Single Equality and Diversity Scheme

1. **Rationale**:

Our Single Equality Scheme (based on the Cornwall Schools' Single Equality Scheme) serves essentially two purposes:

- To set out the school's overall commitment to equality and diversity in one central document. It 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.
- To act as the 'umbrella' document for both our statutory and non-statutory equality schemes. It 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.

In line with current guidance, this single document will incorporate the Racial Equality, Collective Worship, Equal Opportunities, Gender Equality and Disability Equality Scheme. It is to be used in conjunction with the Bullying and Harassment, PSHCE, Sex and Relationships Education, Grievance, Dignity at Work and Religious Education Policies.

2. **Our Vision for Equality and Diversity:**

Archbishop Benson CoE Primary School is firmly committed to Equality and Diversity. We want our school to be an inclusive and accepting environment where difference, of all kinds, is recognised and valued. We have a statutory obligation to promote the integration and valuing of all groups of people as well as actively responding to incidents of discrimination and prejudice wherever they may appear. We recognise the unique position of schools to promote acceptance and understanding within the wider community.

Our vision is of a school

- Where enthusiasm for learning is fostered and developed in **all** our pupils
- Which builds a strong foundation in learning skills that will be with **all** our pupils for life
- Which values and respects **all** children as individuals and encourages their development; academically, morally and socially.
- Which achieves the highest possible levels of attainment, in all aspects of school life, for each individual pupil within a culture of mutual respect, justice and fairness.
- Which believes that each child should develop their full potential and personality and it is the school's duty to strive to attain this for all pupils and overcome any barriers to this.

In the implementation of this scheme we aim to build race, disability and gender considerations into every level of the school, at strategic, policy, management and classroom level. Through our annual Equality & Diversity action plan, our annual Health & Safety Plan and our rolling Facility Management action plan, we will demonstrate how we plan to improve opportunities and outcomes for pupils, staff, parents and other users of the school.

Discrimination is defined by us as:
"To treat one particular individual or group of people less favourably than others because of their race, colour, nationality, ethnic or national origin, disability, gender, religion, belief or sexual orientation."

We will strive to ensure that every pupil 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 ongoing implementation & development of this scheme. Their involvement will inform the preparation, development, publication, review and reporting of the scheme and all related action plans. 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.

3. Our aims for Equality & Diversity:

We aim to achieve this vision by

- Providing a school environment where **all** children feel nurtured, happy, confident, safe, secure and valued.
- Nurturing a school environment where pupils celebrate the diversity of our school community.
- Offering **all** children a challenging and engaging curriculum that develops skills in all areas and encourage independent learning.
- Ensuring that all individuals within the school are entitled to learn, teach or work in a non-threatening and supportive environment in which self esteem is enhanced.
- Ensuring that we identify unacceptable behaviour (racist, sexist, discriminatory or harassing) and offer strategies for dealing with the perpetrators and provide support for the victims.
- Ensuring that all staff take responsibility for these issues in all aspects of school life.
- Making our school a hub of learning in the community by working in partnership with parents and Children's services to secure the best learning opportunities for children at Heamoor School.
- Putting children's learning at the heart of every decision and every action
- Enriching our school's existing reputation as having an explicit commitment to the promotion of equality of opportunity

4. Our School Context:

Archbishop Benson School is located in Truro City. Over 95% of our community comes from within Truro city. The remaining come from Newquay, Falmouth and Redruth areas.

Because of the large variation of low and high deprivation in Truro, as in many different areas within Cornwall, our IDACI overall figure does not give an accurate picture of deprivation within our school community.

We have a large number of owner occupiers as well as single parent families living in rented accommodation. This deprivation need was recognised in 2008 when St. Paul's Children's Centre was built in the school grounds. This reflects the need to support the lower socio economic circumstances of families living in a newly built housing estate that adjoins the school.

1. RACE EQUALITY

This statement has been prepared using the DFES guidance 'Schools' Race Equality Policies: From Issues to Outcomes' as well as the Cornwall County Council model Race Equality Policy.

Archbishop Benson CE Primary School is a predominantly white British community and our school community reflects this. Archbishop Benson School recognises and values racial diversity. We want everyone at our school to have a sense of belonging and some understanding of the wider racial groups that make up British national identity. Racism is not tolerated at Archbishop Benson School.

Racism is defined by us as:

"Attitudes and actions directed against a person by virtue of the fact of their colour, culture and/or ethnicity in such a way as to hurt another or to engage in stereotyping."

A racial incident is any incident regarded as such by the victim or anyone else. Under recent legislation it is no longer appropriate for such allegations to be dismissed because the incident is judged by the school not to be racially motivated

The school believes that racism is wrong and it will not tolerate racist attitudes among its staff, pupils or those who visit the school. Staff, when they encounter it or when it is brought to their attention, will always challenge racist attitudes and behaviour. The school will not tolerate racist taunting or bullying and in certain cases will contact the police, especially if parents are involved.

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 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 Equality & Diversity Action Plan.

We take all necessary measures to prevent and tackle racial harassment and assist BAME (Black, Asian & Minority Ethnic) people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education. We have developed an annual Equality & Diversity Action Plan which is part of our annual School Development Plan with specific actions for putting Racial Equality action points into practice and with named roles & responsibilities. *Refer to Safeguarding File*.

Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, Archbishop Benson School has updated procedures for dealing with prejudicial behaviour, as outlined in our Behaviour for Learning Policy and Tackling Extremism & Radicalisation Policy.

Our Race Equality priorities include:

1.1 We aim to raise standards of attainment, progress & attendance and close any achievement gap among pupils in any of our ethnic groups. It is the responsibility of the class teacher to monitor the achievement of all individual pupils & to support appropriately. *Refer to termly Cohort/Class Achievement Maps.* This monitoring includes the achievement of pupils from all ethnic groups. Concerns over the under-achievement or inequalities in achievement of any pupil (or pupil group) are discussed with the Assessment Coordinator and/or SENCO. Support using the Primary Strategy Waves of SEN intervention will be provided, if necessary.

1.2 The Assessment Coordinator & SENCO are responsible for ensuring that systematic pupil-group assessment takes place, including all ethnic groups. *Refer to the Termly & EOY Pupil Progress Summaries.* Concerns over the achievement of any pupil group are discussed with the School Leadership Team, any inequalities are identified and discussed with class teachers as part of termly Pupil Progress Meetings.

A very small proportion of children at Archbishop Benson are minority ethnic pupils. Any comparative analysis of their attainment & progress data against overall cohort/key stage data must reflect the size of this pupil group

1.3 We assess, where required, minority ethnic pupils' proficiency in English. If additional support is deemed necessary, based on pupil security with 4 levels of *"Language In Common" scales*, we invite appropriate professionals to offer guidance to the school to enable us to best support these EAL pupils.

1.4 Archbishop Benson School aims to promote good race relations between different ethnic groups. Modern Britain is a very diverse society. We value and recognise this diversity and celebrate the multi-cultures & multi-ethnicity of modern Britain in our attitudes and teaching. We seek to promote activities that celebrate our common experiences as well as those that recognise diversity generally.

Pupils develop a good understanding of their national community through ongoing engagement in national events, such as *First and Second World War anniversaries*, *The Queen's birthday*/jubilees*, National Help the Heroes Day)* through which they explore British values

1.5 We recognise the diversity of our local community and use our support for local voluntary & community groups to promote good race relations.

1.6 Equipping the staff at Archbishop Benson School to fulfil their legal responsibility to challenge racist, language and stereotypes and/or bias and to raise staff & pupil awareness of creating and valuing equal opportunities and good race relations in all areas of school life.

2. RELIGION & BELIEF EQUALITY

Discrimination on the grounds of religion or belief will not be tolerated at Archbishop Benson School. We are committed to challenging any form of discrimination based on prejudiced attitudes in society towards our own, and other, faith communities. We seek to promote equality for people based on their religion, belief and non-belief in the school's daily/weekly practices.

We recognise 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. We also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility. We are committed to eliminating illegal discrimination and exclusion on the basis of religion or belief.

We recognise the need to consider the actions outlined by the Equality Act 2006 (Religion & Belief) which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

We have an annual Equality & Diversity Action Plan and an RE & SMSC Action Plan which are part of our annual School Development Plan with specific actions for putting Religion & Belief Equality action points into practice and with named roles & responsibilities. *Refer to Safeguarding File*.

"*The school's links with a wide range of local church communities, the local community, its charity work at home and abroad and excellent social, moral, spiritual and cultural (SMSC) programme give children a good understanding of diverse cultures in Britain and further afield*."

Our Religious Equality priorities include:

2.1 Recognising our responsibility to gather together for collective worship on a daily basis and, whilst it is appreciated that the ethos of this worship must be of a 'broadly Christian' nature, we have an open visitor policy and actively encourage members of a wide range of local religious communities to visit the school and lead assemblies. *Refer to Termly Assemblies Overview sheet*

- We follow an agreed Collective Worship policy that guides our assemblies.
- We respect parents' rights to withdraw their child from RE and Collective worship.
- We gather information on staff and children religious beliefs and use this when considering the content of what we teach.

2.2 Ensuring that our Religious Education syllabus encompasses many aspects of different faiths, we endeavour to ensure that all children leave Archbishop Benson School with a good understanding of 6 main world religions – Christianity, Hinduism, Sikhism, Islam, Judaism, Buddhism. We organise *regular whole-school Faith Weeks* to engage all pupils at an age-appropriate level with universal faith values.

2.3 ~~R~~ecognising the advantages bestowed on children in later life by a broad curriculum, we aim to further this by inviting people of diverse faiths to work with individual classes, where this is appropriate to the main curriculum. We also use a wide range of material from other beliefs in our assembly times to both raise awareness and show the similarities and differences in the world's religions.

2.4 The delivery of a broad and balanced curriculum that seeks to promote an understanding of and respect towards people from all cultures and faiths e.g. 2016 – 2017 SMSC focus – WDWTWA (Who Do We Think We Are). This is supported by the SEAL programme and via focused assemblies linked to global events with strong moral messages e.g. Neon Day (Be Seen for the Unseen - modern anti-slavery), Kindness Week

3. DISABILITY EQUALITY

Archbishop Benson School recognises and celebrates the fact that some members of our school community have disabilities. We are committed to meeting the needs of these individuals, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that our disabled members of the school community are supported to achieve their full potential & to lead independent lives. Discrimination on the basis of disability will not be tolerated at Archbishop Benson School. This includes both direct, overt discrimination and that which is more implicit, e.g. if certain activities are inaccessible to a pupil with a disability.

Our 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 directly disabled learners, their families and disabled staff on issues affecting them.

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.

We have developed a Disability Access Plan which is part of our annual Premises Management Plan with specific actions for putting long, medium & short term Disability Equality action points into practice and with named roles & responsibilities. *Refer to Resources Committee File*.

Our Disability Equality priorities include:

3.1 We want our school to be a safe & inclusive environment in which all children are enabled to learn to the best of their ability. We offer a differentiated curriculum, where appropriate, to individual learners. We have a range of resources to assist children with SEND to learn in a flexible way. These resources are monitored by our SENCOs. Designated staff also receive additional training and/or guidance, as required, to support the personalised learning needs of pupils with disabilities & to enable them to lead independent lives.

3.2 Archbishop Benson School recognises its legal responsibility to ensure that disabled people have the opportunity to take part in 'all aspects of public life'. Hence any member of our community with an identified disability will be fully encouraged to take part in every aspect of school life, including making reasonable adjustments for individuals to ensure maximum participation.

3.3 We recognise the challenges that can be presented while parenting a disabled child and we endeavour to support such parents in any way that is practically possible. We work with parents to ensure that a family wants support before any external agency is approached (*e.g. occupational therapy, referral to Early Help Hub, D-Catch programme for siblings of disabled children)*. We make information available regarding other services within Cornwall that may be helpful to such families, *e.g. monthly SEN Parents Café*, and we recognise our responsibility to make referrals to external agencies for further support should this be necessary. *Refer to School SEND File & Parental Engagement File.* We obtain parental consent for any such referral, this may not be appropriate should the referral be of a Child Protection nature.

3.4 We recognise that inclusion is not just about acceptance and access but that it is equally important to promote positive images & attitudes towards disabled people within our school curriculum and to challenge anti-social behaviour, harassment or bullying towards disabled learners, staff & families.

- As part of our annual fund-raising programme, we regularly support a range of disability-related charities, especially where staff, pupils or parents have particular links e.g. National Epilepsy Society, CLAPA (Cleft Lip & Palate Association)
- As part of our regular SMSC focus weeks within each year, we seek to raise the profile and impact of disabled people within our society.
- In implementing the New Curriculum, we are committed to a creative-curriculum approach using & adapting the INSPIRE units to create & promote opportunities for positive inclusion.

4. GENDER EQUALITY

This statement was prepared following guidance as given in the document 'The gender equality duty and schools:

Archbishop Benson School recognises the crucial role schools have to play in ensuring that girls and boys benefit from equality of opportunity in all areas of life. We understand that action to challenge stereotyping needs to be a key component of the whole school curriculum and, in particular, careers, work-related learning, citizenship and personal, social and health education. We appreciate that schools play a key role in shaping the values and attitudes of children and young people and we strive to take a lead in challenging gender-based harassment, bullying and violence.

We are 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.

We are aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours.

We work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes.

We are 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.

Our Gender Equality priorities include

4.1 ~~R~~aising standards of attainment, progress & attendance and closing any achievement gap between boys & girls.

It is the responsibility of the class teacher to monitor the achievement of all individual pupils & to support appropriately. *Refer to termly Class Attainment Tracking Grids.* This monitoring includes gender achievement. Concerns over the under-achievement or inequalities in achievement of any pupil (or pupil group) are discussed with the Assessment Coordinator and/or SENCO. Support using tiered & targeted intervention will be provided, if necessary. Class and/or group teaching & learning strategies may need to be adapted to meet specific gender needs.

We analyse our performance data in terms of girls and boys to look for any overall inequalities as well as regularly monitor the work produced in girls' & boys' books & files. We use this information to help re-shape teaching approaches, learning strategies and intervention support.

4.2 Ensuring that systematic pupil-group assessment takes place, including boys versus girls, this being the responsibility of the Assessment Coordinator & SENCO. *Refer to the Termly & EOY Pupil Progress Summaries.* Concerns over the achievement of any pupil group are discussed with the School Leadership Team, any inequalities are identified and discussed with class teachers as part of termly Pupil Progress Meetings.

4.3 Equipping the staff at Archbishop Benson School to fulfil their legal responsibility to challenge gender and sex based stereotypes and/or bias and to ensure they are not sustained or promoted by their practice. *Refer to annual programme of headteacher assemblies*. Other whole-school actions include steps such as ensuring play times & extra-curricular activities are not unfairly weighted to reinforce a pre-existing gender/ sex stereotype and that no sex/ gender is made to feel inferior/ superior to the other. We ensure that all opportunities in our school are open to all. Decisions are not affected by gender

4.4 Equipping the staff at Archbishop Benson School to fulfil their legal responsibility to challenge homophobic bullying, language and stereotypes and/or bias and to raise staff & pupil awareness of their rights & responsibilities & the rights of others.

4.5 Promoting positive images & messages about gender equality in modern Britain by integrating the lives and achievements of significant males & females, past & present, into our annual worship & assemblies programme to inspire our girls and our boys to consider relatively unknown heroic characters rather than famous celebrities.

We will challenge and remove any resources which we feel negatively compound gender stereotypes and, when purchasing new resources, will be aware of the need for non-stereotyped images of girls and boys to be promoted within the school. We recognise the value in examining negative historical images within that context and will continue to do so where such images are deemed, by the class teacher, to have an educational value.

4.6 Recognising that if schools are to be at the forefront of promoting gender equality in terms of outcomes for pupils, they also need to be at the forefront of promoting gender equality for their workforce. The school has 4 male members of teaching staff as well as male teaching assistants and a male support staff. This gender mix within the school community provides positive role-modelling for our pupils. We recognise the importance of male figures within all areas of our school community and strive to include men in other roles wherever possible, for instance male caretaker, male volunteer helper.

4.7 That as part of our Safeguarding Policy, our Designated (& Deputy) Safeguarding Lead (DSL) have completed training where domestic violence issues have been covered. With regard to the needs of victims the school listens to any disclosures and acts appropriately to support and ensure the safety of the victim and any children involved. We also have literature available in school with information about domestic violence issues.

4.8 The adoption of a Sex & Relationships Education policy & scheme of work that covers relationships and learning about physical, social and emotional development. Within this programme, gender stereotypes and family differences are also discussed in sensitive age appropriate ways.

4.9 Recognising our legal responsibility to support any member of staff who may choose to undergo gender re-assignment. We would endeavour to support this individual in any ways that are reasonably practical. This would include referring to said person by their chosen name and instructing all members of the school community to do the same.

5. COMMUNITY COHESION

Archbishop Benson School has a legal responsibility to promote community cohesion and to ensure the inclusion of the legislated areas of equality and diversity in both our policies and our daily practice. The 6 areas are race, religion and belief, sexual orientation, disability, age, and gender (including transgender). The following points are applicable universally to all of these 6 areas.

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.

Our Community Cohesion priorities include:

5.1 The promotion of equal opportunities for all and the chance to succeed at the highest possible level, through removing barriers to access and participation striving to eliminate variation in outcome for different groups. We engage and support initiatives to remove barriers to achievement. In addition to the wide range of enrichment opportunities we provide for all children

- We also provide both a daily Breakfast Club & Lunchtime Club and a weekly Nurture Group to support social inclusion for a group of targeted pupils who could or do demonstrate disaffection or failure to participate fully in the school experience through challenging behaviour, limiting impact of complex welfare issues, poor attendance etc. This targeted provision has proven quality outcomes including a reduction in the risk of pupil disaffection & disengagement as well as enhanced integration of pupils in their own learning & attainment.
- We provide additional support for our Pupil Premium children such as *funding for residential trips, paid and/or swimming music tuition*.

5.2 The implementation of a transparent and fair Admissions Policy which is based on the LA's Coordinated Admissions Scheme. Admissions to the school currently reflect the communities we serve. Wherever appropriate or available, all newly arrived pupils have immediate access to a school place and appropriate support.

5.3 Affirming that all members of our school community have a legal responsibility and a moral duty to challenge behaviour and/ or language which they, or another, may perceive to be anti-inclusive. The most appropriate way to manage such an incident is on an informal one-one level – *refer to our School Code of Conduct.* However we have established dignity at work, grievance, whistle-blowing and bullying/ harassment policies which are available to all staff should further support be needed.

5.4 Ensuring that our Single Equality Scheme is incorporated into our curriculum framework & our annual School Improvement/Development Plan, allowing space for discussion and exploration of the 6 legislated areas. We seek to develop a widely shared sense of the contribution of different & diverse groups and communities to a shared local, national & global vision. This is discussed further in the PSHE policy.

5.5 Providing means for children to interact with people from different backgrounds and build positive relations. This includes raising awareness and participation in events at a local, national and global level This can include promoting cultural & social understanding and awareness.

5.6 Recognising that the potential 'invisibility' of minority groups within our society and its history can be detrimental to community cohesion, we seek to incorporate the annual Global Citizenship Calendar into our programme of whole-school assemblies *e.g. October – Black History Month*. We hold special events (*e.g. Fair Trade Fortnight in February*) or complete tasks (*e.g. carrying out random acts of kindness as part of UN International Day of Happiness*) based around gaining a greater contextual understanding of other cultures & ethnicities and to counter myths and misinformation that may undermine good community relations.

5.7 Recognising the need to develop and extend the range of teacher & pupil resources within our school that help to reflect the multicultural nature of Modern Britain. To achieve this we invest, on an ongoing basis, in resources that promote and/or challenge global citizenship *e.g. The Fire Children, Frog And The Stranger, For Every Child (UNICEF), All The Colours Of The Earth, We Are All Born*

Free book. We improve this annually with the purchase of additional books and teaching resources, e.g. Barefoot publications, to support our annual SMSC focus. These resources will be maintained and monitored by the Headteacher, RE, PSHE and/or English subject leaders.

5.8 Working in partnership with other agencies (*e.g. PCSOs, Family Support*) to deal with complex family & community issues like domestic violence, family bereavement, substance abuse.

5.9 Our aim to have a diverse and representative workforce. In our local area this means a predominantly white British staff. We recognise that a staff population with a wider range of cultural backgrounds at a range of levels within our school would be beneficial. Our application process is fair and can be seen by any applicant. We ensure that all applicants to the school are treated appropriately and that reasonable steps are taken to ensure accessibility for all. *Refer to Safer Recruitment Files*

5.10 Evaluating and responding to parental & pupil satisfaction within EOY surveys as to their perceptions of the quality of community cohesion within the school community.

6. AGE EQUALITY

We are 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.

As a school we ensure that we promote positive images of and messages about the value and significance of older people in our society

Our Age Equality priorities include:

6.1 Ensuring that visitors to our school (for example in assemblies) represent a range of ages.

6.2 Promoting positive images & messages about age equality in modern Britain by integrating the lives and achievements of significant individuals of all ages, pat & present, into our annual worship & assemblies programme.

6.2 Welcoming all stakeholders and visitors to our school and promote wider family involvement with our children through Family Learning programmes and the use of volunteer helpers.

6.3 Valuing extended families by planning events to include grandparents & senior citizens e.g. *termly Music Recital, class assemblies to parents.*

6.4 Also ensuring that pupils value the contribution of older people (e.g. grandparents and great grandparents) in our society through living history type projects or contributing to our homework projects or class topics.

6.5 Our aim is to have a diverse and representative workforce. We recognise that a balanced staff population, in terms of age range, within our school is very beneficial. Our application process is fair and can be seen by any applicant. We ensure that all applicants to the school are treated appropriately and that age is never seen as a limiting factor in relation to recruitment or retention.

7. SEXUAL EQUALITY

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

Our Sexual Equality action points include:

7.1 Our aim is to acknowledge, welcome and celebrate the contribution of staff, parents, governors and children who may come from diverse family backgrounds with lesbian, bisexual, gay or transgender family members.

We are actively aware of the evolving nature of families in the 21st Century. We endeavour to offer parity of approach when dealing with all parents or guardians, and in particular, seek to be fully inclusive and embracing of fathers within the school environment. We are welcoming to gay and lesbian parents both within the curriculum (hence we avoid stereotyped, always heterosexual family models) and on induction into the school

7.2 Ensuring that all staff at Archbishop Benson School have equal access to opportunities for promotion and career development regardless of race, gender, sexual orientation, belief, age, disability or religion. We ensure that we observe the principles of equal opportunities in how we employ, develop & treat our staff i.e. recruitment, selection, appraisal, grievance.

7.3 A recognition and mindfulness of the different relationships that can exist in our society and that this is taken account of in our Sex and Relationships Education (SRE) policy and scheme of work. We recognize & celebrate different relationships within the context of secure family values. These are age appropriate.

7.4 A clear understanding and statement in our Behaviour for Learning and Anti-Bullying policies that all forms of bullying and harassment are unacceptable in the school. This covers any possible incidence of homophobic bullying as outlined above. Where reported by a parent or pupil, bullying is always treated seriously – as outlined in next section.

8. ANTI-BULLYING & DISCRIMINATION

Archbishop Benson School states clearly that all forms of bullying and discrimination on grounds of race, disability, gender, religion or belief and sexual orientation or other circumstances are unacceptable and will not be tolerated.

Bullying is “when a person or group, knowingly & deliberately, hurts you physically or hurts your feelings, on more than one occasion, making you feel sad or scared.”

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups & games, unwanted looks or comments, jokes or graffiti

Types of discriminatory incidents that can occur are*:*

- Physical assault against a person or a group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults & jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badged or insignia
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups.
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or esexual orientation

Our Anti-Bullying & Discrimination priorities include:

8.1 Comprehensive whole-school review & updating in 2015 – 2016 of our Behaviour for Learning Policy, our Anti-Bullying Policy & our British Values Policy, in line with Promoting Fundamental British

Values as part of SMSC in Schools DfE Nov 2014, Working Together to Safeguard Children HM Gov 2015, Keeping Children safe in Education DfE 2014 and Cornwall and Isles of Scilly Local Safeguarding Children Board Anti-Bullying and Discriminatory Policy Framework. *Refer to Behaviour for Learning File*.

8.2 Whole-school review & updating in 2016 – 2017 of our Tackling Extremism & Radicalisation Policy in line with PREVENT Strategy (HM Government) & the Prevent Duty DfE June 2015

8.3 Implementation of an annual anti-bullying programme with termly activities and assemblies to raise & sustain pupil awareness e.g. 2014 – 2015 focus – The Kindness Wave, 2015 – 2016 focus – It's Cool To Be Kind, 2016 – 2017 - We All Bee-long!

8.4 Setting out the measures that our school will take to address bullying and discriminatory incidents in our Anti-Bullying Policy & E-Safety Policies. We are committed to analysing all bullying and discriminatory incidents and ensuring the information is used to prevent further issues. *Refer to Bullying & Harassment Log & our annual Pupil Behaviour Tracking Overview* (in 2015 – 2016)

8.5 Submitting, where required, data regarding bullying and discriminatory incidents to the LA or DfE. Where necessary, we deal with complaints of discrimination and harassment speedily according to Local Authority Guidance, *Guidelines for Challenging and Dealing with Racial Harassment in Schools*

8.6 Ensuring that, as part of induction procedures all staff are made aware of the key points of our anti-bullying protocol and copies of all related policies are available in either the Master Policies File or Compliance Files. Our *Friendship (Anti-Bullying) Code summary (reviewed in 2016 – 2017)*, outlining the school's position and policy on bullying and discriminatory incidents, is shared with all pupils and staff annually and is also available to parents.

8.7 Ensuring that at all staff meetings (SLT, teachers, support staff and LSAs) Pupil Welfare, Behavior and Safeguarding are fixed agenda items. Behavioral and/or bullying can be raised and discussed. Where necessary or appropriate, the nature of behavioural/bullying incidences and the action taken are shared with all staff or groups of staff. Staff will look for causes, triggers & patterns in behaviour for example type of incident, time of incident. Strategies to prevent further incidents are discussed, often with input from the Pupil Welfare Group, and implemented as needed

8.8 Ensuring that teaching & support staff have received training (as part of School Improvement/Development Plans) in relation to pupil behaviour and bullying and discriminatory incidents e.g. initiation of THRIVE programme across the school,

9. EMPLOYMENT EQUALITY

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

Our Employment Equality priorities include:

9.1 Ensuring that we observe and implement the principles of equal opportunities in employment, specifically your arrangements for recruitment and selection, by advertising all vacancies using the local authority website. We follow the County Safer Recruitment guidelines *Refer to Safer Recruitment checklists at each stage of recruitment & selection*.

9.2 Selecting candidates by matching application letters to the specifications of the post needed. All personnel involved in shortlisting mark a form against the person specification. Scores are then shared and those with the highest scores are called for interview. During the interviews a variety of tasks are set dependent on the post being advertised. These can include teaching whole class or group of children, presentation, taking an assembly, interview with the school council, informal 'chat' with staff. Views of all involved are taken into account and all opinions are scored so that comparative total scores can be made to ascertain those with the highest scores and therefore most suited to the post. *Refer to Shortlisting & Interview Assessment Grids.*

9.3 Ensuring that our arrangements for training and developing staff are outlined in documents like our annual SIP CPD Overview, Teacher PM CPD Plans, annual Support Staff training programme.

9.4 Ensuring that our arrangements for performance appraisal are outlined in our
- Performance Management policy
- Teacher & Support Staff Performance Management Files.
- Support Staff Development File

9.5 Following County policy on redundancy, restructuring, redeployment and retirement.

9.6 Ensuring that all internal promotion is advertised to all staff.

9.7 Following guidance for the award of pay, bonus & allowance from national guidelines e.g. threshold assessment. Specific allowances linked to responsibilities will be matched against the schools needs and advertised to all staff (e.g. TLR)

The school follows County LA policy on grievance procedures & on all aspects of disciplinary issues. The fair implementation of these is monitored by both County ER representatives/ other HR provider and Union representatives.

9.8 Ensuring that any incidents of harassment will be reviewed and monitored by the Personnel Committee of governors, in the first place, which reports to the full Governing Body.

10. EQUALITY IMPACT ASSESSMENTS (EIAs) **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.*

We assess the impact of our current policies and procedures by 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. Periodically, based on school self-evaluation, we will develop and undertake selected Equality Impact Assessments (EIA) to assess how effective our policy is in practice and what can be done better in the future. An EIA will help us to monitor & evaluate whether our provision has a "positive, negative or neutral impact" on groups or individuals within the school. 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 at Archbishop Benson School.

Our EIA priorities include

10.1 Collecting and analysing the following equality information for our pupils individually, in pupil groups, cohorts and/pr whole-school

- Details regarding ethnicity, religion, first language and second language, disability, special needs and physical, emotional needs.
- Attainment levels
- Achievement
- Attendance levels
- Mobility & retention levels
- Exclusions
- Reports of bullying and harassment
- Student perceptions of all aspects of their experience at the school through our annual survey

10.2 Recognising that to date no formal EIAs have been carried out, we plan for our initial EIAs to focus broadly on the achievement of pupil groups. This will cover attainment, progress and attendance.

10.3 Continuing our current practice to carry out pupil & parent surveys annually. We also plan to develop staff questionnaires annually about aspects of school and will monitor and address any Equality & Diversity issues that these show.

11. CONSULTATION & INFORMATION

We recognise that any consultation should be appropriate to the size, remit and resources that are available. The focus of the consultation must be on equal opportunities and the consultation process must give adequate attention to issues of gender, disability, race, religion and sexual orientation issues specifically. Questions should be structured in such a way as to bring out any potential differences in views between different equality target groups.

We need to take into account the preferred means of communication for those whom they are consulting. The school will need to ensure it involves a range of disabled people and hears a range of views. We may need to set priorities that will help to improve the involvement of disabled people. Schools need to ensure that they consult with pupils, staff, governors, parents and the unions.

11.1 In 2016-2017 we plan develop a new annual dtaff questionnaire that will contain number of SES-related questions. Staff views, along with parental & governor feedback, will benchmark our position on these issues, raise awareness of these issues amongst staff, identify areas for the action planning and also indicate ways that we could improve the school's provision in this area.

We will seek the views of parents and carers as part of our ongoing parental consultation process (e.g. a Parents' Forum session, annual EoY survey) about SES-related issues and take account of their views when creating our annual Equality & Diversity action plan. We will let parents know the outcome of any surveys and the action points in our You said, We Did Overview and also how we are doing in addressing these each year..

11.2 We continue to focus on removing barriers people may face in accessing consultation

- We are able to offer termly Parental Consultation meetings across a series of evenings. Parents have these dates in advance so they can make the necessary arrangements to attend. In addition to this staff are willing to make individual appointments with parents who find these times difficult. We know how to access translators to meet the needs of different ethnic groups in the school. Venues in the school are accessible to people with disabilities.
- We have initiated an online booking system for parental consultation appointments so that no group of parents, e.g. working parents or parents with a disability, are disadvantaged by not being able to come into school at the end of the day to physically book up an appointment
- Our half-termly Parents Forum alternate between being held in the afternoon or in the evening to better suit parental availability.
- We work with agencies & other specialist settings to strengthen our working relationships with the school and to be able to re-assure existing (or prospective) disabled pupils and/or parents.
- We support children with disabilities in the school by being involved in Early Support/TAC meetings for a child with disabilities and liaising with outside agencies to help meet the needs of the child with a member of staff in the role of lead professional.

12. SES Action Planning

Following analysis & discussion of SES questions or questionnaires completed by parents, staff and pupils, the evaluations & judgements will contribute to SES objectives.

Our annual Equality & Diversity action plan sets out the prioritised objectives we have identified in order to eliminate discrimination and harassment and promotion of equality in relation to gender, race, disability, religion or belief and sexual orientation.

13. MONITORING & EVALUATION (Roles & responsibilities, commitment & accountability):

All stakeholders within Archbishop Benson School accept their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the scheme.

All school stakeholders, in their various roles & capacities are committed to:

- Integrating equality issues into all our key policies, provision 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;
- Ensuring that we engage effectively with stakeholders and local communities in delivering and monitoring the scheme.

13.1 The Governing Body*:*

- Uses the S175 Audit of Statutory Duties and Associated Responsibilities (Education Act 2002) to monitor that the school is meeting the requirements of the Race, Disability and Gender Equality Duties, and meets the requirements of the Equality Act 2006 Religion and belief and Equality Act (Sexual Orientation) Regulations 2007.

- Monitors & evaluates the integration of the School's Equality Scheme into the School Improvement & Development Plans. *Refer to annual Community Cohesion Action Plan, Equality & Diversity Action Plan, Safeguarding Action Plan.*

- Monitors contractors' commitment to implementing equal opportunities standards within employment (*Refer to Safer Recruitment Files*) and service delivery by fulfilling the requirements for Financial Management Standards in School.

13. 2 The Headteacher:

- Is responsible for monitoring the Single Equality Scheme and ensuring its implementation within

- the School Improvement & Development Plans.
- all school system & procedures
- curriculum planning & development

- Reports to the SIG Governors annually on the success of the Equality and Diversity action plan (as part of annual School Development Plan)
- Oversees the undertaking of various impact assessments, with specific reference to gender and disability, on an annual basis.
- Is responsible for overseeing a review & revision of the Single Equality Scheme every 3 years.
- Ensures that no child or adult is discriminated against whatever that individual's race, gender, religion, disability or socio-economic background.

13.3 Staff:

- Are responsible for maintaining an awareness of the contents of the annual Equality & Diversity action plan/priorities.
- Are expected to reflect the ethos and attitude of this SES document in their daily practice.
- Ensure all pupils are treated fairly, equally & with respect
- Challenge any incidents of discrimination & record any serious incidents, drawing them to the attention of the headteacher

14. Publication

The Schools Equality Scheme is a published as a separate document and is available on request.

- The School Single Equality Scheme is published on the school website
- A paper copy is available to anyone on request (small charge for photocopying may
- be necessary)

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, using our Complaints Procedure 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.

Updated October 2019

Reviewed October 2020

APPENDICES

Appendix 1 Sample Equality & Diversity action plan

This document acknowledges and aims to comply with the following legal Acts and Legislation:

Sex Discrimination Act 1975, as amended by the Equality Act 2006 Sex Discrimination (Gender Reassignment) Regulations 1999

Race Relations Act 1976, as amended by the Race Relations (Amendment) Act 2000

Disability Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005

DFES Equality Legislation; A Guide for Local Authorities and Schools, May 2007 Employment Equality (Sexual Orientation) Regulations 2003, as amended Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2006 (Religion, Belief and Sexual Orientation)

The Equality Act (Sexual Orientation) Regulations 2007 Employment Equality (Age) Regulations 2006

We also acknowledge the LA 'Commitment to Equality, Diversity, and Inclusion' Scheme (2007). We aim to work within the policies set out in this document.