Schools' Single Equality Scheme

Padstow School

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Foreward

Our school supports Aspire's 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 our 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 our childrenl.

Success of the school's Single Equality Scheme will require ownership by Hub Councillors, Senior leaders, all staff, the school community and the young learners, along with their partners.

The School's Single Equality Scheme (SSES) serves essentially two purposes:

1. To set out a school's overall commitment to equality and diversity in one central document. The SSES 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 SSES 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 SSES will help school's 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 SSES incorporates 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 Hub Councillors' 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, Hub Councillors and all other stakeholders in the development of our 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.

School profile and values

Our school context:

Padstow School is in located in the Town of Padstow.
This area is home to some members of diverse ethnic minority communities.
Young people from some minority ethnic communities attend our school.

- Our pupil/student population is as follows (at Summer 2015):
  Pupils 165. Female 89, male 76. No other declared variations.
  80.3% White British, 6% White Irish, 8% White Cornish

- Our staff includes a cross section of the local community, 8% Senior Citizens and 5 decades of age variation. No disabled staff. Cornish and White British majority. 12% male, 88% female. No other declared variations.

- Our Hub Council includes a cross section of the local community, representative of the majority with diversity of age spanning 5 decades. Hub Councillors have a clear awareness of the composition of the local society which we serve.

  We are committed to

  - Tackling 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.

Roles and responsibilities, commitment and accountability

The SSES will mainstream equality issues by:

- Integrating equality issues into all our key policies and performance management framework;
- Ensuring that the School's planning contributes towards this scheme;
- Ensuring that arrangements are in place to monitor and report on our any issues.
- Ensuring that we engage transparently with stakeholders in delivering our aims.

Section 3 - The Race Duty and Community Cohesion

Race

The School recognises the possibility that Black, Asian and Minority Ethnic people may experience discrimination on the basis of colour, race, nationality, religion and ethnic origin.

The School will take all necessary measures to prevent and tackle racial harassment and assist people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education

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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 record 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

   Include the active participation of minority communities in shaping the future of our school.
   - Ensure the school staff understand the principles of good race relations.

   - Ensure the policy is also part of our planning

We have developed a Race Equality Plan which will be annually monitored, evaluated and used as a basis for developing future plans.

We will report on progress annually in the school prospectus, which can be obtained as hard copy from the school office or from the school web-site.

Community Cohesion

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.

We set out to

- Build on the work we are already undertaking, creating a sense of shared values.
- Develop an understanding in children that they all have a responsibility to their shared future.
- Emphasise mutual respect and honesty between different groups including children and teachers.
- Through the curriculum and all school activities, we emphasise the necessity of fairness and trust.

Our effectiveness will be demonstrated by clear indication of:

- A widely shared sense of the contribution of different communities.
- 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.
- Children trust in the school to act fairly.
- 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.

Disability Equality Duty

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.

We plan to increase access to education for disabled pupils by:

- Maximising the extent to which disabled learners can participate in the school curriculum.

- 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.

- Our School's Accessibility Plan has been largely carried out, the physical layout of the building and disabled access to the curriculum have been maximised but we remain re-active to new challenges.

- Disabled children and adults, with care professionals have had input to all of our school DDA schemes.

- Increase access to education for disabled learners is dealt with reactively in our relatively small school.

  Equal opportunities for disabled employees and other school users are planned for on a needs basis.

Section 5 - The Gender Equality Duties

The School is committed to combating sex discrimination and sexism and promoting the equality of women and men.

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 when required to eliminate sexual harassment in the work place.

The School is also committed to ensuring the rights, under the Gender Recognition Act 2005, of transgender people (who have Gender Recognition Certificates).

We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex.

- Promote equality of opportunity between women and men in all of our functions.

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.

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.

Section 7 - Sexual Orientation

The School is committed to removing discrimination faced by lesbians, gay men and bisexual people.

We will respect the rights of individuals to be open about their sexual orientation. We wish to challenge homophobia and stereotyping and improve knowledge.

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.

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.

Section 9 - Anti-bullying and Discriminatory Policy Framework

We at the school hope we represent all of our community in considering that all genuine 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.

- Our Anti-Bullying policy will be reviewed in line with Cornwall and Isles of Scilly Local Safeguarding Children Board Anti-Bullying and Discriminatory Policy Framework.
- Staff will receive training in relation to bullying and discriminatory incidents relating to homophobia, racism, disability harassment, sexual and gender bullying, and religious harassment.
- We record all incidents and reporting as required to the Anti Bullying Cornwall Consortium
- We are committed to investigation of all bullying and discriminatory incidents to prevent re-occurrence.
- We report racist bullying and homophobic discriminatory incident to Cornwall's Children, Schools and Families department.

Section 10 - Employment Practices

At Padstow, we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff.

For your school, set out:

- Equal Opportunities good practice principles are applied to:
    - Arrangements for recruitment and selection
    - Selection process that you use
    - Arrangements for training and developing staff
    - Performance appraisal systems
- In the event of issue, we monitor, record and take action on:
    - Grievance
    - Disciplinary issues
    - Harassment
    - Discrimination

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 Hub Councillors who are responsible for carrying out these assessments have attended relevant training.

- Current policies and practices on disabled pupils and staff and parents /carers boys and girls, men and women; and people from Black, Asian and minority ethnic communities are considered adequate for their task. These include the policies for:
    - *Admissions and Transfer*
    - *Attendance*
    - *Exclusions*

- *Uniform*
- *School trips*
- *Every Child Matters objectives*
- *Discipline*
- *Sports*
- *Anti-bullying, harassment and Discriminatory policy*
- *Domestic Violence and pastoral support*

Section 12 - Consultation and Information

We have involved the following stakeholders: (i.e. pupils, staff, parents and Hub Councillors) in the preparation of the scheme.

- Specific guidance from the Senior Building Surveyor, Occupational Therapy and the Local Authority was taken to achieve our disability objectives as well as those for religion & belief and age.

- Specialised, expert advice has been sought where and when required to overcome specific difficulties. This has been provided by the L.A., health agencies, Scope, Barnardo's, Dreadnought Agency, Child Paediatrics and many others.
  Language and communication, barriers have been addressed with the help of the LA, EAL Unit.

- Dialogue and good advanced planning have maintained good working relationships between the school and disabled pupils, staff and parents.

Evidence of how you have used equalities monitoring information regarding race, gender and disability to inform the development of your scheme.

Section 13 - Equality Scheme Objectives

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.

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Section 14 - Roles and responsibilities

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

All relevant incidents or trends are reported to the Hub Councillors appropriate committee for evaluation and planning

DDA development is planned to fulfil the needs of our school population

Section 15 - Contracting and Procurement

- This is carried out with an eye to ‘Best Value’ requirements with no influence taken from race, gender or disability.

Section 16 - Action Plan

Our action plans are drawn up as required and where relevant include 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 evaluated.

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.

In line with requirements we will report:

- How we conduct regular review of progress against your equality objectives.
- Who is responsible for monitoring the Schools' Equality Scheme

Annual Report will be made at the end of each Academic Year.

Section 18 - Publication

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

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 Academy 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 SSES.