



SIR JAMES SMITH'S COMMUNITY SCHOOL
ASPIRATION ● AMBITION ● ACHIEVEMENT

Single Equality and Diversity Scheme 2018-2020

This Scheme sets down a written statement of our policy for promoting equality, how we intend to fulfil those duties in accordance with statutory requirements, the ways in which we monitor and assess the impact of our policies and the mechanisms used for annual reporting. In so doing this scheme links together existing policies but does not replace them.

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Single Equality Scheme

Promoting Equal Opportunities

School Mission Statement:

'To create and sustain a caring, learning school community of high quality, where everyone is valued for who they are and helped to become fulfilled members of society'

Respect for all members of our community is a key value of the school and implies equality for all. Discrimination denies equality of opportunity. The diverse and ever-changing nature of our society places great demands on teachers but especially those in parts of the country where ethnic diversity is not so great.

A statement about the school

Sir James Smith's Community School is smaller than average with the school roll at 460 students, January 2018. It is an Ofsted 'Good' school (April 2016) and is the highest performing school in North Cornwall, in the top quartile in Cornwall and top quintile nationally.

The school is situated in a rural and relatively isolated area with a student catchment area in excess of 100 square miles. Approximately 70% of its students travel daily by bus. The majority of students are of White British origin (98%) reflecting the mainly white mono-cultural region.. There are very few students (1.62%) who speak English as an additional language (German , Polish and Spanish) or who are looked after by the local authority(0.2%). The proportion of students entitled to free school meals and who have received FSM over the past few years varies by year but can be up to 25%. The schools rural setting masks some significant economic disadvantage with 30% being classified as disadvantaged. The proportion of students with special educational needs and/or disabilities places the school in line with the national average. Census ward information shows the proportion of adults with higher educational qualifications is significantly lower than national average as is the % of high social class households. This means many students come from white working class backgrounds. Students transfer in from eight partner primary schools with the students being significantly below national average ability on intake in most year groups. In the last two years year 7 students have been drawn from a further 4 primary schools.

1.0 Foreword

1.1 We want to live in communities where we can participate fully and equally. We want our students to do well at school, to take part in all areas of school life and reach their potential regardless of their race, gender or disability. We believe in the notion of equality of opportunity and acknowledge our duty to actively promote race equality, disability equality and gender equality. Our definition of equality of opportunity also includes sexual orientation, religion & beliefs and age, the six strands of diversity..

1.2 Equality Duty is a legal charge that requires our school to take proactive steps to ensure our pupils, staff and governors, parents/carers and other people using the school are treated equally. The duty is not necessarily about changes to buildings or making adjustments for individuals, it is about weaving equality into the culture of our school in practical and demonstrable ways including the curriculum. Equality duty must remain at the heart of what we stand for and at the forefront of policy development.

1.3 We recognise that our school offers a place and a reason for interactions and engagement between different children and adults for the purpose of learning, employment opportunities for adults, and increasingly, services for the whole community. Our school is uniquely placed to help make equal opportunities a reality.

1.4 We believe it is important for us to take positive and proactive steps to identify areas of potential inequality before they have the chance to have an impact on people. To enable this to happen we believe it is incumbent upon the school to encourage active participation and involvement of stakeholders. Equally it is important to make changes to ensure that any areas of potential inequality are eliminated.

1.5 We understand that unfairness is often rooted in organisational cultures and often arises from an uncritical acceptance of a 'traditional' way of doing things. We know that without recognition and action to eliminate such unfairness it can prevail as part of the ethos or culture of the organisation.

1.6 North Cornwall is a socio-economically deprived area. If our response to equality is to be truly inclusive we must be mindful of children from such backgrounds. The Sir James Smith's School Foundation Account is available and is well used to support students in need of extra financial assistance.

1.7 In relation to socio-economic deprivation the introduction of the Pupil Premium payment and the need to report annually to governors and parents provides an additional accountability mechanism though it must be stressed that PP funding is used broadly across the school to provide additional support and resources.

1.8 Staff are aware that our geographical setting makes it incumbent upon the school to create opportunities for students to gain experience of more diverse communities which is why the school runs residential trips to London and Europe.

1.9 As part of our duty to safeguard children the school has adopted advice contained within 'Sexual violence and sexual harassment between children in schools and colleges' issued by DfE December 2017'. This will result in the writing and adoption by governors of a new policy and an evaluation of current practice including a review of the behaviour policy to ensure it reflects current advice on how to manage sexual violence and sexual harassment. The advice will need to feature in the formal school curriculum as part of SRE/PSHE.

2.0 Acknowledgement of community involvement

2.1 Our school equality scheme aims to involve members of the community. We recognise there are many individuals and groups we might want to include; they are:

- Pupils at the school, pupils who have left and younger children at partner primary schools soon to transfer
- Employees working at the school and ex-employees
- Governors
- Parents and carers
- Members of the wider community
- Local groups

2.2 Other sources for information, advice and guidance on equality issues includes:

- Commission for Racial Equality: www.cre.gov.uk
- Equal Opportunities Commission: www.eoc.org.uk
- Disability Rights Commission: www.drc-gb.org
- DfE: www.dfe.gov.uk
- GovernorNet: www.governornet.co.uk

3.0 Introduction to the Statutory Duties

3.1 Equality Duty covers the pre-2010 related areas of statutory equal opportunities and since 2010 the six strands to diversity:

- The Race Relations (Amendment) Act 2000 – the duty to promote race equality

- The Disability Discrimination Act 2005 – the duty to promote disability equality. Disability Equality Duty (DED) also includes plans to improve the accessibility of schools under the planning duties contained in Part 4 of the DDA.
- The Equality Act 2006 – the gender equality duty. This was extended in 2007 to include sexual orientation regulations to cover gay and lesbian pupils or the children of gay or lesbian parents.
- The Equality Act 2010 supersedes previous duties.

3.2 These duties do not give additional rights to people, nor do they replace the existing legislation. Instead they place responsibilities on schools to actively promote equality of opportunity for all people. This approach reflects a social model of equality which sees society and its structures (institutions) as the reason for inequality rather than the ‘problem’ residing with individuals. The notion of institutional failure was developed by the McPherson Report into the murder of Stephen Lawrence.

4.0 Institutional Discrimination

4.1 The McPherson Inquiry defined institutional (racism) discrimination as *“the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin.”*

It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages minority ethnic people.

4.2 In order to address institutional discrimination we believe that we should value people and care for them as individuals; but to do this we must endeavour that the prevailing ethos and occupational culture is sensitive not just to the majority but to the minority experience also. In essence, equality and diversity are about good human relations and valuing people for who they are not what they are.

5.0 The Statutory Duties

5.1 Equality legislation outlines General and Specific Duties. Governors have overall responsibility for ensuring the school complies with the Duties. The Duties themselves impact on (1) the role of the school as an employer, (2) the schools’ main role as an educator of pupils and (3) as a provider of extended services.

5.2 General Duties are included in the table below:

Statutory General Duties		
<i>Race</i>	<i>Gender</i>	<i>Disability</i>
Eliminate unlawful racial discrimination	Eliminate unlawful discrimination and harassment	Eliminate unlawful discrimination and harassment
Promote equality of opportunity	Promote equality of opportunity between men and women, boys and girls.	Promote equality of opportunity between disabled people and other people
Promote good relations between people of different racial groups	Challenge stereotypes, homophobic bullying and language	Promote positive attitudes towards disabled people. Challenge language
		Encourage participation by disabled people in public life.
	Work with partners to address sexual harassment, domestic violence and other hate crimes	Remove barriers to access
		Take steps to take account of disabled people’s disabilities, even where that involves treating disabled people more

		favourably than others
This school will ensure that it observes the principles of equal opportunities in how we employ, develop and treat people in all aspects of employment practice.		

5.3 Specific Duties are listed below. Specific Duties are designed to help meet the General Duties not replace them.

Specific Duties promoting equality of opportunity for all		
<i>Race, religion or belief RRB Community Cohesion</i>	<i>Gender and sexual orientation including gender reassignment, pregnancy and maternity</i>	<i>Disability</i>
	The school is committed to combating discrimination faced by lesbians, gay men and bisexual (LGB) people	
Produce an action plan for promoting RRB	Publish an action plan as a result of the involvement of stakeholders	Publish an action plan as a result of the involvement of stakeholders
Keep accurate records	Keep accurate records	Keep accurate records
Support community cohesion		
	Address the issue of any gender pay gap	
Assess the impact of all school 'functions' on RRB equality	Assess the impact of all school 'functions' on gender equality	Assess the impact of all school 'functions' on disability equality
Monitor employment and delivery of all functions with respect to RRB equality	Monitor employment and delivery of all functions with respect to gender equality	Monitor employment and delivery of all functions with respect to disability equality
Publicly report on progress every year	Publicly report on progress every year	Publicly report on progress every year
Maintain the written statement of policy for promoting RRB Equality	Fully review and revise the Scheme every three years	Fully review and revise the Scheme every three years
When reviewing key policies, functions or procedures equality impact will be assessed to ensure our policies and services are meeting everyone's needs. This means that at all times we will take into account the needs women/girls and men/boys, black, Asian and ethnic minority groups, disabled people, people's religion or belief, sexual orientation or age.		
The Governors at Sir James Smith's Community School recognises and accepts their responsibility to promote equality and eliminate discrimination and harassment as outlined in this document.		

5.4 The Headteacher makes an annual return to governors as part of Section 175 and within the annual Pay & Workforce Review

6.0 The School

6.1 The Equality Scheme applies to all aspects of the school's remit and functions and covers: 1. students; 2. employees; 3. community users including parents and visitors.

6.2 The table below details the aspects that may be considered applicable to our Scheme. In school we will scrutinise our administrative system, resources, curriculum offer and so on; this is detailed in the table below:

Remit and Functions		
<i>Students</i>	<i>Employees</i>	<i>Community Users</i>
Buildings and access	Buildings and access	Buildings and access
T&L strategies employed		
Delivery of information	Delivery of information	Delivery of information
Use of technology	Technology available	
Curriculum & assessment	PM and MER	
Extra-curricular activities		
Off site activities (trips) including Work Experience		
Behaviour and Learning Support		
Admissions	Recruitment and retention	
Leadership positions	Responsibility and pay	
Consultation and participation	Consultation and participation	Consultation and participation
Information, Advice and Guidance including transition	Professional development training	
The school experience	The working experience	The partnership experience

6.3 The school also recognises its responsibilities when engaged in commissioning, procuring or purchasing goods or services and when working in partnership with other education providers. The key areas for Sir James Smith's includes: catering; some training; some curriculum activities; some sporting activities; counselling and other advice through Careers South West.

6.4 In so far as we have control over these the school will build equality into their contracts/agreements requiring contractors to make reasonable adjustments where appropriate after gathering information. We will make it clear in all links with individuals, groups, organisations and business that we have an Equality & Diversity Scheme and seek their co-operation in meeting its aims and objectives.

6.5 Responsibility for ensuring our equality duties are discharged professionally rests with all staff as part of their duty of care but especially with the Behaviour Support Team, Year Directors and the Senior Leadership Team.

6.6 All policies will reflect the need to promote Equality Duties.

7.0 The School's Vision for Equality and Diversity

7.1 The school's commitment to Equality and Diversity is central to our ethos. We believe that equality is an attitude that should permeate the school. In Cornwall we have believed for a long time in 'One and All.'

7.2 The school mission statement (aims, values and beliefs as detailed elsewhere) demonstrates the clear link between our vision of equality and the overall ethos of the institution. We believe that the proactive – you must do – approach which promotes positive enforceable duties is in accord with our own set of beliefs.

7.3 It is the intention of the staff and governors of this school to encourage all students, parents & carers and community members to join our commitment to combat any form of discrimination.

8.0 Evidence of Inequality

8.1 Schools collect data on the attainment of students in tests and examinations, achievement of students, participation in activities, behaviour and so on. This generic information gathering is collated and can be disaggregated for sub-groups to reveal if current policies and practices are affecting participation and performance. The school will also make use of externally sourced data e.g. RAISE (ASP from 2018) for the same purposes.

8.2 Year Directors have direct responsibility for students in their Years/Houses. Working with the teachers and tutors, and using the HERBS system, they are able to monitor progress and identify underperformance or other trends which suggest some students are not reaching their potential; this may be the result of inequality. SEND also make use of PASS with all students registered as SEN. In 2018 all students in years 7 and 9 will complete PASS assessment as will partner primary schools. This additional information will encourage earlier intervention and cross-phase working with children and families.

8.3 Where information gathered does point to a negative impact an assessment must be made to identify what action might be required to improve the situation. This will inform the type of intervention.

8.4 The school also has a duty towards its employees. Most information gathering about gender, race and disability is completed by the Headteacher. This information will be presented annually to the governors in the Pay & Workforce Review.

9.0 Work the school has been doing in relation to equality

- Setting up LGBTQ group, called UNITE, that meets once per cycle.
- Morality and Ethics, PSHE and assembly time used to promote equality
- Residential trips to London and Europe
- Promoting cultural diversity through art, drama and music
- Anti-racism and anti-sexism through work with Fusion and other groups
- Domestic violence through Brook and other Live Lounge events
- Anti-bullying initiatives
- Links with Plymouth Diversity Centre
- Work with Care and Relief for the Young (CRY) and half-termly assemblies
- High quality information advice and guidance
- Woman Into Business conferences for girls
- Improving the quality of data collection
- Data monitoring and analysis e.g. exclusions, On-Call, rewards
- Leadership programmes e.g. girls and JSLA
- Accessibility Plan
- Disability consultation with staff
- Disability consultation with students
- Disability consultation with parents
- School Chaplaincy for all faiths and none.

10.0 Methodology for involving people

10.1 The school will put into place mechanisms to gather information. Such mechanisms will include: 1. evaluations of events; 2. periodic questionnaire including bi-annual Kirkland Rowell questionnaires; 3. on-

line chat space; 4. suggestion boxes; 5. agenda items in school council and staff meetings; 6. Parent Engagement Group; 7. Focus meetings involving community groups; 8. interviews; 9. data reviews.

10.2 Information gained from such sources will be used sensitively and bound by rules of confidentiality where appropriate. The data will be collated and analysed and used as the basis for preparing action plans. The school will adopt the 'You Said – We Did' route to provide quick feedback to contributors. Feedback to staff and students will take place via weekly bulletin and School Council.

10.3 The school population is changes annually as a new cohort joins and in-year as individuals (students and staff) arrives. It is important that involvement of different groups of people is on-going but responsive to those changes

11.0 Equality Impact Assessment

11.1 Impact assessments are an important part of the process of helping us take the right action and will ensure that decisions will not inadvertently disadvantage any student, employee, parent/carer or facility user. However impact assessment does not mean more paper – whenever decision are taken equality impact will be part of the process.

11.2 Whilst all policies and practices will need to be scrutinised it will be most beneficial to prioritise strategies for anti-bullying and anti-racism to ensure we can identify further opportunities to promote equality quickly.

12.0 Action Plan

12.1 The main areas for attention are set down in the attached action plans.

13.0 Annual Reporting.

13.1 The school will use a variety of media for annual reporting. The published scheme will be available on the school's website, publicised through 'Headlines' and made available in paper form. The summer term Full Governors meeting will include the Section 175 report to governors for the current academic year.

13.2 The school will make use of its School Evaluation Form (SEF) to identify issues.

13.3 Annual reports will bring together details of: information gathered during the year; how that information was used; action points completed during the year and those that are on-going.

13.4 We recognise the importance of involving members of the community in the process and will endeavour to include individuals and groups.

13.5 The Single equality Scheme will be reviewed every three years.

***Reviewed, with amendments – January 2015
Ratified by Governors – February 2017
Reviewed with amendments January 2018***