



Pondhu  
Primary School

## Single Equality Scheme

**Policy Number M4**

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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 Pondhu School's Single Equality Scheme will require ownership by Governors, Senior leaders, all staff, students, parents, school partners and the wider school community.

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:

- Pondhu School's approach to all six Equality Strands: race, religion and belief, sexual orientation, disability, age and gender (including transgender), and
- How Pondhu 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:

- Pondhu School's statutory equality schemes in relation to race, disability and gender
- Pondhu 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 Pondhu School, at strategic, policy, management and classroom level. This approach is in line with our position as a Rights Respecting School and in particular to Article 2 of the UNCRC which states that the convention applies to every child whatever their ethnicity, gender, religion, abilities and whatever type of family they come from. 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 Pondhu 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 Pondhu 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 Single Equality Scheme. All stakeholders 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

This scheme sets out our school's commitment to equality relationships education and diversity, including the school's approach to all six equality strands: race, religion, and belief, disability, age and gender. It is to be used with the Anti-Bullying, PSHE, SRE, RE, Grievance and Dignity at Work policies.

At Pondhu School we aim:

- To promote the UNCRC in all aspects of our work, this reflects our position as a Rights Respecting School.
- For every student to feel valued for who they are, so they can grow into confident and successful adults
- For every student to experience no barriers to opportunity, achievement, success or enjoyment
- For all our families to feel valued and their diversity recognised and celebrated
- That the 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:**

Pondhu School is located in St Austell and draws from the town's population, in particular those located in the Gover Valley. It is a one form entry school with a maintained Nursery Class. We have approximately 280 pupils.

The profile of our current pupils, staff and Governors (December 2016) is shown in the table below:

	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Ethnic Minority</b>	<b>Disability</b>
<b>Pupils</b>	<b>280</b>	<b>141</b>	<b>139</b>	<b>16</b>	<b>2</b>
<b>Staff</b>	<b>50</b>	<b>5</b>	<b>45</b>	<b>1</b>	<b>-</b>
<b>Support staff</b>	<b>37</b>	<b>1</b>	<b>36</b>	<b>1</b>	<b>-</b>
<b>Governors</b>	<b>11</b>	<b>6</b>	<b>5</b>	<b>-</b>	<b>-</b>

Pondhu School is committed to:

- Tackling discrimination of all kinds including race, disability, gender, gender identity, sexual orientation, religious belief and age discrimination.
- Positively promoting race, disability and gender equality.
- Creating good relationships in the school with all groups by race, culture, gender, disability, sexual orientation, religious belief and age.
- Promoting equality of opportunity for all.
- Delivering effective Relationships and Sex Education (RSE). It is essential in order for young people to be able to make responsible and well informed decisions about their lives.

### ***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 Pondhu 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**

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

Pondhu 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; Information is available on SIMs and pupil tracking records.
- 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; SD leading on EAL support groups
- 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 and RRSA – weekly activities
- 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 Pondhu 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.

## **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 Pondhu School**

- We create a sense of shared values by celebrating the cultural diversity of our school community e.g. learning about other faiths and cultures. Events like languages day, learning about patron saints including St Piran.
- We develop an understanding in children that they all have a responsibility to their shared future through our curriculum, extra-curricular programme and assemblies.
- Mutual respect, honesty, fairness and trust between different groups including children and teachers is embedded in the ethos of Pondhu School.
- We have achieved Level 1 of the Rights Respecting Schools Award to ensure everyone at Pondhu School understands their role in promoting equality for all.

We will evidence our effectiveness 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 Pondhu School to act fairly.
- We have strong and positive relationships.
  - e.g. - all children/stakeholders were invited to contribute to the new school motto.
  - regular formal and informal opportunities for discussion and contact with staff and governors e.g Parents Forum, individual consultations, open days, morning duty, parent questionnaires.
  - pupil voice is heard through School Council, Eco Club, House captains, RRSA working committee, survey questionnaires.

## **Section 4 - The Disability Equality Duties**

### **Disability**

Pondhu School's commitment to disabled learners, their families and staff's equality has four objectives:

1. 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.
2. 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.
  3. 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.

SENDCo keeps records of all consultations / actions.

Governor with responsibility for SEND will challenge LA / NHS if standard of provision to school is not of an acceptable level e.g. SLT Oct 13

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 Pondhu 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 (2005).
- 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.

This is detailed in Pondhu School's accessibility plan. (available in the Headteacher's office.)

## **Section 5 - The Gender Equality Duties**

Pondhu School:

- is committed to combating sex discrimination and sexism and promoting the equality of women and men.
- recognises that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes.
- is aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours.
- will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes.
- is committed to ensuring the rights, under the Gender Recognition Act 2015, of transgender people (who have Gender Recognition Certificates).

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions.

**At Pondhu School:**

- We monitor student progress in relation to their gender and set targets accordingly. The Headteacher monitors pupil progress to ensure any gender issues are identified and remedial actions taken to address any issues. Termly as part of pupil progress meetings.
- Gender based disciplinary issues will be investigated and treated seriously. We monitor bullying by gender and report incidents to the LA.
- There is no identified gender pay gap as all staff are employed in line LA contracts.
- Issues surrounding bullying, violence and stereotyping are tackled through our curriculum and PSHE programmes such as RTime.
- Staffing levels, specialism and levels of responsibility are monitored with a view to ensuring there is good representation of each gender by the Personnel Committee

## **Section 6 - Religion and Belief**

Pondhu 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 2010 (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.

Equality with regard to religion or belief is promoted at all levels in Pondhu School and particularly within the RE curriculum. This is supported by:

- Celebration of significant dates in assembly
- Visiting speakers
- Raising awareness of local faith events
- Flexibility to allow parents to request their children be withdrawn from RE lessons on moral/religious grounds.

We will monitor the effectiveness of our policy through:

- Discussion with the subject leader for RE
- Discussion with the school council
- Analysis of any behavioural incidents and reporting them to Governors

## **Section 7 - Sexual Orientation**

Pondhu School is committed to combating discrimination faced by lesbians, gay men, bisexual and transgender (LGBT) people. We want to ensure equality of opportunity for LGBT 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 LGBT 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 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.

### **At Pondhu School:**

- Homophobic bullying, language and stereotypes will be challenged.
- The PSHE curriculum will address these issues.
- The resources we will use to raise staff and student awareness of their rights and responsibilities and the rights of others include: SEAL and RRSA materials.

## **Section 8 Age**

Pondhu 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

## **Section 9 - Anti-bullying and Discriminatory Policy Framework**

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 deal seriously with any report by victims or concerned children about physical, mental or verbal intimidation of pupils or adults. Our aim is to develop a culture in which victims feel they can talk to any adult in the school about issues relating to bullying either to themselves or to others and where bullying is seen by all to be unacceptable.

We aim to prevent harassment and bullying and will draw attention to this aim through:

- Our wider school policies
- Our assembly time
- The curriculum
- Delivery of PSHE themes.
- Ensuring equality of opportunity for pupils, staff and others
- Challenging discrimination, harassment and inappropriate behaviour
- Promote community cohesion

Our anti-bullying policy is reviewed regularly and is in line with the Cornwall and Isles of Scilly Local Safeguarding Children Board Anti-Bullying and Discriminatory Policy Framework and its impact will be assessed through;

- Termly analysis of behavioural incidents and exclusions by SMT
- Student and parent surveys
- Communication with external partners such as Anti-Bullying Cornwall

## **Section 10 - Employment Practices**

Pondhu School observes the principles of equal opportunities in how we employ, develop and treat our staff.

### **We will ensure:**

- We observe and implement the principles of equal opportunities in employment by adhering to Local Authority guidelines.
- We are fully compliant with the requirements of safer recruitment legislation.
- All teaching and support staff are subject to performance management
- The school will adopt the LA Personnel Handbook to guide practice and will follow the advice of LA officers in all matters regarding employment.

## **Section 11 - Equality Impact Assessments**

We have a regular and planned review of all 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 consultation with staff, governors, pupils and stakeholders.

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. Our consultations will provide information about how we are doing at the moment and what can be done better in the future. The survey / consultation is a way of deciding whether a policy or service has a "positive, negative or neutral impact" on some sections of society. It can also be used to test future policies or services. The impacts enable us to take into account the needs of women or men, Black, Asian and ethnic minority groups, disabled people, people's religion or belief, sexual orientation or age. We follow the Council guidance and staff and Governors who are responsible for carrying out these assessments have attended relevant training.

At Pondhu School we will carry out this survey / consultation in the summer term 2018.

## **Section 12 - Consultation and Information**

We will involve stakeholders in the preparation of this scheme in the following ways;

- Pupils – The scheme will be discussed in school council meetings with comments passed back to the SMT.
- Parents – The scheme will be put onto the website and parents notified.
- Staff – The scheme will be shared with all staff.
- External Partners – The school will discuss the scheme with the school's external partners in response to concerns or issues raised or as they arise.

## **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.

### **Objective:**

1. To ensure all groups identified with the SES have the same access, provision and opportunity as all other students and are successful in all aspects of attainment and other outcomes.  
On-going informal reviews of daily practice in school by SMT / Governors / teachers and other school based staff are effective in recognising, reporting and dealing with any perceived incidents.  
Formal reviews take place as planned either annually or bi-annually.
2. To ensure Pondhu School celebrates diversity and challenges discrimination.  
RRSA, RTime, SEAL, displays in school, monitored by governors (Governors visits week spring term)

These objectives feed directly into the school's SEF.

## **Section 14 - Roles and responsibilities**

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

They will do this through:

- Close involvement in the formulation of policy Full GB approval prior to adoption.
- Attendance at relevant LA briefings and training DL & DT Probus Oct 13
- Ensuring the impact of the scheme is reported to Governors.

## **Section 15 - Contracting and Procurement**

Most aspects of contracting and procurement will be under the jurisdiction of the LA . Responsibility for ensuring compliance regarding equality issues lies therefore in their hands and will be managed as per the LA Equality Scheme.

## **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:

### **2015 – 2017**

Work towards RRSA Level 2.  
Global Learning project

### **2013 – 2015**

Work towards the Rights Respecting Schools Award.

This will be a shared school action with all members having a part to play in the successful achievement of this award. [ROC and Level 1 achieved](#)

### **2013 – 2015**

Monitor school to ensure equality for all is promoted.

This will be done by the SMT who will report outcomes to Governors annually.

### **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 two years. It will be presented to the Governing Board in the spring term.

### **Section 18 - Publication**

The Schools Equality Scheme is published as a separate document and is available on request or via the school website.

### **Section 19 - Complaints**

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

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

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

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