

Kea School Single Equality Scheme



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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 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

Our pupils are successful learners, confident individuals and responsible citizens. They are a credit to the school, their families and community. They stand out among their peers for their good behaviour and manners, sense of belonging, strong values; creativity; enthusiasm for learning and skills that enable them to succeed in work, performance and relationships at secondary school and beyond. They attain and achieve highly and make very good progress in all areas of the curriculum. They show good respect for each other, for adults and for their environment. Pupils actively contribute to community cohesion and have a strong sense of fairness and respect for diversity within school, locally, nationally and globally.

School Aims

“A great place to learn and make friends”

To be a continuously improving school that reflects the aspirations and needs of our families.

To provide best practice teaching for all classes.

To provide a broad, balanced, stimulating and relevant curriculum in a learning environment that enables all pupils:

- to enjoy learning

- to be kind and helpful, hard working, honest, respectful, organised and good at listening.
- to acquire good or better skills in all subjects
- to acquire good or better work and learning skills
- to build strong relationships
- to achieve high standards of behaviour, manners, work and performance
- to make a positive contribution to their community and have a strong sense of fairness and respect for diversity within school, locally, nationally and globally.
- to know about, appreciate and be proud of the heritage, culture and landscape of Cornwall
- to develop a healthy lifestyle

To provide the highest standards of care in a safe and healthy setting

To provide a friendly, helpful and first class service to support our families to bring up children who are healthy, safe, economically secure and successful at school

To provide good working conditions; equality of opportunity and first class support for the work and professional development of staff.

Our Vision and Aims for Equality and Diversity

At Kea CP School we endeavour to eliminate discrimination, promote equality of opportunity and produce equality schemes and assess their impacts.

The governing body understands that schools have a number of responsibilities and duties under legislation relating to equality and diversity. Recent legislation covers equality issues in relation to Race, Disability, Gender, Age, Religion and Belief and Sexual Orientation. This school is firmly committed to equality and diversity.

More detailed schemes for Race, Disability and Gender equality have been written in which the general and specific duties are outlined (see below).

Section 2 - School profile and values

School context:

Kea Community Primary School serves the localities of Playing Place, Feock and Carnon Downs, as well as being the chosen school for a large number of children from the city of Truro. Some families travel from further afield, eg Penryn and Tresillian. The original school building dates from 1884, but most of the pupils are accommodated in modern buildings. The school was refurbished in 2007, with five new classrooms being provided.

Currently 204 pupils are on role. Pupil numbers are stable, and children are awaiting places in some cohorts. There is low mobility.

2% of children are entitled to free school meals. 7.8% are subject to Pupil Premium funding.

6 children (3%) are on the SEN Record of Need. Currently 3 pupils have statements of need (1.5%), 3 pupils SEN Support (1.5%)

The attainment on entry to the EYFS is broadly in line with national expectations in most areas of the curriculum, although in Sept 2013 a significant number of pupils entered school below expectations in several areas of PSED

Pupil population is as follows (January 2015):

204 children

52% girls

48% boys including:

55% *white Cornish*

37% *white British*

2% *any other white background*

5% *other minority ethnic or mixed ethnic background*

1% *not obtained*

Staff (Jan 2014) includes representatives of:

Number of staff 31

Males 10%

Females 90%

White British/Cornish 100%

21 – 35: 19%

36 – 45: 26%

46 – 55: 52%

56 – 65: 3%

Governing Body (January 2015) includes representatives of:

15 Governors

Males 40%

Females 60%

Recent legislation focuses on 'positive enforceable duties' so that we take a proactive approach to equality rather than reactive. Kea CP School is committed to ensuring that we adhere to this act. In practice this means that we must:

- take positive and proactive steps to identify areas of potential inequality BEFORE they have the chance to have an impact on people;
- MAKE CHANGES to ensure that any areas of potential inequality are eliminated.

Definitions:

The following definitions are offered by the Equality and Diversity Service:

Equality – *is about breaking down barriers that currently block opportunities for certain groups of people, in society, the workplace, education and so on. Eliminating discrimination is important in achieving equality, since it is not just the physical environment or poor policies that prevent equality from being achieved but also ways of working, attitudes and stereotypes about different groups of people.*

Diversity – *everybody is different, with different needs and aspirations. Treating everybody in the same way fails to recognise the differences between people and can cause unfairness and inequality. Diversity expresses itself in many different ways – in age, gender, race, culture, beliefs, sexual orientation, education, physical ability, personality, experiences and approaches to learning. By recognising diversity and managing different needs effectively, every individual has a better chance of being able to live and work in the way that works best for them. This reduces the risk of indirectly discriminating against groups of people, and allows better access to opportunities for everybody and promotes an ethos of inclusion. It is about celebrating differences; respecting, valuing and encouraging individual potential. Diversity is a given, not a choice.*

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).

Race Equality Scheme

Rationale:

The Race Relations Act was set out in 2000. This was written by the government in response to the Stephen Lawrence enquiry report. It discussed tackling institutional racism which was defined as:

“The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen and detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.”

The Amendment Act details General and Specific Duties:

The General Duty –

At Kea CP School we identify and tackle racial discrimination and promote equality of opportunity and good race relations. We will:

- 1) Eliminate unlawful racial discrimination;
- 2) Promote equality of opportunity;
- 3) Promote good relations between people of different racial groups.

Any incidents of racial discrimination will be reported and logged in the Bullying and Harassment incident Reporting Log (located in the Head teacher’s office). This information will be shared with the LA.

Specific Duties –

The Governing Body of Kea School will:

- 1) Regularly review the Racial Equality Scheme (every three years minimum);
- 2) Ensure the duties outlined in the policy are fulfilled;
- 3) Assess and monitor the impact of its policies, procedures and practices on pupils, staff and parents of different racial groups including, in particular, their impact on the attainment levels of pupils (see EIA section above);
- 4) Provide the LA with ethnic monitoring data on our staff so that the LA can meet their duty;
- 5) Compose an Action Plan.
- 6) Report on the progress of the Action Plan and share the policy with stakeholders.

Issues to consider when undertaking an Equality Impact Assessment:

- black and ethnic minority communications and individuals including Gypsies, Travellers and faith communities;
- Respecting and reflecting diverse cultures lifestyles, customs and values;
- Communication formats, language needs, translation;
- Faith patterns restrictions.

The above Race Equality Scheme was accepted by Governors in following consultation with the steering group and advice sought from the Equality and Diversity 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.

By community cohesion we mean working towards a society in which there is a common vision and sense of belonging by all communities. The diversity of people's backgrounds and circumstances is appreciated and valued. Similar life opportunities are available to all, and strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

There are four dimensions of community in schools:-

- The school community
- The community in which the school is located
- The UK community
- The global community

At Kea School, equality is a key principle. This means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.

We are committed to giving all our pupils every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racial discrimination, sexual harassment and discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people.

Our school admissions policy is equally open to pupils of all groups.

We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a more ethnically diverse

Contribution to Community Cohesion

The school's contribution to community cohesion can be grouped under the three following headings:-

- Teaching, learning and curriculum.- helping children to learn and understand others, to value diversity, to promote shared values, to promote awareness of human rights and to apply and defend them and to develop the skills of participation and

responsible action. Support is made available to children for whom English is an additional language.

- Equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access.
- Engagement and extended services – to provide children with the opportunity to engage and interact with people from different backgrounds and build positive relationships.

Some extended services take place out of school hours – within school there are a large number of extra curricular clubs available and a local dance teacher and a karate teacher hold lessons in the school.

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.
- Class charters created by the children.
- 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.

Section 4 - The Disability Equality Duties

Disability

The School's commitment to disabled learners, their families and staff's equality has four objectives:

1: 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.

2: 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.

3: 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.
- Having a disabled access plan

DISABILITY EQUALITY SCHEME (INCLUDING ACCESS PLAN) 2014 – 2017

The SEN and Disability Act 2001 amended Part 4 of the Disability Discrimination Act 1995 by introducing new duties on LAs and schools in relation to disabled pupils and prospective pupils.

The responsibility for the Access Plan lies with the governing body and headteacher. In terms of the day to day management of the Plan responsibilities lies with the SENCO.

In the long term the intention is to ensure that the school is wholly accessible in curricular, premises and communication terms to all the people who may be served by it. To this end we will focus on all access strategies which will aim to overcome some of the barriers to learning or participation experience by disabled people served by or serving the school.

Should any prospective child or member of staff be in need of premises adaptation the governors will inform the Local Authority immediately.

The attached grid outlines the short, medium and long term targets which are designed to assist us towards our stated objective.

Adaptions to be funding from school capital funding or Schools Access Initiative as needs arise.

The main building at Kea School was built in 2006. A number of adaptations have taken place in both buildings over the past 8 years to meet the specific needs of children with disabilities, particularly those with sight impairment and physical disabilities so very few changes need to take place.

Contacts		
Physical Access Service		Paul Renowden prenowden@cornwall.gov.uk 01872322797 ,07527470451
Visually Impairment Service		Janet Stacey 01872 323438
Hearing Impairment Service		01872 254905

Short Term 2014/15	Targets	Strategies	Time frame	Outcome
As soon as a child with disabilities starts school	Review emergency evacuation plans	Create personal evacuation plans		Personal evacuation plan in place for all disabled pupils / staff

Medium Term 2015/16	Targets	Strategies	Time frame	Outcome
	Review ICT provision	Wireless keyboards Large keyboards	When purchasing new ICT equipment	Full access of ICT provision for disabled pupils

Long Term 2017 onward (when refurb building takes place or sooner if required for disabled pupils)	Targets	Strategies	Time frame	Outcome
	Independent access to school field for wheelchair users	Extend pathway and create ramp down to the field Create small ramps infills by outside doors (currently there are small steps of approx. 2cm between bottom of outside doors from the corridor)	As decided by funding priorities	Physical accessibility of school increased
	To ensure full access for partially sighted people	Tactile markings to be installed on steps down to the play court and by the shelter	As decided by funding priorities	Improved independent access round the school for partially sighted people
	Hearing loop	Install hearing loop system in school hall		Improved sound for pupils / parents with hearing difficulties

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.

Kea CP School Gender Equality Policy

The 'Gender Equality Duty' was set out in 2007. This more recent legislation focuses on 'positive enforceable duties' so that we take a proactive approach to equality rather than reactive. In practice this means that we must:

- take positive and proactive steps to identify areas of potential inequality BEFORE they have the chance to have an impact on people;
- MAKE CHANGES to ensure that any areas of potential inequality are eliminated.

Rationale:

The Equality Act 2010 amends the Sex Discrimination Act 1975. This duty is made up of general and specific duties which Kea School will endeavour to carry out:

The General Duty-

From this Kea School has a statutory duty when carrying out their functions to have due regard to the need to:

- 1) eliminate unlawful discrimination and harassment;
- 2) to promote equality of opportunity between men and women.

The Specific Duty –

At Kea School we will:

- 1) Regularly review the Gender Equality Scheme (every 3 years);
- 2) Ensure the duties outlined in the policy are fulfilled;
- 3) Consider the need to address the causes of any gender pay gap;
- 4) To consult stakeholders and take account of relevant information in order to determine its gender equality objectives;
- 5) Assess and monitor the impact of its policies, procedures and practices on pupils, staff and parents on disability equality (see EIA section above);

6) Compose an Action Plan.

7) Report on the progress of the Action Plan and share the policy with stakeholders.

Issues to consider when undertaking an Equality Impact Assessment:

- gender issues associated with carers as well as pupils;
- attainment across genders;
- opportunities provided for different genders;
- stereotypes

Detailed data analysis and pupil tracking is carried out within the school as well as scrutinising published data such as Raiseonline. Through this gender attainment and progress is closely monitored although apparent gender differences must be viewed with caution when looking at small cohorts. Under attainment including within certain genders can then be challenged and often forms part of the School Development Plan/Performance Management targets.

The majority of the staff are female – the three male members of staff are teaching assistants. All staff are paid on an incremental pay scale which takes no account of gender. Whilst it would be favourable to have a better balance of genders on the staff team, appointments will always be made primarily on the applicants' suitability for the post.

Work on gender issues is covered within PSHE and Sex and Relationships Education (SRE) lessons.

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 2010 (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 follow the agreed Cornwall RE syllabus.
- We follow an agreed Collective Worship policy.
- Our collective worship and assemblies often refer to different beliefs to raise the children's awareness of this. We also use a wide range of material from other

beliefs in our assembly times both to raise awareness and show the similarities and differences in the world's religions.

- We respect parents' rights to withdraw their child from Collective Worship.
- Religion and belief will be a consideration in all functions, policies and procedures within the school. Specific policies to be a priority for Equality Impact Assessment will be RE, SRE, PSHE, Collective Worship, Uniform and PE.

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.

One of our priorities over the next three years is to focus on age, religion and belief and sexual orientation in the same way as we have focused on disability, race and gender. Part of the focus will be to review school resources to ensure the inclusion of realistic images of lesbian, gay and bisexual people. We have a number of pupils at our school who have parents, brothers or sisters who are homosexual.

Through SRE, discussions are held around the principle that sex and, ultimately, the conception of children should be part of a loving relationship, whatever the sexual orientation of the parents. Children are taught to respect individuals whatever their sexual orientation.

Any incidents of bullying are logged and dealt with immediately within the school. Incidents of bullying are reported termly.

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

An overwhelming majority of children state that the school helps them to understand how to be healthy and well. An overwhelming majority of parents feel the school promotes a healthy lifestyle.

Personal development and well-being is very good..

Our most successful initiatives and their impact have been:

1) **PSHE** - Introduction of the SEAL resources taught through specific PSHE lessons which incorporate circle Time

IMPACT - Children are involved in their own learning of what constitutes a healthy lifestyle. They are confident to express their views in a safe environment and key issues are then taken forward to School Council.

2) **Healthy Eating** - children are encouraged to eat healthy tuck. Key Stage 1 enjoy fruit provided through Government funding. The School Council have been involved with discussing food issues (EVIDENCE - School Council minutes)

IMPACT - children are eating at least one of their 5 a day at break time and avoiding unhealthy snacks.

3) **Physical Activity** – We have employed a sports coach who works as a TA in the mornings. In the afternoon, he works with all classes from Year 2 upwards, delivering high quality PE lessons. The children are given numerous opportunities to compete in local sporting events such as football, tag rugby, cricket, high 5 netball, cross country and rounders. At break times and lunchtimes pupils can access playtime equipment through the Huff and Puff scheme which is distributed by monitor. This equipment is provided on a rota system along with football, basket ball and use of one of the two adventure play areas. All in Years 3 and 4 have weekly swimming sessions in the Autumn and Spring terms. A strength of our school is the wide range of extra-curricular opportunities available to our pupils, run by our sports coach and other members of staff and of our wider community. These clubs have included cricket, netball, football, tag rugby and running club. Martial Arts, and dancing can also be accessed through outside providers

IMPACT - All children are enthusiastic, motivated and participate in regular physical activity

4) **Healthy Lifestyles** - Life guards have visited to educate children about beach safety and the local fire brigade have spoken about fire safety.

IMPACT - children are developing a good understanding of living a healthy lifestyle.

5) Personal Development and Well being:

Pupils feel confident to talk about aspects of healthy living.

We have revised our Sex and Relationships policy. The Scheme of Work is well taught and feedback from pupils and parents has been positive.

6) Health, Personal Development and Well-being:

- Social Emotional Aspects of Learning have had a positive impact on attitude to learning and empathy with others.
- The School Council ensures the children have a voice (EVIDENCE - School Council minutes)
- Children are encouraged to use the 'Huff and Puff' play equipment and adventure play areas at break time and lunchtime to increase their physical activities and social skills.
- We have an outdoor shelter for parents and children to wait in when the weather is wet. This also serves as a sun shelter for sunny days.
- Work with SSCO ensures a variety of sporting opportunities.
- Our most recent Ofsted (2010) judged the overall personal development and well-being of the learners to be good.
- ALL staff have received basic (Tier 2) Child Protection training and some Governors and volunteer helpers.
- The Headteacher has completed CAMAT training, ISA/CAF and Safer Recruitment training.
- An overwhelming majority of children say they feel safe when working or playing at school and that staff listen to their ideas. A very large majority also say there is an adult within school they would go to if they were worried about something. An overwhelming majority of parents feel their children are safe and well cared for at school and that problems are dealt with by the school.

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.

Dealing with Bullying

Unfortunately, from time to time, people are the victims of bullying. It happens in the home a workplace as well as in the playground. The aim of the bully is to exert power and to abuse. leaves the victim feeling hurt, anxious, afraid or excluded. Typically children feel reluctant to to school and may become withdrawn or uncharacteristically aggressive. Kea School does not tolerate bullying. Such behaviour by any member of the school community is unacceptable. No person has the right to make another feel uncomfortable or unhappy.

Bullying is **defined** as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups).

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

The following steps will usually be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- a clear account of the incident will be recorded and given to the Head Teacher
- The Head Teacher will interview all concerned and will record the incident on a behaviour log or a 'notes to file' form
- parents and other staff will be kept informed
- a plan will be agreed which could involve an apology; sanctions; a managed meeting between victim and bully; a monitoring programme and review meetings.
- those involved will be monitored until the incidents end
- sanctions will be applied where appropriate

How we prevent bullying:

- A consistently applied behaviour policy
- Effective PSHE programmes to develop understanding of the problem and the skills to deal with it. Pupils are told to tell someone immediately they think they are being b

Staff and parents will listen and act.

- Effective supervision of pupils
- Safe and stimulating grounds to promote co-operative play
- Clear communication of this policy to pupils and adults
- Consistently followed procedures to deal with bullying
- Regular circle time for pupils to raise issues of concern
- If intimidated by another child, we encourage the victim to firmly say, 'No! Stop! I don't like that.' If the bully does it again a member of staff should be asked for help. The victim is encouraged to tell an adult about it as soon as possible.

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or carers to help change the attitude of the pupil.
- a monitored plan to improve behaviour

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.

When recruiting at Kea School, selection is made based primarily on candidate's suitability according to the job description and person specification. No one is discriminated against in anyway. If an applicant has specific needs we would endeavour to meet them.

CPD needs are met through staff inset and meetings. Needs are identified through Performance Management and the School Development Plan as well as personal needs. Subject Leaders also aid the selection of CPD according to the subject needs. Any specific needs for employees' access would be met.

County policy is adhered to as regards the following:

- Selection and recruitment
- Selection for redundancy, restructuring, redeployment and retirement
- Training and development
- Promotion
- Performance appraisal
- Award for pay, bonus and allowances

- Grievance
- Disciplinary
- Harassment
- Discrimination

Any concerns or incidents would be taken to Human Resources.

Applications from persons with a disability will be considered by HR. Those meeting the minimum requirements for any position will be automatically given an offer to come to interview. This is in line with the Disability Discrimination Act and complies with legal requirements.

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 Cornwall Council guidance and staff and Governors who are responsible for carrying out these assessments have attended relevant training.

We carry out parent and pupil questionnaires annually about aspects of school and will monitor and address any issues that these show which have been identified by or for disabled pupils, staff and parents / carers, boys and girls, men and women, and people from Black, Asian and minority ethnic communities.

Each aspect of our curriculum, and our policies and practices will be reviewed with regard to the impact on all groups identified in the paragraph above.

Between 2015 – 2018, the focus for EIAs will be on the following policies and procedures:

- *Admissions and Transfer*
- *Attendance*
- *Exclusions*

- *Curriculum*
- *Uniform*
- *Every Child Matters objectives*
- *National Healthy School Status*
- *Behaviour and discipline*
- *Sports*
- *Anti-bullying, harassment and Discriminatory policy*
- *Domestic Violence and pastoral support*
- *School trips*

EIAs will be carried out by subject leaders, the school leadership team and school governors.

Section 12 - Consultation and Information

It is our intention to involve stakeholders (i.e. pupils, parents, staff and governors) in the preparation of the scheme and to consult regarding our race, gender and disability objectives as well as about sexual orientation, pregnancy and maternity, gender reassignment and religion or belief.

The school will make the Single Equality Scheme available to parents. We will seek the views of parents and carers annual about Single Equality Scheme issues and each year take account of their views when creating an Action Plan. We will let parents know the outcome of any surveys and the action points and also how we are doing in addressing these each year.

Potential barriers in accessing consultation are visual impairments where the text needs to be enlarged, dyslexia-type difficulties where the text may be too difficult to read or that the text may not be in the first and preferred language for some parents. All of these are barriers that the school should be aware of and already be overcoming in order to meet the needs of these groups. We will liaise with County EAL services if needed to ensure that we can access translators to ensure our written communications with parents / carers are accessible.

All of the main building is fully accessible to people with disabilities. Wherever possible we offer flexible times for meetings (e.g. parent / teacher consultations) to enable everyone to attend.

We support children with disabilities by being involved in TAC meetings and liaising with outside agencies to help meet the needs of these children.

We consult stakeholders on an annual basis through parent questionnaires.

Section 13 - Roles and responsibilities

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

Individual policies, action Plans and the Single Equality Scheme have been shared with the full Governing Body. Advice from County Equality and Diversity advisers have also been sought and major documents such as the Single Equality Scheme are discussed with them.

The Headteacher will ensure that all staff understand the importance of the Scheme and their role in delivering it.

The Scheme and Equality and Action Plan forms an important part of the school development and progress will be regularly monitored as part of the school self-evaluation process.

Section 14 - Contracting and Procurement

County Guidelines are followed when it comes to contracting and procurement.

Examples of specific consideration given are:

- If groups are invited into the school, the content of their work is discussed beforehand to check it is not discriminatory in any way.
- Any specific needs when it comes to eating which may be to do with religion and belief are shared with catering and supervision staff so that these needs can be met.
- If buildings/activities are booked – we check that they are suitable for all users according to equality strands.

Section 15 - 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.

The headteacher and a governor will be responsible for monitoring the Schools' Equality Scheme; this will be done particularly through monitoring progress towards the Action Plan. A summary of the major achievements, points of progress and future priorities will be shared with parents and Governors annually.

Section 16 - Publication

The Schools Equality Scheme is published as a separate document. It is published on the website and hard copies are available on request. The school will offer the document in other formats and languages as requested.

Section 17 - 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.