemblies will reflect the cultural diversity of 21st century Britain.

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.

We create a sense of shared values by:

- Communicating our vision to children, staff, parents, carers and governors at all opportunities. This is clearly stated in our prospectus, on our website, referred to in all policies and in our home school agreement.
- Actively seeking views of children and parents about our school through a variety of different formats. These include questionnaires to all stakeholders, pupils, staff, parents and governors, parent forum, pupil parliament, school council.
- Actively participating in community events e.g. St. Piran Parade, Mazey Day parades, choir singing to support local community groups and charities.
- Supporting local, national and international charities.
- Celebrating achievements of children with parent/carers.

We develop an understanding in children that they all have a responsibility to their shared future through:

- Awareness of global issues through curriculum areas
- Parliament, School Councillors, Virtues Ambassadors, etc.
- Whole school assemblies
- Being involved in community events involving groups from other sections of our community e.g local choirs, singing for senior citizens.

We emphasise mutual respect and honesty between different groups including children and teachers through our School Virtues Promise:

We show respect and kindness to everyone each day.

We learn the art of excellence and self-discipline in our own unique way.

Being honest and patient brings a smile to our face.

Our enthusiasm shines through this amazing place.

We stand tall and proud in all that we do.

This is our virtues promise from us to you.

Respect underpins everything that we do at Pensans.

Our approach in all situations is to be good attentive listeners and we insist on polite, respectful behaviour. We value honesty between all groups of individuals in school and promote respect in the way that staff treat pupils and each other.

We emphasize respect between different schools by children being involved in both local and national links with schools. We make fairness and trust visible to the whole school community.

Our Community Cohesion policy states:

We have a responsibility to educate children who will live and will work in a country that is diverse in terms of culture, faith, ethnicity and social backgrounds.

We define community cohesion as working towards a society in which the diversity of peoples' backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all and a society in which strong positive relationships exist and continue to develop in the school and wider community.

Policy into practice

We contribute to community cohesion by:

- Ensuring that our curriculum and learning opportunities helps pupils understand others and value diversity, promote awareness of human rights and the responsibility to uphold these. We ensure that resources and materials used to deliver the curriculum reflect diversity of ethnicity and race, gender and age as well as reflecting people with disabilities.
- Ensuring that we promote equal opportunities for all and this to succeed at the highest possible level, removing barriers to access and participation striving to eliminate variation in outcome for different groups. We engage and support initiatives to remove barriers to achievement. In addition to the wide range of opportunities we provide for all children we promote opportunities for children who receive Pupil Premium.
- Ensuring that we provide means for children to interact with people from different backgrounds and build positive relations. This includes links with different schools locally and nationally. We are presently exploring meaningful international links for the school.
- We promote and make these visible to parents by communicating to parents the activities the children take part in.
- As a school we promote fairness and trust through our open, transparent relationships with parents. We do this through:
 - Communicating clearly about events and issues in school through the newsletter and the school website.
 - Inviting parents to "Sharing Assemblies"
 - Encouraging parents to actively participate in the life of the school through the Friends of Pensans School.
 - Inviting parents/carers/grandparents to come into class to listen to readers.
 - Holding parents consultations twice a year.
 - Informing parents about the curriculum through topic leaflets.

- Holding Parent Learning Sessions so parents/carers can share their children's learning.
- Responding quickly to any issues regarding misconduct, informing and involving parents as needed.
- All class teachers being available to discuss any issues with parents.

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.
- That 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.

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.

Our School's Accessibility Plan

Please see our school's disability access plan which includes on-going, short term, medium term and long term targets and strategies for increasing access to the school for pupils with disabilities.

We have sought advice and involvement of disabled people by:

- Liaising with Nancaelverne School about the needs of disabled children;
- Liaising with parents and outside agencies (from the visual support and disabled advisory team) specifically for children with visual and physical disabilities.

We plan to increase access to education for disabled learners through increased partnership with Nancealverne School. We are working with parents and outside agencies to ensure that our school can offer full access to the curriculum for disabled children and as such parents see Pensans School as a positive choice for their child where their child's needs will be fully met and the child will receive full access to and be fully included in the curriculum offered.

We plan to improve equal opportunities for disabled employees by ensuring that the Disabled Access Plan includes needs of disabled employees. This needs to be an action of the Disability Governor who will report on these issues to the full governing body.

This table shows the 3 year trend of key data regarding the pupils receiving SEN support or have an education, health and care plan (EHCP).

| Primary Area of Need | SEN Support | | | EHCP | | |
|-------------------------------------|------------------------|------|------|-------------------|------|------|
| | 2014 (School Action +) | 2015 | 2016 | 2014 (Statements) | 2015 | 2016 |
| Communication and Interaction | 16 | 22 | 22 | 4 | 4 | 3 |
| Cognitions and learning | 5 | 15 | 10 | 0 | 0 | 0 |
| Social, Emotional and Mental Health | 5 | 9 | 8 | 0 | 0 | 0 |
| Physical and /or Sensory | 0 | 1 | | 0 | 0 | 0 |
| School Total | 26 | 47 | 41 | 4 | 4 | 3 |
| % of school roll | 8% | 14% | 13% | 1% | 1% | 1% |

Section 5 - Gender Equality Duties (including Transgender, Pregnancy and Maternity)

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 Equality Act 2010, 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.

Gender monitoring information

We gather gender monitoring information through an equal opportunities monitoring form which all current staff have been invited to complete and all new members of staff will complete on appointment.

We analyse our performance data in terms of girls and boys to look for any overall inequalities and use this information in planning teaching approaches and organisation of intervention strategies.

Targets for pupil achievement by gender

We monitor attainment by gender and are pro-active in taking action when data shows that there are inequalities in achievement between genders. We then address these issues by consulting groups affected and setting an action plan which is monitored to ensure that it is being effective.

Addressing stereotypes

We ensure that all opportunities in our school are open to all and not affected by gender and transgender stereotyping in subject choices, careers advice or work related learning. Decisions are not affected by gender.

Gender violence and domestic violence

As part of our safeguarding policy Child Protection Officers have completed training on domestic violence issues. With regard to the needs of victims, the school listens to any disclosures and acts appropriately to support and ensure the safety of the victim and any children involved. We also have literature available in school about domestic violence issues.

Classroom-based lessons on gender issues

The school has an SRE policy that covers relationships and lifelong learning about physical, moral and emotional development. Within the timetable of this, the issues of challenging gender stereotypes (Year 3) and family differences (Year 3) is tackled in sensitive, age-appropriate ways.

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 increased 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 2010 which requires us to assess the impacts our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

- We will Equality Impact Assess our Collective worship policy, Assemblies and RE curriculum.
- Within our PSHE, RE, Equal Opportunities and Behaviour and Anti Bullying policies there are statements that outline the school commitment to promoting equality with regards to religion or belief. Objectives in our PSHE policy which states we "enable the children to have respect for others" underpins our pedagogy when teaching about different religions and beliefs.
- Our assemblies often refer to different beliefs to raise the children's awareness of this. We also use a wide range of material from other beliefs in our assembly times to both raise awareness and show the similarities and differences in the world's religions.
- We respect parents' rights to withdraw their child from RE and Collective Worship.
- We gather information on staff and children religious beliefs and use this to consider the content of what we teach.
- We follow an agreed Collective Worship policy.

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 2010. 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. In our Sex and Relationships policy (SRE) we are mindful of the different relationships that can exist in our society. We introduce different relationships when appropriate in the context of secure family values.

Homophobic bullying, language and stereotypes.

Our Behaviour Management and Anti-bullying policy states that all forms of bullying are unacceptable in the school.

The definition of bullying in our school is:

“Willful or conscious desire to hurt, threaten or frighten an individual or group. It includes hurt caused through emotional, physical or verbal abuse”. This covers any possible incidence of homophobic bullying as outlined above.

Where reported by a parent or pupil, bullying should always be treated seriously. The school will where possible seek to:

- Investigate

- Record

- Where bullying is believed to have taken place the Head teacher should always be informed as a fixed or permanent exclusion may well be considered to be the appropriate sanction.

- Take the appropriate action (including communication with parents, class teachers etc) within one working day.

We are mindful of the UN Convention on the Rights of Every Child and the UNICEF website has many resources for work on these with children www.unicef.org.uk There are also cartoon on children’s rights at www.unicef.org/cartoons These cover many aspects of Citizenship education. Our assembly themes during the school year also cover topics where the rights and responsibilities of individuals are discussed. Each class starts the school year by discussing class and school Golden rules which reflect our aims and values.

Section 8 – Age Discrimination

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

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

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.

Our Behaviour Management and Anti-Bullying Policy will be reviewed January 2017 in line with the Cornwall and Isles of Scilly Local Safeguarding Children Board Anti-Bullying and Discriminatory Policy Framework.

In relation to bullying and discriminatory incidents relating to homophobia, racism, disability harassment, sexual and gender bullying, and religious harassment, all staff, as part of induction procedures, will be made aware of the key points of each policy and copies of the full policies will be available. A leaflet outlining the school position and policy on bullying and discrimination incidents will be given to all staff and available to parents. In addition all governors will be given copies of this leaflet outlining policy as well.

The school records all incidents in a log and reports these via SIMS to the LA.

The school's leadership team discusses incidents of a bullying or discriminatory nature and action taken is shared with the whole school. The team will look for any patterns in behaviours for example type of incident, time of incident. Strategies to prevent further incidents are discussed and implemented as needed. Incidents are recorded in the pupil Behaviour Log, which are kept in the classrooms. The school sanctions are followed so children realise the seriousness of the incident.

The school records all incidents on forms specifically for this and reports racist bullying and homophobic incidents as requested 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.

Arrangements for ensuring observation and implementation of the principles of equal opportunities in employment.

The school has arrangements for the following, including appropriate monitoring:

Recruitment and Selection

The school advertises vacancies using the Local Authority website. Internal adverts are posted on the staffroom notice board. We follow the County Safer Recruitment guidelines.

Selection process

We select candidates by matching application letters to the specifications of the post needed. All personnel involved in shortlisting mark a form against the person specification. Scores are then shared and those with the highest scores are called for interview. During the interviews a variety of tasks are set dependent on the post being advertised; these can include teaching a whole class or group of children, a presentation, taking an assembly or an interview with the school Parliament as well as the formal interview. Views of all involved are taken into account and all opinions are scored so that comparative total scores can be made to ascertain those with the highest scores and therefore most suited to the post.

Training and developing staff

For arrangements on training and developing staff please see our CPD policy.

Performance appraisal systems

For arrangements for the school Performance appraisal system please see the school's Performance Management policy (December 2016).

Selection and recruitment

Selection and recruitment is made in line with County guidelines. The school follows the Safer Recruitment policy.

Redundancy, restructuring, redeployment and retirement

The school follows County policy on selection for redundancy, restructuring, redeployment and retirement.

Training and development

All staff complete monitoring forms following CPD activities that are reviewed annually.

Promotion

Internal promotions are advertised to staff.

Performance appraisal

This forms part of the Performance Management policy.

Award for pay, bonus and allowances

The school follows guidance for this from national guidelines, for example threshold. Specific allowances linked to responsibilities will be matched against the schools needs and advertised to staff (for example TLR).

Grievance

The school follows the County policy on Grievance.

Disciplinary

The school follows County Policy on all aspects of disciplinary issues. The fair implementation of these is monitored by both County and Union representatives.

Harassment

Any incidents of harassment will be reviewed and monitored by the Safeguarding committee of governors which reports to the full governing body.

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 will attend relevant training where available.

We carry out staff, parent and pupil questionnaires annually about aspects of school and will monitor and address any issues that these show which have been identified by or for disabled pupils, staff and parents/ carers, boys and girls, men and women; and people from Black, Asian and minority ethnic communities.

Each area of our curriculum, and our policies and practices will be reviewed with regard to the impact on disabled pupils and staff and parents / carers, boys and girls, men and women and people from Black, Asian and minority ethnic communities. Consultation with staff, pupils and governors will take place as needed, issues will be acted on to ensure greater equality and parents will be informed of these changes.

Examples of the policies and practices that we will impact assess are those relating to:

| | |
|---|--|
| Admissions and Transfer | Attendance |
| Exclusions | Curriculum |
| Uniform | Healthy School Status |
| Discipline | Sports |
| Assemblies and Collective Worship | Domestic violence and pastoral support |
| Anti-bullying, Harassment and Discriminatory policy | School trips |

Section 12 - Consultation and Information

It is our intention to involve stakeholders (i.e. pupils, staff, parents and governors) in the preparation of the scheme and consulted regarding our race, gender and disability objectives as well as about sexual orientation, pregnancy and maternity, gender reassignment and religion or belief.

The School will produce a guide on the Single Equality Scheme that will be sent to all parents which will include opportunities for feedback. We will seek views of parents and carers annually about Single Equality Scheme issues and each year take account of their views when creating our Action plan. We will let parents know the outcome of any surveys and the action points and also how we are doing in addressing these each year. The leaflet on the SES will be available in the school reception area.

Potential barriers in accessing consultation are visual impairments where the text needs to be enlarged, dyslexia-type difficulties where the text may be too difficult to read or that the text may not be in the first and preferred language for some parents. All of these are barriers that the school should be aware of and already be overcoming in order to meet the needs of these groups. We will liaise with County EAL services if needed to ensure that we can access translators to ensure our written communications with parents/carers are accessible.

We know how to and have used access to translators to meet the needs of different ethnic groups in the school. Venues in the school are accessible to people with disabilities. We are able to offer meetings within a time range, for example our parent consultation evenings run from 3.30 - 6pm plus we have consultations on one INSET day each year. Parents have these dates in advance so they can make the necessary arrangements to attend. In addition to this staff are willing to make individual appointments with parents who find these times difficult. Our Parents Forums are held in the afternoons but we consult with parents to find out their preference and vary times as needed.

We have supported children with disabilities in the school by being involved in TAC meetings and liaising with outside agencies to help meet the needs of the child with a member of our staff in the role of lead professional.

We have consulted our stake-holder groups through general parental questionnaires about the school and from 2014 specifically on SES issues.

We have used evidence from our tracking systems on pupil progress to focus on issues of attainment, exclusions and attendance with regard to equality monitoring.

Section 13 - Roles and responsibilities

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

Section 14 - 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.

We will report on the scheme annually by:

Conducting regular reviews of progress against our equality objectives.

The Action Plan will be updated in January (annual review) and July (interim review).

The review will cover:

- Have the action points been carried out?
- What has the impact of these action points?
- Information on these will be through questionnaires to all stake holders, visible evidence displays, policies, planning and quantitative (data of vulnerable groups)
- Next steps in the action plan as a result of questionnaires to stake holders

The Head teacher and the SLT will monitor the Schools' Equality Scheme.

The annual Report will be produced as a Parent Guide and will be available to all staff and parents. Governors will also receive a copy of this report via Full Governors Meetings.

Section 15 - Publication

The Schools Equality Scheme is published as a separate document and is available on request. It will also be published in the Policies section of the school website.

All linked documents and policies are available from the Policies section of the school website or on request.

The school will offer the document in other formats and languages as requested.

Section 16 - Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the school 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.

Section 17 - Action Plans

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.