



Schools' Single Equality Scheme

Landulph School



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2011 - 2014

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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, 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

- For every student to feel valued for who they are, so they can grow and flourish into confident, successful adults.
- For every student to have no barriers to opportunity, achievement, success or enjoyment.
- For all our families to feel valued and their diversity recognised and celebrated.
- That our wider community benefits from the work of the school, building on the values of community cohesion.

Section 2 - School profile and values

Your school context:

Landulph school is located in the far east of Cornwall and serves the communities of Botus Fleming, Cargreen, Hatt, Landulph and the surrounding area. We also welcome children from Saltash and Callington.

Our community comes from Landulph, Cargreen and Hatt which are within 3 miles of the school.

Landulph is predominantly white British, white Cornish with a very small number of ethnic minority groups of young people including Asian background and other white backgrounds.

- Our pupil/student population is as follows (at March 2012):
43 white British, 23 white Cornish, 2 any other white background and 2 any other Asian background.
- Our staff (at March 2012) includes representatives of:
Our teaching and support team (March 2012) includes one male and seventeen female staff who are all White British or White Cornish. Male and female teachers are employed on a supply basis. Currently there are no adults with a physical disability employed by the school.
- Our Governing Body (at March 2012) includes representatives of:
A balance of male and female, varied age range, White British and White Cornish.
- Landulph School is committed to:

The school believes that racism is wrong and it will not tolerate racist, sexist or ageist attitudes among its staff, pupils or visitors to the school. If they encounter these attitudes and behaviour or if it is brought to their attention, staff will always challenge this. The school will not tolerate racist taunting or bullying and if necessary will contact the police.

The school ensures that it is wholly accessible in curricular, premises and communication terms to everyone who may be served by it. To this end we will focus on all access strategies which will aim to overcome the barriers to learning or participation by disabled people served by or serving the school community.

The school is committed to promoting equality of opportunity between boys and girls, men and women.

The school is committed to delivering effective Sex and Relationships Education (SRE) in order that young people are able to make responsible, well-informed decisions about their lives.

The school believes that learning about religions and cultures of the world, they are able to understand their own world and their place in it. By learning how others live their lives, pupils demonstrate greater empathy and tolerance towards others. RE is

a subject in which children can learn how to express themselves. They can question what they hear and through doing this, can begin to unravel some of the mysteries of their worlds.

Our school community aspires to live our lives through a set of common values: We are caring, open-minded, thinkers, principles, communicators, inquirers, knowledgeable, reflective, well-balanced, risk takers.

No member of staff, or prospective member of staff, will receive unfair or unlawful treatment due to race, colour, ethnic or national origin, gender, age, sexual orientation, disability, marital status or religious or political belief.

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 [BME] 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 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;
- 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 2011 - 2014, and a review will commence **annually from March 2012** 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 review of your Race Equality Plan for Landulph School is 2014

- **Race**

Landulph School recognises that Black, Asian and Minority Ethnic (BAME) people in our British society experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. The school is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability.

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

Landulph School is a predominantly White British and White Cornish Community. The School recognises and values racial and religious diversity. We want everyone at Landulph School to have a sense of belonging and some understanding of wider racial and religious groups that make up British identity.

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

1 Raise attainment and close the Achievement Gap between pupils of all ethnic groups:

- It is the responsibility of the class teacher to monitor the achievement of all pupils, including pupils of all ethnic groups. The Headteacher is responsible for ensuring the effectiveness of this assessment.
- Any concerns regarding the achievement of any pupil should be discussed with the Headteacher. If necessary, pupils will be supported through various specific interventions,
- Because the school currently has a very small percentage of pupils from minority ethnic groups, the school judges it to be unrealistic to gauge their progress as a group at this time.
- We will assess minority ethnic pupils' proficiency in English. If deemed necessary we will seek professional guidance on how best to support these children.

2. Tackle unlawful discrimination by

- Not tolerating racism. A definition of racism and how we take positive steps to tackle it can be found in our Anti-Bullying and Harassment Policies.

- Keeping accurate records of all ethnic and faith groups.
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, *Guidelines for Challenging and Dealing with Racial Harassment in Schools*
- Annually reviewing our Race Equality Policy
- Implementing our action plan for developing the Global Dimension of the school which includes links with local, UK and International Schools.

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 Landulph School we will:

- encourage learners and their families of all ethnic groups to participate fully in all aspects of school life
- consult with different racial groups on the appropriateness of our service and the vision and future of our school
- foster understanding and respect for the culture and faith of all our learners and their families
- emphasis mutual respect and honesty between different groups including children and adults
- through the curriculum and our relationships with pupils, make visible to the whole school community the importance of fairness and trust
- develop an understanding in children that everyone has a responsibility to their shared future
- counter myths and misinformation that may undermine good community relations

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.

Landulph School will

- Offer a differentiated curriculum, where appropriate to individual learners. A range of resources are utilised to support the learning of children with SEN. Our school SENCo will identify and monitor these resources.
- Analyse the attainment and progress of pupils with SEN, and where appropriate, of pupils with other disabilities.
- Recognise our legal responsibility to ensure that disabled people have the opportunity to take part in 'all aspects of public life'. Hence any member of our community with an identified disability will be fully encouraged to take part in every aspect of the curriculum and extended curriculum, even if participation requires treatment which may be perceived as 'favourable' to an individual.
- Include positive images of disabled people across the curriculum.
- Improve the delivery of information to disabled learners, to a standard which is equal to that in writing for learners who are not disabled.
- Maintain all standards which identify Landulph School as an Inclusive Dyslexia Friendly School.
- Provide training opportunities to improve staff skills to support pupils with disabilities e.g. autism, speech and language.
- Provide, where possible, support, assistance and care to disabled learners to enable them to lead independent lives.

- Support the formation of groups, networks and services for disabled learners and disabled employees of the school and disabled people in the community.
- Support disabled learners, staff and carers according to their individual need.
- See Appendix 1 – Disability Access Plan.

Section 5 - The Gender Equality Duties including Transgender and 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.

Landulph School will provide equal access to the curriculum for boys and girls.

- It is the responsibility of class teachers, assessment co-ordinator, SENCo and Headteacher to monitor pupil achievement using a range of assessment data including Raise online, NFER test results, APP. The Headteacher will ensure that any inequalities in achievement are identified.
- Where progress is below expectation individual intervention strategies will be applied.

The school will promote equality of opportunity between women and men in all of our functions.

- Landulph School recognises that if schools are to be at the forefront of

promoting gender equality in terms of outcomes for pupils, they also need to be at the forefront of promoting gender equality for their workforce. The school currently has one male member of our teaching staff which is in opposition to the national trend of staff profiles in primary schools. Other males are employed in the school e.g. male supply teachers, volunteer helpers in class and after-school clubs.

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

We aim to eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.

- We appreciate that schools play a key role in shaping the values and attitudes of children and young people and we strive to take a lead in challenging gender-based harassment, bullying and violence.
- We will work with other agencies to support and address the needs of victims.

We aim to challenge gender stereotyping and eliminate it in our school.

- This is a key component of our curriculum in careers, work-related learning, citizenship and personal, social and health education (including SEAL)
- The staff at Landulph School have a legal responsibility to challenge gender (masculine and feminine) and sex-based (male or female) stereotypes and to ensure they are not sustained or promoted by their practice. This may include steps such as ensuring play sessions are not unfairly weighted to reinforce a pre-existing gender/sex stereotype e.g. boys playing solely with construction toys whilst girls play house, or that no sex/gender is made to feel inferior/superior to the other i.e. only boys can carry heavy items, only girls can help tidy up.
- Our curriculum includes lessons and assemblies on gender issues such as sexual stereotyping, bullying, sexual exploitation and stereotypes presented on the internet, films, magazines and the media.
- We will remove any resources and books which we feel negatively compound gender stereotypes and when purchasing new resources, will be aware of the need for non-stereotyped images of girls and boys to be promoted within the school.
- We recognise the value in examining negative historical images within that context and will continue to do so where such images are deemed by the

class teacher, to have an educational value.

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 of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

We recognise and celebrate the diversity of our local community and aim to work closely with different faith groups and offer our pupils multiple perspectives.

- Our RE curriculum encompasses many different aspects of different faiths and we endeavour to ensure that all children leave Landulph School at the end of Year 6 with a good knowledge and understanding of the four main world religions covered in the primary curriculum.
- We recognise our responsibility to gather together for collective worship on a daily basis and, whilst it is appreciated that the ethos of this worship must be of a 'broadly Christian' nature, we have an open visitor policy and will actively encourage members of a wide range of local religious communities to visit the school and lead assemblies.
- We recognise the advantages bestowed on children in later life by a broad curriculum at Primary School and aim to further improve this by inviting people of diverse faiths to work with individual classes, where this is appropriate to the main curriculum.

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:

- Where possible, we will be flexible to meet the needs of a person's religion or belief e.g. in recognising dietary requirements and striving to meet them.

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

- Discrimination on the grounds of Religion will not be tolerated at Landulph School. A definition of discrimination on the grounds of religion and our policy for dealing with such instances can be found in our Relationship, Behaviour and Discipline 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.

Teaching;

Integral to our curriculum, staff are open to questions on this subject during PSHCE and Circle Time.

The School is committed to eliminating illegal discrimination on the basis of sexual orientation. We will do this by:

- Respecting the rights of individuals to be open about their sexual orientation
- Homophobic bullying, language and stereotypes will be challenged
- We will deal with complaints of discrimination and harassment speedily and according to the Local Authority Guidance and notify complainants of the outcome and actions taken.

We want to ensure equality of opportunity for LGB people across services and employment.

Section 8 - 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.

Bullying will not be tolerated or ignored in any of its forms within our school community. All staff will take seriously with any report by victims or concerned children about physical, mental or verbal intimidation by pupils or adults. Our aim is to develop a culture in which victims feel that they can talk to any adult in the school about issues relating to bullying either to themselves or others and where bullying is seen by all as unacceptable. It is made quite clear to all pupils, parents and adults that any kind of bullying is completely unacceptable.

We will:

- Ensure equality of opportunity for pupils, staff and others
- Challenge discrimination, harassment and inappropriate behaviour
- Support community cohesion
- Encourage all pupils to participate fully in all aspects of school life
- Consult with all groups on the effectiveness of our services for them
- Through our extended curriculum, celebrate differences and deepen understanding
- Challenge stereotypes
- Provide resources which portray different groups
- Emphasise mutual respect and honesty between different groups including children and teachers
- Make visible the necessity of fairness and trust
- Develop an understanding in children that they all have a responsibility to their shared future
- Counter myths and misinformation that may undermine good community relations
- Work with partners to achieve these aims

Our Anti-Bullying Policy is reviewed annually in line with the Cornwall and Isles of Scilly Local Safeguarding Board anti-Bullying and Discriminatory Policy Framework

All members of the school community have a legal responsibility and a moral duty to challenge behaviour and/or language which they, or another, may perceive to be anti-inclusive. The most appropriate way to manage such a situation may be on an informal one-to-one level. However, Landulph school has established Code of Conduct, Grievance and Relationship, Behaviour and Discipline policies which are available to all staff should further support be needed.

All staff and governors are offered training on how to challenge and confront inappropriate behaviour and/or language and further advice is available from Mrs Worth (Headteacher).

Each class has an Anti-Bullying log which is returned to the Headteacher for collation and

action.

All non-teaching staff must report incidents of bullying or disclosures about intimidation to the appropriate class teacher.

Class teachers must make a decision about whether to deal with a problem themselves, if it is a first known occurrence for example, or involve the SMT or Headteacher.

All cases where parents become involved must be reported to the Headteacher. Staff must keep a written record of the incident, the action taken and the monitoring plan implemented. This log is then passed to the Headteacher and will be sent to Anti-Bullying Team in Cornwall.

All incidents relating to racist bullying and homophobic discriminatory incidents will be sent to Cornwall's Children, Young People and Families department.

Section 9 - 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 Landulph School we promote equal treatment for all member of staff or job applicants irrespective of race, colour, sexual orientation, nationality, ethnic origin, religion, political belief, disability, age, gender or marital status and to ensure that this is managed in such a way that Landulph School complies with Equal Opportunities legislation and Codes of Practice.

All staff have equal access to training and development through our appraisal process of Performance Management or annual non-teaching staff appraisals.

Landulph School's monitoring arrangements for Selection and recruitment, Selection for redundancy, restructuring, redeployment and retirement, training and development, promotion, performance appraisal, pay award, bonus, allowances, grievance, disciplinary, harassment, discrimination are all stringently organised using the county model.

Section 10 - 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.

Twelve months after the introduction of this scheme we will send out surveys in March 2014 to parents, governor, children and staff.

Any identified issues will be incorporated into the scheme.

The school has taken into consideration the following procedures:

- *Admissions and Transfer*
- *Attendance*
- *Exclusions*
- *Curriculum*
- *Uniform*
- *Every Child Matters objectives*
- *National Healthy School Status*
- *Discipline*
- *Sports*
- *Careers/work experience*
- *Anti-bullying, harassment and Discriminatory policy*
- *Domestic Violence and pastoral support*
- *School trips*

Actions taken ~ Established school partnerships with UK and International Schools.

Included Human Rights in school assemblies

Visit from Rotary International exchange visitor Reverend Moses Headteacher from Zanzibar to talk to children, visit to local church, and displays reflect different cultures.

Headteacher training on Equality and Diversity has been completed in 2012

Section 11 - Consultation and Information

In our work to improve our services with regard to equality and diversity, we work with:

- Stakeholders with whom we work to determine policy
- The LA Equality and Diversity service, who offer training, support and advice on policy matters. They are also able to offer the loan of gypsy, Roma, traveller and EAL resources.
- The LA capital strategy team
- ABC – Anti-Bullying in Cornwall
- Visitors representing different faiths
- NSPCC
- British Council
- Partner schools in Africa, India and the UK
- Sense of place
- Community Police Officers
- Police Youth Intervention Support
- LA Legal Services
- LA Personnel support
- Schools Sports Partnership
- Cornwall Learning (CPD)
- Healthy Schools Co-ordinator
- School Nursing team

We have successfully improved relationships with disabled pupils, staff and parents through

- Pupil participation in Disability Sports Events
- Parents participation in school Christmas productions, School Open Days and Summer Fayre
- Community access to school is available
- Parents/adults with disabilities attendance at school events e.g. Grandparents Day, attendance at school performances and assemblies.

Section 12 - Roles and responsibilities

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

In addressing our objectives we have assessed our building, community and our legal obligations. We have worked tirelessly to support our disabled pupils and other members of our local community.

- To bring the wider world into our school we have utilised funding from Extended Services and made established partnerships with schools in the UK and abroad.
- To explore different faiths, we have made visits to places of worship and invited religious leaders into school.
- We have worked closely with the Healthy Schools Team, police and a range of other support agencies.
- In our school budget we allocate funds for the development of International links, RE, Healthy Schools, PSHCE.

2012/2013 priorities

- Extend visits to a range of places of worship and visitors of different faith backgrounds
- Develop opportunities for pupils to learn about different faiths including visits and visitors to the school.

Section 13 - 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.

- The governors and headteacher will monitor that race, gender or disability equality requirements within the contracts for service procured by the school comply with this scheme.
- And will also monitor contractors' commitment to implementing equal opportunities standards within employment and service delivery.
- The Headteacher will review and revise the School's Equality Scheme every three years, making the draft available to parents and governors for comment.

Section 14 - Publication

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

In line with the requirements of the Scheme we will produce an annual report on progress after autumn consultation.

- The School's Single Equality document is published as a word document and available on request.
- A paper copy is on display in the school office.
- A paper copy is on display in the staffroom.
- A paper copy is kept in the School Policies folder in the Headteacher's office

Section 15 - 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.

Section 16 - Action Plans

Our action plans 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.

- **An action plan is in the process is being written.**
- **Due for completion in September 2014.**