



## **Schools' Single Equality Scheme**

### **Richard Lander School**

**2009-2012**

Date agreed:

Date for review:

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## Forward

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 Richard Lander School's Single Equality Scheme will require ownership by Governors, Senior leaders, all staff, students, parents, school partners and the wider school community.

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

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

- Richard Lander School's approach to all six Equality Strands: race, religion and belief, sexual orientation, disability, age and gender (including transgender), and
- How Richard Lander School will manage, plan and include its equality and diversity policy within its day to day work.

2. To act as the 'umbrella' document for both our statutory and non-statutory equality schemes. The CSSES therefore contains:

- Richard Lander School's statutory equality schemes in relation to race, disability and gender
- Richard Lander School's non-statutory schemes in relation to sexual orientation, religion/belief and age.

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 incorporates, for the first time, information, issues and potential areas for action in relation to sexual orientation, age and religion/belief. While there is no legal requirement to develop 'schemes' in these areas, broadening the approach to all six recognised equality strands illustrates our commitment to ensuring equality for all.

# 1. Introduction

In the implementation of this Scheme we have moved from a focus on an individual response to an approach that builds on race, disability and gender considerations from the start and at every level of Richard Lander 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 students, staff, parents and other users of Richard Lander School. This scheme will be monitored and delivered through the Governors' role plus school improvement and self evaluation processes.

We will ensure that every student 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 Richard Lander 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 Richard Lander 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 students from all backgrounds.

We will involve students, staff, parents, carers, governors and all other stakeholders in the development of our Single Equality Scheme. All stakeholders 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:

- For every student to feel valued for who they are, so they can grow and flourish into confident, successful adults
- For every student to have no barriers to opportunity, achievement, success or enjoyment
- For all our families to feel valued and their diversity recognised and celebrated
- That our wider community benefits from the work of the school, building on the values of community cohesion

## Section 2 - School profile and values

Richard Lander School is located on the western edge of Truro and draws from the city's population plus the relatively rural villages to the west and to the north coast. As a popular and over-subscribed school, it also draws students from the Redruth / Camborne / Pool area.

The profile of our current students, staffing and Governors (November 2009) is represented in the table below:

	Total	Male	Female	Minority Ethnic	Disability
Students					
Teaching staff					
Support staff					
Governors					

Richard Lander School is committed to:

- Tackling discrimination of all kinds: including race, disability, gender, gender identity, sexual orientation, religious belief and age discrimination.
- Positively promoting race, disability and gender equality.
- Creating good relationships with all groups it serves: by race, culture, gender, disability, sexual orientation, religious belief and age.
- Promoting equality of opportunity for all.

### 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 Richard Lander School's short, medium and long term planning contributes towards this scheme
- Ensuring that arrangements are in place to monitor and report on our progress against our action plans as well as our progress on integrating equality issues
- Ensuring that we engage effectively with stakeholders and local communities in delivering and monitoring the scheme.

## Section 3 - The Race Duty and Community Cohesion

### Race

Richard Lander School recognises that Black, Asian and Minority Ethnic 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. Richard Lander School will take all necessary measures to prevent and tackle racial harassment and assist Black and Minority Ethnic people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education

Richard Lander School is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability.

Under the duty in the Race Relations (Amendment) Act 2000 to promote racial equality we will:

1. Tackle unlawful discrimination by:

- Keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, *Guidelines for Challenging and Dealing with Racial Harassment in Schools* and notify complainants of the outcomes and action taken
- Encouraging dialogue between different racial groups on the appropriateness of our service offer
- Preventing racial discrimination and promoting 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 students and their families
- Encouraging students (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 Richard Lander 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

Our **Race Equality Policy** will form part of the Richard Lander School Equality Scheme. A review of this policy will be undertaken annually and we will report to Governors with regard to this.

## **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.

### **At Richard Lander School**

- We create a sense of shared values by celebrating the cultural diversity of our school community; for example by the Get Set Olympic Values programme and our PD and tutor programme and by promotion on Richard Lander Television.
- We develop an understanding in students that they all have a responsibility to their shared future through our curriculum, extra-curricular programme and Learning Community activities, including assemblies. (The school holds the International School Award in recognition of work in this field.)
- Mutual respect, honesty, fairness and trust between different groups including students and teachers is embedded in the ethos of Richard Lander School and is addressed in our statement of values.

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 and parents feel they are being treated fairly and have the same opportunities
- That students trust Richard Lander School to act fairly
- We have strong and positive relationships

## Section 4 - The Disability Equality Duties

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

### **(1) We will promote equality for disabled people by:**

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

### **(2) We will tackle discrimination against disabled people by:**

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

### **(3) We will support disabled learners to achieve their full potential by:**

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

### **(4) We will work in partnership with disabled learners and their carers and staff by:**

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

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

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

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

We plan to increase access to education for disabled students by:

- Increasing the extent to which disabled learners can participate in Richard Lander School curriculum
- Increasing the inclusion of positive images of disabled people across the curriculum
- Improving the environment of Richard Lander 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.

This is detailed in Richard Lander School's accessibility plan.

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

Richard Lander School:

- Is committed to combating sex discrimination and sexism and promoting the equality of women and men
- Recognises that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes
- Is aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours
- Will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes
- Is committed to ensuring the rights, under the Gender Recognition Act 2005, of transgender people (who have Gender Recognition Certificates).

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation
- Promote equality of opportunity between women and men in all of our functions

**At Richard Lander School:**

- We monitor student progress in relation to their gender and set targets accordingly
- We address gender stereotyping in subject choices, careers advice and work related learning. This is also addressed through aspects of the curriculum
- Gender based disciplinary issues will be investigated and treated seriously. We monitor bullying by gender and report incidents to the Local Authority. Anti Bullying Cornwall support our work as an independent partner, as do Connexions and the School Nurse service
- Gender issues such as sexual bullying, sexual exploitation, and domestic violence are addressed as part of the Pupil Development programme
- Staffing levels, specialism and levels of responsibility are monitored with a view to ensuring there is good representation of each gender

## Section 6 - Religion and Belief

Richard Lander School recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been a new phenomenon in recent years, developing a character that is distinct from race hate crime.

We also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

We are committed to eliminating discrimination and exclusion on the basis of religion or belief.

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

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

- Thought for the week
- Festival of the week (via moodle)
- Marking key national / international events, such as National Holocaust Day
- Visiting speakers into assembly
- Raising awareness of local faith events
- Making provision for students to have space and dignity when practising their faith, or to take a course of study in their particular faith, if requested
- Flexibility to allow parents to request their children be withdrawn from RE lessons on moral / religious grounds

We will monitor the effectiveness of our policy regarding faith and belief discrimination through:

- Discussion with the Subject Leader for RE, regarding its priority on the curriculum and how it can best be supported
- Discussion with the Student Council regarding the matter, and taking account of their voice
- Analysing relevant behavioural incidents on an annual basis, and reporting that to Governors

## **Section 7 - Sexual Orientation**

Richard Lander School is committed to combating discrimination faced by lesbians, gay men, bisexual and transgender (LGBT) people. We aim to ensure equality of opportunity for LGB people across services and employment.

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

Our school recognises the need to protect learners from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active approach to preventing all forms of homophobia within Richard Lander School and will assess the impact of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

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

### **At Richard Lander School:**

- Homophobic bullying, language and stereotypes will be challenged
- The Personal Development curriculum will address these issues as part of its
  - Sex and Relationships Education (SRE) programmes of study
  - Human Rights programmes of study
- The resources used to raise staff and student awareness of their rights and responsibilities and the rights of others include:
  - Work of UNICEF and Amnesty International
  - Workshops from a representative of Cornwall's LGBT community
  - Teachers' TV eg Gay-Z
  - Other approved websites

## **Section 8 – Age**

Richard Lander 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 all people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

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

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

All forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that we will take to address bullying and discriminatory incidents in our Anti-Bullying Policy. We submit data regarding bullying and discriminatory incidents to the Children, Schools and Families Service through the Anti-Bullying and Harassment Consortium and Local Authority Guidance.

Our objectives are to prevent harassment or bullying of any kind and create an ethos where acceptance, tolerance and respect for others are the hallmarks of all we do. We will draw particular attention to this through:

- Our wider school policies
- Our assembly programme
- The curriculum (e.g. PD, RE)
- Student guidance

Students are encouraged to speak to an adult if there is an issue with bullying. This could be their form tutor, Director, wider Student Support team or a member of the Senior Leadership Team (SLT). With regard to issues of safeguarding, students are encouraged to report this to the Designated Senior Person (Mrs Thomas).

Students can also report issues anonymously through a help box, Connexions or our peer mentoring group "Respect". Scheduling on Richard Lander Television also includes anti-bullying materials.

Our anti-bullying policy is reviewed annually and will next be reviewed in July 2010, in line with Cornwall and Isles of Scilly Local Safeguarding Children Board Anti-Bullying and Discriminatory Policy Framework.

The impact of our policy will be assessed through:

- Termly analysis of behavioural incidents and exclusions analysis
- Student conferencing activities particularly through the Student Council
- Student and parent surveys
- Communication with external partners such as Anti-Bullying Cornwall (A.B.C.) and Connexions

This is reported to Governors on a termly basis.

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

Richard Lander School subscribes to the Anti-Bullying Cornwall Consortium's good practice in recording bullying and discriminatory incidents and reporting them in accordance with Local Authority guidelines.

## **Section 10 - Employment Practices**

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

### **We will ensure:**

- We observe and implement the principles of equal opportunities in employment by adhering to Local Authority guidelines.
- We are fully compliant with the requirements of Safer Recruitment legislation and that staff who manage the employment and recruitment processes have undertaken the required training
- All teaching staff are subject to performance management and support staff have an annual review
- The school will adopt the Local Authority Manual of Personnel Practice and will follow the advice of Local Authority officers in all matters regarding employment matters

## Section 11 - Equality Impact Assessments

We are reviewing key policies, functions and procedures 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. This will also inform future planning and focus.

We follow Cornwall Council guidance in these matters. Staff and Governors who are responsible for carrying out these assessments will attend relevant training.

At Richard Lander School we will carry out equality impact assessments on the following policies and between September 2009 and August 2011.

- Admissions and Transfer
- Attendance
- Exclusions
- Curriculum
- Uniform
- Every Child Matters objectives
- National Healthy School Status
- Careers/work experience
- Anti-bullying, harassment and Discriminatory policy
- School trips

## Section 12 - Consultation and Information

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

- **Students** – The scheme will be discussed in Personal Development lessons and student comments will be fed back to the SLT. The SLT will also meet with the Student Council and discuss both the Scheme plus wider issues they raise with regard to equality and discrimination
- **Parents** – The Scheme will be put onto the website and parents will be notified of this. A parent ‘focus’ meeting will be convened, with the SLT
- **Staff** – The Scheme will be shared with all staff. Comments about it will be welcomed, either individually or through union representatives
- **External Partners** – The school will discuss the Scheme, plus associated school policies, with the school’s Educational Welfare Officer and Connexions service

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

This section sets out the objective we have identified in order to eliminate discrimination and harassment and promotion of equality in relation to gender, race, disability, religion or belief and sexual orientation.

We are pleased to note that incidents of harassment and bullying are low at Richard Lander School and this is to the credit of all members of the school community, as we each play our part in creating a unique school ethos. However, we will not use this to become complacent and will continue to ensure that at all times, bullying and discrimination are challenged and replaced with opportunity, relationship and community.

### **Objective:**

- 1 To ensure all student groups identified within the Single Equality Scheme (SES), have the same access, provision and opportunity as all other students and they are successful in all aspects of attainment and other outcomes.
- 2 To ensure in all aspects of its work, Richard Lander School celebrates diversity and challenges discrimination and in doing so, has a positive impact on shaping the values of its community and contributes positively to all aspects of social cohesion.

These objectives feed directly into the school's Single Equality Scheme Action Plan.

## **Section 14 - 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 the school 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:

- Close involvement in the formulation of policy
- Attendance at relevant Local Authority briefings
- Involvement in setting school priorities and systems for monitoring
- Involvement in both student and staff conferencing activities, to ensure the Scheme is understood and embraced by all
- Ensuring the impact of the Scheme is reported at Governor meetings

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

Most aspects of contracting and procurement will be technically out of the school's jurisdiction to manage as Richard Lander is a PFI build. This means that the Local Authority and the PFI will deal with matters of contracting and procurement. Responsibility for ensuring compliance regarding equality issues lies in their hands, and will be managed as per the Local Authority Equality Scheme, which forms the basis of the school Scheme.

## **Section 16 - Action Plan**

The school has produced a Single Equality Scheme Action Plan. It sets out the key tasks the school will carry out to ensure the school is fully compliant with guidance and legislation. It will also develop current practice so that in all respects, our provision and effectiveness is outstanding.

Lead responsibility for ensuring the Single Equality Scheme is implemented and has lasting impact, lies with the Headteacher. Key delegated responsibility will lie with the Senior Assistant Headteachers plus Directors of Learning Community.

## **Section 17 - Reporting and reviewing the scheme**

In line with the requirements of the Scheme we will produce an annual report on progress and review and revise Richard Lander School's Equality Scheme every three years. This will be presented to the Governing Body in the summer term.

## **Section 18 - Publication**

Richard Lander School's Equality Scheme will be published on the school's website.

## **Section 19 - 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 Richard Lander School's complaints procedure.

Complaints by staff will be dealt with under the Grievance or Dignity at Work Policies, as appropriate.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour. Complaints about staff will be investigated using the appropriate Local Authority Procedures.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report annually on complaints made and action taken as part of monitoring the Single Equalities Scheme.