



# PENAIR SCHOOL



## Equality and Diversity Information and Objectives

<b>Policy holder:</b>	Joe Crane
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### **1. Statement of Intent**

➤ Penair School is a school in which Pride, Belonging, Opportunity and Learning can flourish. We recognise and celebrate the differences, values and beliefs of each individual, yet acknowledge the responsibility that we all have to treat everyone with respect and courtesy, so we all feel happy and safe in our school. Our core aim is to plan and implement a comprehensive curriculum that enables all students to reach their full potential socially, intellectually, and physically, regardless of background or ability.

At our school, we strive to achieve the following every day:

To ensure equal opportunities for all students to enhance their social, intellectual, and physical development, fostering an inclusive learning environment.

- To provide equal opportunities for every child to grow in their moral and cultural understanding, promoting respect and awareness of the diverse beliefs and practices within and beyond our community.
- To ensure that every student feels valued for their individuality, fostering their confidence and development into successful, empowered adults.

- To eliminate any barriers that may hinder students' access to opportunity, achievement, success, or enjoyment, ensuring that all students can thrive.
- To recognise and celebrate the diversity of our families, ensuring they feel welcomed, respected, and valued.
- To strengthen our school's relationship with the wider community, actively contributing to community cohesion through shared values of equality, respect, and mutual support.

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate unlawful discrimination, harassment and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not.

Foster good relations between people who share a protected characteristic and people who do not.

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 3 years **or** sooner in response to any change in legislation

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
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The Chair of Governors is the equality link and they will:

- Meet with the designated member of staff for equality every year, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Assign a Senior member of staff to oversee the Public Sector Equality Duty

The designated member of staff for equality is Mr Joe Crane - [jcrane@penair.cornwall.sch.uk](mailto:jcrane@penair.cornwall.sch.uk) and he will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every year to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

## **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.

- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- Is accessible to students in receipt of Pupil Premium

## 8. Equality objectives

### Objective 1

**To actively recognise, celebrate, and support the growing diversity within the student body, creating an inclusive and equitable environment where every student feels valued and empowered to achieve their full potential.**

**Why we have chosen this objective:** The school's demographic data has shown a significant increase in diversity among the student population. This presents an opportunity to further create an environment that values and celebrates the unique contributions of all students. An inclusive school environment ensures that every student feels respected, valued, and supported. By recognising and celebrating diversity, the school can foster a sense of belonging and unity among students. Diverse students may face unique challenges that require tailored support. This objective aims to provide equitable access to resources and opportunities, ensuring that all students can thrive academically, socially, and emotionally.

Preparing students for a multicultural world is essential. By promoting cultural competence among staff and students, the school can equip them with the skills and understanding needed to navigate and appreciate diverse environments. Engaging families and the community in celebrating diversity strengthens partnerships and creates a supportive network for students. This fosters a collaborative

and inclusive school community. Proactively addressing diversity and inclusion helps prevent incidents of discrimination and bias. It creates a safe and respectful environment where all students can learn and grow without fear of prejudice.

**To achieve this objective we plan to:**

**Celebrate Diversity:** Organise regular events, assemblies, and activities that celebrate the cultural, linguistic, and social diversity of the student population. Encourage students to share their traditions, customs, and stories.

**Develop an inclusive curriculum:** Incorporate diverse perspectives, histories, and contributions into the curriculum across all subjects. Use teaching materials that reflect the backgrounds and experiences of all students.

**Student Support Services:** Enhance support services such as counselling, mentoring, and academic assistance to address the unique needs of students from diverse backgrounds. Ensure these services are accessible and culturally sensitive.

**Family and Community Engagement:** Foster strong partnerships with families and community organisations to support diverse students. Offer multilingual resources and host culturally inclusive events to engage families and build a sense of community.

**Student Leadership:** Empower students from diverse backgrounds to take on leadership roles and participate in decision-making processes. Create platforms for them to voice their experiences and ideas.

## **Objective 2**

**Monitor and promote the active participation of all student groups in the school's extracurricular activities, ensuring leadership opportunities are accessible to everyone, with a particular focus on students from ethnic minority backgrounds, those with special educational needs and disabilities, and those receiving the Pupil Premium.**

**Why we have chosen this objective:** Penair School is a fully inclusive mixed comprehensive school that serves pupils aged 11-16 from the Truro area and further afield. The core values of our school's ethos are Pride, Belonging, Learning and Opportunity. We take pride in being a caring and well-ordered community where everyone is encouraged to develop self-awareness and personal responsibility and play a full part in the life of the school.

Our Code of Conduct is based on pupils being ready, respectful and safe while showing courtesy and consideration towards others. We make sure that pupils who work hard, help others and show responsibility in their behaviour are properly recognised through our rewards system. We listen carefully to the views of our pupils and through our form captains, house captains and members of the School Council, pupils play an important role in representing the pupil voice and they contribute

to the decision-making process. Our extensive program of enrichment activities provide further opportunities for students' personal development.

**To achieve this objective we plan to:**

- Ensure all activities are inclusive and accessible to students from diverse backgrounds, including those with special educational needs and disabilities.
- Actively encourage students from underrepresented groups to take on leadership roles within clubs and activities.
- Highlight diverse role models and success stories from within the school community.
- Run campaigns to raise awareness of the benefits of participating in extra-curricular activities, specifically targeting underrepresented groups.
- Establish mentorship programs where older students can support and encourage younger students from diverse backgrounds to get involved.
- Partner with local community organizations that focus on supporting ethnic minority groups, students with special educational needs, and those from low-income families.
- Use the Pupil Premium strategy to ensure students are able to access their full curriculums and our wide-ranging extra-curricular offer.
- Support the establishment of new clubs and groups that celebrate diversity and allow students to connect, share, and celebrate their heritage. Provide resources and space for these groups to thrive.

**Objective 3**

**To close the achievement gap by ensuring equitable progress for all learners, with a focused commitment to supporting those with Special Educational Needs and Disabilities (SEND) and those in receipt of the Pupil Premium.**

**Why we have chosen this objective:** Penair believes that every student is entitled to a broad, balanced and meaningful education. It is our aim to build on every child's potential and to help them achieve to the very best of their ability. Our school motto (Disce ut Vivas ~ Live to Learn) encompasses our ultimate objective for all our students, and none more so than our most disadvantaged.

**To achieve this objective we plan to:**

- Implement regular formative assessments to monitor student progress and identify gaps early.
- Utilise data to identify trends, inform instruction, and tailor interventions for different student groups.

- Demonstrate high expectations and operate consistent routines and protocols.
- Offer the very best teaching and support by providing teachers with ongoing professional development opportunities focused on equity and inclusive teaching practices.
- Encourage teachers to collaborate and share best practices for closing the achievement gap.
- Deliver a powerful, knowledge-rich curriculum for all. Ensure that the curriculum reflects the diverse backgrounds of all students making learning materials and activities relevant to students' lives and experiences.
- Build strong partnerships with families and the community to support students' learning.
- Have a whole school focus on literacy by creating school-wide reading challenges with incentives to motivate students to read more books.
- Have an unwavering focus on outcomes and overcoming the barriers to achieving them by providing additional tutoring and support services for students who need extra help and counselling services to address social and emotional barriers to learning.
- Effectively utilise the Pupil Premium to close educational gaps for pupils who are eligible for the premium.

## **9. Monitoring arrangements**

The headteacher will update the equality information we publish, at least every year and report to the governing board.

This document will be reviewed by the policy holder, the Chair of Governors and other relevant staff members, to discuss any issues and how these are being addressed annually.

This document will be reviewed and approved by the governing board at least every 3 years.

## **10. Dissemination**

We will ensure that this policy is communicated effectively to the Governing Body, Headteacher, and, where appropriate, to students and parents. The policy will be made available in an accessible format and published on the Penair School website.

## **11. Enforcement**

Staff members and students who do not comply with the provisions of this policy may be subject to Penair Schools disciplinary procedures.

## **12. Appeals**

Staff members and students retain the right to appeal against a decision using Penair Schools grievance procedure.

### **13. Links with other policies / procedures**

This document links to the following policies:

- Admission policy
- Behaviour Policy
- Complaints policy
- Anti-bullying policy
- Accessibility policy
- Pupil Premium Strategy
- Child Protection Safeguarding Policy
- Mental Health Policy

## EQUALITY AND DIVERSITY INFORMATION AND OBJECTIVES

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