



# Perranporth C P School Single Equality Scheme 2018-20

**Date agreed: March 2016**

**Reviewed Jan 2018**

**Date for next review: Jan 2020**

## Check list for school staff and governors at Perranporth School

---

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- Has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies? (Part)
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender? (Part)
- Are procedures for the election of parent governors open to all eligible candidates and voters, being inclusive of race, disability and gender?

## **Contents**

### Forward

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

## **Foreword**

Perranporth School 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.

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 our staff and pupils.

Success of the school's Single Equality Scheme will require ownership by governors, senior leaders, all staff, the school community and all learners.

Our Single Equality Scheme serves essentially two purposes:

1. To set out the school's overall commitment to equality and diversity in one central document. This scheme therefore contains:

- The school's approach to the protected equality characteristics: race, religion or belief, sexual orientation, disability, gender (including gender reassignment and pregnancy and maternity).
- How the school will manage, plan and include its equality and diversity policy within its day to day work.

2. To act as the 'umbrella' document for both our statutory and non-statutory equality schemes. This scheme 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.

This scheme will help us to ensure that we focus more on the outcomes that matter to the community and people who use our services; and that our services are more accessible and delivered effectively.

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

## **Section 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 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.

## **Section 2 - School profile and values**

### **School Profile**

Perranporth Community Primary School is a slightly smaller than average-sized primary school with just over 200 pupils in attendance (PAN of 30) with an increasing roll over the last 3 years.

The Multiple Deprivation Score places our school in the most deprived 40% to 50% of Lower Super Output Areas in England (IOMD Score is 19.07).

The school has a majority of pupils from white-British /other white backgrounds with 9.2% from minority ethnic groups.

Nearly a fifth (19%) of children in Perranporth live in a household where no member of the family is in work. (Perranzabuloe Community Plan 2013-18)

40% of the workforce in Perranporth relies on the tourist industry. (Perranzabuloe Community Plan 2013-18)

### **Pupil Information**

A below average number of pupils are entitled to free school meals at 18.7% (Nat: 26.0%).

The school has a consistently lower percentage of stability than the National Average, it is currently at 80.2% (Nat: 85.9%).

EYFS attainment on entry varies but is broadly average with 9.4% operating significantly below levels typical for their age, 37.5% operating slightly below (secure within most of 30-50 month phase), 40.6% showing a typical development for age (beginning to work in 40-60+ band), 12.5% operating above levels typical for age.

7.8% of pupils have special educational needs which is below the Nat Ave.

2.1 % of pupils (4 pupils) have a statements of Special Educational Needs.

Overall Absence 3.8% and Persistent Absence 2.4% are below the Nat Ave.

There have been no permanent exclusions in the last three years and 3 fixed term exclusions in 2013/14.

### **Ethos**

At Perranporth Community Primary School we have established a very happy, caring, safe, supportive and effective learning environment - a school in which we learn together and respect individuality. A place in which we are determined that everyone will succeed within a safe, inclusive and stimulating environment; where enjoyment and creativity are priorities enabling all to become independent life-long learners.

Pupils experience excellent personal development and are encouraged to behave well through extremely positive and nurturing relationships with all staff.

### **Key Partners the school works with are**

The Truro and Penwith Multi Academy Trust.

Perranporth Pre-School where established links ensure smooth transition into EYFS.

The Newquay Learning Partnership, The Richard Lander Cluster and a smaller group of local schools support network (The Carland Cluster). These partnerships have established a reciprocal arrangement to provide

joint training opportunities, subject development across the schools and effective transition to secondary education.

Sports partnership links through the Newquay Sports Partnership, to provide extended sports provision and opportunities for all pupils.

School Initial Teacher Training (SCITT) and Plymouth University (ITT).

Our pupil/student population (January 2018) is 202:

Gender	Boys	105
	Girls	97
Ethnicity	White Cornish	84
	Other White British	105
	Black British / White & black Caribbean	3
	Other mixed background	2
	Refused	3
	White and Asian	2
	Other Ethnic Group	0
	Other White background	3
Disability	Specific Learning Difficulty	2
	Moderate Learning Difficulty	
	Severe Learning Difficulty	
	Behaviour, Emotional & Social Difficulty	1
	Speech, Language & Communication Difficulty	3
	Autistic Spectrum	1
	Visual Impairment	1
	Hearing	1
	Multi-sensory	2
	Physical	5

Our staff includes representatives of:

Gender	Male	8
	Female	23
Ethnicity	White British	29
	Mixed White and Asian	1
	Other ethnic background	1
Age	20-29	2

	30-39	5
	40-49	8
	50-59	6
	60-69	3
Governing Board		
	Male: 3	
	Female: 7	

In relation to all six equality strands namely, race, religion and belief, sexual orientation, disability, age and gender (including gender reassignment and pregnancy and maternity)

We aim to:

- Foster a positive self-image
- Develop an awareness of issues of equality and diversity within society
- Recognise and celebrate our differences

### Values

At Perranporth School we are committed to:

- Tackling race, disability, gender, gender identity, sexual orientation, religious belief and age discrimination.
- Positively promoting race, disability and gender equality.
- Creating good relationships in the school with all groups by race, culture, gender, disability, sexual orientation, religious belief and age.
- Promoting equality of opportunity for all.

### Roles and responsibilities, commitment, accountability and evaluation

This scheme 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 through the school improvement plan;
- 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 through our policy for monitoring and self-evaluation; and
- Ensuring that we engage effectively with stakeholders and local communities in delivering and monitoring the scheme e.g. through our annual review.

### Section 3 - The Race Equality Duty and Community Cohesion

#### Race Equality Policy

#### Forward

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 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.

Under the duty in the Equality Act 2010, to promote racial equality we will:

1. Tackle unlawful discrimination by

- Keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them;
- Dealing with complaints of discrimination and harassment speedily according to the guidance document: *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.

**Aims of this policy**

- This policy supports the aims of the school in that it seeks to promote the welfare of all pupils and their academic achievement, regardless of their ethnic background.
- This policy seeks to set out how the school will respond to incidents of racism, offering appropriate support to pupils, parents and carers within the school community.
- The policy will also clarify the support given to minority ethnic members of staff.
- The policy aims to meet the requirements of the Race Relations (Amendment) Act 2000.

**Statement concerning racism**

Racism is defined by the school 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.

### **Statement about positive multi-cultural and anti-racist education**

The school, through its basic curriculum, seeks to recognise the multi-cultural nature of Britain in the 21<sup>st</sup> Century. The school regards a multi-cultural society as a positive feature of modern Britain, one that celebrates a rich cultural diversity. As part of the specific PSHE and Citizenship entitlement for all pupils there will be work focusing on living in a multicultural society and the need to combat racist attitudes and discrimination.

### **Combating racism – behaviour management**

The school's Behaviour Management Policy and Anti-bullying Policy cover racism and racist attitudes. All incidents will be reported to the school's senior management immediately for appropriate action. Where it can be established that an incident had a racist element the school will ensure that it lets all concerned know that it will not tolerate racism.

### **Monitoring minority ethnic pupils' achievement**

The school has a small number of minority ethnic pupils and recognises that the group is statistically too small to make judgements about their attainment as a whole. Therefore, the school will track individual minority ethnic pupils using assessment tests to measure progress against that expected for all pupils in the school. Where concerns about the progress of minority ethnic pupils arise the school will seek the most appropriate intervention in consultation with parents.

Teachers will be alert to early signs of disaffection or a drop in attainment or progress. When this happens the senior management team will be alerted and an intervention will put in place to ensure that progress is resumed and attainment is at the level expected.

### **Working with parents**

The school will take positive measures to support the parents of ethnic minority pupils.

- If appropriate, at parent consultation evenings class teachers may bring up racism to see if any issues have been picked up by the family and not reported in school. If there is evidence that a pupil is experiencing racism at school but not reporting it to teacher's action will be taken and the parents will be informed of the action taken in light of the information given.
- If the behaviour of a minority ethnic pupil changes significantly then the parents will be contacted. The teacher will seek to establish if the behaviour change is a result of racism, either in school or in the wider community. If there is evidence that there is racism that is effecting a behaviour change the school will act accordingly as set out in the policy above. Parents will be notified of any action taken by the school.

Where there is a language barrier for the parents the school will seek language translation support.

## School Visits and Visitors to Cornwall

The school recognises that many of its pupils have little contact with racial minorities and therefore:

- When going on trips pupils will be reminded of their responsibility to act appropriately. The issue of living in a multicultural society may be brought up and pupils reminded that racial abuse or the exhibiting of racist attitudes will be dealt with severely by the school.
- When studying about Cornwall, its history and geography, mention will be made of the different sorts of people who come to visit the county. It will be made clear that racism is unacceptable and that we have a duty of hospitality to all those who come here on business or for a holiday.

## Exclusions

Where the behaviour of minority ethnic pupils becomes problematic and may lead to exclusion the following steps will be taken:

- Parents will be invited to the school to discuss the issues and a strategy for inclusion will be produced.
- The Education Welfare Officer will be involved and will be asked advice on issues relating to the ethnic and cultural needs of the particular pupil and how that might impact on behaviour and behaviour management.
- It may be necessary to involve a member of the Child and Adolescent Mental Health Services Team at an early stage to support inclusion. The school will contact the appropriate Educational Psychologist for support as deemed necessary by the Headteacher. The school will work in accordance with its own policies in the light of circular 10/99.

## Minority ethnic teachers

The school welcomes applications from all qualified teachers irrespective of race, ethnicity, gender or sexuality for posts advertised by the governors. When teachers from ethnic minorities are appointed they will have the opportunity for minority ethnic mentoring. The Headteacher will seek the details of mentoring available in County as and when necessary by contacting the Education partnership Manager, Education Department, County Hall, who has responsibility for diversity issues.

The Headteacher will speak to minority ethnic teachers about the issue of race as part of an annual review.

Minority ethnic teachers have the right to access the additional support mechanisms provided by Truro and Penwith Multi Academy Trust (TPAT) as employers and the school will provide a copy of the Combating Racism/Race Equality Policy as part of their induction as a teacher.

## Reporting, monitoring and evaluation

The Headteacher will monitor the effectiveness of the policy on an annual basis. This will be done in the following ways:

- Monitoring the number of incidents with a racial element
- Monitoring the effect of any PSHE module which has had a focus on combating racism
- All racially motivated incidents will be recorded and reported to the LEA as they occur on Form DIV-1.
- In conjunction with Police Youth Affairs Officers (YAO) staff will issue the Racial Incident Self-reporting Form published by the Devon and Cornwall Constabulary in cases where it is felt that the Police could be directly involved. The decision on the level of Police involvement will be established in negotiation with the Police.

## Evaluation

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

## Community Cohesion

### Community Cohesion Policy

#### Forward

From December 2009 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.

#### *Introduction*

We are committed to supporting community cohesion by:

- Developing a common vision and sense of belonging
- Developing a sense of fairness and trust
- Developing an appreciation of the diversity of people's backgrounds and circumstances
- Creating opportunities for all learners to achieve their potential
- Building strong and positive relationships

We recognise that this is of particular importance in a school which is predominantly mono-cultural preparing its learners for life and work in a multi-cultural society and world.

The term 'community' has a number of dimensions for school including:

- The school community – the young people it serves, their parents, the staff and governing body and community users of the school's facilities and services
- The communities created by the networks we establish with schools, colleges, work-based learning providers and other partners
- The local community
- The UK community
- The Global community

#### **How does school contribute towards community cohesion?**

We help build community cohesion by:

- Promoting British values and Citizenship to enable pupils to fulfil their role in the school and wider community.

- Promoting equality of opportunity and inclusion for all learners irrespective of background in terms of gender, ability, culture, ethnicity, religious belief or socio-economic circumstances
- Promoting school values and encouraging learners to engage with others to understand what they all hold in common
- Working towards the achievement of UNICEF's Rights Respecting Schools Award.

**The school's contribution to community cohesion can be grouped under three headings:**

**1. Teaching, learning and curriculum**

Helping young people understand others, to value diversity, respect human rights and to develop the skills of participation and responsible action

**2. Equity and excellence**

To ensure all learners have equal opportunity to achieve their potential

**3. Engagement and extended services**

To provide opportunities for learners to interact with people from different backgrounds and cultures, to build links with different schools and communities and to provide extended services

**Where are we now?**

Promoting community cohesion is already strongly embedded in our existing practice as detailed below but we are committed to developing this aspect of our work further. The school has also achieved the Recognition of Commitment for UNICEF's Rights Respecting Schools Award and is working towards Level 1.

**Teaching, learning and curriculum**

- We are an effective school with high standards of teaching, learning and curriculum provision. We have very high expectations of our learners and we set challenging individual achievement targets
- There are opportunities across the curriculum to promote shared values and help student's value differences and to challenge prejudice, discrimination and stereotyping. This is particularly evident in our Religious and Values Education, PSHE, Citizenship and Collective Worship.
- An extensive programme of curriculum and extracurricular activities enrich learner's understanding of the community and diversity through fieldwork, visits, including camp, visits to places of worship and opportunities to meet with members of different communities
- A comprehensive programmes of collective worship which includes themed assemblies and inputs from members of the local and wider community

**Equity and excellence**

- We promote high standards of achievement for all. We set challenging individual targets for all our learners, monitor their progress regularly and have robust strategies of intervention and support
- We make sure that there are no barriers to achievement and work to remove disparities in attainment between different groups
- We promote an inclusive, caring, supporting ethos and maintain a highly effective pastoral system
- We expect the highest standards of behaviour and have effective approaches in place to deal with incidents of prejudice, bullying and harassment

**Engagement and extended services**

- We have links with other schools, locally, nationally and internationally.

- Our learners have opportunities to interact with learners from outside the UK. We have developed links with schools in other countries.
- Teachers make links with other schools through a range of activities as part of different topic and curriculum projects.

### **School, parents and the community**

- Learners are developing a strong voice and opportunities to take responsibility through our School Parliament and Diamond 6 and other roles
- Learners participate in voluntary community based activities
- We engage parents through a range of activities including special curriculum evenings, homework presentations, consultation evenings, targeted questionnaires, family learning and parent groups. Our pastoral system of working with the EWO service is sensitive to the needs of families requiring additional support
- We have strong links with external agencies including social services, the EWO service, the health service and police
- We have developed strong links with our feeder nurseries, secondary schools and the children's centre.

### **Extended services**

- Childcare, for example, breakfast club.
- Varied menu of activities, a vast extra-curricular programme
- Swift and easy referral for example, good links with external agencies
- Parenting support for example, specialist parents' evenings and excellent pastoral support

### **Where would we like to be?**

Community cohesion is already strongly embedded in our existing practice but we are committed to developing this aspect of our work further. This includes:

### **Teaching, learning and curriculum**

- Continuing to strive to ensure that every learner achieves their potential by setting challenging targets, monitoring progress and developing more effective intervention and support mechanisms
- Further develop opportunities for our pupils to interact with learners from different backgrounds and cultures

### **Equity and excellence**

- Continuing to track and monitor the performance of particular groups in school
- Continuing to develop our pastoral systems to promote a caring, supportive ethos free from prejudice, discrimination and bullying

### **Engagement and extended services**

- To continue to develop our international links
- To involve more staff in international links
- To involve governors more closely in links with our partner schools locally.

### **School to parents and the community**

- To continue to develop our links with community groups and organisations
- To continue to develop student voice
- To strengthen our links with community based activities and groups

### **Extended services**

To explore how, working with cluster groups and networks, we can build stronger relationships with the local community

### **Monitoring, reviewing, assessing impact**

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination and promotes good relations between different sections of the community.

### **Evaluation**

We will evidence our effectiveness by demonstrating:

- A widely shared sense of the contribution of different communities.
- A strong sense of individual rights and responsibilities within the school community.
- That all children and parents feel they are being treated fairly and have the same opportunities.
- That children trust the school to act fairly.
- That we have strong and positive relationships.

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

### **Disability Equality Policy**

#### **Forward**

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

#### **1. To 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. To 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. To 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: To 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 for 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.

Perranporth Community Primary School is committed to promoting equality for all. The Governing Body recognises that the school must take positive action to prohibit all forms of discrimination. This obligation is towards staff, students, and others associated with the school, eg parents, visitors, users of the school.

In preparing and developing the Scheme the governors will have due regard to:

- ❖ promote equality of opportunity for all
- ❖ eliminate discrimination that is unlawful under the Equality Act 2010.
- ❖ eliminate harassment of disabled people that is related to their disability
- ❖ promote positive attitudes towards disabled people
- ❖ encourage participation by disabled people in public life
- ❖ take steps to meet disabled people's needs, even if this requires more favourable treatment

#### **Definition of Disability**

The Equality Act 2010 defines a person with a disability as someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities',

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of mental illness;
- 'substantial' means 'more than minor or trivial' -

- 'long term' is defined as twelve months or more

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term as defined above.

The Equality Act also covers those with:

- severe disfigurements
- impairments controlled or corrected by the use of medication, prostheses, an aid or otherwise
- progressive symptomatic conditions
- a history of impairment
- children under the age of 6 with impairments which, in an older person, would result in that person being covered.

Since December 2005 persons with HIV, cancer and multiple sclerosis are also covered at the point of diagnosis.

### **The Governing Board's Duty**

The Governing Board will discharge its responsibilities towards staff, pupils and those using the school's services by ensuring that people with a disability are not treated less favourably in the following aspects as relevant:

- accessibility to the premises and facilities
- accessibility to the curriculum
- accessibility of associated educational services
- training of staff and students

The school's policy is to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards people with a disability
- encourage people with a disability to participate in public life
- take steps to take into account people's disabilities, even where that involves more favourable treatment.

### **Accessibility Plans**

The Governing Board's Accessibility Plan follows the local authority's guidelines and aims, as far as is reasonably practicable, to:

- enable staff with a disability to have access to premises and facilities that they need for their contracted duties
- ensure that the needs of visitors with a disability are taken into account
- increase the extent to which students with a disability can participate in the school curriculum
- improve the physical environment of the school in order to enable students with a disability to take advantage of education and associated services
- improve the delivery to pupils with a disability



### **Unlawful discrimination**

The School will ensure that discrimination is prohibited in:

- the selection and appointment and promotion arrangements for staff
- staff conditions of service
- staff training
- the arrangements for determining pupil admissions
- the terms on which admission is offered
- refusing or deliberately omitting to accept an admission application
- provision of education or associated services (including educational visits and extra-curricular activities)
- exclusions
- victimisation and harassment
- failing to take steps to ensure that pupils with a disability are not placed at a substantial disadvantage in comparison with all other pupils in the arrangements for determining admission to school and in relation to the provision of education and associated services.

### **Pupils**

The School values the full range of its pupils and seeks to ensure that its practices are fully inclusive. Every effort will be made to ensure that 'reasonable adjustments' are made to accommodate pupils with a disability, while bearing in mind the interests of other pupils. The School is required to make, under the terms of the Equality Act 2010

- improvements in access to the curriculum for pupils with a disability;
- physical improvements to increase access to education and associated services (eg extra-curricular activities); and
- improvements in the provision of information in a range of formats for pupils with a disability.

There is an additional requirement for schools to explore whether or not pupils with behaviour issues may or may not have an underlying disability leading to this. For example, the following may be underlying reasons for poor behaviour:

- mental illness, mental health problems, learning difficulties, dyslexia, diabetes, epilepsy.

*(NB Behaviour difficulties arising from social and/or domestic circumstances are not covered by the Act. Other school policies cover these areas.)*

The School will take into account all these requirements when considering the inclusion and treatment of students with a disability in the school.

### **Education and Associated Services**

For pupils these will be deemed to include:

- preparation for entry to the school;
- the curriculum;
- teaching and learning;
- classroom organisation;
- timetabling;
- grouping;

- homework;
- access to school facilities;
- activities that supplement the curriculum, eg a drama group visiting the school;
- school sports;
- school policies;
- breaks and lunchtimes;
- interaction with peers;
- assessment and examination arrangements;
- discipline and sanctions;
- exclusion procedures;
- school clubs and activities;
- educational visits;
- arrangements for working with other agencies;
- preparation for the next phase of education; ☒ administration of medicines; ☒ First Aid.

### **Evaluation**

The impact of the disability equality policy is reviewed regularly in line with the school's monitoring and evaluation policy.

## Section 5 - The Gender Equality Duties (including Transgender and Pregnancy and Maternity)

### Gender Equality Policy

#### **Forward**

The School is committed to combating sex discrimination and sexism and promoting the equality of women and men. We recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes.

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

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

The School is also committed to ensuring the rights, under the Equality Act 2010, of transgender people (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.

#### The General Duty

In accordance with our school's mission statement and values, we welcome the statutory Gender Equality Duty. In compliance with the General Duty, we have due regard for the need to, and we work to:

- eliminate unlawful sexual discrimination
- eliminate sexual harassment
- promote gender equality

By unlawful sexual discrimination we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on any other, or may favour one gender to the disadvantage of the other.

By sexual harassment we refer to behaviour or remarks based on one person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject.

We understand 'sex' to refer to the **biological** differences between males and females and 'gender' to refer to the wider **social** roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognise and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

We will take steps to counteract the effects of any past discrimination in staff recruitment. Where we are uncertain whether there is a genuine occupational requirement for preference to be given to the employment of a particular gender we will seek specialist advice.

We understand the three parts of the duty to be different, but that they should normally support each other. However, we are aware that achieving one may not lead to achieving all three. In taking due regard we will exercise the principles of proportionality and relevance. By this we mean that the weight we give to gender equality will be proportionate to its relevance to a particular function. The greater the relevance of a function to gender equality, the greater regard we will pay to it.

### The Specific Duties

To meet the specific duties we have prepared, published and implemented, and will maintain, a Gender Equality Action Plan which contains our current objectives. This is attached to and forms an essential part of this policy.

We are working to develop our understanding of the major gender equality issues in our school's functions and services.

In order to do this we:

- collect and analyse school data and other gender equality relevant information, including data about our local area
- consult all staff, pupils, parents and relevant local communities
- review all our school policies and practices to assess the ways in which they might impact on gender equality
- ensure governors, staff, pupils, parents and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting gender equality
- assess and address the causes of any gender pay gap

### Responsibilities

All governors, staff, volunteers, pupils and their families need to develop an appropriate understanding of, and act in accordance with, the school's Gender Equality Policy. In addition:

**The school governors** are responsible for ensuring that the School prepares, implements, reports on and reviews a Gender Equality Policy and, in particular, the employment implications of meeting the Duty.

**The Headteacher works with the SLT** to ensure that –

- the Policy are implemented
- staff recruitment, training opportunities and conditions promote gender equality
- all staff, pupils and their parents are consulted regarding, and are aware of the school's responsibilities to meet, the Gender Equality Duty
- existing and planned policies are assessed for the ways in which they impact on gender equality
- curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote gender equality
- incidents of sexual/gender bullying or harassment are dealt with according to our Behaviour/Anti-Bullying policy
- visitors to the school, or those who use the premises, are aware of the Gender Equality policy and action plan

**All staff** have a responsibility to deal with incidents of sexual harassment or bullying; help eliminate unlawful discrimination; prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and

harassment and promote gender equality. Staff also have a responsibility to promote positive attitudes to gender; to provide information on issues such as sexual bullying, sexual exploitation as appropriate through the PSHE curriculum; to respond appropriately to information children receive from internet, films and magazines where women are objectified or portrayed in a demeaning way.

**Pupils and parents** have a proportionate responsibility to understand and act in accordance with the policy, as do **visitors** to the school.

These and other responsibilities are outlined in detail in our Gender Equality Action Plan which is attached to and forms part of this policy.

We believe that, even having the Equal Pay Act of 1970 and the Sex Discrimination Act of 1975, there is still widespread discrimination and gender inequality in society. We believe that having this gender equality policy and action plan will:

- support us in our decision-making and policy development
- give us a clearer understanding of the needs of staff, pupils and their families
- enable us to provide better quality services which meet varied needs
- help us target our resources more effectively
- help promote increased confidence in our school
- make more effective use of our workforce

The school is proactive in highlighting possible inequalities and would identify these to TPAT, following our pay policy.

We recognise that both sexes can suffer from sexual stereotyping and that sometimes the same policies and practices can impact differently on men and women and boys and girls. We will make appropriated adjustments if this is found to be the case with any of our policies and practices.

We also recognise that boys and girls, women and men, can experience different forms of discrimination, depending on, among other things, their ethnicity, belief, sexual orientation, age or disability and we will take this complexity into consideration.

In these ways we will strive to improve the situation for, and the relationships between, men and women and boys and girls within our school and wider community.

#### **Single Sex Provision** (where relevant)

Where we provide for one sex only, this is to help meet the different needs of boys and girls (men and women), needs often arising out of historical and current stereotyping and unjust gender discrimination, or where there is an issue of physical intimacy or embarrassment to be considered. We do not provide activities, classes, facilities, benefits or services for one sex only if this would amount to less favourable treatment of the others, or where it would promote gender stereotyping and gender inequality.

We do not deny one sex the same opportunities as the other and here we provide for one sex only we ensure there are equivalent and proportionate facilities, benefits or services for the other sex. We do not offer different curriculum choices to boys and girls, and where there are curriculum options, we ensure that these are not offered in such a way that boys and girls are steered into making choices based on gender stereotypes.

If requests for additional single sex activities, facilities or provision which appear to maintain or promote gender inequalities come from pupils, families or the community, these will be considered and legal advice sought.

### Breaches of the Gender Equality Policy

We understand that eliminating gender discrimination and harassment and promoting gender equality is in part an education function and a matter of cultural change. Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this policy will be dealt with in accordance with our school's anti-bullying and harassment procedures, and the disciplinary procedures for staff.

Where safeguarding issues based on sex and gender come to the attention of the school these will be dealt with according to our child protection procedures.

### Consultation; publishing; staff, pupils and parent development

This policy has been drawn up in consultation with governors, staff, pupils and parents and members of our local community. These consultations have contributed to developing the awareness among governors, staff, pupils and parents of the ongoing need to eliminate unlawful sexual discrimination and harassment and to promote gender equality.

We will continue to develop awareness of what constitutes unlawful gender discrimination and harassment, and of the need to eliminate this and to promote gender equality.

### **Evaluation**

The impact of our gender equality policy is reviewed regularly in line with the school's monitoring and evaluation policy. Pupil tracking information is used to identify issues regarding the progress and attainment of pupils of different genders and to set targets.

## **Section 6 – The Religion and Belief Equality Duties**

### **Religion and Belief Equality Policy**

At Perranporth Community Primary School 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.
- recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.
- are committed to eliminating illegal discrimination and exclusion on the basis of religion or belief
- recognise the need to consider the actions outlined by the Equality Act 2010 which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.
- Will deal promptly with complaints of discrimination and harassment in accordance with Local Authority Guidance and notify complainants of the outcome and actions taken.

### **Evaluation**

The impact of our Religion and Belief Equality Policy is reviewed regularly in line with the school's monitoring and evaluation policy.

## **Section 7 – The Sexual Orientation Equality Duties**

### **Policy for Equality for LGBT people**

The School is committed to combating discrimination faced by lesbians, gay men, bisexual, transsexual (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 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.

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

At Perranporth CP School we:

- Promote positive and realistic images of lesbian, gay and bisexual people through SRE scheme of work and PSHE/SEAL programmes.
- Log all incidents of homophobic bullying and challenge inappropriate language and stereotypical attitudes within the school.
- Use quality resources e.g. the Living and Growing programme and the PSHE/SEAL scheme of work to raise pupil awareness of their rights and responsibilities and the rights of others.
- Assess the impact of our policies, functions and procedures on promoting sexual orientation equality for our staff.

### **Evaluation**

The impact of our LGBT Equality Policy is reviewed regularly in line with the school's monitoring and evaluation policy.

## **Section 8 The Age Equality Duties**

### **Age Equality Policy**

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

The school's Health and Wellbeing Strategy is centred on Cornwall Council's 'Staff Well-being Guidance', which commits to "improving individual development and well-being" and this guidance is of particular significance in terms of age equality. The school strives to ensure, through its Health and Well-being Strategy, that regardless of age, all members of the school community are equally valued and their well-being needs met. The school considers the workload, work patterns and the work environment of its employees, and promotes career development and well-being through encouragement, sponsorship and the provision of resources by the school, line managers, senior staff and colleagues.

### **Evaluation**

The impact of our Age Equality Policy is reviewed regularly in line with the school's monitoring and evaluation policy.

## **Section 9 – Anti-bullying and Discrimination**

### **Anti-Bullying and Discrimination Policy – Jan 2015**

#### **Forward**

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 DfE Guidance.

#### **What is bullying?**

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

**We recognise that bullying may happen to both adults and children.** The three main types of bullying are:



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

A definition used in the Sheffield Project incorporates these aspects. It is adapted from that used by Olweus (1991) in his Norwegian studies. It is meant to be read to children.

A pupil is being or picked on, when another pupil or group of pupils says nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no one ever talks to them and things like that. These things happen frequently and it's difficult for the pupil being bullied to defend himself. It is also bullying when a pupil is teased repeatedly in a nasty way. However if two pupils of equal power of strength have an occasional fight or quarrel, this is not bullying.

Bullying may include harassment on the grounds of race, disability, gender, religion or belief and sexual orientation and we are committed to eliminating such incidents.

### **Aim**

At Perranporth CP School we aim to be alert to signs of bullying and act promptly and firmly against it in accordance with the school policy. Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PHSE, assemblies and subject areas, as appropriate. Circle time will be used to address issues of bullying in an anonymous non-threatening way in an attempt to eradicate such behaviour.

### **Objectives**

- To ensure the happiness of pupils – bullied pupils lose self-esteem and confidence
- To ensure educational achievement and an environment that is conducive to learning – some bullied pupils will avoid coming to school
- To provide a model for helpful behaviour
  - a) Bullied pupils may interpret the school's inaction as condoning unacceptable behaviour. They may feel badly let down by adults
  - b) Other pupils may see bullying as a quick way of getting what they want if they observe bullying behaviour going unchallenged
- To further our reputation as an effective and caring school. Parents will be reassured by a school, which demonstrates through policy and action that will respond positively and effectively to bullying.
- Anti-bullying week will take place each year.

### **Dealing with bullying**

All staff will be made aware of how to respond to a bullying incident. Direct action against bullying should occur within a context which reminds all pupils that bullying behaviour is unacceptable to the school and will not be tolerated.

We must also remember that in most cases the bully himself/herself is actually in need of help. If his/her own problem can be resolved then hopefully the bullying will stop.

The following steps will be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff that has been informed.
- a clear account of the incident will be recorded and given to a member of SLT
- the SLT member will interview all concerned and will record the incident. An individual incident, which, on the surface may seem to be an isolated occurrence, maybe part of a much larger pattern of bullying. Monitoring will help the school to identify such patterns.
- parents will be informed
- the pupil that has displayed bullying behaviour will be sanctioned in line with the school's behaviour policy.
- Restorative justice maybe implemented

### **Pupils**

Bullied pupils will be supported by:

- being given an immediate opportunity to discuss the experience with a member of staff
- reassurance and the offer of continuous support
- restoring self-esteem and confidence

Pupils who have bullied others will be helped by:

- discussing what happened and why
- establishing the wrong doing and the need to change
- informing parents or guardians to help change the attitude of the pupil

### **Evaluation**

The governing body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

## **Section 10 – Equality in Employment**

### **Equality in Employment Policy**

#### **Forward**

In our School we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff. For this reason we have adopted the local authority equal opportunities in employment policy which has been determined in agreement with recognised trade unions, teachers' associations and the Governors' Council and has been recommended to schools for adoption.

#### **Recruitment**

Advertisements for vacancies are placed in national and local press, as well as on the Cornwall Council website to ensure access to all. Applicants are asked to apply on a standard Cornwall Council application form, and short listing and interview processes take place according to agreed county guidelines. A range of selection processes are used including interview, classroom observation, references, and other activities as appropriate. A cross section of the school community is involved in

this process, including governors, teachers, teaching assistants and other staff. Pupils are also involved in the process eg School Parliament asking candidates questions

### **Purpose**

To promote equal treatment for **all** members of staff or job applicants irrespective of race, colour, sexual orientation, nationality, ethnic origin, religion, political belief, disability, age, gender or marital status and to ensure that this is managed in such a way that the school complies with Equal Opportunities legislation and Codes of Practice.

### **Scope**

All established and temporary members of staff and all job applicants. This policy has particular relevance to all those concerned with recruitment, training and promotion.

### **Policy Statement**

The Governing Board of Perranporth CP School is committed to providing equality of opportunity. All members of staff have a part to play in achieving this and school management will ensure that individuals are aware of their personal responsibility to observe and support the Equal Opportunities in Policy.

No member of staff, or prospective member of staff, should receive unfair or unlawful treatment due to race, colour, ethnic or national origin, gender, age, sexual orientation, disability, marital status or religious or political beliefs.

School management will seek to identify and act upon any unfair or unlawful discrimination which denies an individual opportunity on any of the criteria mentioned above. Existing staff and job applicants have the right to complain about unlawful discrimination through the appropriate procedures which are set out in the Complaints/Alleged Breaches section of this policy document. Active steps will be taken to ensure that the policy is implemented and regularly reviewed.

School management will:

- make the best possible use of skills, talents and abilities of all staff; and
- demonstrate commitment to equal opportunities initiatives

Whilst the emphasis in this policy is on the fair and equal treatment of all staff, the principle of creating an environment which eliminated discrimination applies equally to the treatment of pupils, Governors, suppliers and other people who have contact with the school.

### **Adherence to Policy**

It is the responsibility of the Governing Board, Headteacher and line managers to:

- ensure that within areas of responsibility the standards established within this policy are followed;

- review the effectiveness of the policy and provide feedback to the Director of Children, Schools & Families

All members of staff must:

- co-operate with any measures introduced to ensure equal opportunity;
- report any suspected discriminatory acts or practices to their line manager
- not persuade or attempt to persuade others to practice unlawful discrimination;
- not victimise anyone as a result of them having report or provided evidence of discrimination;
- not harass, abuse or intimidate others on account of their race, gender, etc;
- not lobby job applicants in an attempt to discourage them from applying or taking up a post

### **Complaints and Alleged Breaches**

Any member of staff wishing to raise a complaint should do so, in writing, to the Headteacher within 15 working days (i.e. school days), providing details of the alleged incident. An investigation will then be conducted by a member of the Governing Board who has not been previously involved in the selection procedure. The individual will receive written notification as to the outcome.

## **CONTINUING PROFESSIONAL DEVELOPMENT POLICY**

### **AIMS**

- To ensure that all staff have the skills, knowledge and understanding they need to carry out their duties effectively.
- To ensure staff are able to cope with necessary change and update, develop and re-learn skills which support and promote teaching and learning.
- To ensure that the school has the necessary skills, knowledge and understanding to implement the School Improvement Plan.
- Where funds allow, to provide opportunities for the broader or more individual development of staff.

### **PLANNING AND ORGANISATION OF CPD**

CPD is an entitlement for, and requirement of every member of staff including support staff. Development will be maintained through the following systems and procedures:

#### **Performance management**

All staff receive a performance management interview and review meeting. This is used to identify targets for development which reflect whole school areas for improvement. More

personal targets for development are also identified which reflect an individual's career progress and needs.

### School Improvement Plan

All staff are involved in the setting of targets for pupils at individual, group, class and whole school level which reflect areas identified for improvement across the school eg problem solving in maths. These areas are also indicated in the School Improvement Plan which identifies measures to be taken to address staff training in these particular areas of focus.

### Professional Development Portfolios

All staff are expected to keep a CPD portfolio where they record their achievements (eg M&E feedback, action research write ups, certificates, lesson evaluations etc). Any training of a more individual nature is also recorded here along with evaluations from courses and training days attended. This portfolio aids staff through "Threshold" and when changing roles or posts.

The Leadership team consider how the needs identified through the School Improvement Plan and Performance Management will be met. Whole school initiatives receive budget priority. Any remaining funds are used to address more individual needs.

Provision may be through:

- Visits to the school by curriculum specialists who might run training sessions, observe lessons and provide feedback, or conduct lesson demonstrations
- Staff attending courses outside of school or visiting other schools or agencies
- Independent study which may or may not lead to accreditation
- Action based research within school
- Use of training resources within school which reflect national initiatives.
- The opportunity to observe and undertake peer coaching with colleagues.
- More individualised provision

### MONITORING AND EVALUATION

The impact of staff development and training will be monitored in the following ways:

- Unambiguous *Learning Intentions* are identified at the onset
- Prior to training events, *Success Criteria* are agreed in order to assess whether needs have been satisfactorily met.
- Staff complete evaluations of training and development sessions which are monitored by the SLT.
- Performance management review meetings are used to discuss progress.
- The "outcomes" of development and training may be monitored through observations of staff at work in order to assess its impact. This may be undertaken by the leadership team or subject managers. Discussions with other staff and pupils may take place, and pupil's work may also be monitored as part of this process. Governor monitoring visits also take place to help assess progress.
- The "process" of staff development is monitored against the agreed School Improvement Targets by the governors and leadership team and its impact is assessed as part of "Value for Money" reviews.

## NEWLY QUALIFIED TEACHERS AND STUDENT TEACHERS

Newly qualified teachers and student teachers will be provided with a mentor who they will meet with on a regular basis to support their progress. More formal meetings with the head teacher will also take place. Outside training will be accessed as appropriate.

## **Section 11 - Equality Impact Assessment**

### **Equality Impact Assessment Policy and Procedure**

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

### **Evaluation**

The effectiveness of this procedure will be reviewed regularly and the outcome used to improve practice.

## **Section 12 Supporting Children at school with Medical Conditions Policy and Procedures**

### **RATIONALE**

The school has a duty under Section 100 of the Children and Families Act 2014 to make arrangements for supporting pupils at school with medical conditions. The governing body will ensure that arrangements are in place to support pupils with medical conditions in doing so they should ensure that such children can access and enjoy the same opportunities at school as any other child. The governing board will therefore ensure that the focus is on the needs of each individual child and how their medical condition impacts on their school life. The governing board will ensure

that arrangements give parents and pupils confidence in the school's ability to provide effect support for medical conditions in school. The arrangements will show an understanding of how medical conditions impact on a child's ability to learn as well as increase their confidence and promote self care. They will ensure that staff are properly trained to provide the support that pupils need.

## **PURPOSE**

Children with medical conditions are entitled to a full education and have the same rights of admission to school as other children. This means that no child with a medical condition should be denied admission (see School Admissions Code 2012) or prevented from taking up a place in school because arrangements for their medical condition have not been made. However, in line with their safeguarding duties, governors do not have to accept a child in school at times where it would be detrimental to the health of that child or others to do so.

## **GENERAL GUIDELINES**

When school is notified that a child has a medical condition procedures are in place to cover any transitional arrangements between schools and arrangements for any staff training or support. School does not have to wait for a formal diagnosis before providing support to a pupil. In cases where pupils medical condition is unclear or where there is a difference of opinion, judgements will be needed about what support to provide based on the available evidence

## **INDIVIDUAL HEALTHCARE PLANS**

Individual Healthcare Plans will help the school effectively support pupils with medical condition. They will provide clarity about what needs to be done, when and by whom. Plans will be drawn up in partnership with school and parents and a relevant healthcare professional eg School or Specialist Nurse. Pupils will be involved whenever appropriate.

▯ Plans will be reviewed at least annually or earlier if evidence is presented that the child's needs have changed.

Where a child has a special educational need identified in a statement or Educational Health and Care Plan (EHC), the individual Healthcare Plan (IHP) will be linked to, or become part of that statement or EHC.

Points considered when developing an IHP

- ▯ The medical condition, its triggers, signs, symptoms and treatments
- ▯ Specific support for the child's educational, social and emotional needs eg how absences will be managed, requirements for extra time to complete tests, use of rest periods or additional support in catching up with lessons, counselling sessions
- ▯ The level of support needed (some children will be able to take responsibility for their own health needs),

including in emergencies. If a child is self-managing their medication this should be clearly stated with appropriate arrangements for monitoring

- Who will provide this support, their training needs, expectations of their role and confirmation of proficiency to provide support for the child's medical condition from a Health Professional, and cover arrangements for when they are unavailable
- Who in the school needs to be aware of the child's condition and the support required
- Arrangements for written permission from parents and the Headteacher, or delegated person, for medication to be administered by a member of staff or self-administered by the child during school hours
- Separate arrangements or procedures for school trips or other school activities outside of the normal school timetable that will ensure that the child can participate, eg risk assessments
- Where confidentiality issues are raised by the parent of a child the designated individuals to be entrusted with information about the child's condition  
What to do in emergency, including who to contact and contingency arrangements

### **ROLES AND RESPONSIBILITIES**

Supporting a child with a medical condition during school hours is not the sole responsibility for one person. School will work in partnership with healthcare professional, social care professionals, Local Authorities, Parents and Pupils

#### Governing Board

The governing board will make arrangements to support children with medical conditions in school and ensure that a policy is developed and implemented. The governing board will ensure that sufficient staff have received suitable training and are competent before they take on responsibility to support children with medical conditions

#### Headteacher

The Headteacher will ensure that:

- the school's policy is developed and effectively implemented with partners
- all staff are aware of the policy and understand their role in its implementation
- all staff who need to know are aware of the child's condition
- there are sufficient trained numbers of staff available to implement the policy and deliver against all IHPs including in contingency and emergency situations

#### School Staff

- may be asked to provide support to children with medical conditions, including administration of medicines (although they cannot be required to do so)
- Will receive sufficient and suitable training and achieve the necessary level of competency before they take on the responsibility to support children with medical conditions



## School Nurse

Every school has access to school nursing services. They are responsible for:

- notifying the school when a child has been identified as having a medical condition which will require support in school
- liaising with lead clinicians locally on appropriate support for the child and associated staff training needs
- providing advise and liaising with staff on the implementation of a child's IHP

## Other Healthcare Professionals including GPs and Paediatricians

- They should notify the school nurse when a child has been identified as having a medical condition that will require support at school.
- Specialist local health teams may be able to provide support in schools for children with particular conditions (eg asthma, diabetes)

## Children

- Will be fully involved in discussions about their medical support needs and contribute, and comply with, their IHP as appropriate

## Parents

Will provide the school with sufficient and up to date information regarding their child's medical needs  
Will be involved in the development and review of their child's IHP  
Will provide medicines and equipment and ensure they, or another nominated adult, are contactable at all times.

## STAFF TRAINING AND SUPPORT

- The relevant healthcare professional will normally lead on identifying and agreeing with the school, the type and level of training required and how this can be obtained. However school may wish to choose to arrange training and ensure this remains up to date
- Training will be sufficient to ensure that staff are competent and have confidence in their ability to support children. This includes an understanding of the specific medical conditions they are being asked to deal with, their implications and preventative measures. A record of the staff training will be kept (See Template B)

**Staff will not give prescription medicines or undertake healthcare procedures without appropriate training – the training will be updated to reflect any IHP**

A first-aid certificate does not constitute appropriate training in supporting children with medical needs

- ▯ Healthcare professionals, including the school nurse, can provide confirmation of the proficiency of staff in a medical procedure, or in providing medicine
  - School will have arrangements in place for whole school awareness training for supporting children with medical conditions (eg non-pupil day, induction arrangements) to help ensure that all medical conditions affecting pupils in the school are understood fully, this includes preventative and emergency measures so that staff can recognise and act quickly when a problems occurs
- ▯ The family of a child will be key in providing relevant information to school staff about how their child's needs can be met

### **THE CHILD'S ROLE IN MANAGING THEIR OWN MEDICAL NEEDS**

The governing board will ensure that arrangements are made, for children who are competent, to manage their own health needs and medicines. This should be reflected in their IHP.

Wherever possible children will be allowed to carry their own medication and relevant devices or should be able to access their medicines for self-medication quickly and easily. Some children may require an appropriate level of supervision. If it is not appropriate for a child to self-manage, then relevant staff should help to administer medicines and manage procedures for them

- ▯ If a child refuses to take medicine or carry out a necessary procedure, staff will not force them to do so. Parents will be informed when the medication has not been administered for this reason

### **MANAGING MEDICINES ON SCHOOL PREMISES**

- ▯ Medicines should only be administered at school when it would be detrimental to a child's health or school attendance not to do so
- ▯ No child will be given prescription or non -prescription medicines without their parent's written consent. Forms are available from the office or can be downloaded from the website
- ▯ No child will be given medicine containing aspirin unless prescribed by a doctor. Medication, eg for pain relief, will never be administered without first checking maximum doses and when the previous dose was taken.
- ▯ School will only accept prescribed medicines that are in date, labelled, provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage (exception to this is insulin, which must still be in date but may be available inside an insulin pen or a pump, rather than in its original container)  
All medicines will be stored safely. Appropriate staff will be informed where themedicines are and be able to access them immediately. Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens will always be readily available to children both in their class and in the medical room (consideration of this will be taken when off school premises eg school trips)

- ▯ School will keep controlled drugs that have been prescribed for a pupil securely stored and only named staff will have access. Controlled drugs will be easily accessible in an emergency. A record will be kept of any dosage used and the amount of the controlled drug held in school.
- ▯ School staff may administer a controlled drug to whom it has been prescribed in accordance with the prescriber's instructions. School will keep a record of all medicines administered to individual children stating what, how and how much was administered, when and by whom. Any side effects will be noted
- ▯ When no longer required, medicines will be returned to the parent to arrange for safe disposal. Sharp boxes will always be used for the disposal of needles and other sharps

### **RECORD KEEPING**

Written records will be kept of all medicines administered to children. Parents will be informed if their child has been unwell in school (See Template D)

### **EMERGENCY PROCEDURES**

- ▯ Where a child has an IHP this will clearly define what constitutes an emergency and explain what to do including ensuring that all relevant staff are aware of emergency symptoms and procedures. Other children in the school should know what to do in general terms such as informing a teacher immediately if they think help is needed
- ▯ If a child needs to be taken to hospital, staff should stay with the child until the parent arrives or accompany a child to hospital in an ambulance

**When local emergency services are called staff will give precise details of which entrance to use (See Template E)**

### **DAY TRIPS, RESIDENTIAL VISITS AND SPORTING ACTIVITIES**

The Governing Board will ensure that arrangements are clear and unambiguous about the need to actively support children with medical conditions to participate in school trips and visits, or in sporting activities, and not prevent them from doing so. School will make arrangements for the inclusion of children in such activities with any adjustments as required unless evidence from a clinician states that this is not possible

A risk assessment will be carried out so that planning arrangements take account of any steps needed to ensure that pupils with medical conditions are included (refer to guidance on school trips)

## **POINTS FOR CONSIDERATION**

- ▯ School does not assume that every child with the same condition requires the same treatment
- ▯ School will not send children with medical conditions home frequently, or prevent them from staying for normal school activities, unless this is specified in their IHP
- ▯ If a child becomes ill, they will not be sent to the school office or medical room unaccompanied
- ▯ School take into consideration hospital appointments when monitoring attendance
- ▯ School does not prevent pupils from drinking, eating or taking toilet or other breaks whenever they need to in order to manage their medical condition effectively
- ▯ School will not require parents, or make them feel obliged, to attend school to administer medication or provide medical support to their child, including toileting issues. No parent will have to give up working because the school is failing to support their child's medical needs

## **LIABILITY AND INDEMNITY**

School has an Insurance Policy that provides liability cover relating to the administration of medication. Any parents of pupils dissatisfied with the support provided should discuss their concerns directly with the school. If this cannot be resolved parents may make a formal complaint via the schools complaints procedure. The Headteacher will have overall responsibility that this Policy is implemented and that risk assessments for school visits are undertaken.

The SENCo, Business Manager, and School First Aider will ensure that sufficient staff are suitably trained, cover arrangements are in place, supply teachers are briefed and IHP's are monitored.



Perranporth C P School

*'Where the learning adventure begins...'*



## Template A: individual healthcare plan

Name of school/setting	
Child's name	
Group/class/form Date of birth	
Child's address	
Medical diagnosis or condition	
Date	
Review date	
<b>Family Contact Information</b>	
Name	
Phone no. (work)	
(home)	
(mobile)	
Name	
Relationship to child	
Phone no. (work)	
(home)	
(mobile)	
<b>Clinic/Hospital Contact</b>	
Name	
Phone no.	
<b>G.P.</b>	
Name	
Phone no.	
Who is responsible for providing support in school	

Describe medical needs and give details of child's symptoms, triggers, signs, treatments, facilities, equipment or devices, environmental issues etc

Name of medication, dose, method of administration, when to be taken, side effects, contra-indications, administered by/self-administered with/without supervision

Daily care requirements

Specific support for the pupil's educational, social and emotional needs

Arrangements for school visits/trips etc

Other information

Describe what constitutes an emergency, and the action to take if this occurs

Who is responsible in an emergency (*state if different for off-site activities*)

Plan developed with

Staff training needed/undertaken – who, what, when

Form copied to



## Template B: staff training record – administration of medicines

Name of school/setting	
Name	
Type of training received	
Date of training completed	
Training provided by	
Profession and title	

I confirm that [name of member of staff]  
has received the training detailed above and is competent to carry out any necessary  
treatment. I recommend that the training is updated [name of member of staff].

Trainer's signature \_\_\_\_\_

Date \_\_\_\_\_

**I confirm that I have received the training detailed above.**

Staff signature \_\_\_\_\_

Date \_\_\_\_\_

Suggested review date \_\_\_\_\_

## Template C: parental agreement for setting to administer medicine

The school/setting will not give your child medicine unless you complete and sign this form, and the school or setting has a policy that the staff can administer medicine.

Date for review to be initiated by

--

Name of school/setting

--

Name of child

--

Date of birth

--

Group/class/form

--

Medical condition or illness

--

### Medicine

Name/type of medicine  
*(as described on the container)*

--

Expiry date

--

Dosage and method

--

Timing

--

Special precautions/other instructions

--

Are there any side effects that the school/setting needs to know about?

--

Self-administration – y/n

--

Procedures to take in an emergency

--

**NB: Medicines must be in the original container as dispensed by the pharmacy**

--

**Contact Details**

Name

Daytime telephone no.

Relationship to child

Address

I understand that I must deliver the  
medicine personally to

[agreed member of staff]

The above information is, to the best of my knowledge, accurate at the time of writing and I give consent to school/setting staff administering medicine in accordance with the school/setting policy. I will inform the school/setting immediately, in writing, if there is any change in dosage or frequency of the medication or if the medicine is stopped.

Signature(s) \_\_\_\_\_

Date \_\_\_\_\_

## Template D: record of medicine administered to an individual child

Name of school/setting	
Name of child	
Date medicine provided by parent	
Group/class/form	
Quantity received	
Name and strength of medicine	
Expiry date	
Quantity returned	
Dose and frequency of medicine	

Staff signature \_\_\_\_\_

Signature of parent \_\_\_\_\_

Date			
Time given			
Dose given			
Name of member of Staff/ Staff initials			
Date			
Time given			
Dose given			
Name of member of staff			
Staff initials			

**C: Record of medicine administered to an individual child (Continued)**

Date			
Time given			
Dose given			
Name of member of staff /Staff initials			
Date			
Time given			
Dose given			
Name of member of staff /Staff initials			
Date			
Time given			
Dose given			
Name of member of staff /Staff initials			
Date			
Time given			
Dose given			
Name of member of staff /Staff initials			

## Template E: contacting emergency services

**Request an ambulance - dial 999, ask for an ambulance and be ready with the information below.**

**Speak clearly and slowly and be ready to repeat information if asked.**

1. Our telephone number 01872 572021
2. Your name
3. Your location as follows:

Perranporth C P School

Liskey Hill

Perranporth

Cornwall

TR6 0EU

Always state what the postcode is – please note that postcodes for satellite navigation systems may differ from the postal code

4. Provide the exact location of the patient within the school setting
5. Provide the name of the child and a brief description of their symptoms
6. Inform Ambulance Control of the best entrance to use and state that the crew will be met and taken to the patient.

## **Section 13 - Consultation and Information**

### **Consultation**

#### **Involvement of stakeholders**

Our review processes will be used as an opportunity to consult all stakeholders (i.e. pupils, staff, parents and governors) in the development of this single equality scheme. Questions may address the impact of our race, gender and disability objectives as well as sexual orientation, religion & belief and age. In addition, regular parent –teacher consultations and meetings will be used to gather views. As necessary, we will link with relevant agencies and experts in order to overcome barriers which people may face in accessing consultation (e.g. people with various disabilities, men / women and people from Black, Asian and minority ethnic communities; people from LGBT and from faith groups). Issues regarding language and communication, venues and times of meetings will be carefully considered when carrying out consultation. We aim to improve working relationships between the school and disabled pupils, staff and parents by directly involving them in the improvement of our facilities and services. In addition, we may consult local stakeholder groups, e.g. Disability equality groups, The Domestic Violence and Young People Group, Schools Out, UNITY, Intercom Trust and other community or voluntary groups. In relation to employment issues, it may be appropriate to consult with Trade Unions. The outcome of our monitoring will be used to inform and further develop this scheme.

### **Section 14 - Roles and responsibilities**

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

In order to meet the requirements of the Equality Act 2010, Race, Disability and Sex Equality Duties, and meet the requirements of the Employment Equality Regulations for Religion and Belief and Sexual Orientation 2003, the school has identified the following roles and responsibilities:

- The Headteacher and SENCO have responsibility for the implementation of the SES (Single Equality Scheme)
- The school has a named governor with responsibility for the SES – Chair of Governors
- The delivery of the SES is monitored in accordance with the school's monitoring and evaluating systems e.g. through governor focus visits
- All staff and governors have responsibility for upholding the principals of the SES and ensuring that their training is up to date
- The SLT have responsibility for ensuring all members of staff understand the importance of the scheme and their role in delivering it.
- Aspects of the Single Equality Scheme which require attention will be written into the School Improvement Plan.

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

- When procuring services for the school due consideration is given to race, gender and disability equality requirements

## Section 16 - Reporting and reviewing the scheme

In line with the requirements of the Scheme, we will review and revise the Schools Equality Scheme every three years. Equality objectives will be identified through ongoing monitoring. Monitoring will be co-ordinated by the member of staff and governor responsible for the single equality scheme.

## Section 17 - Complaints

If a member of the public 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 procedures.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties.

## Section 18 – Action Plan

### **ACTION PLAN**

<b>Equality Strand</b>	<b>Action</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for Implementing ?</b>	<b>What are the timeframes?</b>	<b>Early success indicators / Completed Actions (red)</b>
All	MUST BE INCLUDED Publish and promote the Equality Plan through the school website and staff meetings.	Question about parent awareness of Equality Policy and Plan in annual survey?	HT and School Business Manager	1 <sup>st</sup> June 2015 Immediately after Equality Plan is agreed by governing body	<b>Staff are familiar with the principles of the Equality Policy and Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Policy and plan it is available on school website.</b>
All	Monitor and analyse pupil achievement by SEND, FSM, gender (significant numbers in groups). Act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed Regular meetings: HT, SLT, SEND co Monitoring & Evaluation focus for SLT Reported to staff and governors in termly reports.	Headteacher Governing body Deputy Head SLT SENDCO	Termly in Headteacher's report to Governors, School assessment data on Target Tracker, Termly CDM meetings	<b>Implementation on an assessment system that enables pupil group analysis (Target Tracker). Training provided for all staff in the use of TT for analysis. Regular analysis of teacher assessments and pupil outcomes.</b>



All	Ensure that the curriculum positively promotes diverse role models and heroes. Ensure that displays in classrooms and corridors promote diversity. Ensure assemblies promote equality and include positive content and images which celebrate diversity. Encourage children's voices and contribution to reflections on diversity.	Increase in pupils' participation, confidence and achievement levels	Headteacher, SENCO SLT Teachers Subject leaders	Ongoing By June 2018	<b>Assemblies have been focused on the UNICEF children's rights. This has encompassed a range of equality and diversity issues. The school has achieved the ROC Award from UNICEF for this work. This has included the participation of pupils working with adults.</b>
All	Recognise and represent the talents of all pupils in More able/Gifted & Talented programmes, and ensure representation fully reflects the school population.	More Able and Gifted & Talented registers monitored	HT MABLE Co-ordinator	Established by Jun 2018	<b>School leaders have made it a requirement that when selecting pupils for attendance and participation in M-Able events and workshops, the pupil register must include PP pupils and those in equality groupings. The school has actively participated in sport challenge events which have been inclusive of children with SEND and lower levels of sports confidence. Team selections include those pupils who show commitment to the sport training – regardless of ability or skill. This has included a quadruple amputee pupil.</b>
FSM	Enhance the wider school provision for children regardless of income including enrichment activities.	Pupil Premium funding expenditure Analysis of trips/residential take up	Headteacher Deputy Head School Business Manager	Effective changes to begin when policy is adopted	<ul style="list-style-type: none"> <li>• <b>All Pupil Premium pupils to be offered free access to all after school clubs.</b></li> <li>• <b>All PP pupils to be offered free music tuition from visiting peripatetic music teacher and provided with an instrument to practice.</b></li> <li>• <b>All PP pupils to be provided with free school trips and 50% reduction to residential trip costs.</b></li> <li>• <b>All PP pupils to have a school passport to record additional experience and activity days/workshops.</b></li> </ul>