

Schools' Single Equality Scheme



PENAIR
SCHOOL



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2015 - 2018

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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 Penair'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:

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

- Penair's statutory equality schemes in relation to race, disability and gender
- Penair's non-statutory schemes in relation to sexual orientation, religion/belief and age.

The CSSES 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 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 Penair'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 Penair 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

Our purpose is "To create a caring, learning community of high quality where everyone is valued for who they are and for what they may become." Penair School is an Inclusive school that endeavours to celebrate and reflect the diverse world in which we live. Penair commits itself fully to equal opportunities for all and seeks to address and challenge all forms of prejudice, stereotyping, harassment/bullying and negative discrimination. Our policies continue to be reviewed annually in order to respond to the needs of our community as well as to wider influences. With this in-mind, we continue to actively promote and implement effective strategies for developing an inclusive environment. Much of the curricular work that is devised requires staff to use resources that avoid stereotyping and bias of any kind and to positively reflect a wide range of peoples, cultures and human achievements.

Every effort is made to create an atmosphere of trust and mutual respect between pupil and pupil; staff and pupil; staff and parents/external agencies. In this way, strong messages are conveyed to the community that we are a school that places a high value on the principles of equality.

Through the Citizenship curriculum and other school activities, all pupils are actively encouraged to appreciate and value diversity around them. All pupils study modules in human rights and are taught about the skills for participating in society (also via PSHE).

All staff are encouraged to have high expectations of boys and girls while challenging any concept or practice which disadvantages either group. Together with this, we ensure that all students have equal access to the curriculum and extra curricular activities.

The care for each child is central to the school's aims and provision. We promote the principles of fairness and justice for all through the education that we provide. We ensure that all pupils have equal access to the full range of educational opportunities that are provided.

We have a range of policies that reflect our strong commitment to the school's equality scheme. The main policies that contribute to the scheme are

- Citizenship
- SEN
- International
- Multicultural education and Global Citizenship
- Community Education
- Social Inclusion
- Equal Opportunities
- Race Equality; Anti-Bullying
- Code of Behaviour
- Children in Care and Safeguarding
- English as an Additional Language
- Disability Discrimination Act (DDA) - Access Plan

These policies are reviewed by staff and some by pupils with a view to updating them. It is by observing what takes place in school on a day-to-day basis where we can see the implementation of our policies (e.g. promotion of active citizenship in/outside school; pupils adhering to the code of behaviour policy that is enforced by staff; pupils encouraged to take an active approach to dealing with bullying by utilising peer mentors; school recording of diversity incidents and acting on them while forwarding details of the incidents to the Local Authority).

A key feature of our ethos is reflected in our high regard for the care and guidance of all our children. The last OFSTED Report (July 2013) makes mention of this in that "The school is strongly inclusive and works extensively and closely with parents and carers and the local community. As a result the school is held in good regard by parents and carers."

Section 2 - School profile and values

Penair school context

Penair is a school which takes pupils from the city of Truro and the surrounding rural area. Most pupils are from White British backgrounds and very few of them have English as an additional language. Penair School's calculated Index of Multiple Deprivation Score for the wards of Truro Hendra and Malabar north and Truro Boscawen Ward City Centre are given as 5823 and 6005 respectively. Ranks are out of the 32,482 Lower Super Output Areas (LSOAs) in England where 1 is the most deprived LSOA. This places the two main wards from where pupils originate in the 20% most deprived in England.

The Penair pupil population was as follows (at Autumn term census 2014):

Age as at 31 August 2014	Date of Birth	Number of pupils						
		Full-time			Part-time			All
		Male	Female	Total	Male	Female	Total	Total
19 or over	31/08/1995 or earlier	0	0	0	0	0	0	0
18	01/09/1995 - 31/08/1996	0	0	0	0	0	0	0
17	01/09/1996 - 31/08/1997	0	0	0	0	0	0	0
16	01/09/1997 - 31/08/1998	1	0	1	0	0	0	1
15	01/09/1998 - 31/08/1999	111	99	210	0	0	0	210
14	01/09/1999 - 31/08/2000	111	124	235	0	0	0	235
13	01/09/2000 - 31/08/2001	105	66	171	0	0	0	171
12	01/09/2001 - 31/08/2002	89	90	179	0	0	0	179
11	01/09/2002 - 31/08/2003	106	84	190	0	0	0	190
Total number of pupils		523	463	986	0	0	0	986
Aged 16 and over	31/08/98 or earlier	1	0	1	0	0	0	1
Aged 11 to 15	01/09/1998 - 31/08/2003	522	463	985	0	0	0	985

Pupils on roll by Ethnic Group at 31/08/2014 by each Ethnicity code

Language Code	Description	Number of Pupils
BNG	Bengali	2
BNGA	Bengali (Any Other)	2
CHI	Chinese	2
EBI	Ebira	1
ENG	English	972
HGR	Hungarian	1
MLM	Malayalam	1
NEP	Nepali	1
SPA	Spanish	2
TGLG	Tagalog	1
THA	Thai	1
Description	Number of Pupils	%

Pupils on roll by their First Language at 7/1/2015

Description	Number of Pupils	%
Arabic	1	0.1
Bengali	3	0.3
Chinese	2	0.2
Classification pending	3	0.3
English	961	98.8
French	1	0.1
Spanish	1	0.1
Tagalog/Filipino	1	0.1
	973	100

Staff information

AGE											Total	%
-	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64			
<u>F</u>	4	8	7	9	20	15	17	16	2		98	71.5
<u>M</u>	2	4	2	10	8	3	5	5	0		39	28.5
											137	

Ethnicity				
	<u>White, British</u>	<u>White, European</u>	<u>White, any other White background</u>	<u>Black or Black British</u>
<u>E</u>	97		1	0
<u>M</u>	38			1

1 disclosed disability

Governor information

<u>Gender</u>	<u>Number</u>	<u>%</u>
<u>E</u>	7	47
<u>M</u>	8	53
<u>Ethnicity</u>		
<u>Gender</u>	<u>White, British</u>	
<u>E</u>	7	
<u>M</u>	8	

No disclosed disabilities

Penair School, through its basic curriculum, seeks to recognise the multicultural nature of Britain in the 21st Century. The school regards a multicultural society as a positive feature of modern Britain, one that celebrates a rich cultural diversity. As part of the specific PSHE and Citizenship entitlement for all pupils there will be work focusing on living in a multicultural society and the need to combat racist attitudes and discrimination. Should anyone at Penair School be a victim of racism, we act to prevent any repetition of the incident. We will do all we can to support that person in overcoming any difficulties they may have. Where such incidences occur to pupils, Directors of Learning complete a 'Diversity Incident form' that is forwarded to the local authority for collation. Other acts of intolerance are not accepted and we encourage staff to challenge such incidents when they occur. We continue to demonstrate, through the behaviour of the staff towards each other and towards pupils, an example that will encourage children to grow up conscious of the importance of equal opportunities and respect for others.

Our curriculum offer reflects the cultural and ethnic diversity of children, parents and staff, welcoming the enrichment of the environment which this brings, while fostering positive social attitudes and respect for all in our multi-cultural society.

Penair School has a policy on Equal Opportunities. This policy is a commitment by the school and its governing body, to the promotion of equality of opportunity in all areas of school life. Penair School will promote, by all means within its power, attitudes and actions which will actively assist in the creation of harmony in the lives of all involved in the school and which will add to each individual's dignity and worth. Equally the school will resist anything which will in any way detract from such dignity and worth on the grounds of gender, race, relation, culture or disability.

Penair School adopts a whole school policy for meeting the needs of pupils with Special Educational Needs. Each area of the curriculum values the learning and achievement of all pupils and aims to meet their individual needs. Each subject area has the responsibility to ensure that all pupils can make progress commensurate with their abilities. Integration of pupils is regarded as crucial and we believe that all our pupils are entitled to a broad and balanced curriculum. Penair has a Director of Inclusion who is responsible for co-ordinating the day-to-day provision for pupils with special educational needs.

Penair School operates an Equal Opportunities policy for the admission of pupils with special educational needs and they are afforded the same rights as pupils without special educational needs. The school takes advice from the Local Authority as to the appropriate resources and facilities that may be needed for the integration of the special needs pupils into Penair.

Penair School has been modified for wheelchair access and there are lifts and ramps to ensure full access to all parts of the school for pupils, staff and visitors to Penair. There are a number of disabled toilets situated in various locations around the school.

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 Penair'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

Penair 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. Penair 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.

Penair 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.

Our Race Equality Policy will form part of the Penair School Equality Scheme 2015 - 2018, and a review will take place annually with a report being taken to Governors with regard to the scheme.

In order to achieve a cohesive community, Penair is committed to:

- promoting understanding and engagement between communities
- encouraging all children and families to feel part of the wider community
- understanding and responding to the needs and hopes of all our communities
- tackling discrimination
- increasing life opportunities for all
- ensuring that teaching and the curriculum explores and addresses issues of diversity

Community Cohesion

From September 2007 we understood 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.

- We create a sense of shared values by celebrating diversity through the curriculum. The main vehicles through which this takes place are through the subjects of Citizenship, RE and PSHE. However, we recognise the contribution that all subjects and activities can make in helping to reflect the diverse culture that exists in our society. Through the pastoral programme (eg via tutorial sessions and assemblies), we will also aim to reflect the diverse culture in our day-to-day programmes with our pupils.
- We develop an understanding in children that they all have a responsibility to their shared future through our broad and balanced curriculum along with our extensive extra-curricular programme in which we encourage all pupils to participate. Embedding our SEAL objectives for the week is achieved through the assembly and year tutorial programmes.

Mutual respect and honesty between different groups including children and teachers permeates the ethos of Penair School and this reflects the high value that is placed on the principles of equality.

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 Penair School to act fairly
- We have strong and positive relationships

Section 4 - The Disability Equality Duties

Disability

Penair'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 Penair and people who are disabled in the community
- Supporting disabled learners, staff and carers according to their individual need

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 Penair, 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 Penair 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 information is given in Penair School's Accessibility Plan below. In developing the scheme, we have consulted with pupils and staff who are disabled to address any concerns. In the latter case, we have installed a chair lift to enable access the staffroom.

Penair School's Accessibility Plan 2015-18

Introduction

The school will ensure that all students, staff and visitors to the school, irrespective of their disability, can wherever possible become part of the school community to promote equality of opportunity for all with disabilities.

The Aim of the Plan is

To enable all students, staff and visitors to the school, irrespective of disability to feel a part of and be fully integrated into Penair School.

The Plan

The school will:

- be compliant with the Equality Act 2010, and all subsequent duties within the budgetary constraints of good financial management.
- ensure planning is ongoing to allow the school to make reasonable adjustments to facilitate access for all students.
- with reasonable adjustment ensure the physical environment of Penair School is improved for the purpose of increasing the extent to which those with disabilities are able to take advantage of education and associated services.
- identify staff training needs in order to effectively meet the diverse abilities and disabilities of all students, including prospective students who may require manual handling, signing, personal hygiene support etc.
- provide opportunities to promote effective practice in the development, implementation and evaluation of accessibility strategies.
- promote equality of opportunity.
- show commitment to both the spirit and statutory requirements of legislation, especially partnership between students, parents and professionals.

Supplements:

- Penair School's Single Equality Scheme 2015-18
- The Local Authority Access and Inclusion Policy

- Nov 2001 SEN Code of Practice,
- SEN and Disability Act 2001 and Equality Act 2010

Section 5 - The Gender Equality Duties

Penair 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 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.

At Penair School:

- We monitor progress in relation to the gender of pupils and set targets annually. This is done through SIMs where half termly data is analysed to monitor the performance of all pupils
- The target setting procedure for pupils reflects outcomes at the end of the key stage for each pupil
- Curriculum materials are purchased with the aim of addressing gender stereotyping. Wall displays also promote positive images of our diverse community and of our place in the world (e.g. PE displays of disabled athletes; Citizenship displays to reflect from where pupils' families have originated)
- We address gender stereotyping in subject choices, careers advice and work related learning. Staff are reminded of these expectations when discussing option choices, especially in the lead-in period to the Key Stage 4 and Beyond options process
- Gender issues such as sexual bullying and domestic violence are addressed as part of the PSHE programme
- Staffing levels, specialism and levels of responsibility are monitored with a view to ensuring there is good representation of gender (when staffing appointments are made, the 'best person for the job' is at the heart of the selection criteria).

Section 6 - Religion and Belief

Penair 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.

Penair also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

We are committed to eliminating 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.

We promote Equality with regard to religion or belief at all levels and particularly within the RE and Citizenship curricula. This is supported by:

- Weekly SEAL Learning objective for the week
- Marking national/international events (eg Holocaust Memorial day)
- A variety of staff, pupils and visiting speakers deliver Assemblies (Full School and Year Assemblies)
- Encouraging pupils to find out about different faiths and faith events (different faiths considered in the RE curriculum; visits to different faith buildings of worship)
- Making provision for students to have space and dignity when practising their faith, or to take a course of study in their particular faith, if requested
- Flexibility to allow parents to request their children be withdrawn from RE lessons on moral / religious grounds

The effectiveness of our policy regarding faith and belief discrimination will be monitored through:

- Feedback from the Head of RE regarding the impact that this has had on our learners
- Feedback from the Student Council and other dedicated pupil focus groups (eg in RE/Citizenship)
- Analysing recorded behavioural incidents and providing governors with an annual update

Section 7 - Sexual Orientation

Penair 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.

We intend to make sure that:

- Homophobic bullying, language and stereotypes will be challenged (if homophobic bullying takes place, this will be recorded as a diversity incident and we will follow the advised Local Authority guidance). Restorative Justice meetings will take place thereafter
- The Personal and Social Health Education and Citizenship curricula address these issues as part of the taught PSHE/Citizenship programmes
- The resources used to raise staff and pupil awareness of their rights and responsibilities and the rights of others include:
 - Work of key organisations (eg UNICEF, Amnesty International)
 - Workshops delivered by a variety of our partners (eg by a representative of Cornwall's LGBT community, presentation to older students regarding domestic violence during PSHE lessons)

Section 8 Age

Penair 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 on a regular basis.

Our objectives reflect a commitment to preventing harassment and bullying on grounds of race, disability, gender, religion or belief and sexual orientation reflect a proactive ethos of tolerance, acceptance and respect for others. This can be evidenced through:

- The curriculum (e.g. Citizenship, RE, PSHE)
- SEAL learning objectives of the week
- Assemblies (Year group and Full school)

Pupils are encouraged to speak with an adult if there is an issue with bullying. This could be a form teacher, Director of Learning, Pastoral Support Worker, member of the Senior Leadership Team, Bywva Centre staff or any of the trained pupil peer mentors.

The Behaviour (Anti-Bullying) policy is regularly reviewed in line with Cornwall and Isles of Scilly Local Safeguarding Children Board Anti-Bullying and Discriminatory Policy Framework.

The impact of the policy will be assessed through:

- Termly analysis of behavioural incidents and exclusions analyses
- Student and parent surveys
- Communication with external partners such as Anti-Bullying Cornwall (ABC) and Connexions
- This will be reported to Governors on an annual basis

Staff will receive training in relation to bullying and discriminatory incidents relating to homophobia, racism, disability harassment, sexual and gender bullying, and religious harassment.

Our school is committed to recording bullying and discriminatory incidents and reporting them in accordance with Local Authority guidelines.

Section 10 - Employment Practices

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

We will ensure that:

- We observe and implement the principles of equal opportunities in employment
- We comply with Safer Recruitment legislation as advised by the Local Authority and that where staff appointments take place, there is representation from those who have undertaken training for the process
- All teaching staff undertake an annual performance management process and that support staff also have an annual review
- We will consult with Local Authority officers relating to employment matters and will adopt the Local Authority Manual of Personnel Practice

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. These are being brought to the attention of Governors for ratification. 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. The impacts will 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 Council guidance and staff and Governors who are responsible for carrying out these assessments will be encouraged to attend relevant training.

Between April 2015 and March 2018 we will carry out equality impact assessments on the following policies:

- Admissions and Transfer
- Attendance
- Exclusions
- Curriculum
- Every Child Matters objectives
- National Healthy School Status
- Careers/work experience
- Anti-bullying, Race and Equality policies
- School trips

Section 12 - Consultation and Information

We involved stakeholders in the preparation of the original scheme in the following ways:

- **Pupils** – The initial scheme was discussed with a focus group of pupils during the 2009/10 academic year and it was introduced to the pupils via Citizenship/RE lessons during the autumn term 2009. The focus group fed back their comments to the Head of Citizenship/RE and SLT
- **Parents** –The feedback of parents was sought through having a focus group (the Association of Parents & Friends of Penair School) to comment on the contents of the SES as well as informing the school of the Scheme in action. The Scheme was placed on the school website
- **Staff** – The Scheme was made available to staff and their feedback was sought
- **External partners** – The Scheme was discussed with a variety of school partners (eg Connexions Services and Educational Welfare Officer).

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.

Monitoring of Diversity Incidents that have been reported to the Local Authority are low. The regular monitoring of this data along with comparing Penair with the LA average will allow us to track our progress with the intention of exerting downward pressure on the reported figure.

Objective:

- 1 To ensure all pupil groups identified within the Single Equality Scheme (SES), have the same access, provision and opportunity as all other pupils and they are successful in all aspects of attainment and other outcomes.
- 2 To ensure that Penair School continues to celebrate diversity and challenges discrimination and in doing so, has a positive impact on shaping the values of its community and contributes positively to all aspects of social cohesion.
- 3 To link with schools in other parts of the country/globe with the intention of promoting diversity and positive images of other cultures and lifestyles.

Section 14 - Roles and responsibilities

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the scheme. They will ensure that Penair meets the requirements of the Race, Disability and Gender Equality Duties, and meets the requirements of the Equality Act 2006 Religion and belief and Equality Act (Sexual Orientation) Regulations 2007.

They will do this through:

- monitoring the delivery of the Schools Equality Scheme
- ensuring that all members of staff understand the importance of the Scheme and their role in delivering it
- ensuring that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- reporting the impact of the scheme to Governors

Section 15 - Contracting and Procurement

Contracting and procurement will take cognisance of any race, gender or disability equality requirements within the contracts for services procured by the school. We will monitor contractors' commitment to implementing equal opportunities standards within employment and service delivery when they are involved in working with us. This will reflect our commitment to the Scheme.

Section 16 - Action Plan

Our action plan sets out key tasks that the school will conduct to ensure that the school complies with guidance and legislation. The Lead responsibility for ensuring the Single Equality Scheme is enacted will rest with the Headteacher. However, other key members of staff will have delegated responsibility for putting the scheme into effect (Deputy Headteacher (Behaviour & Ethos), Director of Inclusion, Citizenship coordinator, PSHE Coordinator, Head of RE, Directors of Learning, Heads of Faculty). The action plan is to be found at the end of this Scheme.

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 Penair's Equality Scheme every three years.

Section 18 - Publication

Penair's Equality Scheme will be published as a separate document and will be available on the school website and by request in other formats/languages.

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 Single Equality Scheme.

Section 16 contd. Action plan

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote the Single Equality Scheme through the school website and newsletter	<p>Question about parent awareness of Equality Scheme in annual survey</p> <p>Progress will be reported to Governors during the autumn term, annually.</p> <p>Progress will also be reported to Parents via parent communication channels, during the autumn term, annually.</p>	Headteacher / Deputy Headteacher (Behaviour & ethos)	Immediately after Equality Scheme is agreed by the Governing body	<p>Staff are familiar with the principles of the Equality Scheme and use them when planning lessons, creating classroom displays</p> <p>Parents are aware of the Equality Plan</p>
All	When planning community events, consider the breadth of appeal that these events have. Through focus group discussions and consultation with the APFPS try to ensure the maximum appeal	Increase in the range of stakeholders who attend community events	Deputy Headteacher (Behaviour & ethos) / Director of Business & Enterprise	Ongoing	The whole school community will be included into the life of the school
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Headteacher / Deputy Headteacher (Quality of Teaching)/ Director of Inclusion	Annually in Sept	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Heads of Faculty	Ongoing	Notable increase in participation and confidence of targeted groups
All	Sustained charity involvement by pupils	Directors of Learning to involve their Year groups in supporting a range of charities	Directors of Learning	Ongoing through the life of the Scheme	Year groups are involved in supporting the work of charities

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	To develop a better understanding of how attendance impacts on the performance of different groups at Penair	Monthly meetings with the Pastoral Support Workers and the Deputy Headteacher to monitor individual and group attendance	Deputy Headteacher (Behaviour & ethos) / Pastoral Support Workers	Ongoing through the life of the Scheme	Attendance of identified groups analysed with positive action taken to address lower than school minimum target
All	Development of supportive links with Pencalenick School	Increase in inclusion opportunities with Pencalenick School. Use of Pencalenick School specialist facilities and expertise	AHT additional needs/ SENCO	Beginning Spring 2015 and ongoing	Students/staff involved in inclusion work with Pencalenick School
All	Recognise and represent the talents of disabled pupils in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender.	Gifted and Talented register monitored by race, gender and disability	G&T coordinator	From Spring 2015	Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Feedback from student focus groups via HoFs/DoLs regarding student perceptions of display material	Heads of Faculty/ Directors of Learning	Ongoing	More diversity reflected in school displays across all year groups
All	Involve the school council in tackling inequality and under representation where we find it and encourage the council to examine ways in which we could improve the representation of different groups in the school	School council to be empowered to monitor the representation of different groups in school	AHT i/c School Council/Deputy Headteacher	Ongoing	Greater involvement in school activities by under-represented groups
All	Gather information about attendance at parents' evenings and other school events, to identify if there is any under representation by disabled people or parents from ethnic communities.	Maintain a record of parental attendance at parents' evenings	Directors of Learning/SLT	Ongoing	Encourage contact with disabled people or parents from ethnic communities to develop greater communication with them
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school (e.g. through involvement in the School Council by	School council representation monitored by race, gender, disability	Deputy Headteacher (Behaviour &	Ongoing	More diversity in school council membership

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
	election, class assemblies, fund raising etc.)		ethos)/ Teacher i/c Citizenship		
Race Equality Duty	Identify, respond to and report racist incidents as outlined in the Scheme. Report the figures to the Governing body / Local Authority on a regular basis.	The Headteacher / Deputy Headteacher (Behaviour & ethos) will use the data to assess the impact of the school's response to incidents	Headteacher / Deputy Headteacher (Behaviour & ethos)	Reporting annually in autumn term	Staff are aware of and respond to racist incidents
Race Equality Duty	Establish a register of parents and carers with language needs	Register established and communications with parents are supportive of their language needs	Deputy Headteacher (Behaviour & ethos)/ Director of Inclusion/ Directors of Learning	September 2015	Register in place from September 2015
All	To signpost personnel/resources to help eliminate discrimination relating to the 9 characteristics	Monitor	Directors of Learning, Form tutors, Pastoral Support workers, Health Centre staff	Ongoing	All students are aware of the range of adults to refer to in order to address discrimination
Community cohesion	Raise awareness of cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Christmas.	Through Citizenship/RE	Citizenship/RE coordinators	Ongoing	Increased awareness of different communities shown Citizenship/RE work