



## Pondhu Primary School

### Equality and Diversity Policy

In line with current guidance, this single document will incorporate the Racial Equality, Collective Worship and Religious Education Policies, Equal Opportunities, Gender Equality and Disability Equality Scheme.

This policy must be used in conjunction with the Behaviour, PSHE, Sex and Relationships Education, Grievance, Dignity at Work and Collective Worship and Religious Education Policies.

#### **1. Introduction**

Pondhu Primary School is firmly committed to Equality and Diversity. This is reflected in our mission statement:

**“We grow, we laugh, we learn”**

As a Rights Respecting school we strive to ensure our school is an inclusive and accepting environment where difference, of all kinds, is recognised and valued. 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 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 will also respect the equal rights of our staff, other members of the school community and visitors to our school. Our intention is to ensure that the adults working or volunteering in our school include where possible a 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 and puts into practice our understanding that we recognise the unique position of schools to promote acceptance and understanding within the wider community.



## **Bridging the Gap: Raising attainment for all our pupils**

We aim to raise attainment and close the achievement gap between pupils of all ethnic groups. **It is the responsibility of each class teacher to monitor the achievement of all pupils.** This monitoring will include the achievement of pupils from all ethnic groups. The Headteacher and Assistant Headteachers are responsible for ensuring that such assessment takes place. Any concerns over the achievement of **any** pupil should be reported to the Headteacher, the relevant Assistant Headteacher and, if appropriate, SENCO. This pupil will then be supported using the Primary Strategy Waves of SEN intervention if necessary.

The school has a record of all vulnerable groups and each class teacher has a specific responsibility to monitor and track the progress of any vulnerable groups within his/her class.

### **Monitoring**

Further detail is contained in the section "Evaluating our Work"

We have a Governor Visits policy and this recognises the responsibility for visiting school to ensure that our policy and procedures are in place. During visit governors will meet with the Headteacher, and then spend time in school observing the life of the school including adult and child behaviours, attitudes and actions with Diversity and Equality foremost in his mind. The visit will be recorded in a written report to the Full Governing Board and included into the next Full Governing Board Meeting.

Any recommendations made will be discussed with the Full Governing Board and, if felt appropriate, added to the school development plan.

### **Working Definition of discriminatory behaviour**

Our definition is:

Prejudice, discrimination or abusive behaviour towards members of another race, gender or religion, those with a disability or sexual orientation.

## **2. Our school context:**

Pondhu Primary School is a predominantly white British community and our school community reflects this. There are very few members of other communities represented in the school and this again reflects the community of St Austell.

Pupils:

|                               |     |     |
|-------------------------------|-----|-----|
| White British / White Cornish | 258 | 94% |
| Chinese                       | 3   | 1%  |
| Other European                | 13  | 5%  |

At the end of 2018 the gender split in the school was: Boys 140 Girls 128

Our staffing is mainly white British; we currently have three male teachers. Our



Governing Board is mainly white British with five males and six females.

### **3. Race and Community Cohesion**

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 and the Cornwall Single Equality Scheme.

The School recognises that some Black, Asian and Minority Ethnic [BAME] people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. This discrimination can manifest 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 Board understands its accountability.

Pondhu Primary School recognises and values racial diversity. We want everyone at Pondhu Primary School to have a sense of belonging and some understanding of the wider racial groups that make up British Identity.

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, 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 our policy is also part of our planning arrangements and that our actions and objectives are met.

Racism will not be tolerated at Pondhu Primary School

We aim to raise attainment and close the achievement gap between pupils of all ethnic groups. See paragraph “Bridging the Gap; raising the attainment of all our pupils” above

The school has a record of all vulnerable groups on which all vulnerable groups are identified and each class teacher has a specific sheet for monitoring and tracking the progress of children who fall within one or more vulnerable groups within his/her class.

As a very small proportion of children at Pondhu Primary School are minority ethnic pupils we are able to track individual progress very carefully and we understand that extrapolating this to a group level would be statistically unsound.

Pondhu Primary School aims to promote good race relations between different ethnic groups. Modern Britain is a multi-cultural society. We value and recognise this diversity and will celebrate the rich diversity of modern Britain in our attitudes and teaching.

We will assess minority ethnic pupils’ proficiency in English. If deemed necessary we will invite appropriate professionals to offer guidance to the school to enable us to best support these pupils. All staff have received the DCSF Guidance and Support materials

### **Community Cohesion**

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

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

- We create a sense of shared values.
- We develop an understanding in children that they all have a responsibility to their shared future.
- We emphasise mutual respect and honesty between different groups including



children and teachers.

Through our school curriculum, our school vision, values and mission statement, we make visible to the whole school community the necessity of fairness and trust

- There is a widely shared sense of the contribution of different communities to a shared vision.
- There is a strong sense of individual rights and responsibilities within the school community.
- All children and parents feel they are being treated fairly and have the same opportunities.
- Children trust the school to act fairly.
  
- We have strong and positive relationships.

## **Section 4 - The Disability Equality Duties**

### **Disability**

Pondhu Primary School recognises the fact that some members of our school community have disabilities. We are as 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 disabled people are not placed at a substantial disadvantage compared to non-disabled people.

Discrimination on the basis of disability will not be tolerated at Pondhu Primary School. This includes both direct, overt discrimination and that which is more implicit, e.g. if certain activities allowed to be inaccessible to a pupil with a 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 (2010).
- 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.

We will maintain full access to education for disabled pupils by:

- Ensuring full appropriate access for disabled learners to 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 want our school to be an inclusive environment in which all children are enabled to learn to the best of their ability. We offer a differentiated and personalised curriculum,



appropriate to individual learners. We have a number of resources to assist children with SEND to learn in a flexible way. These resources are monitored by the SENCo.

Pondhu Primary 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 the curriculum, even if this participation should require treatment which may be seen as 'favourable' to one individual. All reasonable steps will be taken to ensure this participation is possible.

We recognise the challenges that can be presented while parenting a disabled child and we will endeavour to support such parents in any way that is practically possible. We will endeavour to work with parents to ensure that the family feels that they want support before an external agency is approached. We will make available information regarding other services within Cornwall that may be helpful to such families and we recognise our responsibility to make referrals to external agencies for further support should this be necessary.

We will obtain written parental consent for any such referral, should this referral not be of a child protection nature.

Our school is accessible to disabled people and we will take all reasonable steps to ensure accessibility for all. We have an accessibility plan which has addressed the points which could be improved.

We recognise that inclusion is not just about acceptance and access but that it is equally important to promote positive images/attitudes of all the equality strands within our school curriculum. The curriculum reviews ensure that all opportunities for positive inclusion are fully exploited.

The schools [accessibility plan](#) is available from the school office and the school website.

## **Section 5 - The Gender Equality Duties**

Pondhu School:

- is committed to combating sex discrimination and sexism and promoting the equality of women and men.
- recognises that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes.
- is aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours.
- will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes.
- is committed to ensuring the rights, under the Gender Recognition Act 2015, 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.

#### **At Pondhu School:**

- We monitor student progress in relation to their gender and set targets accordingly. The Headteacher monitors pupil progress to ensure any gender issues are identified and remedial actions taken to address any issues. Termly as part of pupil progress meetings.
- Gender based disciplinary issues will be investigated and treated seriously. We monitor bullying by gender and report incidents to the LA.
- There is no identified gender pay gap as all staff are employed in line LA contracts.
- Issues surrounding bullying, violence and stereotyping are tackled through our curriculum and PSHE programmes such as RTime.
- Staffing levels, specialism and levels of responsibility are monitored with a view to ensuring there is good representation of each gender by the Pay & Personnel Committee

## **Section 6 - Religion and Belief**

Pondhu 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.

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

- Celebration of significant dates in assembly
- Visiting speakers
- Raising awareness of local faith events
- Flexibility to allow parents to request their children be withdrawn from RE lessons on moral/religious grounds.

We will monitor the effectiveness of our policy through:





- Discussion with the subject leader for RE
- Discussion with the school council
- Analysis of any behavioural incidents and reporting them to Governors

## **Section 7 - Sexual Orientation**

Pondhu School is committed to combating discrimination faced by lesbians, gay men, bisexual and transgender (LGBT) people. We want to ensure equality of opportunity for LGBT 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 LGBT 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 2010. We are committed to taking a pro-active approach to preventing all forms of homophobia

within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

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

### **At Pondhu School:**

- Homophobic bullying, language and stereotypes will be challenged.
- The PSHE curriculum will address these issues.
- The resources we will use to raise staff and student awareness of their rights and responsibilities and the rights of others include: SEAL and RRSA materials.

## **Section 8 Age**

Pondhu School is committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference

## **Section 9 - Anti-bullying and Discriminatory Policy Framework**

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 Behaviour Policy. We submit data regarding bullying and discriminatory incidents to the



Children, Schools and Families Service in line with Local Authority Guidance.

Bullying will not be tolerated or ignored in any of its forms within our school community. All staff will deal seriously with any report by victims or concerned children about physical, mental or verbal intimidation of pupils or adults. Our aim is to develop a culture in which victims feel they can talk to any adult in the school about issues relating to bullying either to themselves or to others and where bullying is seen by all to be unacceptable.

We aim to prevent harassment and bullying and will draw attention to this aim through:

- Our wider school policies
- Our assembly time
- The curriculum
- Delivery of PSHE themes.
- Ensuring equality of opportunity for pupils, staff and others
- Challenging discrimination, harassment and inappropriate behaviour
- Promote community cohesion

Our Behaviour Policy is reviewed regularly and is in line with the Cornwall and Isles of Scilly Local Safeguarding Children Board Anti-Bullying and Discriminatory Policy Framework and its impact will be assessed through;

- Termly analysis of behavioural incidents and exclusions by SMT
- Student and parent surveys
- Communication with external partners such as Anti-Bullying Cornwall

## **Section 10 - Employment Practices**

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

**We will ensure:**

- We observe and implement the principles of equal opportunities in employment by adhering to Local Authority guidelines.
- We are fully compliant with the requirements of safer recruitment legislation.
- All teaching and support staff are subject to performance management
- The school will adopt the LA Personnel Handbook to guide practice and will follow the advice of LA officers in all matters regarding employment.

## **Section 11 - Equality Impact Assessments**

We have a regular and planned review of all 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 consultation with staff, governors, pupils and stakeholders.

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. Our consultations will provide information about how we are doing at the moment and what can be done better in the future. The survey / consultation is a way of deciding whether a policy or service has a “positive, negative or neutral impact” on some sections of society. It can also be used to test future policies or services. The impacts enable us to take into account the needs of women or men, Black, Asian and ethnic minority groups, disabled people, people’s religion or belief, sexual orientation or age. We follow the Council guidance and staff and Governors who are responsible for carrying out these assessments have attended relevant training.

At Pondhu School we will carry out this survey / consultation in the summer term 2020.

## **Section 12 - Consultation and Information**

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

- Pupils – The scheme will be discussed in School Parliament meetings with comments passed back to the SMT.
- Parents – The scheme will be put onto the website and parents notified.
- Staff – The scheme will be shared with all staff.
- External Partners – The school will discuss the scheme with the school’s external partners in response to concerns or issues raised or as they arise.

## **Section 13 - Equality Scheme Objectives**

This section sets out the 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.

### **Objective:**

1. To ensure all groups identified with the SES have the same access, provision and opportunity as all other students and are successful in all aspects of attainment and other outcomes.  
On-going informal reviews of daily practice in school by SMT / Governors / teachers and other school based staff are effective in recognising, reporting and dealing with any perceived incidents.  
Formal reviews take place as planned either annually or bi-annually.
2. To ensure Pondhu School celebrates diversity and challenges discrimination.  
RRSA, RTime, SEAL, displays in school, monitored by governors (Governors visits week spring term)

These objectives feed directly into the school’s SEF.

## **Section 14 - Roles and Responsibilities**

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

They will do this through:

- Close involvement in the formulation of policy - Full GB approval prior to adoption.
- Attendance at relevant LA briefings and training.
- Ensuring the impact of the scheme is reported to Governors.



## **Section 15 - Contracting and Procurement**

Most aspects of contracting and procurement will be under the jurisdiction of the LA .  
Responsibility for ensuring compliance regarding equality issues lies therefore in their hands and will be managed as per the LA Equality Scheme.

## **Section 16 - Action Plan**

Our action plan shows explicit objectives for race, disability and gender issues and also objectives for religion or belief and sexual orientation with:

### **2017 – 2019**

Achieve and maintain the RRSA Gold Award  
Staff and governor training for Equality & Diversity.

### **2015 – 2017**

Work towards RRSA Level 2.  
Global Learning project

### **2013 – 2015**

Work towards the Rights Respecting Schools Award.  
This will be a shared school action with all members having a part to play in the successful achievement of this award.

### **2013 – 2015**

Monitor school to ensure equality for all is promoted.  
This will be done by the SMT who will report outcomes to Governors annually.

## **Section 17 - 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 two years. It will be presented to the Governing Board in the spring term.

## **Section 18 - Publication**

The Schools Equality Scheme is published as a separate document and is available on request or via the school website.

## **Section 19 - Complaints**

If a member of the public or a pupil feels that they have suffered harassment or been treated unfairly by the school 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.