



Pensans School



Equality and Diversity Policy & Plan 2017 to 2020

Check list for trustees, school staff and governors at Pensans School

Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, and staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?

Has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?

Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?

Does the curriculum include opportunities to understand the issues related to race, disability and gender?

Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?

Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?

Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?

Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?

Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of age, race, disability and gender?

Are procedures for the election of parent governors open to all eligible candidates and voters, being inclusive of age, race, disability and gender?

Pensans School Equality Policy

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1. **Mission statement**

At Truro and Penwith Academy Trust we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the following protected characteristics: age (as appropriate), disability (SEND), ethnicity, gender (including issues of transgender and of maternity/paternity and pregnancy), religion and belief, and sexual identity. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by groups including: SEND, FSM, race, and gender and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Truro and Penwith Academy Trust, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Truro and Penwith Academy Trust's Commitment to Equality

We are committed to:

- ***Eliminating discrimination and harassment in all areas***
- ***Making our school safe and secure for all***
- ***Promoting equality of opportunity. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential***
- ***Promoting good relations and positive attitudes towards all people***
- ***Developing tolerance, empathy and respect for people of all religions and beliefs***
- ***Encouraging active participation in the life and work of the community***

Our commitment covers equality on grounds of all protected characteristics listed above. We expect all our trustees, staff and local governing body members to put in place our commitment and organisation's values by:

- ***Ensuring a high standard of behaviour, we will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable***
- ***Responding quickly to complaints and incidents in a positive and pro-active way***
- ***Providing equality of access to services, facilities and information***
- ***Ensuring that the adults working or volunteering in the school where possible, are 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.***
- ***Promoting activities that celebrate our common experience as well as those that recognise diversity and foster understanding and respect for the culture and faith of all our learners and their families***
- ***Where possible planning to meet the specific needs of individual pupils within the recognised protected characteristics and FSM pupils.***

2. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data of all groups and respond to any gaps with appropriate targeted interventions;
- Take account of the enjoyment and achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures within the context of the five British values (Parents have the right to withdraw their child from certain aspects of this);
- Teach and show tolerance of and empathy for others;
- Ensure children understand that they have a voice and contribute to our school, local, national and global communities;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Utilise teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent and do not discriminate on the grounds of any of the protective factors listed above.

Exclusions will always be based on the school's Behaviour Policy and sanctions and consequences. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Truro and Penwith Academy Trust. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Performance Management support to ensure equality of opportunity for all.

4. Equality and the law

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. There are a number of statutory duties that must be met by every school in line with the Equality Act 2010.

According to the Act it is unlawful for a school to discriminate against a pupil, prospective pupil or member of staff by treating them less favourably because of their:

- age
- sex
- race
- disability (SEND)
- religion or belief
- sexual orientation
- marriage and civil partnership
- gender reassignment
- pregnancy or maternity
- plus community cohesion

It is also unlawful to discriminate by 'association' or 'perception'. That is, schools may not discriminate on the grounds of the above listed protected characteristics by virtue of a child's association with another person, such as, for example, a parent or other family member; or due to a characteristic that one thinks a child may have (actually or by association), even if the judgement is mistaken. At Truro and Penwith Academy Trust we take this view in relation to all individual school members.

4a. Age

Truro and Penwith Academy Trust will ensure that individuals are not singled out for less favorable or inequitable treatment due to their age.

4b. Sex/Gender

Truro and Penwith Academy Trust will ensure that individuals of one sex are not singled out for different and less favorable treatment from that given to other individuals. We ensure that there are no practices which could result in unfair, less favorable treatment of females or males.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender;
- Promote equality between genders.

4c. Race

The definition of race includes colour, nationality and ethnic or national origins. At Truro and Penwith Academy Trust we will make sure that individuals of all races are not singled out for different and less favourable treatment from that given to individuals. We will check that there are no practices which could result in unfair, less favorable treatment.

4d. Disability

This section should be read in conjunction with the school's SEND Policy.

The Equality Duty requires schools to make reasonable adjustments for people with disabilities. At Truro and Penwith Academy Trust we fulfill this duty by taking reasonable steps to avoid placing a person with identified disability at a disadvantage compared to others. We do it through providing auxiliary aids, services and support.

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, such as HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Accessibility Plans

The school has a provision accessibility plan written which is attached to this policy. (Appendix 1)

In the long term the intention is to ensure that we are wholly accessible in curricular, premises and communication terms to all people that we serve. Should any prospective child or member of staff be in need of premises adaption, the Headteacher will inform County PFI team immediately.

4e. Religion or Belief

The Equality Act defines "religion" as being any religion, and "belief" as any religious or philosophical belief. A lack of religion or lack of belief are also protected characteristics.

The Equality Act makes it clear that unlawful religious discrimination can include discrimination against another person of the same religion or belief as the discriminator.

4f. Sexual Orientation

At Truro and Penwith Academy Trust we ensure that all gay, lesbian or bi-sexual individuals are not singled out for different and less favorable treatment from that given to others. We check that there are no practices which could result in unfair, less favorable treatment.

4g. Marriage or Civil Partnership

Truro and Penwith Academy Trust recognise that a person is legally married if the union is recognised as a marriage under UK law. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples.

4h. Gender Reassignment

The protection against discrimination because of gender reassignment now matches the protection because of sexual orientation in schools. That is protection from direct and indirect discrimination and victimisation, which includes discrimination based on perception and on association. Truro and Penwith Academy Trust will ensure that all gender variant school members are not singled out for different and less favourable treatment from that given to others.

4i. Pregnancy or Maternity/Paternity

Protection from discrimination because of pregnancy and maternity in schools means that it will be unlawful for schools to treat an individual differently because she becomes pregnant or has recently had a baby, or because she is breastfeeding.

4j. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

6. Roles and Responsibilities

The role of the Board of Trustees is to:

- ensure all policies give due regard to the individual school plan (Appendix 1)
- support the Chief Executive to implement the Trust Equality policy and school plans with Headteachers and LGBs
- monitor and evaluate achievement, provision and employment data in line with the Equality policy and plan

The role of Local Governing Board (LGB) members is to:

- support the Headteacher in implementing the Equality policy;
- ensure all policies give due regard to the plan;
- ensure that no one is discriminated against at appointment; and
- evaluate achievement, provision and curriculum in line with the Equality policy and plan.

The role of the Headteacher is to:

- implement the Trust Equality Policy and School Plan, supported by the LGB body in doing so;
- ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations;
- ensure that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities;
- promote the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life;
- treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness; and
- ensure ongoing monitoring activities are completed and actions are implemented in line with the Equality policy and plan.

The role of all staff is to:

- ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the Trust Equality Policy and School Plan;
- strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images;
- challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher, in line with school procedures;
- support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents; and
- monitor progress through the use of data trends and intervene on an individual or group basis where necessary.

Where individuals are concerned, having a view about something does not amount to discrimination. So it is not unlawful for a school member to express personal views, however, it must be done in an appropriate manner and context, reflecting our whole school ethos. (For example when responding to questions from pupils, or in an RE or Personal, Social, Health Citizenship and Economic education (PSHCE) lesson). However, it should be remembered that those working in schools are in a very influential position and their actions and responsibilities are bound by much wider duties than this legislation associated with the Equality Act. An individual's ability to express his or her views must not extend to allowing them to discriminate against others.

7. Tackling discrimination

The Act defines four kinds of unlawful behaviour – direct discrimination; indirect discrimination; harassment and victimisation. See Appendix 2 for glossary of terms

Discriminatory incidents

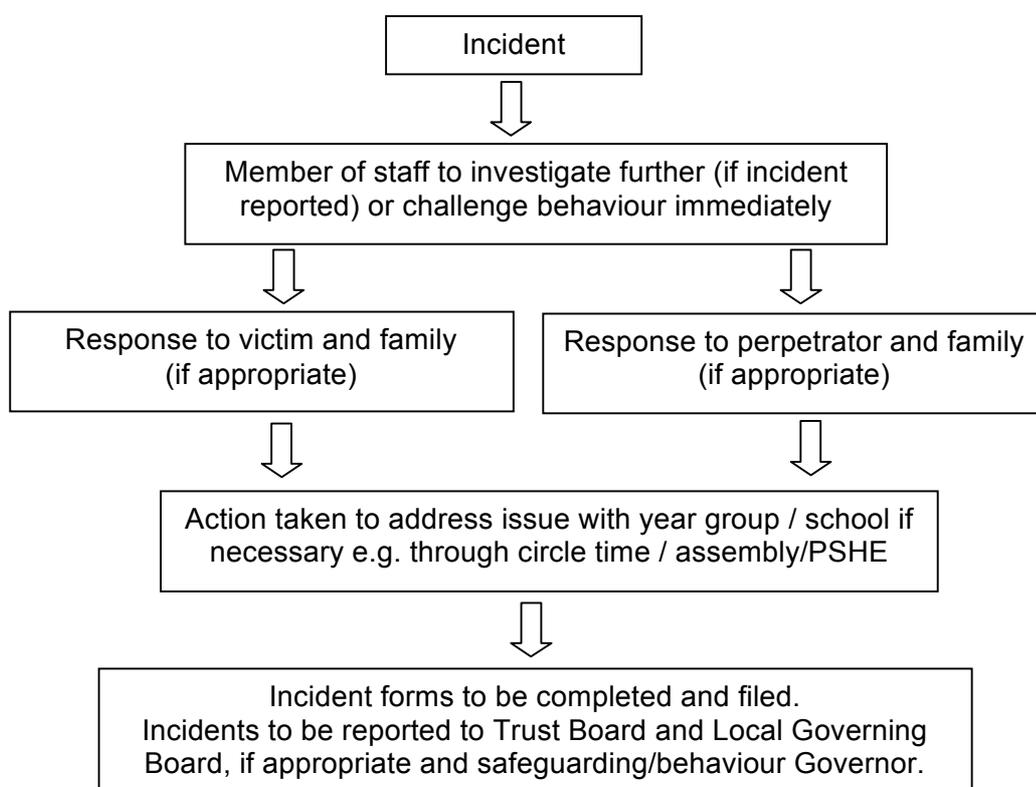
Discrimination can take many forms, including the following examples:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender or other protected characteristic;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc; and
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'. We take this view with all discriminatory incidents and deal with them under the guidance of this policy.

Responding to and reporting incidents

At Truro and Penwith Academy Trust we believe that dealing with discriminatory incidents is vital to the ethos of the school and well-being of all its members. There are clear recording and reporting incidents within school and reports are communicated to TPAT as appropriate.



8. Monitoring and Evaluation

The Policy and Plan has been agreed by our Trust Board of Directors and the Local Governing Body at Pensans School. At Truro and Penwith Academy Trust, we have a rolling programme for reviewing our Trust policies and their impact. We will review the Policy and Plan on a 4 year cycle. We will also review progress towards the Plan annually in line with the School Development Plan.

9. Publishing the Policy & Plan

In order to meet the statutory requirements we will:

- publish our plan on the Trust / School website;
- raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications; and
- make sure hard copies are available.

Angela Clay

_____ Dated __30.1.18_____

Headteacher

Ellen Winser

_____ Dated ____30.1.18_____

Chair of Board of Trustees

Policy status and review

Written by:	Chief Executive
Status:	FINAL
Approval date:	11 th July 2017
Review Date:	Spring 2021