

PENRYN COLLEGE

Single Equality Scheme

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Contents

Foreward from Cornwall Council

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

19. Complaints

Foreward

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 the 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 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:

- 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 both our statutory and non-statutory equality schemes. The CSSES therefore contains:

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

The CSSES will help school's 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 their 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 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

Penryn College is committed to equality of opportunity both as an employer and as an educational institution. This means that we will celebrate diversity and that we will actively work to ensure that no-one is discriminated against on grounds of race, gender, age, origin, disability, sexual orientation or religious belief.

As an institution we will promote good relationships among staff and pupils, creating an environment in which the potential of all stakeholders can be fully developed and in which equal respect is given to all employees, students and users of school services. We will create an environment that promotes equality of opportunity and that is free of all unlawful discrimination, harassment or victimisation. We will have clear and transparent processes so that any stakeholder can challenge any act that may contravene our Equality and Diversity policy.

We will work in partnership with the local authority and their Diversity Service or any other regional or national agency to ensure that our policy and practice in this area are of the highest standard.

2 - School profile and values

Penryn College serves a catchment area that is 50% urban and 50% rural. A growing number of student from ethnic minorities attend Penryn College. However, compared to much of the country, we do not live in an ethnically diverse area. We believe that to prepare our students for a full role in C21st Britain it is essential that they understand that Britain is multicultural and diverse.

College Statement:

In accordance with the whole school aims and our equality and diversity vision and aims statement, we pledge to respect the equal human rights of all our students working within the ECM framework and to educate them about equality and diversity.

We will also respect the equal rights of our staff and other members of the school community- those who work in partnership with us; those who use the school facilities both within and outside of the curriculum; our governing body; our wider community

In particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality, age equality and gender equality

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.

3 - The Race Duty and Community Cohesion

Race

The School recognises that Black, Asian and Minority Ethnic [BAME] people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. This discrimination 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 through our Race Equality Action Plan (REAP).

We have developed our (REAP) for putting our Race Equality Plan into practice, and it is part of the School Development Plan. The REAP has clearly defined roles and explains what the school will do if the policy is not followed.

Our Race Equality Policy will form part of the School Equality Scheme 2011 - 2014, and a review will commence from April 2008 to meet the requirements of the scheme.

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

Race Equality Action Plan priorities are identified and approved every 3 years.

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 aims and practice regarding Community Cohesion are set out in the college's Community Cohesion Policy.

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.
- We have strong and positive relationships.
- We involve student in decision making where possible, especially through anti bullying and Student Charter work

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 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.
- Have a Disability Equality Scheme.

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

- Increasing the extent to which disabled learners can participate in the school curriculum.
- Increasing the inclusion of positive images of disabled people across the curriculum.
- Improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services.
- Improving the delivery of information to disabled learners, to the standard of which is provided in writing for learners who are not disabled.

Our buildings were completed in 2008. They conform fully to all legislative requirements regarding DDA. Students, including those with mobility issues, were consulted with during the planning. We continue to consult with disabled students and staff about how we can improve access, celebrate the achievements of disabled people and ensure our curriculum covers disability issues. Details of this are in the action plan.

5 - The Gender Equality Duties

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.

At Penryn College we demonstrate our commitment to gender equality by:

- Regular scrutiny of exams and report data to identify underachieving groups. This has led to a current focus on underachieving girls
- The equality audit demonstrates where gender issues are addressed in the curriculum
- Our ICT, anti-bullying and e-security policies all reinforce our values here
- We conform fully to LA policy in all aspect of pay equality
- Further action is identified on the 2014-17 action plan

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 of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

Details of our targets here are in the 2014-17 targets and action plan

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.

As part of our targets for 2014-17, we will audit the curriculum to establish relevant curriculum coverage. We will also scrutinize records of bullying to ascertain the nature of name calling, etc. We will discuss findings with staff, pupils and parents. If necessary we will make alterations to our curriculum and carry out staff training.

Age

The School is committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

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

Penryn College recognises that the regulations make it unlawful on the grounds of age to:

- discriminate directly against anyone – that is, to treat them less favourably than others because of their age – unless objectively justified

- discriminate indirectly against anyone – that is, to apply a criterion, provision or practice which disadvantages people of a particular age unless it can be objectively justified
- subject someone to harassment. Harassment is unwanted conduct that violates a person’s dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them having regard to all the circumstances including the perception of the victim
- victimise someone because they have made or intend to make a complaint or allegation or have given or intend to give evidence in relation to a complaint of discrimination on grounds of age
- discriminate against someone, in certain circumstances, after the working relationship has ended.

Penryn College fully subscribes to these principles

9 - 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.

Penryn College anti bullying policy clearly sets out our response to the above statement and as such forms an integral part of this scheme.

10 - Employment Practices

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

At Penryn College we ensure that we observe and implement the principles of equal opportunities in how we employ, develop and treat our staff, and have the following policies that reflect this:

Staff Continuing Professional Development Policy (covered by school Performance Management and Appraisal policies)

Staff Disciplinary Procedure agreed (Penryn College Disciplinary Policy)

Staff Grievance Procedure agreed (Penryn College Grievance Policy)

Staff Pay Policy (Penryn College Pay Policy)

Staff Performance Management Policy (Penryn College PM Policy)

Staff Performance Management Policy (Support Staff) (Penryn College PM Policy)

Staff Planned Retirement Procedure (We follow county guidelines)

Staff Recruitment Policy (We follow county guidelines)

Staff Redundancy Policy (We follow county guidelines)

Whole School Violence at Work Policy (covered by safeguarding and behaviour policies)

Section 11 - 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.

The main system by which we will assess the impact of our current policies, functions or procedures will be through carrying out Equality Impact Assessments.

We need to understand whether our policies and services are meeting everyone's needs and that anyone who needs to can get access to them. To do this we undertake Equality Impact Assessments (EIA) to test how we are doing at the moment and what can be done better in the future. An EIA is a way of deciding whether a policy or service has a "positive, negative or neutral impact" on some sections of society. It can also be used to test future policies or services. The impacts enable us to take into account the needs of women or men, Black, Asian and ethnic minority groups, disabled people, people's religion or belief, sexual orientation or age. We follow the Council guidance and staff and Governors who are responsible for carrying out these assessments have attended relevant training.

Penryn College carries out EIAs on all policies at the point of review. Specific Impact assessments are identified in the action plan

12 - Consultation and Information

The following consultation has been carried out (2014)

Meeting with parents' forum to discuss targets

Discussion with student council to identify targets and assess progress towards them

Audit with HODs to identify the school equality and diversity curriculum

Meetings with groups of minority students, including disabled, Gifted and talented and racial minorities

Department meeting to review and advise on our college curricular targets

Presentation and discussion with governors and governors sub- group

Regular reports and review at SLT meetings

13 - Equality Scheme Objectives

This section sets out the objectives 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.

This information is contained in the 2014-17 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.

An identified member of the SLT will be responsible for monitoring and reporting on all aspects of equality and diversity. They will consult widely and research to identify, share and evaluate the action plan.

Roles and Responsibilities

The Governing body and Headteacher

Governors will be responsible for approving and ensuring diversity and equality targets are reviewed. Targets will be set at least every 3 years and reviewed annually

The Impact Assessment Team

This team, consisting of the Assistant Headteacher for Diversity, the Business Manager, link governors and SENCO, will collate the data and monitoring that occurs and formulate it into a report to governors, including targets. If staff, parents, governors or pupils require information about diversity issues or have an issue they wish to raise about them, this team will be the link. The Assistant Headteacher acts as the gatekeeper for this group.

The Business Manager

This officer will be responsible for ensuring that all posts advertised fulfil diversity and equality objectives. S/he will also be responsible for monitoring and reporting on relevant staff issues. S/he will work with the SENCO to ensure that the building meets the needs of all pupils. This person will be responsible for ensuring that all users of the site are aware of our equality and diversity statement and adhere to it in all their dealings with the school

The SENCO

The SENCO will work with the Business Manager to ensure that facilities and buildings are as accessible as possible, meeting or exceeding legislated requirements and so meeting the needs of all pupils. S/he will also support teaching staff and LSAs to ensure that the physical and emotional needs of SEN pupils and all those with particular learning needs are met.

The Office Manager

This member of staff will work closely with the Assistant Headteacher to ensure that the school has in place all the administrative systems required to monitor diversity and equality. This includes behaviour data, exam data, etc.

Assistant Headteacher- Equality and Diversity

This member of the SLT will be responsible for ensuring all staff are clear about school policy and practice relating to diversity and equality. They will work with the deputy responsible for staff development to identify training needs and provide training. They will organise and establish systems for monitoring equality and diversity in all aspects of school life. They will present the annual diversity report to SLT and governors and advise governors on target setting. They will actively consult with a range of stakeholders by questionnaire and through focus group meetings. They will convene and organise the workings of the Impact Assessment team.

Senior Leadership Team

All senior leaders will work with their link members of staff to ensure that the Equality and Diversity agenda is fully operational. Whenever a policy is presented to the governing body, the member of the SLT responsible for it will scrutinise it for Equality and Diversity issues.

In particular the following members of the SLT will have particular responsibility for ensuring that data collection and monitoring occurs in the following contexts:

Assistant Headteacher- EST: pupil discipline, ECM outcomes

Assistant Headteacher- Data: providing relevant exam data as required

Deputy Headteacher- Reporting/ HOH: performance in reports

Assistant Headteacher- Community: attendance at clubs, participation rates

Deputy Headteacher- Staff Development: staff training, satisfaction levels

Headteacher- promotions, grievances, disciplinaries

Business Manager- appointments, lettings

Heads of Department

Heads of Department will lead their teams in reviewing their teaching and learning to examine how well content and teaching styles reflect the equality and diversity brief. When necessary they will set targets and monitor using the annual departmental development planning system. As part of their examination feedback in September, Heads of Department will report on students from minority groups.

Heads of House

Heads of House will be a key conduit for information here. They will meet with a small focus groups of students regularly to examine equality and diversity issues. Feedback from these meetings will inform annual review. As part of their examination feedback in September, Heads of House will report on students from minority groups.

The School Council and Student Support Group

Both these students' bodies will be consulted in monitoring diversity issues, especially at annual review. They will also be consulted when it comes to target setting.

All Staff

All employees at Penryn College are expected to act and speak in a way that reflects the equality and diversity statement. Staff will report any discrimination they are aware of to their line manager or the Assistant Headteacher and promote diversity in their general speech, behaviour, relationships and teaching.

15 - Contracting and Procurement

As part of the School's approach to Equal Opportunities and Statutory responsibilities, the School is keen to ensure that the procuring of goods, works and services is carried out in a manner which:-

- Promotes equal opportunity
- Promotes good relations
- Eliminates discrimination (either direct or indirect).

In our approach to contracting with suppliers, we look to build business relationships with those Suppliers who support and apply similar principles of equal opportunities to ours within their own businesses.

This forms part of our overall evaluation criteria when selecting suppliers.

The School is committed to ensuring that its service users and employees are not discriminated against because of age, disability, sex, sexuality, race, colour, ethnic origin, or religion.

This commitment extends to suppliers working on behalf of the School and it expects its suppliers to promote equality and remove discrimination, providing services for all. If you are successful you will be expected not to discriminate and comply with all statutory obligations.

UK Legislation states that local authorities must consider equal opportunities in their contracts. The Acts listed below control the way in which the college considers equal opportunities issues:-

- Race Relations Act 1976 and Race Relations (Amendment) Act 2000
- Sex Discrimination Act 1975
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Disability Discrimination Acts 1995 and 2005
- Equality Act (Sexual Orientation) Regulations 2007
- Equality Act (Religion or Belief) Regulations 2007
- Equal Pay Act 1975
- Age Discrimination Act 2006
- Gender Recognition Act 2004

Irrespective of size, where a firm employs people, then the requirements of employment legislation should be met.

We use the legal framework that the law provides to encourage suppliers to use equal opportunities policies and practices. Under the above mentioned Acts, the School must promote equal opportunities in employment and service delivery.

This legislation allows local authorities to place certain responsibilities on Suppliers who deliver services that have an effect on the public, to provide evidence that they are providing equal opportunities.

Contract Clauses

All contracts for goods and services will have a requirement to adhere to the School's standard terms and conditions and contains the following specific clause on equality.

'The Supplier shall at all times comply with the requirements of the Disability Discrimination Act 1995 and the Race Relations Act 1976 and all other related statutory and regulatory requirements and the college's policies and procedures copies of which are available on request relating to equal opportunities and shall not treat any person or group of people less favourably than another on the grounds of race, colour, religion, ethnicity, gender, age, disability, nationality, marital status or sexual preference.

The contract clause covers both contractors and sub-contractors and their obligations under current UK legislation covering gender, race, religion, disability, sexual orientation and age. Additional clauses relating to equalities may be included in relation to certain contracts depending on the nature of the requirement.

16 - Action Plan

Our action plan shows explicit objectives for race, disability and gender issues and also objectives for religion or belief and sexual orientation with:

- Clear allocation of lead responsibility
- Clear allocation of resources
- An indication of expected outcomes or performance criteria
- Agree indicators of progress towards the objectives
- Clear timescales
- A specified date and process for review
- How the action plan will be incorporated into a framework that has the oversight of a governing body, so that progress is checked.

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 the Schools Equality Scheme every three years.

18 - Publication

The Schools Equality Scheme is published as a separate document and is available on request. Targets will be published on the Website and in The Pennant.

19 - Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the college 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 CSES.

Equality and Diversity- Three Year Target

An overview of the past 3 years

2011-14 Targets	Headline Actions
To raise awareness of our equality and diversity policy and aims	RESPECT weeks, Pennant articles and school events like visits from Chinese and African students
To further develop our curriculum so it is fully inclusive	Audits show good global coverage. AS range of cultures and traditions feature in lessons. Disability and LGBT remain target areas
Use more positive images and examples of diversity across the curriculum	Assemblies have featured powerful personal stories from around the globe and living and achieving with disabilities.
To combat the use of racist language particularly by Y7 students	Records show a reduction in this
To involve students actively in this area giving them a sense of responsibility and ownership	The council and student diversity focus group have contributed largely to monitoring and planning the schools work here
Develop robust and consistent methods of monitoring equality and diversity across the school	Record keeping systems for racism have been praised at a county level. We now have SIMS records to cover all types of victimisation

During the past 3 years we have established and recognised some key benchmarks in this area. Students of all backgrounds feel safe and secure at Penryn College. They feel they are valued and that differences are appreciated and respected. They feel listened to. Our curriculum covers global and cultural issues well but has stagnated when it come to featuring more positive images of disability and LGBT culture and celebrating a wider range of cultural achievements. Staff and students are confident the school combats prejudice consistently well but that we need to do more to celebrate diversity and prepare students for life in a multicultural society

This year we have restructured the staff team who are responsible for Diversity and Equality. We now have a core group of staff who meet regularly and who will report regularly to governors. This group consists of:

K Halsey, Business Manger- responsible for ensuring the school site is as accessible as possible for all.

F Williams, SENCO- responsible for ensuring the needs of students with disabilities are met whenever possible

S Wilkinson, Personnel Manger- responsible for monitoring our recruitment and promotion records, procedures and practice

D Mather, Asst Headteacher- overall co-ordination, student voice and curriculum monitoring and development

Proposed Targets for 2014-17

1. To ensure the school building is DDA compliant (KH)
2. To devise, ratify and implement a new whole school SEN policy (AO)
3. To create a more robust data profile to explore the performance of minority groups over time (DM/ JL)
4. To create and implement ways to monitor personnel and appointments (SW)
5. To create a team of student leaders who will research and identify curriculum targets for this area and meet with HODs/ subject teachers to ensure their implementation (DM/ KO)

These proposed targets have been identified following:

- A student focus group meeting
- A staff survey
- The Diversity and Equality team exploring the school's relevant data

Appendix 2: Penryn College- The Equality and Diversity Curriculum

History:

Year 8: Reformation and religious persecution;

Native Americans – including the first contact with the whites and the destruction of a people.

White migration to America.

Year 9: Twentieth Century – Holocaust

Year 9 : Empire and the slave trade, Women and the vote

GCSE: Germany 1919-1945 including Holocaust.

RE:

Year 9 Islam. Prejudice and discrimination – racism, stereotyping, holocaust. Diversity in Cornwall – what it means to be Cornish

Year 7 Buddhism, Christianity

Year 8: Christianity, Aborigines, Native Americans.

Buddhist, Jewish and Christian visitors have spoken in classes.

Geography:

Year 7 India – culture and migration. Britain – development of British Isles and migration, ancient tribes.

Year 8: Settlement – migration. Japan – cultures.

Year 9: migration in Europe. Italy – culture.

GCSE : migration (EU migration)

MFL:

KS3 and KS4: life in the French and Spanish Speaking world: Comparing cultures. Disability and sport.

KS3 Burkina Faso: family life and division of labour/education for boys and girls.

Visit to Toulouse staying with a French family and hosting a French pupil here.

PSE:

Year 7: Differences and stereotypes.

Year 8: diversity – disability, ethnic groups, travellers, religious groups. Year 9: Human rights.

Year 11: V Skills – diversity. 8 strands of diversity. (visitors come in)

Food:

Special Diets in Year 10 and 11 and year 8 (diet planning) including vegan, coeliac, diabetes, lactose intolerance, religious diets etc

Cornish foods in Year 9

Art

Ks 3

We look at a range of different cultures within projects and the art and craft they produce, it's symbolic meaning, and importance to their cultural beliefs e.g. Islamic Art and religion, African Art We also look at a range of Artists work and the context it was made in e.g. Futurists-some of their work was based on political events, conflict/war, and the reaction to mechanisation.

KS4

Portraits and how they portray identity.

World/historical/political events-theme based projects, such as war -emotion.
Art from a range of different cultures and the context it was made.

Drama:

Year 7 – Prejudice and Discrimination – starting a new school
Year 8 – Africa culture (year 8 collaborative)
Year 9 – Rosa Parks/Psychological disorders/Bullying
GCSE – Holocaust, Prejudice, relationships (friends/parents/peers)

Media:

Y10-11: The representation of the following social groups in a range of advertising: disabled people, women, different races, young people, the elderly; In the recent unit on The Popular Press we have covered stereotyping of genders and ages in some tabloid newspapers, the Page 3 issue/ 'yobs', 'hoodies', 'ASBOs' etc; in our Music Videos unit, we look at the issue of the representation of men and women in a range of texts, and how this can affect how young people act and look

Science

Gender issues sometimes come up as part of pupil questioning in the yr7 unit Cells and reproduction unit. Also in yr10 when looking at Sex Chromosomes (Unit B2)
Disability is mentioned in :
Blindness deafness in yr 8 unit 'senses'
Diabetes is covered in yr 10 and 11 units B1a and B3 .
Thalidomide in yr 10 unit B2
Genetic diseases (Cystic Fibrosis / Huntington's disease) yr10 B2

Appendix 4: Notes from Discussion with students from Ethnic Minorities

General

Visually stand out so can be picked out first- or feel this could be case
Some younger kids think using racist terms is cool. Depending on context students often deal with this themselves. Racist language pretty rare. Most students anti racist. Lots of students reinforce this.
Tricky situation because of small numbers
An annual meeting with students here would be good.
All feel happy and challenged at the school

Curriculum

RE- there is nothing on African culture and religion
History- just slavery; nothing positive to follow on this. Teachers very caring when dealing with this subject
In Eng Poems from other Cults but nothing else featuring Afro- Caribbean
PSHEE unit on racism is good

Don't feel that Afro Caribbean culture is celebrated much; this isn't a strength. Equality is dealt with much better