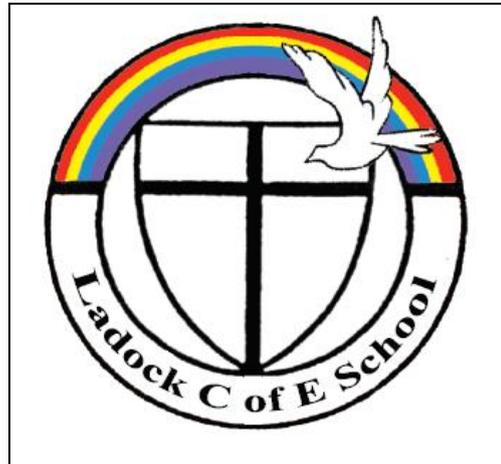


Schools' Single Equality Scheme



Date originally agreed: September 2009

Annual Review: July 2017

Date for full review: July 2020

2017 - 2020

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Foreward

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 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 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

At Ladock Church of England School, we endeavour to eliminate discrimination, promote equality of opportunity and produce equality schemes and assess their impacts. This links in with our whole school vision statement (see Appendix 1)

The governing body understands that schools have a number of responsibilities and duties under legislation relating to equality and diversity. Recent legislation covers equality issues in relation to Race, Disability, Gender, Age, Religion and Belief and Sexual Orientation. This school is firmly committed to equality and diversity. More detailed schemes for Race, Disability and Gender equality have been written in which the general and specific duties are outlined (see below).

Section 2 - School profile and values

Your school context:

Ladock Church of England School is a voluntary aided faith school which forms part of the St Piran's Cross Multi Academy Trust which is made up of 5 faith schools. Ladock School is based 8 miles north east of Truro. We are an Anglican founded Church of England school dating from 1867. We enjoy close proximity to our Parish Church and have strong community links

We pride ourselves in being a family community school and seek to work with and provide for our immediate and wider community. As we are aware of the limited opportunities available to our community, due to the wide geographical spread, we seek to strengthen links and provide development opportunities for other groups.

Community:

Our school attracts pupils aged 3-11 years from a geographically rural area serving a unique and isolated community on the Roseland. Currently the school has 93 pupils on roll, which is much smaller than other primary schools compared to the national average. Our school's calculated Index of Multiple Deprivation Score is 20.54 which places us in the most deprived 40-50%.

Pupils:

There has been a rising roll from 2005 (NOR:47). Many children that do leave do so because their families cannot afford to rent, let alone buy, a property in Ladock. The lack of affordable housing is a problem as regards numbers for the school.

No children are currently placed on the Child Protection Register and we have no Looked After Children. No children have had input from Child and Family support services in the last six months. 20% of children receive free school meals or have been eligible to in the last 6 years compared to the average Cornwall figure of 22.4% (2014/15). We currently have 10% eligible for free school meals compared to the 2016 national average of 25.2%

As at July 2017 the percentage of pupil's first language believed not to be English is low (3%) compared to the 2016 national average of 20.1%. In July 2017, the percentage of pupils identified as having Special Educational Needs was 27% compared to the 2016 national average of 12.1%.

95.8% of our children are white British (including white Cornish). The remainder are from other white backgrounds.

- Our pupil/student population is as follows (at July 2017):

Number on Roll = 78 + 15 in the nursery

Number of girls = 38 (49%)

Number of boys = 40 (51%)

Number of children with a disability = 0

Number of children on SEN register = 21 (27%)

Ethnicity = 95.8% are white British (including Cornish) remainder are from other white backgrounds.
EAL children = 2 (3%)

- Our staff (at July 2017) :

Number of staff employed at the school = 12
% white British = 100%
% female = 92% (11)
% male = 8% (1)
% with a disability = 0%
% heterosexual = 100%
% 25 – 35 = 17% (2)
% 36 – 45 = 50% (6)
% 46 – 55 = 25% (3)
% 56 – 65 = 8% (1)

- Our Governing Body (at July 2017) :

Number of Governors = 8
% white British = 100%
% female = 75%
% male = 25%
% with a disability = 0%

- School's Rationale and commitment to:

Recent legislation focuses on 'positive enforceable duties' so that we take a proactive approach to equality rather than reactive. Ladock Church of England School is committed to ensuring that we adhere to this act. In practice this means that we must:
*take positive and proactive steps to identify areas of potential inequality BEFORE they have the chance to have an impact on people;
*MAKE CHANGES to ensure that any areas of potential inequality are eliminated.

Definitions:

The following definitions are offered by the Equality and Diversity Service:

Equality - is about breaking down barriers that currently block opportunities for certain groups of people, in society, the workplace, education and so on. Eliminating discrimination is important in achieving equality, since it is not just the physical environment or poor policies that prevent equality from being achieved but also ways of working, attitudes and stereotypes about different groups of people.

Diversity - everybody is different, with different needs and aspirations. Treating everybody in the same way fails to recognise the differences between people and can cause unfairness and inequality. Diversity expresses itself in many different ways - in age, gender, race, culture, beliefs, sexual orientation, education, physical ability, personality, experiences and approaches to learning. By recognising diversity and managing different needs effectively, every individual has a better chance of being able to live and work in the way that works best for them. This reduces the risk of indirectly

discriminating against groups of people, and allows better access to opportunities for everybody and promotes an ethos of inclusion. It is about celebrating differences; respecting, valuing and encouraging individual potential. Diversity is a given, not a choice.

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 2008 - 2011, and a review will commence from April 2008 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.

Ladock C of E School Racial Equality Scheme.

Rationale:

The Race Relations Act was originally set out in 2000. This was written by the government in response to the Stephen Lawrence enquiry report. It discussed tackling institutional racism which was defined as:

“The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen and detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.”

The Amendment Act details General and Specific Duties:

The General Duty -

At Ladock School we identify and tackle racial discrimination and promote equality of opportunity and good race relations. We will:

1) Eliminate unlawful racial discrimination;

2) Promote equality of opportunity;
3) Promote good relations between people of different racial groups.
Any incidents of racial discrimination will be reported and logged in the Bullying and Harassment incident Reporting Log (located in the Head teacher's office). This information will be shared with the LA.

Specific Duties -

The Governing Body of Ladock School will:

- 1) Regularly review the Racial Equality Scheme (every three years minimum);
- 2) Ensure the duties outlined in the policy are fulfilled;
- 3) Assess and monitor the impact of its policies, procedures and practices on pupils, staff and parents of different racial groups including, in particular, their impact on the attainment levels of pupils (see EIA section above);
- 4) Provide the LA with ethnic monitoring data on our staff so that the LA can meet their duty;
- 5) Compose an Action Plan.
- 6) Report on the progress of the Action Plan and share the policy with stakeholders.

Issues to consider when undertaking an Equality Impact Assessment:

- *black and ethnic minority communications and individuals including Gypsies, Travellers and faith communities;
- *Respecting and reflecting diverse cultures lifestyles, customs and values;
- *Communication formats, language needs, translation;
- *Faith patterns restrictions.

The above Race Equality Scheme was accepted by Governors in June 2009 following consultation with the steering group and advice sought from the Equality and Diversity Scheme. The most recent full review took place in July 2017 so the next full review will take place in July 2020.

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.

Ladock C of E School is considered to be at the heart of the community. Many major community events are based around the school. The impact of this work is that the learners have a clear identity which they take pride in; their identity stretches beyond the boundaries of the school by incorporating the whole community. Learners enjoy taking part in community events and are confident to do so. They learn from the community and the community learns from them. As a close knit school, communication is very strong. This means we are kept well-informed of village events in which we can get involved. Contributions are made to the two most local village newsletters to inform residents of school events.

Wider Community:

Part of the school Development Plan has historically seen a focus on Equality and Diversity. We hope the impact of this will be to help the children appreciate and celebrate diversity and to promote equality. By nature of our location, we are a predominantly monocultural population so have to work hard to ensure learners have opportunities to appreciate diversity. A number of projects have taken place which have impacted positively on engaging learners' understanding of the wider community both in Europe and globally and in promoting respect of the wide range of values, attitudes and beliefs.

School Community:

Visitors often comment on the positive attitudes of our learners and their respect and support of each other. Our general ethos and curriculum strives to promote a sense of identity whilst supporting diversity. The school vision was created in collaboration with staff, governors and children.

These positive attitudes are promoted through:

- Learners are encouraged to participate in decision-making and given a voice on a day to day basis but particularly through the school council, circle time and pupil questionnaires. This results in them knowing what is expected of them and what they can expect in return.
- We have a behaviour policy to ensure all groups are treated the same and no individual/group are more likely to be disciplined - the learners are involved with evaluating the success of this.
- Collective Worship has been reviewed by and is supported by learners. Speakers are often invited to help the children understand and respect others. For example, a representative from a local refuge was invited to talk about homelessness.
- The curriculum, particularly PSHE, encourages children to communicate effectively and promotes positive social behaviour.
- PSHE also helps our children to understand their own feelings and feelings of others, respect each others' beliefs and attitudes and consider their own.
- We work closely with many different agencies to reach our goals which shows the strength of our communication and cooperation.
- We ensure all learners have the opportunity to succeed at the highest level possible
- Our tracking system looks at the progress of various groups and therefore tackles any underperformance.

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.

Ladock C of E School Disability Equality Policy.

The 'Duty to Promote Disability Equality' was set out in 2006. This more recent legislation focuses on 'positive enforceable duties' so that we take a proactive approach to equality rather than reactive. In practice this means that we must:

*take positive and proactive steps to identify areas of potential inequality BEFORE they have the chance to have an impact on people;

*MAKE CHANGES to ensure that any areas of potential inequality are eliminated.

Rationale:

The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2005 so that all schools have a duty to promote disability equality.

This duty is made up of general and specific duties which Ladock School will endeavour to carry out:

The General Duty -

At Ladock School we will:

- 1) promote equality of opportunity between disabled people and other people;
- 2) eliminate discrimination that is unlawful under the Act;
- 3) eliminate harassment of disabled people that is related to their disabilities;
- 4) promote positive attitudes towards disabled people;
- 5) encourage participation by disabled people in public life;
- 6) take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than others.

The Specific Duty -

At Ladock School we will:

- 1) regularly review the Disability Equality Scheme (every 3 years);
- 2) ensure the duties outlined in the policy are fulfilled;
- 3) involve disabled people in the scheme where possible;
- 4) gather information in relation to employment, delivery of education and functions;
- 5) assess and monitor the impact of its policies, procedures and practices on pupils, staff and parents on disability equality (see EIA section above);
- 6) Compose an Action Plan.
- 7) Report on the progress of the Action Plan and share the policy with stakeholders.

Issues to consider when undertaking an Equality Impact Assessment:

*Disability may include mobility, sight, hearing, speech and language, learning difficulties, mental health, distress issues;

*consider accessibility of formats and communication, signage (e.g Braille, audiotape);

*consider the physical and sensory access including transport environment;

*remove barriers that cause the 'disability.'

We currently have no children or members of staff with a disability. Should a child or member of staff join the school who has a disability, the physical layout of the school would need improving and grants would have to be accessed. Currently, the Victorian Building is accessible by wheelchair users but the toilets there are not. Any meetings would therefore be located in the Victorian Building if wheelchair users are to be present.

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.

Ladock C of E School Gender Equality Policy.

The 'Gender Equality Duty' was set out in 2007. This more recent legislation focuses on 'positive enforceable duties' so that we take a proactive approach to equality rather than reactive. In practice this means that we must:

*take positive and proactive steps to identify areas of potential inequality BEFORE they have the chance to have an impact on people;

*MAKE CHANGES to ensure that any areas of potential inequality are eliminated.

Rationale:

The Equality Act 2006 amends the Sex Discrimination Act 1975. This duty is made up of general and specific duties which Ladock School will endeavour to carry out:

The General Duty-

From this Ladock School has a statutory duty when carrying out their functions to have due regard to the need to:

1) eliminate unlawful discrimination and harassment;

2)to promote equality of opportunity between men and women.

The Specific Duty -

At Ladock School we will:

- 1)regularly review the Gender Equality Scheme (every 3 years);
- 2)ensure the duties outlined in the policy are fulfilled;
- 3)consider the need to address the causes of any gender pay gap;
- 4)to consult stakeholders and take account of relevant information in order to determine its gender equality objectives;
- 5)assess and monitor the impact of its policies, procedures and practices on pupils, staff and parents on disability equality (see EIA section above);
- 6)Compose an Action Plan.
- 7)Report on the progress of the Action Plan and share the policy with stakeholders.

Issues to consider when undertaking an Equality Impact Assessment:

- *gender issues associated with carers as well as pupils;
- *attainment across genders;
- *opportunities provided for different genders;
- *stereotypes

Detailed data analysis and pupil tracking is carried out within the school as well as scrutinising published data such as Raiseonline. Through this gender attainment and progress is closely monitored although apparent gender differences must be viewed with caution when looking at small cohorts. Under attainment including within certain genders can then be challenged and often forms part of the School Development Plan/Performance Management targets.

The majority of the staff are female. Whilst it would be favourable to have a better balance of genders on the staff team, appointments will always be made primarily on the applicants' suitability for the post.

Work on gender issues is covered within PSHE and SRE lessons.

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.

Religion and belief will be a consideration in all functions, policies and procedures within the school. Specific policies to be a priority for Equality Impact Assessment will be RE, SRE, PSHE, Collective Worship, Uniform and PE

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.

One of our priorities over the next three years is to focus on age, religion and belief and sexual orientation in the same way as we have focused on disability, race and gender. Part of the focus will be to review school resources to ensure the inclusion of realistic images of lesbian, gay and bisexual people. We have two pupils at our school who have lesbian parents who are supportive of the school.

Through SRE, discussion are held around the principle that sex and, ultimately, children should be part of a loving relationship, whatever the sexual orientation of the parents. Children are taught to respect individuals whatever their sexual orientation.

Any incidents of bullying are logged and dealt with immediately within the school. There have been no cases of homophobic bullying, language or stereotypes. Incidents of bullying are reported termly.

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

Personal development and well-being is very good. We received Healthy Schools accreditation in 2003 and this is now due to be reviewed and will be led by two very competent Teaching Assistants.

Our most successful initiatives and their impact have been:

1)**PSHE** - Introduction of the SEAL resources taught through specific PSHE lessons which incorporate circle Time

IMPACT - Children are involved in their own learning of what constitutes a healthy lifestyle. They are confident to express their views in a safe environment and key issues are then taken forward to School Council. We are now looking to introduce 'Values for Life' to work alongside SEAL.

2)**Healthy Eating** - children are encouraged to eat a fruit tuck only. Key Stage 1 enjoy fruit provided through Government funding. Key Stage 2 have the opportunity to purchase fruit from a child ran fruit tuck shop. The Healthy Schools grant has been used to fund plumbed in water filters and the PTFA funds will ensure that this provision continues. The School Council have been involved with discussing food issues (EVIDENCE - School Council minutes)

IMPACT - children are eating at least one of their 5 a day at break time and avoiding unhealthy snacks. They also have access to cool, filtered water ad lib.

3)**Physical Activity** - We are part of a very effective sporting programme linked to a local secondary school. Our SSCO has been actively involved in delivering high quality PE lessons including outdoor activities and there has been a high level of professional development offered to teachers. High quality PE lessons are delivered for at least two hours a week and many experts have been invited in to help support this. Auditing of this has resulted in us being awarded the Activemark and gold schools mark The children are given numerous opportunities to compete in local sporting events such as orienteering, cricket, tennis, football, tag rugby. At lunchtimes pupils can access playtime equipment through the Huff and Puff scheme which is distributed by monitors and an energy club is led by our sports coach and supported by year 5 and 6 sports leaders twice a week. All pupils have weekly swimming sessions for one term. Our pupils achieve higher than nationally expected standards by the end of Key Stage 2 in swimming. A strength of our school is the wide range of extra-curricular opportunities available to our pupils, run by members of staff and of our wider community. These clubs have included short tennis, cricket, netball, football, tag rugby and running club.

IMPACT - All children are enthusiastic, motivated and participate in regular physical

activity (evidence SSCO file)

4) **Travel Plan** - We have a school travel plan which has used a grant to create a walkers access point. We also acknowledge 'Walk to School' week (evidence -see photos)

IMPACT -parents and children are encouraged to walk to school or, at least, be dropped off at the path which increases physical activity and reduces traffic congestion.

5) **Healthy Lifestyles** - in the past we have had visits from theatre groups to educate children about the dangers of smoking. Life guards have visited to educate children about beach safety and the local fire brigade have spoken about fire safety. A new SRE policy and Scheme of Work have recently been composed and well received.

IMPACT - children are developing a good understanding of living a healthy lifestyle.

6) Personal Development and Well being:

The school is an accredited Healthy School and as such all stakeholders are mindful of health initiatives linked to the personal development and wellbeing of children as evidenced by minutes of PTFA meetings. The pupils feel confident to talk to a number of different groups of people including students from local colleges, elderly residents of the village and the immediate school community (evidence School Council minutes, letters from Riverside club). Induction and transfer arrangements are in place and enable the children to feel supported in their different phases of education. In the context of Every Child Matters all stakeholders have demonstrated a commitment to pupil's safety and security (evidence premises file, healthy schools file).

We have revised our SRE policy in collaboration with a number of stakeholders including the County Adviser. A new Scheme of Work has been composed and feed back from the first year of delivery was positive. A very large majority of parents feel that SRE is taught effectively across the school.

Children have just carried out a well-being survey and we await the analysis results.

Healthy, Personal Development and Well-being:

*We have been successful in receiving our Healthy School reaccreditation but this is now due again. There have been many initiatives as part of this but main ones include encouraging healthy eating, engaging school council with school dinner discussions, making filtered chilled water available for all, free fruit available for all.

*Social Emotional Aspects of Learning have had a positive impact on attitude to learning and empathy with others. We are about to introduce 'Values for Life' to run alongside SEAL.

*Children work with our local Vicar, who is also a governor, to lead a weekly Collective Worship session. *The School Council ensures the children have a voice (EVIDENCE - School Council minutes)

*Children are encouraged to use the 'Huff and Puff' play equipment at lunchtime to increase their physical activities and social skills.

*Our Travel Plan has seen the building of a safe pathway to encourage parents to drop children off and therefore avoid traffic congestion. We celebrate Walk to School Week and encourage children to walk to school as much as possible.

*ALL staff have received basic Child Protection training and some Governors. The Headteacher and Senior teacher have completed CAMAT training, the Headteacher has also undertaken ISA/CAF and Safer Recruitment training.

*In 2015, Ofsted judged us to be outstanding in Behaviour and Safety of pupil

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 Antibullying policy sets out our aims and objectives and reflects our commitment to prevent bullying. It is due for review in July 2017 and at this time we need to ensure it covers bullying and harassment on the grounds of race, disability, gender, religion or belief and sexual orientation.

When we review the policy, we will also consider staff training needs.

All incidents of bullying are recorded in the school log and reported half-termly to the anti-bullying Cornwall Consortium. Any incidents are analysed and the information used to ensure similar incidents do not happen again.

Any racist bullying and homophobic discriminatory incidents would be passed on to the Children, Schools and Families Department although no such incidents have ever occurred at our school.

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.

When recruiting at Ladock school selection is made based primarily on candidates' suitability according to the job description and person specification. No one is discriminated against in anyway. If an applicant has specific needs we would endeavour to meet them.

CPD needs are met through staff inset and meetings. Needs are identified through Performance Management and the School Development Plan as well as personal needs. Subject Leaders also aid the selection of CPD according to the subject needs. Any specific needs for employees access would be met - initially by hosting training in the Victorian Room.

MAT policy is adhered to as regards the following:

- 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
-

Any concerns or incidents would be taken to Personnel.

Applications from persons with a disability will be considered by HR. Those meeting the minimum requirements for any position will be automatically given an offer to come to interview. This is in line with the Disability Discrimination Act and complies with legal requirements.

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.

The school have adopted their own forms for partial and full EIA screening. Some EIAs have been carried out but more need to be completed.

Between 2008 – 2011, the focus for EIAs was on the following policies and procedures:

- *Admissions and Transfer*
- *Attendance*
- *Exclusions*
- *Curriculum*
- *Uniform*
- *National Healthy School Status*

- *Behaviour*
- *PE*
- *Anti-bullying, harassment and Discriminatory policy*
- *School trips*

EIAs will be carried out by subject leaders and our Equality and Diversity steering group which includes a cross-section of stakeholders

Section 12 - Consultation and Information

A steering group was set up in May 2009. This consisted of staff, governors, parents, senior management, members of the community (including the Church). As a very monocultural community and school it has been difficult to include representatives from different minority ethnic communities.

Initially the group met to discuss what the school's priorities needed to be. The Headteacher had written a draft race, religion and gender Equality Scheme. These were discussed, edited and adopted. The second meeting included a County Equality and Diversity Adviser who supported the group in writing their Action Plan.

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.

See separate Action Plans

Section 14 - Roles and responsibilities

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

The governing body are well represented on the Equality and Diversity steering group. Action Plans, results of EIAs and the Single Equality Scheme will be shared with the full Governing Body. Advice from County Equality and Diversity advisers have previously been sought and major documents such as the Single Equality Scheme are run past them.

The Headteacher attended initial training run by the County Equality and Diversity team. This ensured she had adequate knowledge of the Race, Disability and Gender Equality Duties and therefore meets the requirements of the Equality Act 2006 Religion and Belief and Equality Act (sexual orientation) Regulations 2007.

Representatives from the Governing Body as part of the initial steering group met at least termly to monitor progress towards the Action Plan priorities. They will also be involved with EIAs and will be monitoring further this impact in practise through their general visits.

The Headteacher will ensure that all staff understand the importance of the Scheme and their role in delivering it.

The Scheme and Equality and Action Plan forms an important part of the School Development Plan so progress will be regularly monitored as part of the school self-evaluation process.

Section 15 - Contracting and Procurement

County Guidelines are followed when it comes to contracting and procurement.

Examples of specific consideration given are:

*If groups are invited into the school, the content of their work is discussed beforehand to check it is not discriminatory in any way.

*Any specific needs when it comes to eating which may be to do with religion and belief are shared with catering and supervision staff so that these needs can be met.

*If buildings/activities are booked - we check that they are suitable for all users according to equality strands.

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.

See separate document for Equality and Diversity Action Plan

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.

The steering Group and particularly the Headteacher will be responsible for monitoring the Schools' Equality Scheme; this will be done particularly through monitoring progress towards the Action Plan.

A summary of the major achievements, points of progress and future priorities will be shared with parents and Governors annually. This annual report will be sent to parents via email or as a hard copy. It will form part of the Headteacher's report to Governors. Anyone needing the report in a different format will be accommodated.

Section 18 - Publication

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

Parents will be informed when the Scheme is complete and has been adopted by Governors. They will be offered a copy in their preferred format. A link will also be made through the website to the Scheme.

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.