Richard Lander School

Single Equality Scheme

Policy Effective From: September 2024-2027

Responsibility: Head/Assistant Head/Deputy Head/Governing Body

Reviewed and monitored by: Head/Assistant Head/Deputy Head/Governing Body

Review Date: September 2027

Contents

1. Introduction (P4)
2. School Profile and Values (P5)
3. Race Equality Duty and Community Cohesion (P6-7)
4. Disability Equality Duty (P8-9)
5. Gender Equality Duty (P10)
6. Religion and Belief Discrimination (P11)
7. Sexual Orientation Discrimination (P12)
8. Age Discrimination (P13)
9. Anti–Bullying and Discriminatory Policy Framework (P14)
10. Employment Practices (P15)
11. Equality Impact Needs Assessments (P15)
12. Consultation and Information (P15)
13. Governor Responsibility (P16)
14. Contracting and Procurement (P16)
15. Reporting and reviewing the scheme (P16)
16. Publication (P16)
17. Complaints (P17)

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 (including transgender)
- 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 reward and behaviour management are fair, effective and equitable.

We will ensure that the adults working or volunteering in Richard Lander School reflect as far as reasonably 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 in located on the western edge of Truro and draws from the city's population plus the rural villages to the west and to the north coast. As a

popular and over-subscribed school, it also draws students from beyond its natural catchment.

The profile of our student cohort is analysed annually, using the DfE Raise Online report as an indicator for national comparison. Our staffing profile is analysed internally.

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.

Richard Lander School will ensure that:

- School policies are consistently supportive of equalities issues
- Short, medium and long term planning is supportive of equalities issues
- The progress and welfare of students, against equalities measures, is effectively monitored and supported.
- Staffing matters, including recruitment and performance management arrangements, are supportive of equalities issues
- Engagement with stakeholders and local communities supports the effective delivery of the Single Equalities Scheme.

Section 3 – Racial Equality and Community Cohesion

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 success 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*** forms part of the Richard Lander School Equality Scheme.

Community Cohesion

We fully embrace our role in promoting Community Cohesion in line with the Race Relations (Amendment) Act 2000.

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's needs and cultural heritage.

At Richard Lander School, we will promote:

- A sense of shared values by celebrating the cultural diversity of our school community

- A sense of respect, tolerance and inclusion of all people and all cultures represented in the school and beyond it

- Community Cohesion through our curriculum offer, extra-curricular activities and through the welfare and support offered to all students and their families

- A global and cultural awareness through maintaining our International Schools Award and developing an action plan for further development in this respect.

Section 4 - Disability Equality Duty

Richard Lander School's commitment to disabled learners, their families and also to staff 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 Richard Lander School and people who are disabled in the community
- Supporting disabled learners, staff and carers according to their individual need
- Ensuring that the progress of learners or the career development of staff, is regularly monitored

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

- Enabling disabled learners, their families and disabled staff to have active participation in all areas of school life
- 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 for 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
- 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 fully in the curriculum offer
- 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 best 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 Duty (including Transgender)

Richard Lander School will:

- Promote the equality of people and properly address issues of sexual discrimination
- Ensure gender stereotypes are addressed at every level both within and beyond the curriculum, within an equalities framework
- Work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes
- Ensure the rights, of transgender people are fully respected, under the Gender Recognition Act 2005.

We will ensure that we:

- Eliminate unlawful discrimination and harassment on the grounds of gender; including domestic violence, sexual violence, bullying and exploitation
- Promote equality of opportunity between women and men in all of our functions
- Monitor student progress in relation to gender and address issues as are presented by this
- Address gender stereotyping in subject choices, careers advice and work related learning. This is also addressed through aspects of the curriculum
- Monitor behavioural issues and incidents of bullying by gender, and address issues as are presented by this
- Where relevant, incidents are reported to the Local Authority.
- 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 Discrimination

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 which 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 this aspect of the Scheme through:

- Ensuring that both RE & PSHE have an important status in the curriculum and are properly resourced.
- Student conferencing activities
- Monitoring student progress, where possible, for students of different religious affiliations
- Monitoring other relevant data such as attendance, rewards and behavioural incidents

Section 7 - Sexual Orientation Discrimination

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 LGBT+ people across services and employment.

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

Our school recognises the need to protect learners from 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.

Our curriculum will effectively deal with issues of sex and relationships education (mainly through PSHE).

We will also involve and take advice from external agencies where this can be of support to the school.

Section 8 – Age Discrimination

Richard Lander School is committed to promoting equality of opportunity for younger and older people. We recognise that at times, society has negative attitudes, stereotypes and myths about young people and older people. These attitudes can lead to people being socially and economically disadvantaged, excluded and marginalised.

We believe that all people have the right to equality of opportunity and can make a significant and valuable contribution to the wider community.

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.

We will ensure that through the curriculum and the opportunities beyond it, barriers to community cohesion and are addressed and the values of tolerance and respect are upheld.

We will also ensure that in our recruitment practices, as well as staff development opportunities, that we are fully inclusive in our approach to age issues within the workplace.

Section 9 - Anti-bullying and Discriminatory Policy Framework

All forms of bullying and discrimination are unacceptable. 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.

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 that we do.

Students are encouraged to speak to an adult if there is an issue with bullying. This could be their form tutor, Director of Learning, 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.

Students can also report issues anonymously through a help box, Connexions or our peer mentoring group “Respect”.

Our anti-bullying policy is reviewed annually, in line with the 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

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 that:

- We observe and implement the principles of equal opportunities in employment and adhere to all relevant legislation and 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
- Be accommodating, where reasonably possible, to support staff whose caring and domestic responsibilities may need them to work part-time or flexible hours

Section 11 - Equality Impact Assessments

We will regularly review key policies, functions and procedures relevant to meeting the duties set out under this Single Equalities Scheme.

We will assess the impact of our current policies, functions and procedures through Equality Impact Assessments. This will also help to inform future planning and focus.

Section 12 - Consultation and Information

We will involve stakeholders in the preparation of the school's Single Equalities Scheme in the following ways:

- ***Students*** – Through the PSHE curriculum and through Student Voice, including the Student Council
- ***Parents*** – A copy of the Scheme will be put on the school's website and parents will be requested to give input into its further development
- ***Staff and Governors*** – A copy of the Scheme will be shared with the staff team, who are requested to give input into its further development

- ***External Partners*** – The school will discuss the Scheme, plus associated school policies, with relevant multi-agency partners

Section 13 – Governor Responsibility

The Governing body accepts its responsibility to promote equality and eliminate discrimination and harassment, as outlined in this Single Equalities Scheme. Governors 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.

Governors will do this through:

- Involvement in the formulation and review of the Single Equalities Scheme and all other related policies
- Attendance at relevant Local Authority briefings
- Involvement in setting school priorities and systems for monitoring and accountability
- Ensuring the Scheme is effectively impact assessed

Section 14 - Contracting and Procurement

Most aspects of contracting and procurement will be out of the school's jurisdiction to manage as Richard Lander School is a PFI build. This means that the Local Authority and the PFI will deal with matters of contracting and procurement.

Section 15 - Reporting and reviewing the scheme

Relevant issues arising out of the Scheme will be addressed through Governing Body meetings. Specific aspects relevant to closer monitoring (eg: progress of specific groups of students) will be reported directly to the Governing Body through the Students and Curriculum committee. The Single Equalities Scheme Action Plan will be reviewed every third year, with input from the Governing body.

Section 16 – Publication

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

Section 17 – Complaints

The Single Equality Scheme covers a wide degree of equalities issues which the school commits to supporting, in line with national legislation.

Parents / carers who wish to raise a complaint about harassment or unfair treatment with regard to any aspect of the Single Equalities Scheme, should do so within the school's Complaints Procedure.

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