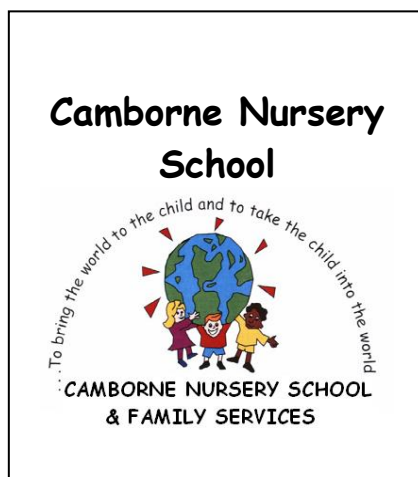




School Equality Objectives Policy



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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 each school'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:

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

2. To act as the 'umbrella' document for Equality Duties under the Equality Act 2010. The CSSES therefore contains:

- the school's obligations in relation to race, disability, gender, gender reassignment, pregnancy and maternity, religion and belief and sexual orientation.
- However please note that Age and being married or in a civil partnership are NOT statutory equality schemes for schools

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.

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

[Type text]

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

To bring the world to the child and the child to the world.

To allow the child to access the curriculum through an enabling environment. To support them to be life-long learners.

Section 2 - School profile and values

Your school context:

: Camborne Nursery School is located at The Glebe in Camborne

Our community come from within [5 miles] of the school.

This area is home to some diverse ethnic minority families

Young people from some minority ethnic communities attend our school.

- Our pupil/student population is as follows:
N.O.R. between 60-100
E.A.L. on average 2
Boys
Girls
- Our staff (at June 2010) includes representatives of:
Number of staff 14
Women 14
Men 0
- Our Governing Body includes representatives of:
Number of governors 7
Women 6
Men 1

Roles and responsibilities, commitment and accountability

The CSSES will mainstream equality issues by:

[Type text]

- 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

The School recognises that Black, Asian and Minority Ethnic [BAME] people may 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 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 Body understands its accountability.

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

1. Tackle unlawful discrimination by

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

2. Support cohesion by

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

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

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

- Ensure the policy is also part of short, medium and long term planning arrangements that the school already makes, and our actions and objectives are met

Race Equality Plan

- To celebrate diversity of our community
- To ensure children respond to a sense of identity
- To monitor parental involvement in celebrating diversity
- Ensure learning opportunities reflect diversity.

Priorities

- Celebrate in the diversity of our community
- Examine local customs and celebration days

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.

Our nursery builds upon the trust and commitment of parents/carers. A close professional relationship is built through home visits and keyworkers, celebrating their children's achievements throughout their time at nursery.

We ensure that through circle times and small group times children are encouraged to treat peers with dignity and respect.

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 children trust the school to act fairly.
- That we have strong and positive relationships.

Section 4 - The Disability Equality Duties

Disability

The School'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 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 needs.

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

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

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

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

- Promote equality of opportunity between disabled people and other people.
 - Eliminate discrimination that is unlawful under the Disability Discrimination Act (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.
-
- We plan to increase access to education for disabled pupils by:

- Increasing the extent to which disabled learners can participate in the school 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.

See Access Plan – ‘Adopted Policies ‘Shared Drive (P) or Policy Folder or website

Section 5 - The Gender Equality Duties (including gender equality, gender reassignment and pregnancy and maternity)

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 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.
- Eliminate unlawful discrimination on grounds of gender reassignment
- Eliminate unlawful discrimination on grounds of pregnancy and maternity

Section 6 - Religion and Belief

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

The School also recognises that a person’s religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

The School is committed to eliminating illegal discrimination and exclusion on the basis of religion or belief.

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

Camborne Nursery will ensure all pupils learn about different faiths in our community and in our school. Celebrating diversity as we play and learn.

Section 7 - Sexual Orientation

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

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

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

Section 8 - Anti-bullying and Discriminatory Policy Framework

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 Local Authority Guidance.

At Camborne Nursery we provide -

- **Circle times and small group times promote healthy positive relationships**
- **Team -building opportunities amongst the staff to promote a cohesive working environment**
- **Whistleblowing policy to support staff to act appropriately**
- **A Dignity at work policy to support a cohesive working environment.**

Section 9 - Employment Practices

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

We recruit and employ people in line with Cornwall Council's HR Dept. Policies and Guidance.

Section 10 - Equality Impact Assessments

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.

Section 11 - Consultation and Information

The school will ensure all stakeholders are consulted through staff meetings / committee meetings/ parent questionnaires/ SMT Meetings/ Governors Meetings and Parent Consultation Days

Section 12 - Roles and responsibilities

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the scheme. Camborne Nursery School link the School Equality Plan to the School Improvement Plan

Section 13 - Action Plan

This section is for your action plans. Our action plan shows explicit objectives for race, disability and gender issues (gender, pregnancy maternity, gender reassignment) religion or belief and sexual orientation with:

Section 14 - Reporting and reviewing the policy

In line with the requirements we will review and revise the Schools Equality objectives policy every three years.

Camborne Nursery aims to reflect the policy every year in the SDP(school development plan). This policy will be available on the school website.

Section 15 - Publication

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

The Scheme will follow guidelines set out in the Freedom of Information Publications Scheme (See Adopted policies file on (p drive) School website or Policies Folder)

Section 16 - Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the Council because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through the School's complaints procedure.

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

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 CSSES.

Further Information

Equality and Diversity Service
Cornwall Council
csf.equalityanddiversity@cornwall.gov.uk
01872 323628

Equality and Human Rights Commission
www.equalityhumanrights.com
What equality law means for you as an education provider
(Equality and Human Right Commission – available online)