



Calstock and Stoke Climsland Federation

Equality and Diversity Policy

2023 - 2026

1. Statement of policy

The federation recognises its duties under the Equality Act 2010 and is committed to:

- Eliminating discrimination.
- Positively promoting equality for all, including equality of opportunity.
- Creating good relationships with and between all the groups it serves.

2. Protected Characteristics

The Equality Act 2010 sets out the following protected characteristics:

- Sex/gender
- Race
- Disability
- Religion or belief
- Sexual orientation
- Pregnancy or maternity
- Age – this is not a protected characteristic for pupils, but applies to adults, for example in employment practices.
- Marriage/civil Partnership

3. Policy Strands

We promote equality, celebrate diversity and challenge prejudice and discrimination in relation to the protected characteristics. We pay particular attention to our pupils, employees and communities, ensuring that we promote equality of opportunity and good relationships between our current stakeholders. We do not, though, limit our view to our immediate locality and community, but promote equality and positive relationships beyond this, for example teaching children about different religions and beliefs and about the need for tolerance and mutual respect, regardless of whether any of the current federation community belongs to these religions or holds these beliefs.

3.1 Educational provision and pastoral care

The federation ensures that pupils are treated fairly and equally. Any complaint about discrimination, whether direct or indirect, will be taken seriously and investigated. School staff will be mindful of children's characteristics, including protected characteristics, in planning provision and in carrying out pastoral duties. For example, staff will be vigilant where racial bullying is suspected, whether or not a child reports a problem. The best interests of the child will always take precedence. In particular, where a safeguarding concern is raised in relation to a child, sensitivities to religious or cultural practices or differences will not stand in the way of safeguarding the child (for example where female genital mutilation is considered to be a risk). Continuing professional development for staff will include updates for equality issues, both in the form of training (e.g. whole school federation safeguarding training – September 2020) and in discussion of matters arising in either school (e.g. response to an incident of pupils using homophobic language).

The federation is committed to promoting British values throughout school life and ongoing monitoring by governors and school leaders ensures that this is accomplished effectively. Through assemblies, in lessons and throughout school life we model positive attitudes, promote tolerance and understanding, teach children about diversity in the local community and beyond, for example learning about famous Black Britons or reading stories with disabled protagonists. Through religious education, children develop their knowledge and understanding of different religions and beliefs (including humanism) and their followers, with respect, tolerance and recognition of individual liberty being at the heart of discussions. Our PSHE programme includes promoting positive attitudes to equality and diversity, for example challenging gender stereotyping and including discussion of different types of families.

We have regard to the protected characteristics when monitoring the academic progress, attendance and wellbeing of pupils, being alert to potential barriers, for example undetected bullying. We may consider positive action, targeting measures to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular characteristics (as allowed by the Equality Act 2010).

3.2 Access to opportunities

The federation will take all reasonable steps to overcome barriers to equal access to facilities, curriculum provision and extra-curricular activities for pupils. We will apply policies fairly, having due regard to the protected characteristics of pupils, for example having regard to any disability a child may have when an exclusion is being considered. Where needed, we will seek support from families, community groups, other professionals and outside agencies to promote inclusion and remove barriers. So far, this has included advice from healthcare and SEN professionals on how to adapt for pupils with particular additional needs. It could in future include seeking information and resources to support pupils, as and when the community make-up changes, even if temporarily.

3.3 Staff and volunteers – equal opportunities

The federation will not discriminate on the grounds of any of the protected characteristics in its recruitment of staff, employment practices or in the day-to-day treatment of staff and volunteers. The school secretary will check each application form and will keep the Equality and Diversity form separate to the application before the shortlisting panel has sight of this document. We will make reasonable adjustments in relation to disability for employees or prospective employees.

3.4 Policies

The federation governing body will ensure that equality is considered in formulating other policies, ensuring that all policies are in accord with our commitment to equality.

3.5 Admissions

The federation's admissions are under the control of Cornwall Council. They adhere to their legal duties under the Equality Act. Insofar as we have influence on admissions we will make decisions on a fair and non-discriminatory basis.

3.6 Parents/carers and the community

The federation will treat all parents, carers and visitors with respect and will take reasonable steps to ensure equality of treatment by the school. We will seek to engage with the local community and build good relationships between the school and different groups within the community.

4 Specific Issues for Protected Characteristics

4.1 Race

The federation 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. We will take all necessary measures to prevent and tackle racial harassment and assist Black and Minority Ethnic people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education. We encourage pupils (and their families) of all ethnic groups to participate fully in all aspects of school life and counter myths and misinformation that may undermine good community relations.

4.2 Religion and Belief

The federation 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 some flexibility on the part of the schools. As maintained schools, it is mandatory for us to hold a daily act of collective worship of a broadly Christian nature. We may also celebrate religious festivals including, but not confined to, major festivals in the Christian calendar such as Easter and Christmas. Parents may withdraw their children from assemblies or from RE lessons. We will make provision for pupils to have space and dignity when practising their faith.

4.3 Sex, sexual orientation, gender reassignment, pregnancy and maternity.

The federation recognises that society has stereotypes for both men and women, and both women and men can lose opportunities because of these stereotypes. We promote equal opportunities and challenge gender stereotyping through the curriculum and in extra-curricular activities. Our PSHE curriculum will include, at an age appropriate level, consent, online safety, bullying and exploitation. We work with outside agencies to support us in this, for example offering ChildLine workshops for years five and six.

The federation adheres to the Local Authority Pay Policy, ensuring pay and conditions apply to male and female members of staff, considers requests from staff with caring and domestic responsibilities for part-time or flexible working hours and recognises and ensure all staff maternity/paternity rights.

We ensure that children experience presentations of people who identify as LGBTQA+. Homophobic bullying, language and stereotypes are always challenged within the schools. In particular, the use of the word 'gay' as an insult is never tolerated.

We recognise gender dysphoria as a medical condition and as a school we would support the needs of the child. Any pupil who identified as transgender would be supported by the federation to find and access appropriate advice and support to meet their needs.

4.4 Age

Age is no longer a protected characteristic for pupils. As an employer and public access institution there continues to be duties for the school in relation to age under the Equality Act 2010. The federation feels it is important to recognise age equality and respect for all. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that all people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large. Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference. As educators we ensure that children encounter positive models of people of different ages and that stereotypes are challenged (e.g. annual 'Grandparents' Afternoon Tea' which helps to give children a positive encounter with a different age group).

4.5 Disability

The federation has four objectives in relation to our commitment to disabled learners, their families, federation staff and the wider community:

- 1) We will promote equality for disabled people by:
 - Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
 - Encouraging good practice by our partners through our advisory capacity;
 - Upholding the Social Model and our guiding principles in our role in procurement and in our partnership duties.

- 2) We will tackle discrimination against disabled people by:
 - Promoting positive images of disabled people;
 - Challenging patronising or discriminating attitudes and modelling positive attitudes;
 - Making the environment as safe and accessible as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.

- 3) We will support disabled learners to achieve their full potential by:
 - Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives;
 - Making reasonable adjustments to enable pupils to take as full a part as possible in school life, drawing on advice and support from families and from other professionals as appropriate;
 - 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.

- 4) We will work in partnership with disabled learners and their carers and staff by:
 - Enabling active participation of disabled learners, their families and disabled staff;
 - 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.

The federation will take steps to meet disabled people's needs, even if this requires more favourable treatment than that for non-disabled people, as allowed in the Equality Act 2010.

5. Roles and responsibilities

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the policy. They will ensure the federation meets the requirements of the Equality Act 2010. They will do this through:

- Close involvement in the formulation and adoption of the policy
- Involvement in setting school priorities and systems for monitoring
- Ensuring the impact of the Policy is reported at Governor meetings

6. Contracting and Procurement

Responsibility for ensuring compliance regarding equality issues rests with the federation governing body and will be managed as per the Local Authority Equality Policy, which forms the basis of the federation policy.

7. Publication, Reporting and Reviewing the Policy

This policy will be published on each school's website and available in paper form in the offices of both schools. In line with the requirements of the policy we will produce an annual report on progress and review and revise the policy every three years.

8. Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the federation because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or background, they should report this without delay through the federation complaints procedure. Complaints about staff will be investigated using the complaints procedures. Complaints by staff will be dealt with under the Staff Grievance procedure. We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour.

9. Equality objectives, progress and monitoring

Incidents of harassment, bullying or discriminatory language have been very rare in both federation schools. We monitor the performance of pupils closely, including monitoring the progress of pupils with SEN and pupils for whom English is a second language; where differences between groups exist we try to establish which barriers those pupils may face and how we can eliminate these and promote good progress.

We do not publish performance data for pupil assessments analysed by groups as individual pupils may be identifiable. Our assessments show that in both schools, a smaller percentage of boys than girls attained the expected level in writing at the end of each key stage during recent tests.

Both schools currently have a low percentage of black and minority ethnic pupils and a low percentage of pupils for whom English is not their first language. Governor monitoring indicates that pupils have positive attitudes to equality and diversity, they learn about different faiths and cultures and they show respect and tolerance for others.

Objectives:

1. To reduce the gap between boys and girls in writing in all cohorts in the federation.
2. To teach children about the diversity within the United Kingdom.

We will monitor progress against these objectives and our success in implementing the policy generally by:

- Monitoring the attainment of different groups of pupils, including attainment in writing by gender in each cohort. This will be reported to governors at least annually.
- Including a focus on gender equality in our monitoring of the teaching of writing. Monitoring reports from school leaders and governors on the teaching of writing will identify whether strategies are in place to promote engagement and overcome barriers for boys.
- Monitoring pupils' understanding of diversity through work sampling and pupil interviews.
- Monitoring complaints, grievances and behaviour logs, reporting on the incidence of those found to have a discriminatory element.

We will assess progress against our objectives and report on this as part of our policy review.

Policy developed and agreed: January 2017

Policy reviewed and agreed by Governors: 4 December 2023

Next Review Date: December 2026