



Boscastle Community Primary School

Single Equality Policy

Reviewed: Autumn 2022

Next Review: Autumn 2026

Contents

Foreword from Cornwall Council

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

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 each 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 Schools' Single Equality Scheme (CSSES) serves essentially two purposes:

1. To set out a school's overall commitment to equality and diversity in one central document. The CSSES therefore contains:
 - the school's approach to the protected equality characteristics: race, religion or belief, sexual orientation, disability, sex, gender reassignment and pregnancy and maternity
 - 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 will help schools to ensure that they focus more on the outcomes that matter to the community and people who use their services and that their services are more accessible and delivered effectively.

The CSSES has been updated to include all areas covered by The Equality Act 2010.

Introduction: Our Vision and Aims for Equality and Diversity

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.

1. School Profile and Values

Boscastle Community Primary School is located on the North Cornish coast. Our school's community comes, mostly from the villages and the surrounding areas. This area is home to members of diverse ethnic minority communities and young people from some minority ethnic communities attend our school.

Our School is committed to:

- Tackling disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- Positively promoting equality for all.
- Creating good relationships in the school with all groups by disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- Promoting equality of opportunity for all.

At Boscastle Community Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

We will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

We aim to achieve this by:

- Taking active measures to investigate, report and act on incidents of racial abuse
- Treating all those within the whole school community (e.g. pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences
- Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone within our school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole school
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do.

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.

2. The Race Duty and Community Cohesion

Race

The School recognises that Black, Asian and Minority Ethnic [BME] 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 BME 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 Equality Act 2010, 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 School Equality Scheme 2022 – 2026.

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

From September 2007 we understand our duty to Promote Community Cohesion as part of the response to the duties contained in the Race Relations (Amendment) Act 2000. Our school already considers this to be a fundamental part of our role.

We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new residents and existing residents to adapt to one another.

At Boscastle Community Primary School

We create a sense of shared values by celebrating the cultural diversity of our school community; for example exploring different religions and cultures.

We develop an understanding in children that they all have a responsibility to their shared future through our curriculum, extra-curricular programme and assemblies.

Mutual respect, honesty, fairness and trust between different groups including pupils and teachers is embedded in the ethos of Boscastle Community Primary School and is addressed in our statement of values.

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.

3. 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.

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.
-

This is detailed in Boscastle Community Primary School's accessibility plans.

4. The Gender Equality Duties including Transgender and Pregnancy and Maternity

- 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 Equality Act 2010, of transgender people.

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 Boscastle Community Primary Schools:

- We monitor pupil progress in relation to their gender and set targets accordingly
- We address gender stereotyping in subject choices and wider learning. This is also addressed through aspects of the curriculum
- Gender based disciplinary issues will be investigated and treated seriously. We monitor bullying by gender and report incidents to the Local Authority. Anti Bullying Cornwall is available to support our work if needed, as is the School Nurse service
- Staffing levels, specialism and levels of responsibility are monitored with a view to trying to ensuring there is good representation of each gender

5. Religion and Belief

Our 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 increased in recent years, developing a character that is distinct from race hate crime.

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

Our Schools is committed to eliminating illegal discrimination and exclusion on the basis of religion or belief.

Our school recognises the need to consider the actions outlined by the Equality Act 2010 which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

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

- Celebrating a range of festivals e.g Diwali
- Marking key national / international events, such as Armistice Day
- Visiting speakers in assembly
- Raising awareness of local faith events
- 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

We will monitor the effectiveness of our policy regarding faith and belief discrimination through:

- Discussion with the Class teachers, regarding its priority on the curriculum and how it can best be supported
- Discussion with pupils regarding the matter, and taking account of their voice
- Analysing relevant behavioural incidents on an annual basis, and reporting that to Governors

6. Sexual Orientation

Our 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 2010. We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

At Boscastle Community Primary Schools

- Inappropriate language and stereotyping will be challenged
- The Personal Development curriculum will use the Christopher Winter Project: Teaching Sex and relationship education, to address issues of Sex and Relationships at an age appropriate level.
- The resources used to raise staff and student awareness of their rights and responsibilities and the rights of others include: The Christopher Winter Project, Work of UNICEF.

8. 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.

At Boscastle Community Primary School our objectives are to prevent harassment or bullying of any kind and create an ethos where acceptance, tolerance and respect for others are the hallmarks of all we do. We will draw particular attention to this through:

- Our wider school policies
- Our assembly programme
- The curriculum (e.g. PD, RE)
- Pupil guidance

Pupils are encouraged to speak to an adult if there is an issue with bullying. This could be their teacher, teaching assistant or a non teaching member of staff e.g. cook, secretary. With regard to issues of safeguarding, pupils are encouraged to report concerns in the same way.

Our anti-bullying policy is reviewed annually, in line with Cornwall and Isles of Scilly Local Safeguarding Children Board Anti-Bullying and Discriminatory Policy Framework.

The impact of our policy will be assessed through:

- Termly analysis of behavioural incidents and exclusions analysis
- Pupil conferencing activities
- Pupil and parent surveys

This is reported to Governors on a termly basis.

Staff will receive relevant training in relation to bullying and discriminatory incidents relating to homophobia, racism, disability harassment, sexual and gender bullying, and religious harassment. Boscastle Primary School subscribes to good practice in recording bullying and discriminatory incidents and reporting them in accordance with Local Authority guidelines.

7. Employment Practices

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

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

We will ensure:

- We observe and implement the principles of equal opportunities in employment by adhering to Local Authority guidelines.
- We are fully compliant with the requirements of Safer Recruitment legislation and that staff who manage the employment and recruitment processes have undertaken the required training
- All teaching staff are subject to performance management and support staff have an annual review
- The school will adopt the Local Authority Manual of Personnel Practice and will follow the advice of Local Authority officers in all matters regarding employment matters

10. 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.

At Boscastle Community Primary School we will carry out equality impact assessments on the following policies and between September 2015 and August 2018.

- Admissions and Transfer
- Attendance
- Exclusions
- Curriculum
- National Healthy School Status
- Anti-bullying, harassment and Discriminatory policy
- Behaviour
- School trips

11. Consultation and Information

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

Pupils – The scheme will be discussed in appropriate lessons and pupil comments will be fed back to the headteacher. The headteacher will also meet with a representative group of pupils and discuss both the Scheme plus wider issues they raise with regard to equality and discrimination

Parents – The Scheme will be put onto the website and parents will be notified of this. Comments about it will be welcomed, either individually or through an agreed meeting.

Staff – The Scheme will be shared with all staff. Comments about it will be welcomed, either individually or through union representatives

External Partners – The school will discuss the Scheme, plus associated school policies, with the school's Educational Welfare Officer.

12. Roles and responsibilities

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

They will do this through:

- Close involvement in the formulation of policy
- Attendance at relevant Local Authority briefings
- Involvement in setting school priorities and systems for monitoring
- Involvement in both pupil and staff conferencing activities, to ensure the Scheme is understood and embraced by all
- Ensuring the impact of the Scheme is reported at Governor meetings

13. Reporting and reviewing the scheme

In line with the requirements of the Scheme we will produce an annual report on progress and review and revise the Schools Equality Scheme every three years.

Regular reviews of the scheme will be carried out by the appropriate Governor committee who will inform the main Governing body of progress against targets. They will also advise on new priorities and develop future action plans. These will also be put before the main Governing Body for approval.

14. Publication

The Schools Equality Scheme is published as a separate document and is available on request. . It will be offered in other formats/languages on request.

15. 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.

16. Action Plans

Our action plans 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.

The school has produced a Single Equality Scheme Action Plan. It sets out the key tasks the school will carry out to ensure the school is fully compliant with guidance and legislation. It will also develop current practice so that in all respects, our provision and effectiveness is outstanding.

Lead responsibility for ensuring the Single Equality Scheme is implemented and has lasting impact, lies with the Headteacher. Key delegated responsibility will lie with the Class teachers and Governors.