

BRANNEL



SINGLE EQUALITY SCHEME

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Forward

Brannel School 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 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 Brannel School's Single Equality Scheme will require ownership by Governors, Senior leaders, all staff, students, parents/carers, school partners and the wider school community.

Brannel School's Single Equality Scheme serves essentially two purposes:

1. To set out a school's overall commitment to equality and diversity in one central document. The scheme therefore contains:

- Brannel School's approach to all six Equality Strands: race, religion and belief, sexual orientation, disability, age and gender, and
- How Brannel 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 scheme therefore contains:

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

The scheme 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 nine recognised protected factors illustrates our commitment to ensuring equality for all.

Section 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 Brannel 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/carers and other users of Brannel 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 student has access to the necessary support required to enable them to achieve their highest potential. We will ensure that Brannel School's procedures for disciplining students and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in Brannel 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 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

Relating to the Equality Act (2010) there are nine 'protected characteristics' these are:

- age
- disability
- gender reassignment
- marriage / civil partnership
- pregnancy / maternity
- race
- religion and belief
- sex
- sexual orientation

<https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>

Under the general duty school must exercise 'due regard' in respect of the protected characteristics to:-

- Eliminate unlawful discrimination and harassment
- Advance equality of opportunity
- Foster good relations between different groups

Section 2 - School profile and values

This small secondary school serves a rural area in mid Cornwall and is a member of the Cornwall Education Learning Trust (CELT). The proportion of students with learning difficulties and/or disabilities is above average, as is the percentage of children eligible for Free School Meals. Within our premises we also have an Area Resource Base which attracts students that have additional needs. The school works closely with a number of key partners: WAVE Alternative Provision, Cornwall Schools and those within CELT, Careers South West. A number of external providers support the curriculum including Cornwall, St Austell and Truro Colleges as well as numerous charitable and volunteer organisations.

Brannel 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.
- Providing engaging and inclusive core and extra-curricular activities, addressing barriers, and using Pupil Premium and other funding sources, to enable all groups of students to participate.
- Continuing to develop national and international links with a range of countries and cultures;
- Integrating the principles of caring for others into school life, including an awareness of issues such as poverty, the impact of climate change and the importance of Fair Trade on a local, national and global level.
- The school pledges to respect the equal human rights of all students and to educate them about equality and diversity.
- The school also pledges to respect the human rights of our stakeholders and other members of the school community- those who work in partnership; those who use the school facilities both within and outside of the curriculum; our wider community.

Roles and responsibilities, commitment and accountability

The scheme will mainstream equality issues by:

- Integrating equality issues into all our key policies, service planning arrangements and performance management framework
- Ensuring that Brannel 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
- Ensuring that we engage effectively with stakeholders and local communities in delivering and monitoring the scheme.

Section 3 - The Race Duty and Community Cohesion

Race

Brannel 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.

Brannel 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 throughout their education

Brannel School is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability.

Under the duty in 2010 Equalities Act 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 Brannel 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

Community Cohesion

Brannel School understands its duty to promote Community Cohesion as part of the response to the duties contained in the 2010 Equalities act.

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.

At Brannel School

- We create a sense of shared values by celebrating the cultural diversity of our school community; for example by our tutor programme and on our various Social Media platforms.
- We develop an understanding in students that they all have a responsibility to their shared future through our curriculum, extra-curricular programme and Learning Community activities, including assemblies.
- Mutual respect, honesty, fairness and trust between different groups including students and teachers is embedded in the ethos of Brannel School and is addressed in our statement of values.

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/carers feel they are being treated fairly and have the same opportunities
- That students trust Brannel School to act fairly
- We have strong and positive relationships

Section 4 - The Disability Equality Duties

Brannel School's commitment to learners with disabilities, their families and staff's equality has four objectives:

(1) We will promote equality for people with disabilities 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 people with disabilities
- Challenging patronising or discriminating attitudes
- Making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, learners, staff and families with disabilities

(3) We will support learners with disabilities to achieve their full potential by:

- Providing where possible, support, assistance and care to learners with disabilities to enable them to lead independent lives
- Supporting the formation of groups, networks and services for learners, employees of Brannel School and people in the community with disabilities
- Supporting learners with disabilities, staff and carers according to their individual need

(4) We will work in partnership with learners with disabilities and their carers and staff by:

- Enabling learners with disabilities, their families and staff with disabilities active participation
- Involving learners with disabilities, their families and staff with disabilities in the changes and improvements we make
- Consulting with learners with disabilities, their families and staff with disabilities 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 Brannel School, to students with disabilities, 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 students by:

- Increasing the extent to which learners with disabilities can participate in Brannel School curriculum
- Increasing the inclusion of positive images of people with disabilities across the curriculum
- Improving the environment of Brannel School to increase the extent to which learners with disabilities can take advantage of education and associated services
- Improving the delivery of information to learners with disabilities, to the standard of which is provided in writing for learners who do not experience disability.

Section 5 - Gender Equality Duties

Brannel School:

- Is committed to combating sex discrimination and sexism and promoting the equality of women and men
- Recognises that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes
- Is aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours
- Will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes

- Is committed to ensuring the rights, under the Equality Act 2010, 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 Brannel School:

- We monitor student progress in relation to their gender and set targets accordingly
- We address gender stereotyping in subject choices, careers advice and work related learning. This is also addressed through aspects of the curriculum
- Gender based disciplinary issues will be investigated and treated seriously. Anti Bullying Cornwall support our work as an independent partner, as does The Princess Diana Trust and the School Nurse service
- Gender issues such as sexual bullying, sexual exploitation, and domestic violence are addressed as part of the Pupil Development programme
- 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

Brannel 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 recognise the right of members of the community to express their beliefs. However, staff and students must consider the potential conflict of beliefs and ideals and be sensitive to others. Staff must always provide an unbiased alternative when sharing strong beliefs.

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 2010 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.

Equality with regard to religion or belief is promoted at all levels in Brannel School and particularly within the Morals and Ethics and PD curriculum. This is supported by:

- 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 but rarely needed
- Flexibility to allow parents to request their children be withdrawn from RE lessons on moral / religious grounds

We will monitor the effectiveness of our policy regarding faith and belief discrimination through:

- Discussion with the Subject Leader for Morals and Ethics, regarding its priority on the curriculum and how it can best be supported
- Discussion with the Student Council regarding the matter, and taking account of their voice
- Analysing relevant behavioural incidents on an annual basis, and reporting that to Governors

Section 7 - Sexual Orientation

Brannel School is committed to combating discrimination faced by lesbians, gay men, bisexual and transgender (LGBT) people. We aim to ensure equality of opportunity for all individuals 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 and understanding, 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 2010. We are committed to taking a pro-active approach to preventing all forms of homophobia within Brannel 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.

At Brannel School:

- Homophobic bullying, language and stereotypes will be challenged
- The Personal Development curriculum will address these issues as part of its
 - Relationships and Sex Education (RSE) programmes of study
 - PSHE programmes of study

Section 8 – Age

Brannel 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 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.

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 we do. We will draw particular attention to this through:

- Our wider school policies
- Our assembly and Tutor programme
- The curriculum (e.g. PSHE, Morals and Ethics)
- Student guidance

Students are encouraged to speak to an adult if there is an issue with bullying. This could be their form tutor, Student Support team or a member of the Senior Leadership Team (SLT). We also utilise trained Anti Bullying Ambassadors within the student body. With regard to issues of safeguarding, students are encouraged to report this to any staff member who will liaise with the Designated Safeguarding Lead.

Students can also report issues anonymously, through emailing needtotalk@brannel.com or any member of staff.

Section 9 - Employment Practices

Brannel School observes the principles of equal opportunities in how we employ, develop and treat our staff.

We will ensure:

- We observe and implement the principles of equal opportunities in employment by adhering to Trust and National 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

Section 10 - Equality Impact Assessments

We are reviewing key policies, functions and procedures 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. This will also inform future planning and focus.

We follow Trust guidance in these matters. Staff and Governors who are responsible for carrying out these assessments will attend relevant training.

Section 11 - Consultation and Information

We will involve stakeholders in the preparation of this scheme in the following ways:

- **Students** – The scheme will be discussed with learners and student comments will be fed back to the SLT. The SLT will also meet with the Student Council and discuss both the Scheme plus wider issues they raise with regard to equality and discrimination
- **Staff** – The Scheme will be shared with all staff. Comments about it will be welcomed, either individually or through union representatives
- **External Partners** – The school will discuss the Scheme, plus associated school policies with all appropriate external partners.

Section 12 - Equality Scheme Objectives

This section sets out the objective 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.

We are pleased to note that incidents of harassment and bullying are very low at Brannel School and this is to the credit of all members of the school community, as we each play our part in creating a unique school ethos. However, we will not use this to become complacent and will continue to ensure that at all times, bullying and discrimination are challenged and replaced with opportunity, relationship and community.

Objective:

- 1 To ensure all student groups identified within the Single Equality Scheme (SES), have the same access, provision and opportunity as all other students and they are successful in all aspects of attainment and other outcomes.
- 2 To ensure in all aspects of its work, Brannel School celebrates diversity and challenges discrimination and in doing so, has a positive impact on shaping the values of its community and contributes positively to all aspects of social cohesion.
- 3 Work with specific students in order to challenge any views expressed or behaviour shown that challenge the Single Equality Scheme
- 4 To improve access to all areas of the school for students, staff and other stakeholders irrespective of disability

- 5 Ensure that the range and quality of learning opportunities is relevant and accessible to all students, taking account of their differing needs, and equips them with the skills for employment, further learning and wider social and community engagement

Section 13 - Roles and responsibilities

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the Scheme. They 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.

They will do this through:

- Close involvement in the formulation of policy
- Attendance at relevant Local Authority briefings
- Involvement in setting school priorities and systems for monitoring
- Involvement in both student and staff conferencing activities, to ensure the Scheme is understood and embraced by all
- Ensuring the impact of the Scheme is reported at Governor meetings

Section 14 - 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 Brannel School's Equality Scheme every three years.

Section 15 - Publication

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

Section 16 - Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the school 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 Brannel School's complaints procedure.

Complaints by staff will be dealt with under the Grievance procedures 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 Trust 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 Single Equalities Scheme.

Should you require further information, please contact the **Clerk to Governors**

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