

Equality and Community Cohesion Policy

Devoran School



Approved by:	Headteacher	Date: 1 st November
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Last reviewed on:	N/A
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Introduction

This Equality Policy sets out the school's approach to promoting community cohesion, equality and diversity. It covers disability, gender and race/ethnicity, in response to the statutory duties on schools to publish disability and gender equality schemes and a race equality policy.

Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

The School Context – What Sort of School Are We?

Devoran School is smaller than the average primary school. The school has 210 pupils on role. Many year groups are at capacity and there are often admissions appeals pending.

- Pupil stability was in line with national at 84.3%. New data for 2017 TBC.
- The number of free school meals is increasing (7.6%) but well below the national average (25.4%)
- The percentage of pupils on the SEN register is 5.2% which is well below the national average (14.4%)
- The percentage of pupils with statements is below the national average (school = 0.9%, National = 2.8%)
- The Foundation Stage Profile shows that 86.6% of children achieved a GLD
- 75.1% of the pupils live within the Feock ward, 9.8% the Mylor ward and all the rest of the pupils live within a range of local and more distant wards (Truro, Camborne, Redruth, Penryn). Pupils come from a diversity of home backgrounds, socially, economically and educationally.

- Devoran School is in the least deprived 40 - 50% of wards nationally. Pupils live in a mixture of privately owned and rented accommodation.
- All pupils come from families where English is the first language.
- Devoran School is currently working toward the revalidation of the Healthy Schools Award.
- The school has been rebuilt and relocated within the village, under the PFI2 initiative. It was opened in September 2007. The new school has provision for 7 classes enabling all children to be taught in single year groups.
- The school is part of **Truro and Roseland Learning Community** which includes 3 secondary schools, a special school and 12 primary schools.

Because of its predominantly white British ethnicity, the school is working to develop real and meaningful links with a primary School in Nepal and by taking pupils on residential visits elsewhere in the United Kingdom to experience life in cities, urban and seaside communities.

- The school has a long-standing commitment to the provision of a wide range of extra-curricular and there is good uptake of these.
- The local community is used extensively to broaden and enrich the quality of education, with people, places and buildings frequently used as a resource.
- An energetic PTCA (C for community) has supported the life of the school, raising increasingly substantial funds for such a small school each year to enrich educational provision. Parents and Community have supported our commitment to develop and enhance the outdoor environment.

Equality – Aims and Values

At Devoran we aim to develop pro-active and responsible citizens who are prepared to face problems in an ever changing world; we aim to nurture awe and wonder and encourage critical and creative thinkers who become autonomous learners that value taking risks and working together to create a better future.

Our Equality Policy is based on the following core values:

We want all our children to:

- Experience a broad and balanced curriculum
- Develop lively enquiring minds and a love of learning
- Have high self-esteem
- Work with independence
- Value and care for others
- Be successful
- Have their achievements celebrated
- Feel safe
- Become good citizens
- Become positive contributors to the international community
- Care for their environment
- Be self-disciplined and courteous

We want all staff to:

- Continue raising our high standards of teaching and learning
- Develop professionally
- Feel valued and supported
- Be successful
- Have job satisfaction
- Enjoy a healthy work-life balance

We want all parents to:

- Feel welcomed in school
- Work in partnership with teachers
- Be well informed by clear communications

We want governors to:

- Work as friends and partners of the school
- Know the school and staff well
- Offer constructive advice
- Promote the school in the wider community

We want the wider community to:

- Develop good relations with our school
- Broaden our horizons

We aim to help children:

- develop lively, enquiring minds with the ability to question and argue rationally;
- acquire knowledge, skills and understanding;
- use language and numbers with confidence and enthusiasm;
- develop respect for religious and moral values and tolerance towards ways of life which differ from their own;
- understand the world in which they live and the interdependence of individuals, groups and nations;
- respect and care for other people and the environment;
- grow in aesthetic awareness and make best use of opportunities for their creativity and imagination;
- develop agility and physical co-ordination and the ability to express themselves through movement;
- develop habits of self-discipline, acceptable behaviour, courtesy and good manners.

We guide each child towards fulfilling their potential:

- through the provision of high quality education and resources;
- through encouragement and high expectation;
- by developing self-esteem and fostering self-confidence;
- by providing a happy and safe environment in which he/she may work confidently;
- by ensuring progression through the setting of appropriate goals;
- by preparing him/her for future education and a fulfilling life.

In our school environment we aim to create a community where:

- children are happy and highly motivated;
- the quality of teaching and learning enables each child to achieve their best;
- staff are motivated and keen to develop their skills for the sake of the children and their own professional development;
- parents are proud to send their children to school and enjoy working in partnership.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age, and social circumstances. We strive to include and engage all pupils and to prepare them for full participation in a diverse society.

Devoran School will take steps to:

- promote equality of opportunity and access
- promote racial equality and good race relations
- oppose all forms of prejudice and negative discrimination
- ensure pupils with a disability have access to the school buildings and to the curriculum

Our Approach to Promoting Equality

The overall objective of the school's Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socioeconomic background.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors and parents/carers.

A Cohesive Community; Local, Wider and Global***Local Community***

Within the village we have excellent links with the local organisations, such as police, parish council, the Pre School and both Devoran and Kea parish church.

Wider Community

The school feeds Penair College in Truro, and is part of a strong community of seven feeder schools who work closely together as a learning community. This community of schools share expertise, training, support and resources where possible and form a mutually supportive group.

In addition, the school clusters out towards the north coast of Cornwall in a Primary Learning Network of six small schools. Staff and pupils work together in increasingly diverse ways, all the time strengthening the wider community. Headteachers and staff meet together, all schools close on the same day each year for a shared learning conference which we run in one of our schools. Pupils from the schools meet for shared experiences to meet identified needs.

We believe our networking is very good, and we are committed to taking every advantage of thinking and working outside the school box!

Global Community

Because of its predominantly white British ethnicity, the school is working to develop real and meaningful links with a primary School in Nepal and by taking pupils on residential visits elsewhere in the United Kingdom to experience life in cities, urban and seaside communities. We have weekly sessions with a local Spanish teacher who comes in to school to teach the children.

In order to achieve a cohesive community, we endeavour to:

- Promote understanding and engagement between local communities
- Encourage all children and families to feel part of the wider community
- Understand the needs and hopes of all our communities, appreciate the differences and celebrate the similarities between our schools
- Eliminate discrimination
- Increase life opportunities for all
- Ensure teaching and the curriculum explores and addresses issues of diversity

Race Equality

The school is fully committed to meeting its obligations under the Race Relations Amendment Act 2000. To meet the specific duties of the RRAA 2000 we will:

- ensure that all pupils and staff are encouraged and able to achieve the best of which they are capable
- respect and value differences between people
- prepare pupils as best we can for life in a diverse society
- make the school a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued
- promote a respect and understanding in the pupils of different racial and cultural within the wider community
- ensure that an inclusive ethos is established and maintained
- acknowledge the existence of racism and take steps to prevent it
- oppose all forms of racism, racial prejudice and racial harassment
- be proactive in tackling and eliminating unlawful discrimination

Disability Equality

The aim of our school is to ensure that wherever possible disabled people have the same opportunities as non-disabled people in their access to education and to prevent any form of un-lawful discrimination on the grounds of disability.

Appropriate measures will be taken to ensure that statutory duties are met:

- not to treat disabled pupils and prospective pupils less favourably than other non-disabled pupils
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- In addition, steps will be taken to ensure that employees and those working with the school's authority:
- support the governing body in meeting their duties
- do not act in such a way that renders the governing body liable to a claim of discrimination

Staff and those working with the authority of the school are made aware of the basic requirements of the Disability Discrimination Act and Disability Code of Practice for Schools.

There will be occasions where the treatment of disabled children is different from non-disabled students. In such cases the school will be able to demonstrate that such treatment is justified.

The reason for the different treatment will be both material to the circumstances of the particular case and substantial (e.g. health and safety reasons). The school will also demonstrate that all reasonable steps have been taken to avoid the disabled pupil being placed at a significant disadvantage.

Careful consideration will be given to how participation can be best facilitated. A number of factors may be part of this consideration including:

- the need to maintain academic, musical, sporting and other standards
- financial resources available
- cost of taking a particular step
- extent it is practicable to take a particular step
- health and safety requirements
- interest of other pupils

The consideration of these factors may lead to the adoption of certain reasonable adjustments rather than others.

We recognise that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against disabled pupils. Examples of the specific measures we will be taking include:

- ensuring providers of facilities for school trips and extra-curricular activities can accommodate disabled pupils before making bookings in advance
- reviewing staffing arrangements to ensure that the school is in a position to administer medication if required in exceptional circumstances
- ensuring there are special arrangements in place for disabled pupils who are taking examinations
- ensuring our policies and procedures for bullying cover issues of disability
- working closely with parents and disabled pupils to identify potential barriers to participation and devising reasonable adjustments to overcome them
- ensuring that staff are briefed on the Disability Code of Practice for schools issued by the Disability Rights Commission

We will also take reasonable steps to find out whether prospective or existing pupils have a disability.

This will include:

- creating an ethos and culture which is open and welcoming so that parents and pupils feel comfortable about sharing information about the disability
- asking parents during the admissions process about the existence of any disability
- providing continuing opportunities to share information (e.g. when seeking permission to go on a school trip)
- monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies

Our school believes that improving access to education and educational achievement by disabled pupils:

- ensures equality of opportunity
- encourages full participation in society
- improves the likelihood of independent living and economic self-sufficiency in the future

We believe that disabled people should be valued for what they can do rather than labelled for what they cannot.

- We improve the accessibility of the physical environment within the resources available in response to needs arising.
- We identify and monitor the performance of different groups of pupils: boys/girls; minority ethnic groups; SEN; disabled pupils; “Looked After” pupils; chronic medical conditions.
- Assessment procedures take into account the SEN Code of Practice and its Toolkit; the needs of EAL pupils; the needs of minority ethnic pupils.
- We have procedures for involving all parents/carers in their children’s learning and we monitor this involvement and the outcomes.
- We have procedures for involving all pupils in their own learning and we monitor this involvement and the outcomes.
- Educational inclusion is an integral part of the school development programmes, continuous professional development and governors’ meetings.
- We deploy resources to pupils with SEN in excess of the expectations of the SEN Code of Practice

Gender Equality

The school promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sex discrimination and harassment. Conditions for learning (eg. environment, teaching and learning, resources, social and emotional aspects of learning) provide equal access and opportunities to both boys and girls.

Roles and Responsibilities

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our governors are responsible for:

- Making sure the school complies with all current equality legislation
- Making sure this policy and its procedures are followed

The Headteacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it
- Making sure its procedures are followed
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination

All our staff are responsible for:

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances
- Taking training and learning opportunities

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, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community