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Public Sector Equality Statement and Community Cohesion Policy 2017

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Public Sector Equality Duty Statement

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED). The PSED applies to all maintained and independent schools, including academies, and maintained and non-maintained special schools. DfE advice says that 'due regard' has been defined in case law and means giving relevant and proportionate consideration to the duty. For schools this means:

- Decision makers must be aware of the duty to have due regard when making a decision or taking an action, and must assess whether it may have implications for people with particular protected characteristics
- Schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis
- The PSED has to be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind

The PSED introduces specific duties, which require schools to:

1. Publish information to demonstrate how they are complying with the PSED – this information must include, in particular, information relating to people who share a protected characteristic
2. Prepare and publish equality objectives

The Equality Act 2010 clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic. Protected Characteristics – school must take into account when publishing information

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender

There are also 2 other protected characteristics that schools do not have a direct duty.

- Age
- Marriage and Civil Partnership

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve)

General Duties The three aims of the Public Sector Equality Duty are to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

In order to meet these specific duties, St Erme with Trispen School will

1) Publish information annually about how they are meeting the three aims of the PSED. This will include:

- a) Copies of policies, including the behaviour policy or anti-bullying policy, and home school agreement, where the importance of avoiding discrimination and other prohibited conduct is expressly noted

b) Attainment data which shows how pupils with different characteristics are performing
c) Sharing evidence of aspects of the curriculum that promote tolerance and friendship, or which share understanding of a range of religions or cultures and involvement with the local communities.

2) The Governing body will agree the equality objectives that best suit our school needs, taking into account circumstances, to ensure that they contribute to the welfare of their pupils and the school community. Objectives will be part of the schools development plan and used as a tool to help improve the school experience of a range of different pupils. These objectives will be published on the school website with clear timescales for achievement. Equality objectives must be reviewed and updated every 4 years.

Public Sector Equality Duty Objectives for the school year 2017 – 2018 for St Erme with Trispen School:

- To increase understanding of religious groups and beliefs by July 2018 through all appropriate curricular opportunities, with particular reference to current issues surrounding radicalisation and terrorism (Autumn term citizenship objectives).
- To promote cultural development and wider understanding of the world through a rich range of experiences both in and beyond the school (July 2018).
- To address any gap between pupils eligible for free school meals and others, in reading, writing and mathematics by the end of Key Stage 2 (July 2018).
- To ensure that pupils who are deemed to be disadvantaged are able to participate fully in all provision, including wider opportunities made by the school. As a result they are not hindered by being deemed to being disadvantaged (July 2018).
- To effectively meet the individual needs of a significant group of vulnerable pupils in Key Stage 1 (July 2018).

Public Sector Equality Policy

Introduction

This Equality Policy sets out the school's approach to promoting community cohesion, equality and diversity. It covers disability, gender and race/ethnicity, in response to the statutory duties on schools to publish disability and gender equality schemes and a race equality policy.

This Equality Policy Statement Sets Out:

- The school's context
- Aims and values
- The school's overall approach to promoting equality: community cohesion, recognising and celebrating diversity and tackling discrimination
- Specific reference to community cohesion, race equality, disability equality, gender equality
- Roles and responsibilities
- Monitoring, reviewing and assessing impact

The School Context – What Sort of School Are We?

St Erme with Trispen School is best described as an urban school in a rural setting. It was built 30 years ago and capital funding has been wisely used to ensure that the school not only meets the current needs of its pupils but anticipates future needs. The school is at the heart of the community, and sees a central aspect of its role as supporting not just the pupils but the families and the wider village community.

Most children choose to attend our Foundation Stage unit from the age of 3, set up in 2007 by the school to give high quality early years education in an area where this would otherwise be lacking. In the index of multiple deprivation, the school falls into the most deprived 20% - 30% in Cornwall:

St Erme with Trispen Community - IMD

This analysis uses the **English Indices of Deprivation 2015** and address information from the **2017 DfE Spring School Census**. It includes pupils on roll with enrolment type 'Current', or 'Dual Main', in **Nat. Curriculum Year N1 to 11**, as at **19/01/2017**.

We have assigned 100% of these pupils in the school to Lower Super Output Areas (LSOAs).

This analysis uses the 2015 **Index of Multiple Deprivation (IMD)**.

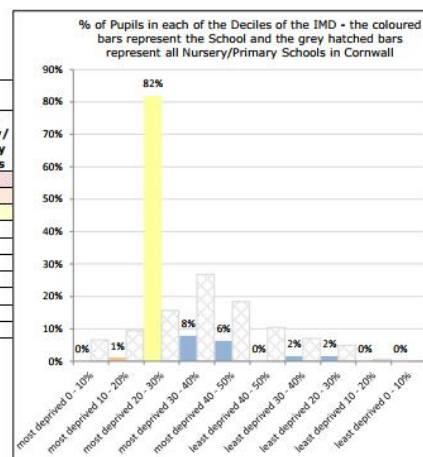
Index of Multiple Deprivation Decile	Number of Pupils in each Decile in the School	% of Pupils in each Decile	
		In the School	In all Nursery/Primary Schools
most deprived 0 - 10% of LSOAs in England (rank 1 - 3284)	0	0%	7%
most deprived 10 - 20% of LSOAs in England (rank 3285 - 6568)	1	1%	9%
most deprived 20 - 30% of LSOAs in England (rank 6569 - 9853)	104	82%	16%
most deprived 30 - 40% of LSOAs in England (rank 9854 - 13137)	10	8%	27%
most deprived 40 - 50% of LSOAs in England (rank 13138 - 16422)	8	6%	18%
least deprived 40 - 50% of LSOAs in England (rank 16423 - 19706)	0	0%	10%
least deprived 30 - 40% of LSOAs in England (rank 19707 - 22990)	2	2%	7%
least deprived 20 - 30% of LSOAs in England (rank 22991 - 26275)	2	2%	5%
least deprived 10 - 20% of LSOAs in England (rank 26276 - 29559)	0	0%	1%
least deprived 0 - 10% of LSOAs in England (rank 29560 - 32844)	0	0%	0%
Total	127		

There are **32,844** Lower Super Output Areas (LSOAs) in England. Each LSOA is ranked between **1** and **32,844** according to the IMD. **1** is the most deprived LSOA in England, and **32,844** the least deprived.

Based on the 2015 Index of Multiple Deprivation (IMD):

83% of pupils on roll in the school live in the most deprived 0-30% of LSOAs in England.

32% of pupils on roll in Nursery/Primary Schools in Cornwall live in the most deprived 0-30% of LSOAs in England.



NCY=>											
LSOA Name	Local Name, (Local IMD Rank, out of 326 LSOAs in Cornwall, where 1 is the most deprived)	Index of Multiple Deprivation Decile	Rank of IMD (1 most deprived)	R	1	2	3	4	5	6	Total Pupils
Cornwall 042D	Truro Malpas Road, Trennick & Trelander South, (42)	most deprived 10 - 20% of LSOAs	6330				1				1
Cornwall 032A	Trispen, Zelah & Mitchell, (79)	most deprived 20 - 30% of LSOAs	9217	11	20	15	23	11	13	11	104
Cornwall 048B	Malpas, St Clement, Tresillian & St Michael Penkevil, (136)	most deprived 30 - 40% of LSOAs	11452	2	2	2	1				7
Cornwall 047D	Chacewater, (162)	most deprived 30 - 40% of LSOAs	11985	1	1		1				3
Cornwall 032D	Ladock & Grampound Road, (209)	most deprived 40 - 50% of LSOAs	14320					1		1	2
Cornwall 047E	Shortlanesend & Kenwyn Rural, (220)	most deprived 40 - 50% of LSOAs	14936			2					2
Cornwall 041D	Sticker South, Grampound & St Ewe, (225)	most deprived 40 - 50% of LSOAs	15165		1						1
Cornwall 042C	Truro Trelander East & Penair, (233)	most deprived 40 - 50% of LSOAs	15451	2						1	3
Cornwall 044A	Truro South, Newham & Arch Hill, (287)	least deprived 30 - 40% of LSOAs	20313		1		1				2
Cornwall 043C	Gloweth & Treiske, (315)	least deprived 20 - 30% of LSOAs	23781							1	1
Cornwall 042A	Truro Alverton Hotel & Mitchell Hill, (316)	least deprived 20 - 30% of LSOAs	23943	1							1
NCY Total =>				17	25	19	27	12	13	14	127

and into the most deprived 40% - 50% band in the Income Deprivation Affecting Children Index 2017 with a very high percentage of 84% of pupils within this banding (January 2017 census). Hatched bars represent all Cornwall schools comparator.

St Erme with Trispen Community - IDACI

This analysis uses the **English Indices of Deprivation 2015** and address information from the **2017 DfE Spring School Census**. It includes pupils on roll with enrolment type 'Current', or 'Dual Main', in **Nat. Curriculum Year N1 to 11**, as at **19/01/2017**. We have assigned 100% of these pupils in the school to Lower Super Output Areas (LSOAs).

This analysis uses the 2015 **Income Deprivation Affecting Children Index (IDACI)**.

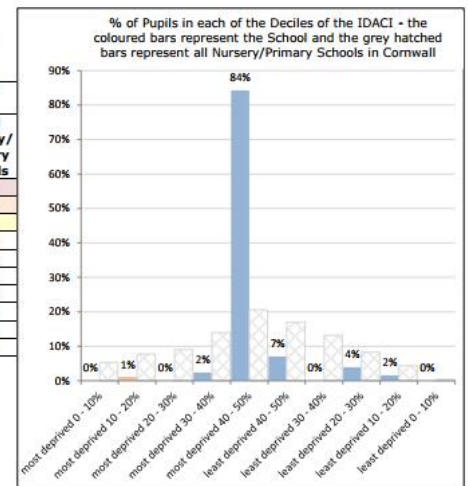
Income Deprivation Affecting Children Index Decile	Number of Pupils in each Decile in the School	% of Pupils in each Decile	
		In the School	In all Nursery/Primary Schools
most deprived 0 - 10% of LSOAs in England (rank 1 - 3284)	0	0%	5%
most deprived 10 - 20% of LSOAs in England (rank 3285 - 6568)	1	1%	8%
most deprived 20 - 30% of LSOAs in England (rank 6569 - 9853)	0	0%	9%
most deprived 30 - 40% of LSOAs in England (rank 9854 - 13137)	3	2%	14%
most deprived 40 - 50% of LSOAs in England (rank 13138 - 16422)	107	84%	21%
least deprived 40 - 50% of LSOAs in England (rank 16423 - 19706)	9	7%	17%
least deprived 30 - 40% of LSOAs in England (rank 19707 - 22990)	0	0%	13%
least deprived 20 - 30% of LSOAs in England (rank 22991 - 26275)	5	4%	8%
least deprived 10 - 20% of LSOAs in England (rank 26276 - 29559)	2	2%	4%
least deprived 0 - 10% of LSOAs in England (rank 29560 - 32844)	0	0%	0%
Total	127		

There are **32,844** Lower Super Output Areas (LSOAs) in England. Each LSOA is ranked between **1** and **32,844** according to the IDACI. **1** is the most deprived LSOA in England, and **32,844** the least deprived.

Based on the 2015 Income Deprivation Affecting Children Index (IDACI):

1% of pupils on roll in the school live in the most deprived 0-10% of LSOAs in England.

22% of pupils on roll in Nursery/Primary Schools in Cornwall live in the most deprived 0-30% of LSOAs in England.



NCY=>												
LSOA Name	Local Name, (Local IDACI Rank, out of 326 LSOAs in Cornwall, where 1 is the most deprived)	Income Deprivation Affecting Children Index Decile	Rank of IDACI (1 most deprived)	R	1	2	3	4	5	6	Total Pupils	% of Pupils
Cornwall 042D	Truro Malpas Road, Trennick & Trelander South, (19)	most deprived 10 - 20% of LSOAs	4259				1				1	1%
Cornwall 042C	Truro Trelander East & Penair, (71)	most deprived 30 - 40% of LSOAs	10935	2						1	3	2%
Cornwall 043C	Gloueth & Trelliske, (115)	most deprived 40 - 50% of LSOAs	14136							1	1	1%
Cornwall 032A	Trispen, Zelah & Mitchell, (142)	most deprived 40 - 50% of LSOAs	15513	11	20	15	23	11	13	11	104	82%
Cornwall 032D	Ladock & Grampound Road, (166)	most deprived 40 - 50% of LSOAs	16403					1		1	2	2%
Cornwall 048B	Malpas, St Clement, Tresillian & St Michael Penkevill, (189)	least deprived 40 - 50% of LSOAs	17638	2	2	2	1				7	6%
Cornwall 044A	Truro South, Newham & Arch Hill, (210)	least deprived 40 - 50% of LSOAs	18714		1		1				2	2%
Cornwall 047D	Chacewater, (276)	least deprived 20 - 30% of LSOAs	23008	1	1		1				3	2%
Cornwall 047E	Shortlanesend & Kenwyn Rural, (281)	least deprived 20 - 30% of LSOAs	23363				2				2	2%
Cornwall 041D	Sticker South, Grampound & St Ewe, (320)	least deprived 10 - 20% of LSOAs	28333		1						1	1%
Cornwall 042A	Truro Alverton Hotel & Mitchell Hill, (321)	least deprived 10 - 20% of LSOAs	28439	1							1	1%
NCY Total =>				17	25	19	27	12	13	14	127	

A characteristic of the school is that a significantly high proportion of children come from families whose parents have not had further education. This creates a challenge for us to overcome in raising expectancy in some pupils that they will succeed in school and become working members of society. The pupils are predominantly of white British ethnicity.

When compared with the national average the numbers of pupils with special educational needs is broadly in line with National averages, although this can fluctuate widely from year to year in such small cohorts.

We currently have two pupils on role with English as an additional language, and no traveller children.

Because of its predominantly white British ethnicity, the school works hard to develop, with real and meaningful links with Bongwe School in Kenya and by taking pupils on residential visits elsewhere in the United Kingdom to experience life in cities, urban and seaside communities.

The school has a long-standing commitment to the provision of a wide range of extra-curricular and there is good uptake of these.

The local community is used extensively to broaden and enrich the quality of education, with people, places and buildings frequently used as a resource.

An energetic PTA supports the life of the school, raising increasingly substantial funds for such a small school each year to enrich educational provision. Parents have supported our commitment to develop and enhance the outdoor environment.

Equality – Aims and Values

At St Erme with Trispen Community Primary School we aim to provide equality and excellence for all in order to promote the highest possible standards.

Our Equality Policy is based on the following core values:

We want all our children to:

- Experience a broad and balanced curriculum
- Develop lively enquiring minds and a love of learning
- Have high self esteem
- Work with independence
- Value and care for others
- Be successful
- Have their achievements celebrated
- Feel safe
- Become good citizens
- Become positive contributors to the international community
- Care for their environment
- Be self-disciplined and courteous

We want all staff to:

- Continue raising our high standards of teaching and learning
- Develop professionally
- Feel valued and supported
- Be successful
- Have job satisfaction
- Enjoy a healthy work-life balance

We want all parents to:

- Feel welcomed in school
- Work in partnership with teachers
- Be well informed by clear communications

We want governors to:

- Work as friends and partners of the school
- Know the school and staff well
- Offer constructive advice
- Promote the school in the wider community

We want the wider community to:

- Develop good relations with our school
- Broaden our horizons

We aim to help children:

to develop lively, enquiring minds with the ability to question and argue rationally;
to acquire knowledge, skills and understanding;
to use language and numbers with confidence and enthusiasm;

- to develop respect for religious and moral values and tolerance towards ways of life which differ from their own;
- to understand the world in which they live and the interdependence of individuals, groups and nations;
- to respect and care for other people and the environment;
- to grow in aesthetic awareness and make best use of opportunities for their creativity and imagination;
- to develop agility and physical co-ordination and the ability to express themselves through movement;
- to develop habits of self-discipline, acceptable behaviour, courtesy and good manners.

We guide each child towards fulfilling their potential:

- through the provision of high quality education and resources;
- through encouragement and high expectation;
- by developing self-esteem and fostering self-confidence;
- by providing a happy and safe environment in which he/she may work confidently;
- by ensuring progression through the setting of appropriate goals;
- by preparing him/her for future education and a fulfilling life.

In our school environment we aim to create a community where:

- children are happy and highly motivated;
- the quality of teaching and learning enables each child to achieve their best;
- staff are motivated and keen to develop their skills for the sake of the children and their own professional development;
- parents are proud to send their children and enjoy working in partnership with the school.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age, and social circumstances. We strive to include and engage all pupils and to prepare them for full participation in a diverse society. This school will take steps to:

- promote equality of opportunity and access
- promote racial equality and good race relations
- oppose all forms of prejudice and negative discrimination
- ensure pupils with a disability have proper access to the school buildings and to the curriculum.

Our Approach to Promoting Equality

The overall objective of the school's Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other

dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socioeconomic background.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors and parents/carers.

A Cohesive Community; Local, Wider and Global

Local Community

Our school is a community primary school just north of Truro, in a village that comprises of two older settlements (Trispen and St Erme) linked by a large development of housing, a sizeable proportion of which is low-cost and rental housing. This has an impact on mobility, which is high.

Within the village we have excellent links with the local organisations, such as police, parish council, horticultural society, silver circle, church and chapel.

Wider Community

The school feeds Penair School in Truro, and is part of a strong community of eight schools who work closely together as a learning community. This community of schools share expertise, training, support and resources where possible and form a mutually supportive group.

In addition, the school clusters out towards the north coast of Cornwall in a Primary Learning Network of six small schools. Staff and pupils work together in increasingly diverse ways, all the time strengthening the wider community. We believe our networking and working together are central to school improvement and development, and we are committed to taking every advantage of thinking and working outside the school box!

Global Community

Since 2007 we have worked with our partner school in Kenya, Bongwe School in order to give our pupils a real and developing understanding of what life is like in a third world country and giving them the opportunity to make a real and lasting contribution to the lives of others. Each year we hold a 'Day of Change' across the Primary Learning Network, learning about aspects of life in Bongwe and raising funds. Our actions to date have included paying the salaries of two additional teachers, building an additional classroom, building and resourcing a healthcare block, employing a healthcare worker and funding electricity for the school. We exchange letters and artwork with the school regularly, have hosted two teachers on a visit to our school here in the UK and a Headteacher from our network visits the school annually.

Because our school population is usually 99% white British we make a concerted effort to run faith and culture Days, as a way of giving our white British pupils an awareness of what it is like to belong to a different faith or culture. These whole school days are highly effective in submersing the children in the customs and beliefs of another faith for a day, and have been so successful that they are now embedded in our curriculum.

In order to achieve a cohesive community, we endeavour to:

- Promote understanding and engagement between local communities
- Encourage all children and families to feel part of the wider community
- Understand the needs and hopes of all our communities, appreciate the differences and celebrate the similarities between our schools

- Eliminate discrimination
- Increase life opportunities for all
- Ensure teaching and the curriculum explores and addresses issues of diversity

Race Equality

The school is fully committed to meeting its obligations under the Race Relations Amendment Act 2000. To meet the specific duties of the RRAA 2000 we will:

- ensure that all pupils and staff are encouraged and able to achieve the best of which they are capable
- respect and value differences between people
- prepare pupils as best we can for life in a diverse society
- make the school a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued
- promote a respect and understanding in the pupils of different racial and cultural within the wider community
- ensure that an inclusive ethos is established and maintained
- acknowledge the existence of racism and take steps to prevent it
- oppose all forms of racism, racial prejudice and racial harassment
- be proactive in tackling and eliminating unlawful discrimination

Disability Equality

The aim of our school is to ensure that wherever possible disabled people have the same opportunities as non-disabled people in their access to education and to prevent any form of unlawful discrimination on the grounds of disability.

Appropriate measures will be taken to ensure that statutory duties are met:

- not to treat disabled pupils and prospective pupils less favourably than other non-disabled pupils
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- In addition, steps will be taken to ensure that employees and those working with the school's authority:
- support the governing body in meeting their duties
- do not act in such a way that renders the governing body liable to a claim of discrimination

Staff and those working with the authority of the school are made aware of the basic requirements of the Disability Discrimination Act and Disability Code of Practice for Schools.

There will be occasions where the treatment of disabled children is different from non-disabled students. In such cases the school will be able to demonstrate that such treatment is justified. The reason for the different treatment will be both material to the circumstances of the particular case and substantial (e.g. health and safety reasons). The school will also demonstrate that all reasonable steps have been taken to avoid the disabled pupil being placed at a significant disadvantage.

Careful consideration will be given to how participation can be best facilitated. A number of factors may be part of this consideration including:

- the need to maintain academic, musical, sporting and other standards
- the financial resources available
- the cost of taking a particular step

- the extent it is practicable to take a particular step
- health and safety requirements
- the interest of other pupils

The consideration of these factors may lead to the adoption of certain reasonable adjustments rather than others.

We recognise that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against disabled pupils. Examples of the specific measures we will be taking include:

- ensuring providers of facilities for school trips and extra curricular activities can accommodate disabled pupils before making bookings in advance
- reviewing staffing arrangements to ensure that the school is in a position to administer medication if required in exceptional circumstances
- ensuring there are special arrangements in place for disabled pupils who are taking examinations
- ensuring our policies and procedures for bullying cover issues of disability
- working closely with parents and disabled pupils to identify potential barriers to participation and devising reasonable adjustments to overcome them
- ensuring that staff are briefed on the Disability Code of Practice for schools issued by the Disability Rights Commission

We will also take reasonable steps to find out whether prospective or existing pupils have a disability. This will include:

- creating an ethos and culture which is open and welcoming so that parents and pupils feel comfortable about sharing information about the disability
- asking parents during the admissions process about the existence of any disability
- providing continuing opportunities to share information (e.g. when seeking permission to go on a school trip)
- monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies

Our school believes that improving access to education and educational achievement by disabled pupils:

- ensures equality of opportunity
- encourages full participation in society
- improves the likelihood of independent living and economic self-sufficiency in the future

We believe that disabled people should be valued for what they can do rather than labelled for what they cannot.

- We improve the accessibility of the physical environment within the resources available in response to needs arising.
- We identify and monitor the performance of different groups of pupils: boys/girls; minority ethnic groups; SEN; disabled pupils; “Looked After” pupils; chronic medical conditions.
- Assessment procedures take into account the SEN Code of Practice and its Toolkit; the needs of EAL pupils; the needs of minority ethnic pupils.
- We have procedures for involving all parents/carers in their children’s learning and we monitor this involvement and the outcomes.

- We have procedures for involving all pupils in their own learning and we monitor this involvement and the outcomes.
- Educational inclusion is an integral part of the school development programmes, continuous professional development and governors' meetings.
- We deploy resources to pupils with SEN in excess of the expectations of the SEN Code of Practice

Gender Equality

The school promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sex discrimination and harassment. Conditions for learning (eg. environment, teaching and learning, resources, social and emotional aspects of learning) provide equal access and opportunities to both boys and girls.

Roles and Responsibilities

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our governors are responsible for:

- Making sure the school complies with all current equality legislation
- Making sure this policy and its procedures are followed

The Headteacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it
- Making sure its procedures are followed
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination

All our staff are responsible for:

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances
- Taking training and learning opportunities

Monitoring, Reviewing, Assessing Impact

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.