



Schools' Single Equality/Accessibility Scheme

December 2014

Learning
Together



PENRYN PRIMARY ACADEMY

Treverbyn Rise,

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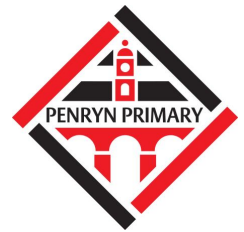
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Contents

Forward from Cornwall Council

- 1. Introduction**
- 2. School profile and values**
- 3. The Race Duty and Community Cohesion**
- 4. The Disability Equality Duties**
- 5. The Gender Equality Duties**
- 6. Religion and Belief**
- 7. Sexual Orientation**
- 8. Age**
- 9. Anti – bullying and Discriminatory Policy Framework**
- 10. Employment Practices**
- 11. Equality Impact Needs Assessments**
- 12. Consultation and Information**
- 13. Equality Scheme Objectives**
- 14. Roles and Responsibilities**
- 15. Contracting and Procurement**
- 16. Action Plan**
- 17. Reporting and reviewing the scheme**
- 18. Publication**
- 19. Complaints**



Foreward

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 the school'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:

- 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..

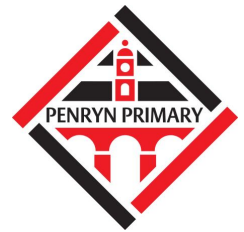
2. To act as the 'umbrella' document for both our statutory and non-statutory equality schemes. The CSSES therefore contains:

- 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 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 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, 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

At Penryn Primary Academy we aim to provide equality and excellence for all in order to promote the highest possible standards. Our Equality Policy is based on the following core values as expressed in the school's vision statement. Here is our school vision, agreed by all stakeholders and underpinning all our work.



The three principles that inform our work here are that we value people, progress and partnerships.

Principle 1 - Valuing People

Our aim is to put people first. Whether we are thinking of children or adults, our aim is to help everyone feel valued, confident, involved, respected and supported. We would like everyone in the School to be able to give of their best and gain maximum benefit from school life.

Examples include: *understanding and practising The School Code; celebrating what we do well; encouraging a positive and happy working atmosphere where children and staff can take personal as well as collective responsibility for all aspects of school life; and by being friendly and approachable to all children, staff, parents and visitors. We also show that we value people by supporting and encouraging training and professional development.*

Principle 2 - Valuing Progress

Our aim is that all in the School should appreciate the benefits, challenges and enjoyment of learning.

Whether for teacher or pupil, parent or governor, support staff or visitor, our aim is to provide a stimulating and relevant learning environment.

Examples include: *the encouragement of children through our rewards system; the promotion of a variety of teaching and learning styles; team planning to encourage shared expertise; regular review of the curriculum; and the promotion of learning by means of visits and visitors. We also promote systems of self-appraisal within the staff and self-assessment by pupils to encourage everyone to be aware of what they have achieved and what the next steps in learning might be.*

Principle 3 - Valuing Partnerships

Our aim is to encourage and build upon the good relationships both within the School and between the School and the wider community. We wish to recognise and value the many individuals and organisations that have a positive impact on the life of our School.



Examples include: *encouraging and valuing the support of parents and governors as well as the LA and other support services; working where possible as a whole campus (e.g. the bid for Sports College status) or cluster (e.g. NOF training for all cluster staff); involvement in the wider community including support for local festivals, police initiatives, cinema, theatre groups, artists and trips. We also offer our community the opportunity of using our facilities and expertise to provide training for parents, support staff and teachers from within and beyond our local community.*

Section 2 - School profile and values

Penryn Primary Academy is a co-educational Community Primary School under the umbrella of The Cornwall Academies Trust. It has around 508 pupils whose ages range from 3 – 11 years and our pupils have a range of ethnic backgrounds and religions. There are two or three parallel classes in each year group, with an average of 28 children in each class. Our Pupil Admissions Number is 75. We have an additional class for children with significant and complex learning difficulties. This is the Area Resource Base. We also have a Nursery Unit. Most of our school was built in the 1960's. It is spacious, well decorated and well resourced. We have a fully networked computer system based on a computer suite which is linked to all classroom computers. The school benefits from a music wing, computer suite and library and has more recently benefitted from a Family Room and Office. This facility is for use by local community groups and families. We also have a large indoor swimming pool used by both our own pupils and pupils from other schools.

- Our pupil population is as follows (at October 2014):
- Girls 224 Boys 225
- 24% of our pupils have additional needs including dyslexia, moderate learning difficulties, severe learning difficulties, behaviour and emotional difficulties, speech language and communication needs, visual impairment, physical difficulty, autistic spectrum disorder and dyspraxia.
- Our ethnic groups include predominantly Cornish pupils, alongside White and Asian, White and Black Caribbean and other white british groups.
- Five of our pupils has English as an additional language.



OUR APPROACH TO PROMOTING EQUALITY

The overall objective of this policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favorable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives or spent convictions. The principles of this policy apply to all members of the extended school community –pupils, staff, governors, parents and community members.

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 the 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

The School 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. The School 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

The School is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability.

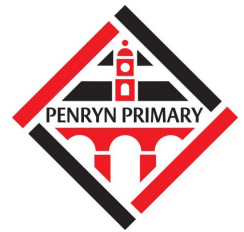
Under the duty in the Race Relations (Amendment) Act 2000 to promote racial equality we will:

1. Tackle unlawful discrimination by

- Keeping accurate 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.
- Ensure the policy is also part of short, medium and long term planning arrangements that the school already makes, and our actions and objectives are met through our Race Equality Action Plan (REAP).

We have developed our (REAP) for putting our Race Equality Plan into practice, and it is part of the School Development Plan. The REAP has clearly defined roles and explains what the school will do if the policy is not followed.

Our Race Equality Policy will form part of the School Equality Scheme 2013 - 2017, and a review will commence from April 2010 to meet the requirements of the scheme.

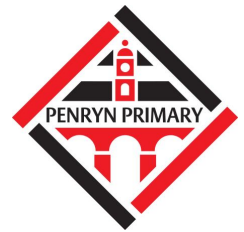
We will report on progress annually and the review of our race equality policy will be brought in line with the review for the School Equality Scheme.

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. It should also allow for new residents and existing residents to adapt to one another.

Penryn Primary Academy serves a wide and diverse community encompassing the town of Penryn and its surrounding areas. It is an area of Social Deprivation. Our school community contains a diverse range of pupils from a variety of ethnic backgrounds, religions and languages.



In order to achieve a cohesive community, we will need to:

- Promote understanding and engagement between communities.
- Encourage all children and families to feel part of the wider community.
- Understand the needs and hopes of all our communities.
- Tackle discrimination.
- Increase life opportunities for all.
- Ensure teaching and the curriculum explores and addresses issues of diversity.

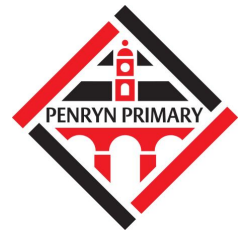
PUPIL ATTAINMENT AND PROGRESS

This school expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards. The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and take account of socio-economic circumstances. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support. 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 the school to act fairly.
- We have strong and positive relationships.

THE QUALITY OF PROVISION – TEACHING AND LEARNING

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized. We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are consulted about their learning. Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under regular review and analysed by ethnicity, gender and SEN. Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in



problem solving tasks. Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour. This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

THE QUALITY OF PROVISION – CURRICULUM AND OTHER ACTIVITIES

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis. All pupils participate in the mainstream curriculum of the school. The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups, including Gypsies and Travellers

pupils who are gifted and talented

- pupils with special educational needs
- pupils with a disability
- pupils who are in public care
- pupils who are at risk of disaffection and exclusion

Each area of the curriculum is planned to incorporate the principles of equality and to

promote positive attitudes to diversity. All subjects contribute to the spiritual, moral,

social, and cultural development of all pupils.

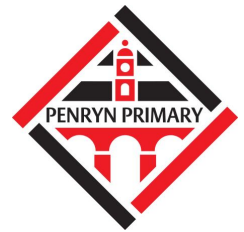
THE QUALITY OF PROVISION – GUIDANCE AND SUPPORT

We actively promote good personal and community relations and recognise diversity as

having a positive role to play within the school.

All staff are expected to foster a positive atmosphere of mutual respect and trust

among boys and girls from all ethnic groups and range of abilities.



Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Our pastoral support takes account of religious, cultural and ethnic differences, special

educational needs, disability and the experiences and needs of Traveller pupils.

The school provides appropriate support for pupils learning English as an additional

language and pupils are encouraged to use their home and community languages to

enhance their learning

BEHAVIOUR AND ATTENDANCE

This school expects high standards of behaviour from all pupils.

We have procedures for disciplining pupils and managing behaviour that are fair and

applied equally to all. All staff are expected to operate consistent systems of rewards

and discipline.

It is recognised that cultural background and disability may affect behaviour. Our

school takes this into account when dealing with incidents of unacceptable behaviour(see

Behaviour Policy)

Clear procedures are in place so that all forms of bullying and harassment, including

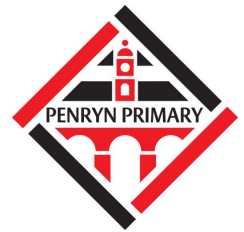
racism and harassment related to disability, sexism and homophobia, are dealt with

promptly, firmly and consistently and are in line with relevant Cornwall LA policies.

All forms of harassment are recorded, monitored and dealt with in line with relevant

school policies.

Adults in school take care to lead through example, demonstrating high expectations of all pupils.



This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

We expect full time attendance for any Traveller pupils.

PARTNERSHIP WITH PUPILS, PARENTS AND THE WIDER COMMUNITY

Information and meetings for parents are made accessible for all.

Progress reports to parents are clearly written and free from jargon to encourage parents to participate in their child's education.

Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs.

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

LEADERSHIP AND MANAGEMENT

Steps are taken to ensure the school's admission process is fair and equitable to all pupils, including short-stay Traveller and refugee pupils and those with English as an additional language.

This school will not discriminate against a disabled pupil in the arrangements it makes for determining admission.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Cornwall Council guidelines.

Equality and diversity issues are reflected in our school's employment practices.

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.



LINGUISTIC DIVERSITY

We recognise and celebrate the linguistic diversity in British society and look for

opportunities to enrich the curricular experience of all our pupils by:

- Highlighting how English has borrowed from other languages
- Raising awareness of the similarities and differences between English and other languages.
- Reflecting the multilingual nature of our wider society in our resources and displays.

- **RACE EQUALITY**

- Penryn Primary Academy recognises its duty to:
- Promote equality of opportunity
- Promote good race relations
- Eliminate unlawful racial discrimination.
- In order to do this, the governors have:
- Agreed a Race Equality Policy which is reviewed annually. Our policy for promoting inclusion and managing diversity is supported by clear procedures for
- reporting and dealing with Racial incidents.
- Set up procedures to assess and monitor the impact of this policy – especially
- through analysis of pupil attainment.

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.

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 the 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 (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 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.

Section 5 - The Gender Equality Duties

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

We recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes.

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 to eliminate sexual harassment, domestic violence and other hate crimes.

The School is also 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.

Please refer to the PSHE Policy and the Equal Opportunities Policy.

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. 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 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.

Please Refer to the Religious Education Policy



ROLES AND RESPONSIBILITIES

Everyone who works at Penryn Primary Academy has a responsibility for promoting equality and inclusion and avoiding unfair discrimination.

Our **governors** are responsible for:

- Making sure the school complies with all current equality legislation
- Making sure this policy and its procedures are followed.

The **Headteacher** is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it.
- Making sure its procedures are followed.
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.

All our **staff** are responsible for:

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping.
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
- Keeping up to date with the law on discrimination and taking training and learning opportunities.

Visitors and contractors are responsible for:



- Knowing and following our equality policy. Responsibility for overseeing equality practices in the

school lies with a named member of staff and a named governor.

Responsibilities include:

- Coordinating and monitoring work on equality issues.
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents).
- Monitoring the progress and attainment of vulnerable groups of pupils (e.g. Black and minority ethnic pupils, including Gypsies and Travellers).
- Monitoring exclusions.

MONITORING, REVIEWING AND ASSESSING IMPACT

This policy is supported by the school's disability and gender equality schemes and a race

equality action plan.

The DES and GES run for 3 years.

The School Development Plan ensures the DES and GES form an essential part of the

school's action on equality. It includes targets determined by the governing body for

promoting a cohesive community, inclusion and equality in the school, also with reference

to the workforce. It also ensures other school policies address equality issues.

This policy will be regularly monitored and reviewed by staff and governors to ensure

that it is effective in tackling discrimination, promoting access and participation,

equality and good relations between different groups, and that it does not disadvantage

particular sections of the community.

The Headteacher will provide monitoring reports for review by the Governing Body.

These will include: school population, workforce recruitment, retention and progression,

key initiatives, progress against targets and future plans.



Section 7 - Sexual Orientation

The 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.

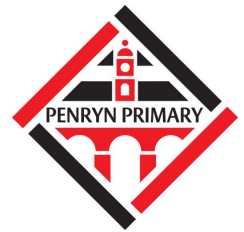
Section 8 - Age

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.

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

Our School states clearly that 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.



Section 10 - Employment Practices

In our School we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff. We employ the local authority's guidance in relation to safer recruitment and whole school pay policies.

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 GOVERNORS WHO ARE RESPONSIBLE FOR CARRYING OUT THESE ASSESSMENTS HAVE ATTENDED RELEVANT TRAINING.



Examples of policies / practices that schools assess include those relating to:

- **Admissions and Transfer**
- **Attendance**
- **Exclusions**
- **Curriculum**
- **Uniform**
- **Every Child Matters objectives**
- **National Healthy School Status**
- **Discipline**
- **Sports**
- **Careers/work experience**
- **Anti-bullying, harassment and Discriminatory policy**
- **Domestic Violence and pastoral support**
- **School trips**

Section 12 - 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:

- 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 incorporated into a framework that has the oversight of a governing body, so that progress is checked.
- **Please see the School Development Plan.**



Section 13 - 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 CSES.

Section 14 – Publication

This policy is available on the public area of the school's network and also available on the schools website.

Date agreed: October 3rd, 2011

Date for review: October 2012

Reviewed: November 2012

Reviewed : January 2014