

Single Equality Scheme and Objectives

Camborne Science and International Academy



Approved by: Governors' Policy Committee **Date:** 29th March 2018

Last reviewed on: N/A

Next review due by: March 2019

All CSIA policies are reviewed by the Governors' Policy Committee (which meets termly), according to a fixed schedule. On extremely rare occasions, there may be circumstances where an event (for example, a change in legislation/national guidance), necessitates a policy being amended immediately, outside of this schedule. Where this is necessary, the Principal will seek permission from the Chair of the Governors' Policy Committee, to amend the policy immediately. The Principal will then confirm details of any amendments with all members of the committee by email and the policy will be reviewed at the next scheduled meeting of the committee.

Meeting your communication needs:

We want to ensure that your needs are met, if you would like this information in Braille, large print, any other format or interpreted in a language other than English, please contact the HR office, telephone: 01209 712280 or email: enquiries@cambornescience.co.uk

Contents

Foreword from Cornwall Council

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

Foreword

Cornwall Council aims to be recognised as a leader of diversity and equality in its work and as an example of good practice in delivery of services and employment. This Scheme for Cornwall's schools reflects this ambition and the activities which will deliver this.

Equality of opportunity and social inclusion issues will ensure that all communities and organisations can truly benefit from and contribute to the improvements we are making, which are bringing long-term and positive benefits for Cornwall.

Success of Camborne Science and International Academy's Single Equality Scheme will require ownership by Governors, Senior leaders, all staff, the school community and the young learners, along with their partners.

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

1. To set out a school's overall commitment to equality and diversity in one central document. The CSSES therefore contains:

- Camborne Science and International Academy's approach to the protected equality characteristics: age, race, religion or belief, sexual orientation, disability, marital status, sex, gender reassignment and pregnancy and maternity
- how Camborne Science and International Academy will manage, plan and include its equality and diversity policy within its day to day work.

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

The CSSES will help schools to ensure that they focus more on the outcomes that matter to the community and people who use their services and that their services are more accessible and delivered effectively.

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

1. Introduction

In the implementation of this Scheme we have moved from a focus on an individual response to an approach that builds on race, disability and gender considerations from the start and at every level of the school, at strategic, policy, management and classroom level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. This scheme will be monitored and delivered through the governors' role, School Improvement and Self Evaluation process.

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school include as much as possible a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for pupils from all backgrounds.

We will involve pupils, staff, parents, carers, governors and all other stakeholders in the development of our Scheme. They need to be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of the Scheme. The aim is to ensure that

we meet the needs of people from different ethnic backgrounds, boys and girls, and children and adults with disabilities.

Our Vision and Aims for Equality and Diversity

Our purpose is “To create a caring, learning community of high quality where everyone is valued for who they are and for what they may become.” Camborne Science and International Academy is an Inclusive school that endeavours to celebrate and reflect the diverse world in which we live.

Camborne Science and International Academy commits itself fully to equal opportunities for all and seeks to address and challenge all forms of prejudice, stereotyping, harassment/bullying and negative discrimination. Our policies continue to be reviewed annually in order to respond to the needs of our community as well as to wider influences. With this in-mind, we continue to actively promote and implement effective strategies for developing an inclusive environment. Much of the curricular work that is devised requires staff to use resources that avoid stereotyping and bias of any kind and to positively reflect a wide range of peoples, cultures and human achievements.

Every effort is made to create an atmosphere of trust and mutual respect between pupil and pupil; staff and pupil; staff and parents/external agencies. In this way, strong messages are conveyed to the community that we are a school that places a high value on the principles of equality. Through the PSHCE and tutorial curriculum and other school activities, all pupils are actively encouraged to appreciate and value diversity around them. All pupils study modules in human rights and are taught about the skills for participating in society. All staff are encouraged to have high expectations of boys and girls while challenging any concept or practice which disadvantages either group. Together with this, we ensure that all students have equal access to the curriculum and extra curricular activities.

The care for each child is central to the school’s aims and provision. We promote the principles of fairness and justice for all through the education that we provide. We ensure that all pupils have equal access to the full range of educational opportunities that are provided.

We have a range of policies that reflect our strong commitment to the school’s equality scheme. These policies are reviewed by staff with a view to updating them. It is by observing what takes place in school on a day-to-day basis where we can see the implementation of our policies (e.g. promotion of active citizenship in/outside school; students adhering to the code of behaviour policy that is enforced by staff; students encouraged to take an active approach to dealing with bullying by utilising peer mentors; school recording of diversity incidents and acting on them while forwarding details of the incidents to the Local Authority).

Section 2 - School profile and values

Camborne Science and International Academy, through its basic curriculum, seeks to recognise the multicultural nature of Britain in the 21st Century. The school regards a multicultural society as a positive feature of modern Britain, one that celebrates a rich cultural diversity. As part of the specific PSHCE entitlement for all students there will be a focus on the need to combat discrimination. Should anyone at Camborne Science and International Academy be a victim of a diversity incident, we act to prevent any repetition of the incident. We will do all we can to support that person in overcoming any difficulties they may have. Where such incidences occur to pupils, Directors of Key Stage 3/4/5 complete a 'Diversity Incident form' that is forwarded to the local authority for collation. All acts of intolerance are not accepted and we encourage staff to challenge such incidents when they occur. We continue to demonstrate, through the behaviour of the staff towards each other and towards students, an example that will encourage children to grow up conscious of the importance of equal opportunities and respect for others.

Our curriculum offer reflects the cultural and ethnic diversity of children, parents and staff, welcoming the enrichment of the environment which this brings, while fostering positive social attitudes and respect for all in our multi-cultural society.

Camborne Science and International Academy will promote, by all means within its power, attitudes and actions which will actively assist in the creation of harmony in the lives of all involved in the school and which will add to each individual's dignity and worth. Equally the school will resist anything which will in any way detract from such dignity and worth on the grounds of age, race, religion or belief, sexual orientation, disability, marital status, sex, gender reassignment and pregnancy and maternity

Camborne Science and International Academy adopts a whole school policy for meeting the needs of pupils with Special Educational Needs. Each area of the curriculum values the learning and achievement of all pupils and aims to meet their individual needs. Each subject area has the responsibility to ensure that all students can make progress commensurate with their abilities. Integration of pupils is regarded as crucial and we believe that all our pupils are entitled to a broad and balanced curriculum. Camborne Science and International Academy has a SEN Coordinator (SENCO) who is responsible for co-ordinating the day-to-day provision for pupils with special educational needs.

Camborne Science and International Academy operates an Equal Opportunities policy for the admission of pupils with special educational needs and they are afforded the same rights as pupils without special educational needs. The school takes advice from the Local Authority as to the appropriate resources and facilities that may be needed for the integration of the special needs pupils into Camborne Science and International Academy.

Camborne Science and International Academy has been modified for wheelchair access and there are lifts and ramps to ensure full access to all parts of the school for students, staff and visitors to Camborne Science and International Academy. There are a number of disabled toilets situated in various locations around the school.

Roles and responsibilities, commitment and accountability

The CSSES will mainstream equality issues by:

- Integrating equality issues into all our key policies, service planning arrangements and performance management framework;
- Ensuring that the School's short, medium and long term planning contributes towards this scheme;
- Ensuring that arrangements are in place to monitor and report on our progress against our action plans as well as our progress on integrating equality issues; and
- Ensuring that we engage effectively with stakeholders and local communities in delivering and monitoring the scheme.

Section 3 - The Race Duty and Community Cohesion

Race

Camborne Science and International Academy recognises that Black, Asian and Minority Ethnic [BME] people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. This discrimination manifests itself in all areas of their lives such as housing, employment, education and access to services. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities. The School will take all necessary measures to prevent and tackle racial harassment and assist BME people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education.

Camborne Science and International Academy is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability.

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

1. Tackle unlawful discrimination by

- Keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them;
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, *Guidelines for Challenging and Dealing with Racial Harassment in Schools* and notify complainants of the outcomes and action taken;
- Encouraging dialogue between different racial groups on the appropriateness of our service offer;
- Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups.

2. Support cohesion by

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations;
- Countering myths and misinformation that may undermine good community relations;

3. Work in partnership with Black, Asian and Minority Ethnic individuals and groups to

- Promote the active participation of minority communities in shaping the future of our school;
- Ensure the school staff (both permanent and temporary), learners and their families as well as our partners and the wider community fully understand the principles of good race relations.
- Expand access across all communities and in all areas of school activity.

Community Cohesion

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

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

- We create a sense of shared values by celebrating diversity through the curriculum. The main vehicles through which this takes place are through the subjects of RE and PSHCE. However, we recognise the contribution that all subjects and activities can make in helping to reflect the diverse culture that exists in our society. Through the international programme, assemblies and tutorial, we will also aim to reflect the diverse culture in our day-to-day programmes with our students.

- We develop an understanding in children that they all have a responsibility to their shared future through our broad and balanced curriculum along with our extensive extra-curricular programme in which we encourage all students to participate.

In order to achieve a cohesive community, Camborne Science and International Academy is committed to:

- promoting understanding and engagement between communities
- encouraging all children and families to feel part of the wider community
- understanding and responding to the needs and hopes of all our communities
- tackling discrimination
- increasing life opportunities for all
- ensuring that teaching and the curriculum explores and addresses issues of diversity

We will evidence our effectiveness for OFSTED by demonstrating:

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

Section 4 - The Disability Equality Duties

Disability

Camborne Science and International Academy's commitment to disabled learners, their families and staff's equality has four objectives:

We will promote equality for disabled people by:

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- Encouraging good practice by our partners through our advisory capacity;
- Upholding the social model and our guiding principles in our role in procurement and in our partnership duties.

We will tackle discrimination against disabled people by:

- Promoting positive images of disabled people;
- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.

We will support disabled learners to achieve their full potential by:

- Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives;
- Supporting the formation of groups, networks and services for disabled learners and disabled employees of the school and people who are disabled in the community;
- Supporting disabled learners, staff and carers according to their individual need.

We will work in partnership with disabled learners and their carers and staff by:

- Enabling disabled learners, their families and disabled staff active participation;
- Involving disabled learners, their families and disabled staff in the changes and improvements we make;
- Consulting with disabled learners, their families and disabled staff on issues affecting them rather than with people acting on their behalf.

We welcome the requirements of the Disability Equality Duty and this section sets out our commitment to meeting the Duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

When carrying out our functions, we will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995).
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation of disabled people in public life.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.
- Monitor staff and learners by disability.

We plan to increase access to education for disabled students 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.

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

Camborne Science and International Academy 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.

At Camborne Science and International Academy:

- We monitor progress in relation to the gender of pupils and set targets annually. This is done through SIMs where termly data is analysed to monitor the performance of all students.
- The annual statutory target setting procedure for students reflects outcomes at the end of the Key Stage for each student.
- Curriculum materials are purchased with the aim of addressing gender stereotyping. Wall displays also promote positive images of our diverse community and of our place in the world (e.g. PE displays of disabled athletes; International programme displays to reflect from where families have originated)
- We address gender stereotyping in subject choices, careers advice and work related learning. Staff are reminded of these expectations when discussing option choices, especially in the lead-in period to the Key Stage 4 and 5 options process.
- Gender issues such as sexual bullying and domestic violence are addressed as part of the PSHCE programme
- Staffing levels, specialism and levels of responsibility are monitored with a view to ensuring there is good representation of gender (when staffing appointments are made, the 'best person for the job' is at the heart of the selection criteria)

Section 6 - Religion and Belief

Camborne Science and International Academy recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has increased in recent years, developing a character that is distinct from race hate crime.

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

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

We promote Equality with regard to religion or belief at all levels and particularly within the RE and PSHCE curriculum. This is supported by:

- Our extensive international programme
- Marking national/international events (eg Holocaust Memorial day)
- A variety of staff, students and visiting speakers deliver Assemblies
- Encouraging students to find out about different faiths and faith events (different faiths considered in the RE curriculum; visits to different faith buildings of worship)
- Making provision for students to have space and dignity when practising their faith
- Flexibility to allow parents to request their children be withdrawn from RE lessons on moral / religious grounds

Section 7 - Sexual Orientation

Camborne Science and International Academy is committed to combating discrimination faced by lesbians, gay men, bisexual and transgender (LGBT) people. We want to ensure equality of opportunity for LGBT people across services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBT communities, both internally and to the community as a whole.

Our school recognises the need to protect learners from all discrimination and harassment on grounds of sexual orientation as required by the Equality Act 2010. We are committed to taking a proactive 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 Local Authority Guidance and notify complainants of the outcome and actions taken.

We intend to make sure that:

- Homophobic bullying, language and stereotypes will be challenged (if homophobic bullying takes place, this will be recorded as a diversity incident and we will follow the advised Local Authority guidance).
- The PSHCE curriculum address these issues as part of the taught programme.

Section 8 - Anti-bullying and Discriminatory Policy Framework

All forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that our school will take to address bullying and discriminatory incidents in our Anti-Bullying Policy.

Our objectives reflect a commitment to preventing harassment and bullying on grounds of race, disability, gender, religion or belief and sexual orientation reflect a proactive ethos of tolerance, acceptance and respect for others. This can be evidenced through:

- The curriculum (e.g. RE, PSHCE)
- Assemblies (Year group and House)

Students are encouraged to speak with an adult if there is an issue with bullying. This could be a Form Tutor, Director of Key Stage, Pastoral Support Worker, Learning Mentor, Vulnerable Student Co-ordinator, a member of the Senior Management Team, or any of the trained student peer mentors.

The Anti-Bullying policy is reviewed annually and will be reviewed in line with Cornwall and Isles of Scilly Local Safeguarding Children Board Anti-Bullying and Discriminatory Policy Framework.

The impact of the policy will be assessed through:

- Termly analysis of behavioural incidents and exclusions analyses
- Student and parent surveys
- This will be reported to Governors on request

Staff will receive training in relation to bullying and discriminatory incidents relating to homophobia, racism, disability harassment, sexual and gender bullying, and religious harassment.

Our school is committed to recording bullying and discriminatory incidents and reporting them in accordance with Local Authority guidelines.

Section 9 - Employment Practices

Camborne Science and International Academy observes the principles of equal opportunities in how we employ, develop and treat our staff.

We will ensure that:

- We observe and implement the principles of equal opportunities in employment
- We comply with Safer Recruitment legislation as advised by the Local Authority and that where staff appointments take place, there is representation from those who have undertaken training for the process
- All teaching staff undertake an annual performance management process
- We will consult with the Local Authority relating to safeguarding employment matters and access external Human Resource guidance according to need.

Section 10 - Equality Review

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 and sexual orientation legislation.

The main system by which the impact of current policies, functions or procedures can be assessed is through carrying out Equality Impact Assessments, however, this is no longer necessary following DfE guidance April 2012.

Section 11 - Consultation and Information

Staff, students, parents and external partners will be able to access the SES for Camborne Science and International Academy via the school website. Feedback will be taken into account from our stakeholders when reviewing the policy.

Section 12 - Roles and responsibilities

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the scheme. They will ensure that Camborne Science and International Academy meets the requirements of the Race, Disability and Gender Equality Duties, and meets the requirements of the Equality Act 2006 Religion and belief and Equality Act (Sexual Orientation) Regulations 2007.

They will do this through:

- monitoring the delivery of the Schools Equality Scheme
- ensuring that all members of staff understand the importance of the Scheme and their role in delivering it
- ensuring that people are not discriminated against when applying for jobs at our school on the grounds of age, race, religion or belief, sexual orientation, disability, marital status, sex, gender reassignment or pregnancy and maternity.

Section 13 - Reviewing the scheme

We will review the School's Single Equality Scheme every three years.

Section 14 - Publication

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

Section 15 - 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, gender reassignment, pregnancy/maternity leave, they should report this without fail through the School's complaints procedure.

Complaints by staff will be dealt with under the Grievance Procedure, 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 16 – Equality Scheme Objectives (March 2018)

Our School Improvement Plan outlines actions from the school to achieve our Equality Scheme Objectives. These objectives are regularly monitored and reviewed and the objectives will be updated annually.

1. The attainment of male students to be in line with female students, or any gap to be narrowing.
2. To continue to narrow the gap in attainment and progress between SEN and non-SEN students.
3. To narrow the gap in attainment and progress between Pupil Premium and other students.
4. To ensure that more able learners make as much progress as other students, or for any gap to be narrowing.
5. To narrow the gap between female and male attendance and female attendance to be at a minimum of national average.