



KING CHARLES SCHOOL
SINGLE EQUALITY SCHEME
AND
EQUALITY OBJECTIVES

FEBRUARY 2016

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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 the 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 pupils, staff, parents and other users of the school. This scheme will be monitored and delivered through the Governors' role, School Improvement and Self Evaluation process.

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the 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 pupils from all backgrounds.

We will involve pupils, staff, parents, carers, Governors and all other stakeholders in the development of our Scheme. They 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 Visions and Aims for Equality and Diversity

Our Mission Statement

At King Charles School we believe that all children learn best when they feel secure, happy and fully engaged in the life of the school. We pride ourselves on looking after our children exceptionally well and providing stimulating and vibrant curriculum in which every individual child can thrive. Therefore we place great emphasis on developing strong relationships with all our children, parents and carers to provide the best possible experience that a primary school can offer, and as a Church school our 5 cornerstone values (friendship, teamwork, aspiration, achievement and creativity), are embedded in a strong Christian foundation.

- King Charles School provides education for all, firmly grounded in its Christian foundation and acknowledging that the society within which we live is enriched by diversity. King Charles School strives to ensure that the culture and ethos of the school reflects the diversity of ALL members of the school community, where everyone is equally valued and treats one another with respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity.
- King Charles School will not tolerate harassment of any kind. We are committed to combating ALL forms of discrimination.
- King Charles School recognises monitoring and the evaluation of equality is essential to ensure that pupils are not being disadvantaged, and that monitoring leads to action planning.
- King Charles School intends that its workforce reflects Cornwall's diversity at all levels of the organisation. We aim to be an inclusive employer that positively values the contribution of all employees. Through both our employment policies and strategies, we aim to achieve equality for all sections of the workforce and the community we serve.
- King Charles School will work towards eliminating all discrimination, on the grounds of race, gender, gender reassignment, disability, sexuality (including sexual orientation), age, religion and belief. We believe that all pupils, employees and other service users

should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals.

- King Charles School will be an equality champion and community leader in:
 - Promoting equality, for example by assessing the impact of our policies on different groups
 - Challenging and eradicating discrimination, for example, by acting quickly to deal with all bullying, but particularly that which is aimed at groups as well as individuals, such as racist bullying
 - Promoting community cohesion, for example, through international projects and via Creative projects
 - Giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community
 - Developing an Equality, Diversity and Cohesion Strategy that includes all equality strands and links targets and actions with our School Improvement Plan
 - Developing, implementing, monitoring and reporting equality work throughout the school community as part of our business planning, school improvement, and inspection processes and use the process of mainstreaming equality to ensure this occurs
 - Developing and supporting a workforce that reflects at all levels the resident community of Cornwall.
 - Working in partnership with, and consult, pupils, parents, staff, stakeholders and the wider community to develop good practice and lead the equality agenda within our community
 - Reviewing and auditing all our equality, diversity and cohesion activities

These objectives will be achieved through implementation of the policies detailed within this document. These policies also allow us to demonstrate how we are meeting our Public Sector Equality Duties (PSED).

Section 2 - School Profile and Values

Our School Context:

King Charles C of E Primary School is located in the town of Falmouth in Cornwall. Our school community comes primarily from the town of Falmouth and surrounding urban and rural towns and villages.

Our pupil population is as follows **(at 4th February 2016):**

	Total pupils in the school (out of 448)	% of school population
Any other White background	21	4.6875%
Any other mixed background	9	2.0089%
Any other Black background	<5	0.2232%
Any other ethnic group	<5	0.2232%
Chinese	<5	0.8929%
Indian	<5	0.2232%
Other White British	154	34.3750%
White Cornish	242	54.0179%
White and Asian	<5	0.4464%
White and Black African	<5	0.4464%
White and Black Caribbean	<5	0.8929%

As of 4th February 2016 there is a broadly even spread of boys and girls.

	Boys	Girls
Whole school population	176	162
Foundation Stage	52	58

- At King Charles we aim to:
 - Promote equality, diversity and cohesion within the local community. We believe that any modern organisation has to reflect all the communities and people it serves.
 - Challenge discrimination on the grounds of gender, race, age, disability, sexuality (including sexual orientation), religion or belief.
- Our vision for equality and diversity goes beyond establishing processes to achieve change. We will monitor progress made towards meeting objectives to:
 - Take adequate steps to prevent discrimination
 - Take decisive action when discrimination occurs
 - Take steps to promote equality, diversity and cohesion
- All our staff will consistently challenge all put-downs, harassment, name-calling, bullying, threatening or hurtful behaviour (physical and psychological) that violates a group or individual and leads to marginalisation, exclusion, and feelings of powerlessness and worthlessness because of: colour, culture, ethnicity, faith, religion, belief, national origin, national status, disability or impairment, perception of sexuality including sexual orientation, gender, marital status, socio-economic background, age, responsibility for dependants and trade union membership.
- We accept the findings of the Stephen Lawrence Inquiry Report, with particular respect to the Macpherson definition of 'institutional racism'. Which is:

'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 disadvantage minority ethnic people'.

- We recognise that the Macpherson definition of 'institutional discrimination' in relation to race can be equally applied to other equality strands.
- We acknowledge The Stephen Lawrence Enquiry definition of a racist incident is "any incident which is perceived to be racist by the victim or any other person".
- We also recognise that all pupils also experience harassment and bullying and in tackling these issues in school use the same definition that such an incident is perceived to be harassment or bullying by the victim or another person, until proven otherwise.
- We will strive to be a 'listening school'. We listen to all our school community members including pupils, parents, staff, visitors, wider community members, stakeholders and partners. We take seriously all experiences of bullying and hurtful behaviour resulting from bullying such as racism. We invite all our pupils in particular to talk to us about bullying, where it happens, who's doing it, and what it involves.
- We are striving to be a learning organisation which recognises the contribution of all pupils, staff, parents and other partners and which is supportive, fair, just and free from discrimination.
- We will continue to develop preventative measures to deal with discrimination including promoting human rights and equality through the Citizenship Curriculum and in particular focusing on the 'rights of the child', the 'right to education' and the right to be safe.
- Partnerships with parents, Governors and the wider community are essential to promote equality, diversity and community cohesion. The school's engagement with partners is central to our overall strategy and forms a key part of our Equality, Diversity and Cohesion Strategy and School Improvement Plan.
- Encourage diversity and eliminate unfair treatment and discrimination through a full range of human resource policies and procedures, in particular in the areas of recruitment, training and development and promotion.
- Monitor staff in post, all applicants, short listed candidates and candidates appointed.
- Recognise that staff have rights as employees to work in a supportive, safe and harassment free environment and that staff have individual and collective responsibility to value and respect each other's contributions.
- Promote an environment where standards of conduct are of the highest level and to ensure that no one is harassed, bullied or victimised.
- Ensure that in planning, delivering and monitoring strategies and policies, equality and diversity issues are considered at the outset of that work and that we will consult with pupils, parents, staff, partners, where appropriate, and the wider community.

Roles and Responsibilities, Commitment and Accountability

This scheme will mainstream equality issues by:

- Integrating equality issues into all our key policies, service planning arrangements and performance management framework;
- Ensuring that the 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; and
- 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

The School recognises that Black, Asian and Minority Ethnic [BAME] 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. The School will take all necessary measures to prevent and tackle racial harassment and assist BAME people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education

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

Under the duty in the Race Relations (Amendment) Act 2000 to promote racial equality we will:

1. Tackle unlawful discrimination by
 - Keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them;
 - Dealing with complaints of discrimination and harassment speedily and notify complainants of the outcomes and action taken;
 - Encouraging dialogue between different racial groups on the appropriateness of our service offer;
 - Prevent racial discrimination, and to promote 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 learners and their families;
 - Encouraging learners 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 the 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.
 - Ensure the policy is also part of short, medium and long term planning arrangements that the school already makes, and our actions and objectives are met through our Race Equality Action Plan (REAP).

We have developed our (REAP) for putting our Race Equality Plan into practice, and it is part of the School Development Plan. The REAP has clearly defined roles and explains what the school will do if the policy is not followed.

Race Equality Action Plan

Objectives	Action required	How often will monitoring take place?	Who will be responsible for monitoring ?	Success Indicators	How will actions be monitored?
To enable the school to tackle racially motivated incidents and bullying between diverse communities, and set priorities accordingly.	Record racist incidents and to report them to the local authority on a regular basis.	Ongoing	Staff member responsible for collating racial incidents.	Incidents recorded, investigated in the schools and reported to the Authority will reduce.	Continue to record, report and respond to racist incidents to encourage confidence of pupils and others in the robust nature of the reporting system. Regular reports provided to the Governing Board.
To ensure that all policies give due regard to Racial Equality.	In line with review cycle ensure that due regard has been given to racial equality.	In line with review cycle	Executive Headteacher Co-ordinators Governors	Racial equality promoted throughout the curriculum.	Governor monitoring of racial incidents.

Community Cohesion

Our school understands our duty to Promote Community Cohesion as part of the response to the duties contained in the Race Relations (Amendment) Act 2000.

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.

The ethos of our school is that of a family and as such every stakeholder is valued as an important member of our community. We strive to seek out and act on the views of all parties including pupils, parents, Governors, support staff and teachers, as well as those of the church and other facets of the local community. King Charles operates as a team where every member is equally important to us.

In our school we recognise that our learners come from a variety of different backgrounds, bringing with them a range of different life experiences. We promote equality of opportunity and our excellent work in PSHE (particularly in SEAL) encourages positive lasting relationships to be forged between all children and adults.

Hard to reach groups are targeted in the following ways:

- The Executive Headteacher or Head of school meets individually all families after their child's first six weeks in school to establish a positive relationship right from the beginning.
- The Executive Headteacher and teaching staff are available to meet all parents and children around the school site at the beginnings and ends of every day. This encourages dialogue on an informal basis and promotes an "approachable" culture.
- King Charles operates an "Open door policy" where parents and carers are welcome to meet staff at the classroom door every day for informal dialogue.
- Tickets for plays and concerts are done on an allocation basis so that every family is entitled to a certain number of tickets. Spares then go on sale nearer the performance for those who require more.

- Important information is always conveyed in our weekly newsletter, via text and on our school website.
- Each year group holds regular information sessions for parents and will actively seek out hard to reach families

Within our local community, King Charles School is very active. We contribute to community cohesion in the following ways:

- Taking part in local events celebrating the uniqueness of Falmouth e.g. Oyster Festival
- Involving children in positively influencing their immediate locality e.g., Junior Road Safety Officers working with the police speaking to drivers who had been stopped for speeding. Cyclewise and Bikeability courses for children to practice riding on local roads.
- Taking part in services and concerts in local Churches (Budock, All Saints, King Charles the Martyr)
- Taking part in Oyster festival events, concerts and parades (working closely together with all the other Falmouth Schools).
- Taking part in the Christmas Lantern Parade.
- Making the school available for the community, e.g. Public meetings, Church meetings, training for Governors.
- We get involved with local petitions and campaigns, e.g. road safety
- Taking part in big local events, such as the school choir and dance groups singing and festivals.
- We have developed links with our local elderly community by providing musical entertainment to local care homes.
- We also host football clubs, kidz club and other extended service providers
- King Charles is part of the Falmouth Learning Network and subsequently has developed very strong links with all other Falmouth schools and organises joint training

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 feel they are being treated fairly and have the same opportunities.
- That children trust the school to act fairly.
- We have strong and positive relationships.

Community Cohesion within the UK is promoted by:

- Taking part in events to raise money for Children in Need and Comic Relief.
- Supporting a number of other national charities, such as MacMillan Cancer Relief, Penhaligons Friends, etc.
- Topical national issues are presented and discussed in Assembly.

On a more global scale our learners are encouraged to think of themselves as part of a European and global community by:

- Fundraising for charities that help overseas, such as Comic Relief, Seeds for Africa, Shelter Box etc.
- Through MFL, not only do we learn to communicate with others, but we also learn more about different cultures.
- Through our curriculum we look at cultural diversity across the world

Citizenship is an important part of the curriculum for us.

All of the above helps create a sense of shared values and develops an understanding that we all have a responsibility to share our future.

At King Charles School we have mutual respect and honesty between different groups, including children and teachers. Fairness and trust are promoted through excellent role models and work in PSHE and SEAL. We also run Friends and other social skills development programmes.

Community Cohesion Action Plan

Priority	Locality	Action/Activity	Timescale	Outcome	Cost
1) To develop our pupils pride in our local area and work together to address common concerns	Local	Introduce school allotment work across the whole school, promote through Gardening club. Further develop links with Jacqui Owen and Britain in Bloom	SP 2	Pupils will experience first-hand techniques to enhance our school grounds surroundings.	
2) Provide media with information about community cohesion events	Local	CF to contact media regarding events	AT and on going	Our vision of community cohesion will be shared on a wider scale.	NA
3) Develop community contact with pupils through sporting activities.	Local National	Further develop opportunities for sporting events with other school and areas	On going	Pupils have an opportunity to visit different communities to celebrate sporting achievement.	Transport
4) Encourage older people to become more involved within the school community	Local	Invite local older people to school activities on a regular basis e.g. Carols round the Christmas tree, Cream tea and concerts, Harvest, Productions etc.	On going	Pupils will have many opportunities to meet and talk to other members of the community	N/A
5) Explore the U.N Rights and Responsibilities of the Child	School, National, International	Through PSHE to explore the theme of rights and responsibilities of global citizens	Summer 2014	Pupils understand their place in the world, what they can expect and their responsibilities.	None
6) Ensure equality of opportunity for all through effective deployment of Pupil Premium	Local	Deploy funds strategically – ensure all staff are aware of this vulnerable group and plan accordingly.	On going	Pupil achievement will be at least as good as their peers, and they have equal access to extracurricular / enrichment activities.	Pupil premium allocation

Section 4 - The Disability Equality Duties

Disability

The School's commitment to people who have a disability, their families and staff's equality has four objectives:

1. We will promote equality for people who have a disability 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 people who have a disability by:
 - Promoting positive images of people who have a disability;
 - Challenging patronising or discriminating attitudes;
 - Making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.
3. We will support learners who have a disability to achieve their full potential by:
 - Providing where possible, support, assistance and care to learners who have a disability to enable them to lead independent lives;
 - Supporting the formation of groups, networks and services for learners who have a disability and employees of the school who have a disability and people in the community who have a disability ;
 - Supporting learners who have a disability, staff and carers according to their individual need.
4. We will work in partnership with learners who have a disability and their carers and staff by:
 - Enabling learners who have a disability, their families and disabled staff active participation;
 - Involving learners who have a disability, their families and staff who have a disability in the changes and improvements we make.
 - Consulting with learners who have a disability, their families and staff who have a disability 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 the school, to pupils who have a disability, 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 people who have a disability and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995).
- Eliminate disability related harassment.
- Promote positive attitudes towards.
- Encourage participation in public life.
- Take steps to meet people who have a disability, 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 pupils who have a disability by:

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

Please refer to the King Charles School Accessibility Plan

Disability Equality Policy

The Disability Equality Scheme for King Charles Primary School

The School's Commitment to Disability Equality

The school is committed to ensuring equal treatment of all its children, employees and any others involved in the school community, with any form of disability and will ensure that people who have a disability are not treated less favourably in any procedures, practices and service delivery. We aim to develop a culture of inclusion and diversity in which people who have a disability are able to participate fully in school life. The achievement of children who have a disability will be monitored and this data will be used to raise standards and ensure inclusive teaching. Reasonable adjustments will be made to make sure that the whole school environment is as accessible as possible. At King Charles School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit the school.

Definition of Disability

The Disability Discrimination Act 2005 (DDA) defines a person who has a disability as someone who has 'a physical or mental impairment which has a substantial or long term adverse effect on his or her ability to carry out normal day to day activities'.

The DDA 2005 has also extended the definition of disability as follows: People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long term and substantial adverse effect on their activities.

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well recognised", although the person must still demonstrate a long term and substantial adverse effect on his/her ability to carry out normal day to day activities.

Actions to Ensure Disability Equality

At King Charles Primary School we will actively seek to:

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards people who have a disability.
- Encourage participation by people who have a disability in public life. It is also important to respect the wishes of children who have a disability so that they do not feel pushed into activities they do not wish to take part in.

- Take steps to take account of disabled persons' disabilities, even where that involves treating the persons who have a disability more favourable than other persons. This is also known as the Disability Equality Duty (DED) and applies to all children who have a disability, staff and those using services provided by King Charles Primary School.

In addition to the above general duty to promote Disability Equality, King Charles Primary School has specific duties placed on it which is to:

- Produce a Disability Equality Scheme every three years.
- Report on progress annually.

Specific Actions to Ensure Disability Equality

<p>Involvement of persons who have a disability in developing the scheme</p>	<p>Consult with disabled children, staff and service users in the development of the Disability Equality Scheme by:</p> <ul style="list-style-type: none"> • IPM and Annual Reviews with SEN children/parents. • Analyse available school disability data. • Analyse a range of Local Authority/Specialist organisations reports which examined the experiences of children who have a disability • Meet with external disability organisations. • Meet with parents at consultation evenings.
<p>Developing a voice for children who have a disability, staff and parents/carers</p>	<p>Develop opportunities for disabled children, staff and parents/carers by:</p> <ul style="list-style-type: none"> • Including children and parents/carers in review meetings. • Including children and parents/carers in school questionnaires/ • Class teachers discussing issues regularly with children. • Use of the School Council.
<p>Encouraging participation in public life by people who have a disability</p>	<p>Ensure that children who have a disability are represented and encouraged to participate in:</p> <ul style="list-style-type: none"> • Collective Worship • Performances • Sports activities • School Council <p>Children who have a disability are included fully in normal school life.</p>
<p>Eliminating harassment and bullying</p>	<p>A clear policy on anti bullying (dealing with conflict) which includes bullying people who have a disability.</p>
<p>Promoting positive attitudes towards disabled people</p>	<p>Promote positive attitudes towards people who have a disability by:</p> <ul style="list-style-type: none"> • Ensuring displays and resources reflect diversity. • The curriculum positively promoting difference. • Teachers taking into account IPMs when planning lessons. • Use of outside agencies to support staff training. • Using newsletters and web pages to promote policies.
<p>Removing barriers</p>	<p>Remove barriers by:</p> <ul style="list-style-type: none"> • Not excluding children who have a disability from school trips unless medical advice or behaviour risk assessments stipulate that participation should not take place. Additional staff are allocated to accompany solely those children with specific needs. Wheelchair access bus/coach transport is used if required. Risk assessments are carried out for chosen trip locations to ensure that routes are accessible. Alternative activities are used if required. • Ensuring that all areas of the curriculum can be delivered from all classrooms. • Having appropriate seating available to provide necessary back support where required. • Operating teaching and learning practices that requires all lessons to be differentiated to accommodate the capabilities and disabilities of children. Teachers are provided with information specific to individual children.

	<ul style="list-style-type: none"> • Ensuring children who have a disability have access to extracurricular activities. • Having an Accessible toilet planned for any future changes to children's toilets. • Using tarmac to remove trip hazards and erecting ramps to make all areas of the school accessible. • Having an up to date Disability Access Plan. • Teachers adapting, where possible, resources and techniques to suit a wide range of learners. • All children having equal access to resources. Provision is made for all abilities and specialised resources are available for SEN children. • Following SATs guidelines to ensure that children who have a disability have the same opportunities as their peers. • Having strong links with external partners, e.g. Advisers, Behaviour Support Service, Social Care. • Using external advisers to support IPM/PSP meetings. • Using external advisers to assist with planning of PSHE programme where appropriate. • Events for parents/carers such as open evenings, meetings with teachers are held in accessible parts of the school.
Impact Assessments of the Governing Board	<p>Undertake Disability Equality Impact Assessments through specific activities:</p> <ul style="list-style-type: none"> • The school will use existing procedures for reviewing the impact of provision for children who have a disability e.g. IPM/Annual Reviews. • Governors meetings are held in locations that are accessible to people who have a disability. • Parents and children are made aware of how the Governing Board contributes to the life of the school through the school website. • Parents/carers are invited to information evenings. • The Governors consult with parents/carers through the questionnaires.
Disability data currently collected	<p>Collect the following disability data (qualitative and quantitative)</p> <p>Children:</p> <ul style="list-style-type: none"> • Children who have a disability admission forms. • The total number of children who have a disability. • Home and contact details for children who have a disability. • SEN IPM/Annual Reviews. • SEN Register. • Integration of children who have a disability including access to the curriculum. • Outcomes of lesson observations in place to ensure that there is a consistent process for monitoring all teaching. <p>Staff:</p> <ul style="list-style-type: none"> • The total number of staff who have a disability. • Number of appointments of staff who have a disability.
Reviewing and monitoring	<p>The above data is reported to a number of bodies such as:</p> <ul style="list-style-type: none"> • Health and Safety Committee • Leadership Management Team • Local Authority

Other related school policies

Equality is included as an explicit aim in the school prospectus and in all of the school's policies.

Leadership and Management

- All the school policies reflect a commitment to equal opportunities.

- The Governing Board and school management set a clear ethos which reflects the school's commitment to equality are given status and support and are for all members of the school community.
- The school promotes positive and proactive approaches to valuing and respecting diversity.
- The school management will work in partnership with others to promote equality of opportunity, oppose all forms of oppressive behaviour, prejudice and discrimination.
- All staff contribute to the development and review of policy documents. The school ensures the involvement of Governors and takes appropriate steps to enable the contribution of parents/carers.
- The evaluation of policies are used to identify specific actions to address equality issues.
- Teaching and curriculum development are monitored to ensure high expectations of all children and appropriate breadth of content in relation to the school and the wider community.
- Additional grants and resources are appropriately targeted and monitored.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for children of all backgrounds.

Staffing: Recruitment and Professional Development

- King Charles Primary School adheres to recruitment and selection procedures, which are fair, equal, and in line with statutory duties and guidelines.
- Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are familiar with it as part of their induction programme.
- The skills of all staff, including support and part time staff are recognised and valued.
- All staff are given status and support and are encouraged to share their knowledge.
- Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.
- Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

Curriculum

- Curriculum planning takes account of the ethnicity, backgrounds and needs of all children.
- The curriculum builds on children's starting points and is differentiated appropriately to ensure the inclusion of:
 - Boys and girls
 - Children learning English as an additional language
 - Children from minority ethnic groups
 - Children who are gifted and talented
 - Children with special educational needs
 - Children who have a disability
 - Children who are looked after by the local authority
 - Children who are at risk of disaffection and exclusion.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for children of all backgrounds
- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all children.
- The content of the curriculum reflects and values diversity. It encourages children to explore bias and to challenge prejudice and stereotypes.
- Extracurricular activities and special events cater for the interests and capabilities of all children and take account of parental concerns related to religion and culture.

Teaching and Learning

- Teachers ensure that the classroom is an inclusive environment in which children feel all their contributions are valued.
- All children have access to the mainstream curriculum.
- Teaching is responsive to children's different learning styles and takes account of children's needs.
- Teachers take positive steps to include all groups or individuals.
- Child grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, disability, gender and background.

Assessment, Pupil Achievement and Progress

- All children have the opportunity to achieve their highest standards. Entry Profile assessment is used appropriately for all children. The school ensures that assessment is free of gender, disability, cultural and social bias, and that assessment methods are valid.
- The monitoring and analysing of pupil performance by gender, disability, ethnicity and background enables the identification of groups of children where there are patterns of underachievement. The school ensures that action is taken to counter this.
- Staff have very high expectations of all children and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.
- Self-assessment provides all children with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.
- All children have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future learning.
- Staff use a range of methods and strategies to assess children's progress.

School Ethos

- King Charles Primary School opposes all forms of racism, harassment, prejudice and discrimination.
- The School publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school.
- Staff foster a positive atmosphere of mutual respect and trust among children and adults from all ethnic groups.
- The dietary and dress requirements of different religious groups are catered for.
- King Charles Primary School enables children and staff to celebrate festivals and other events relevant to their particular faith and actively encourages all children to understand these.
- Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant school policies.
- Children, staff and parents/carers are aware of the procedures for dealing with intolerant behaviour and that such behaviour is always unacceptable.
- Staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.

Behaviour, Discipline and Exclusions

- King Charles Primary School expects high standards of behaviour from all children.

- Exclusions are monitored by gender, ethnicity, disability, special educational need and background and actions is taken in order to reduce any disparities between different groups of children.
- The school's procedures for disciplining children and managing behaviour are fair and applied equally to all.
- It is recognised that cultural background may affect behaviour. This school takes this into account when dealing with incidents of unacceptable behaviour.
- All staff operate consistent systems of rewards and discipline.
- Children, staff and parents/carers are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable.

Personal Development and Pastoral Care

- Pastoral support takes account of our diverse society.
- The school provides appropriate support for children learning English as an additional language and encourages them to use their home and community languages.
- The school takes account of and meets the needs of children.
- Appropriate support is given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate. The perpetrators are dealt in accordance with school policies and provided with relevant support to consider and modify their behaviour.

Admissions and Attendance

- Information about children's ethnicity, first language, religion, physical needs, diet etc. is included in the admissions forms.
- Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are aware of community issues.
- Provision is made for leave of absence for religious observance which includes staff as well as children.
- Attendance is monitored by gender, ethnicity, special educational need and background and action is taken in order to reduce any disparities between different groups of children.

Partnership with Parents/Carers and the Community

- Progress reports to parents/carers are accessible and appropriate, in order to ensure that all parents/carers have the opportunity to participate in the dialogue.
- All parents/carers are encouraged to participate at all levels in the full life of our school.
- The school works in partnership with parents/carers and the community to develop positive attitudes to diversity and to address specific incidents.
- The school takes steps to encourage the involvement and participation of underrepresented groups of parents/carers and sections of the community.
- Information material for parents/carers will be made available, on request, in user friendly language and is available in languages and formats other than English as appropriate.
- Meetings for parents/carers are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.
- Informal events are designed to include the whole community and at times may target minority or marginalized groups.
- The schools premises and facilities are equally available and accessible for use by all groups within the community, at the discretion of the Governing Board.

Responsibilities

- The Governing Board and Executive Headteacher will ensure that the school complies with all relevant equalities legislation.
- The Governing Board and Executive Headteacher will ensure that the policy and related procedures and strategies are implemented.
- The Executive Headteacher will ensure that all staff are aware of their responsibilities under the policy.

Monitoring and Review

- This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community.
- The effectiveness of the policy will be evaluated in one year by the member of staff responsible for Equal Opportunities.

Section 5 - The Gender Equality Duties

The School is committed to combating sex discrimination and sexism and promoting the equality of women and men.

We recognise that society has stereotypes for both women and men, and both women and men can lose opportunities

King Charles Primary School Gender Equality Policy

King Charles School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, regardless of gender. We will ensure that neither males nor females are treated less favourably in any procedures, practices or aspects of service delivery.

This school will not tolerate harassment of people based on their gender or transgender status.

The General Duty

In accordance with our school's mission statement and values, we welcome the statutory Gender Equality Duty. In compliance with the General Duty, King Charles School has due regard for the need to, and works to:

- Eliminate unlawful sexual discrimination
- Eliminate sexual harassment
- Promote gender equality

By unlawful sexual discrimination we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.

By sexual harassment we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator. (*see also Behaviour/Anti-Bullying policy*).

We understand 'sex' to refer to the **biological** differences between males and females and 'gender' to refer to the wider **social** roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognise and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

We will take steps to counteract the effects of any past discrimination in staff recruitment. Where we are uncertain whether there is a genuine occupational requirement for preference to be given to the employment of someone of a particular gender we will seek specialist advice. We understand the three parts of the duty to be different, but that they should normally support each other. However, we are aware that achieving one may not lead to achieving all three.

In taking due regard we will exercise the principles of proportionality and relevance. By this we mean that the weight we give to gender equality will be proportionate to its relevance to a

particular function. The greater the relevance of a function to gender equality, the greater regard we will pay to it.

- To meet the specific duties, and guided by the Code of Practice prepared by the Equal Opportunities Commission, we collect and analyse school data and other gender equality relevant information, including data about our local area
- Consult all staff, pupils, parents and relevant local communities
- Review all our school policies and practices to assess the ways in which they might impact on gender equality
- Ensure Governors, staff, pupils, parents and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting gender equality
- Assess and address the causes of any gender pay gap

Responsibilities

All Governors, staff, volunteers, pupils and their families need to develop an appropriate understanding of, and act in accordance with, the school's Gender Equality Policy.

In addition: The school Governors are responsible for ensuring that the School prepares, implements, and reviews a Gender Equality Policy and in particular the employment implications of meeting the Duty.

The Executive Headteacher works with the SMT to ensure that –

- The Policy is implemented
- Staff recruitment, training opportunities and conditions promote gender equality
- Staff, pupils and their parents are consulted regarding, and are aware of the school's responsibilities to meet, the Gender Equality Duty
- Existing and planned policies are assessed for the ways in which they impact on gender equality
- Curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote gender equality
- Incidents of sexual/gender bullying or harassment are dealt with according to our Behaviour/Anti-Bullying policy

All staff have a responsibility to deal with incidents of sexual harassment or bullying; help eliminate unlawful discrimination; prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote gender equality.

Pupils and parents have a proportionate responsibility to understand and act in accordance with the policy, as do **visitors** to the school.

This gender equality policy will:

- support us in our decision-making and policy development
- give us a clearer understanding of the needs of staff, pupils and their families
- enable us to provide better quality services which meet varied needs
- help us target our resources more effectively
- help promote increased confidence in our school
- make more effective use of our workforce

We recognise that both sexes can suffer from sexual stereotyping and that sometimes the same policies and practices can impact differently on men and women and boys and girls. We

will make appropriate adjustments if this is found to be the case with any of our policies and practices.

We also recognise that girls and boys, and women and men, can experience different forms of discrimination depending on, among other things, their ethnicity, belief, sexual orientation, age or disability and we will take this complexity into consideration.

Gender Reassignment

It is discrimination to treat transsexual people less favourably for being absent from work because they propose to undergo, are undergoing, or have undergone gender reassignment than they would be treated if they were absent because they were ill or injured.

Marriage and Civil Partnership

The Equality Act 2010 protects people from discrimination because they are married or in a civil partnership. The Act does not protect single people.

Pregnancy and Maternity

A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and the statutory maternity leave which she is entitled to. During this period, pregnancy and maternity discrimination cannot be treated as sex discrimination.

Discrimination against someone because they associate with another person or are perceived to have one of the protected discrimination characteristics is also against the law.

Single Sex Provision (Where Relevant)

Where we provide for one sex only, this is to help meet the different needs of boys and girls (men and women), where there is an issue of physical intimacy or embarrassment to be considered. We do not provide activities, classes, facilities, benefits or services for one sex only if this would amount to less favourable treatment of the other sex, or where it would promote gender stereotyping and gender inequality.

We do not deny one sex the same opportunities as the other and where we provide for one sex only we ensure there are equivalent and proportionate facilities, benefits or services for the other sex. We do not offer different curriculum choices to boys and girls, and where there are curriculum options we ensure that these are not offered in such a way that boys and girls are steered into making choices based on gender stereotypes.

If requests for additional single sex activities, facilities or provision which appear to maintain or promote gender inequalities come from pupils, families or the community, these will be considered and legal advice sought.

Breaches of the Gender Equality Policy

Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this policy will be dealt with in accordance with our school's anti-bullying and harassment procedures, and the disciplinary procedures for staff.

Where safeguarding issues based on sex and gender come to the attention of the school these will be dealt with according to our child protection procedures.

We will continue to develop awareness of what constitutes unlawful gender discrimination and harassment, and of the need to eliminate this and to promote gender equality.

Section 6 - Religion and Belief

The 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.

The School also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

The School is committed to eliminating illegal discrimination and exclusion on the basis of religion or belief.

Our school recognises the need to consider the actions outlined by the Equality Act 2006 (Religion & Belief) 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.

The school has a Religious Education Policy and this can be found on The Killigrew Partnership website.

Section 7 - Sexual Orientation

The School is committed to combating discrimination faced by lesbians, gay men and bisexual (LGB) people. We want to ensure equality of opportunity for LGB people across services and employment.

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

Our school recognises the need to protect learners from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts 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 King Charles School:-

- When/if the situation arises that a pupil wishes to discuss sexual orientation or comes across an image, e.g. in literature or the internet that promotes discussion around the above subject, the matter will be dealt with sensitively and in private if necessary.
- Bullying of any form is not tolerated at King Charles School. Homophobic bullying will be dealt through our anti-bullying procedures and reported with the appropriate coding to the local authority half termly.
- We use SEAL materials along with materials from Teaching SRE with confidence.

Section 8 – Age

The 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 younger and older 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

King Charles' Health and Wellbeing Strategy

Key Objectives:-

- To improve all stakeholders' health and life chances.
- To ensure everyone has equal treatment and access to services
- To create and operate a healthy environment in which to work.
- To provide healthy, nutritious food and access to water at all times of the day.
- To safeguard the mental health of all stakeholders.
- To consider environmental implications when making purchasing decisions and in connection with energy usage.

Section 9 - Anti-bullying and Discriminatory Policy Framework

Our School states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that our school will take to address bullying and discriminatory incidents in our Anti-bullying Policy. We submit data regarding bullying and discriminatory incidents to the Children, Schools and Families Service through the Anti-Bullying and Harassment Consortium and Local Authority Guidance.

Please see the King Charles Anti-bullying Policy for the full details of how we deal with instances of bullying.

Section 10 - Employment Practices

In our School we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff.

King Charles Primary School Safer Recruitment Policy

Introduction

The purpose of this policy is to set out the minimum requirements of a recruitment process that aims to:

- attract the best possible applicants to vacancies;
- deter prospective applicants who are unsuitable for work with children or young people;
- identify and reject applicants who are unsuitable for work with children and young people.

Statutory Requirements

There are some statutory requirements for the appointment of some staff in schools – notably the Executive Headteacher and Head of School. These requirements change from time-to-time and must be met.

Identification of Recruiters

Since 2013 the school has ensured that at least two more recruiters have successfully received accredited training in safe recruitment procedures. The school currently has four individuals who are compliant and will move towards the training, subject to availability, of all those engaged in recruitment.

Inviting Applications

Advertisements for posts – whether in newspapers, journals or on-line – will include the statement:

“The school is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Criminal Records Bureau disclosure.”

Prospective applicants will be supplied, as a minimum, with the following:

- job description and person specification;
- the school’s child protection policy, *available on the school website or a paper copy is available on request.*
- the school’s recruitment policy (this document); *available on the school website or a paper copy is available on request.*
- the selection procedure for the post;
- an application form;

All prospective applicants must complete, in full, an application form.

Short-listing and References

Short-listing of candidates will be against the person specification for the post

Where possible, two references will be taken up before the selection stage, so that any discrepancies can be probed during the selection stage.

References will be sought directly from the referee. References or testimonials provided by the candidate will never be accepted.

Where necessary, referees will be contacted by telephone or e mail in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.

Where necessary, previous employers who have not been named as referees will be contacted in order to clarify any anomalies or discrepancies. A detailed written note will be kept of such exchanges.

Referees will always be asked specific questions about:

- the candidate's suitability for working with children and young people;
- any disciplinary warnings, including time-expired warnings, that relate to the safeguarding of children;
- the candidate's suitability for this post.

School employees are entitled to see and receive, if requested, copies of their employment references.

The Selection Process

Selection techniques will be determined by the nature and duties of the vacant post, but all vacancies will require an interview of short-listed candidates.

Interviews will always be face-to-face. Telephone interviews may be used at the short-listing stage but will not be a substitute for a face-to-face interview (which may be via visual electronic link).

Candidates will always be required:

- to explain satisfactorily any gaps in employment;
- to explain satisfactorily any anomalies or discrepancies in the information available to recruiters;
- to declare any information that is likely to appear on a CRB disclosure;
- to demonstrate their capacity to safeguard and protect the welfare of children and young people.

Employment Checks

All successful applicants are required:

- to provide an employer reference (if previously employed)
- to provide proof of identity
- to complete a CRB disclosure application and receive satisfactory clearance
- to provide actual certificates of qualifications
- to complete a confidential health questionnaire
- to provide proof of eligibility to live and work in the UK

Induction

All staff who are new to the school will receive induction training that will include the school's safeguarding policies and guidance on safe working practices.

Regular review meetings will be held during the first 3 months of employment between the new employee(s) and the appropriate line manager(s).

King Charles School Recruitment Selection Policy and Procedure

Introduction

The Killigrew Partnership Governing Board is **committed to safeguarding and promoting the welfare of children and young people and require all staff and volunteers to demonstrate this commitment in every aspect of their work.**

The Governing Board regards its staff as its most important asset. It is the policy of the Governing Board to ensure an adequate supply of suitably qualified and experienced staff to meet the school's human resource requirements and to deliver the School Development Plan.

The appointment of all employees at the school will be made on merit and in accordance with the provisions of Employment Law, the Education Act 2002, the School Staffing (England) Regulations 2003 and the statutory guidance, *Safeguarding Children and Safer Recruitment in Education Settings* and the school's equal opportunities policy.

The Governing Board will ensure that people are treated solely on the basis of their abilities and potential, regardless of race, colour, nationality, ethnic origin, religious or political belief or affiliation, trade union membership, age, gender, gender reassignment, marital status, sexual orientation, disability, socio-economic background, or any other inappropriate distinction.

The procedure for the appointment of the Executive Head teacher or Head of School differs from that of other staff. The procedure is in Appendix 1.

Delegation of Appointments

The Governing Board delegates all support staff appointments and all teaching appointments below the level of Head of School to the Executive Headteacher. At least one member of the Governing Board will be involved in all appointments wherever possible, and Governors who wish to be considered for involvement will be expected to undertake recruitment selection training, including "Safer Recruitment" training, at the earliest opportunity.

No Governor is to be excluded from being involved in staff appointments unless there is a conflict between the interests of the Governor and the interests of the Governing Board.

A selection panel will be drawn from all governors who have undertaken recruitment training and who have advised the Clerk to the Governors of his/her wish to be involved in staff appointments as required by the Executive Headteacher.

The Executive Headteacher may appoint alone but only for the following categories of staff:

- supply teachers, mid-day supervisors

Vacancy for an Assistant or Deputy Headteacher

In the event that the Governing Board, in consultation with the Executive Headteacher, decides to make a new appointment to Assistant or Deputy Headteacher, the Business committee of the Governing Board will agree the job description and person specification for the post.

Every vacant post (including acting posts of one term or more) will be advertised in a manner likely to bring it to the notice of persons qualified to fill the post, and will be equally accessible to both sexes and all ethnic groups.

The Governors may decide to appoint internally after internal advertisement. In cases of internal advertisement the details will be posted, in writing, on the staff notice board giving at least 5 working days for applications to be made.

Information for Applicants

All applicants for all vacant posts advertised internally or externally will be provided with:

- A Job Description outlining the duties of the post and an indication of where the post fits into the organisational structure of the school.
- A Person Specification indicating the qualifications, skills and types of experience or expertise which the Governing Board regard as essential or desirable in relation to the job.
- An Application Form.
- Information about the School and Other General Information:
 - a description of the school relevant to the vacant post.
 - a statement about access to the school for applicants who may wish to see it or who may wish to consult the Head teacher before making an application.
 - a statement that canvassing any member of staff, or member of the Governing Board, directly or indirectly, is prohibited and will be considered a disqualification.
 - reference to the school's policy on Equality and Diversity.
 - reference to the legislation concerning the Protection of Children.
 - the name of any person who will be available to provide additional information about the post.
 - the closing date for the receipt of applications.
 - salary level of the post.

Short Listing

For all posts outside of the leadership group short listing will be the responsibility of the Head teacher, together with a Governor or Governors as indicated in paragraph 2 of this policy.

The selection panel will take up two references on each short listed candidate. For teaching posts the references will, where appropriate, include the applicant's current Head teacher or LA representative.

References shall be taken up by the person delegated to receive the application. References are the "property" of the selection panel and strict confidentiality will be observed. References will be sought set against the requirement of the job description and person specification and information regarding issues relating to child protection.

Short listing will be based only on substantial information. The **job description** and the **person specification** will be used to set the criteria and standards for inclusion on the long list and for reducing this to the shortlist of candidates to be invited for interview.

The criteria for selection will be consistently applied to all applicants.

If the field of applicants is felt to be weak the post may be re-advertised.

Interviews

The format, style and duration of the interviews are matters for the Executive Headteacher in consultation with Governors involved in the process to decide but the following will be adhered to:

Briefing:

All candidates will be given relevant information about the school to enable the candidate to make further enquiries about the advertised job.

The formal interview:

Before the interviews the selection panel will agree on the line of questioning to be followed and will ensure that similar questions are put to each candidate. The questions asked will be aimed at obtaining evidence of how each candidate meets the criteria listed on the person specification and each candidate will be assessed against all of the criteria for the post. The same areas of questioning will be covered for each applicant and no questions which would discriminate directly or indirectly on grounds of sex, marital status, sexual orientation, race, religious belief, disability or age will be asked. The interview will also deal with the issues of child protection with each candidate.

- Before the interviews the Executive Head teacher, in consultation with the Governors involved with the interview, will decide a procedure for evaluating the candidates at the end of the interviews. The notes taken and documentation used in this evaluation process will form part of the formal record of why candidates were or were not selected and will be retained for twelve months; after that time they will be destroyed.
- Before the interviews the Executive Head teacher, in consultation with the Governors involved in the interview will decide the structure of the interview, determining which area each interviewer will cover and the approximate time allocation.

Offer of Appointment by the Selection Panel

The offer of appointment by the selection panel is binding on both parties subject to staff qualification requirements, satisfactory CRB Disclosure and medical checks and satisfactory references.

Redundancy, Restructuring, Redeployment and Retirement

The school will work with Cornwall Council and respective unions to ensure all members of staff affected by the above are treated fairly and that their legal rights are respected.

Appendix 1

The Selection and Appointment of the Executive Headteacher or Head of School

1. The Governors will notify the LA of any vacancy for the Executive Headteacher or Head of School.
2. The Governing Board will appoint a Selection Panel of at least three Governors. The proceedings of the Selection Panel shall be under the control of the Selection Panel. The Governing Body will **not** delegate the power of appointment, only the selection process.
3. The Selection Panel will determine the interview process and seek approval from the Governing Board before commencing the process.
4. If the need arises the Selection Panel will appoint an Acting Executive Headteacher/Deputy Head of School. Where it is intended to fill an acting position by external temporary appointment of more than one term the post will be advertised within the area.
5. If an external appointment is to be made to an acting position the Governors will seek to do so by secondment and will seek advice from the personnel service provider on the contracting of such a secondment.
6. The Selection Panel will advertise the permanent post in such publications circulating throughout England and Wales as they consider appropriate. In the case of a Head of School and Assistant Head vacancy the Governing Board may decide that it will not be

advertised nationally. All applicants will receive the information set out in paragraph 4 of the Governing Board's policy statement.

7. The selection panel shall shortlist such applicants for the post as they think fit. The decision of the selection panel will be approved by a meeting of the Governing Board, which must be quorate.
8. If the Governing Board approves the recommended candidate for an Executive Head or Head of School appointment, the applicant will be offered appointment subject to staff qualification requirement, medical, CRB Disclosure check and references. A decision by the Selection Panel regarding the appointment of an Assistant Head teacher will also be subject to staff qualification requirement, medical, CRB Disclosure check and references.
9. If the Selection Panel cannot agree or Governing Board does not approve the recommendation then the Governors may re-advertise as in step 5 or may require the Selection Panel to repeat step 6.

King Charles School Continuing Professional Development (CPD) Policy

Continued Professional Development is a process which every member of staff has access to. The Executive Headteacher is the facilitator and opportunities for CPD span from the classroom to full day courses.

Aims

- To maintain and improve the quality of education provided in the school.
- To enable subject leaders to develop their knowledge and understanding.
- To meet the needs of individual teachers, teaching assistants and non-teaching staff.
- To provide a planned programme of in-service training linked to the School Improvement Plan.
- To use the school budget effectively.
- To provide opportunities for staff to share their expertise in support of their colleagues.
- To update staff on recent developments in resourcing and delivering their subject.
- To develop subject leaders' expertise to monitor and evaluate the learning and teaching of their subject.
- To provide time for subject leaders to scrutinise pupils' work and planning for whole school self-evaluation.
- To provide, and update, the Professional Development Profiles (PDP) of all staff.

Strategies

- Performance Management cycle and staff targets.
- Attendance on full, part time and twilight courses.
- Weekly planning, preparation and assessment time (1/2 day).
- Planned programmes for the training days.
- HT leading and delivering staff training.
- Staff meetings.
- Teaching assistant training with SENCO.
- Cluster group subject leader meetings.
- Subject leader's time to develop expertise.
- Subject leaders delivering whole school training.
- Lesson observations.
- Monitoring and evaluating sessions in different year group classes.
- Development of subject portfolios.
- Work and planning scrutiny undertaken by subject leaders.
- Staff mentoring others.
- Use of bursaries and grants to develop expertise.

- Visits from teaching and learning consultants, advanced skills teachers from LA.
- Liaison with outside agencies.
- Liaison across the phases.
- Curriculum audits.
- IPC group planning meetings.
- Visits to other schools.
- Teamwork.

Funding

Priorities for attendance on courses are:

- Objectives identified in the School Improvement Plan.
- Change of year group.
- Subject leaders.
- Needs identified through the Performance Management Cycle.
- Specialist knowledge for statemented pupils.
- Newly qualified teachers.
- Personal development.
- Bursaries for teachers.

The Executive Headteacher is responsible for managing the school budget with advice from the Governors' Chair of Business.

Staff Involvement

The annual PM cycle starts with review and planning meetings in the Autumn term and is followed by lesson observations for all staff. Teaching assistants are encouraged to participate in courses when available and appropriate. They are invited to attend some staff meetings and training days. Midday staff are encouraged to attend relevant courses. Administrative staff are encouraged to attend relevant courses.

Senior and midday assistants have opportunities to attend courses and participate in regular staff development meetings.

Other staff receive training from the Executive Headteacher, SLT, class teachers and subject leaders as appropriate.

Monitoring and Evaluation

The Executive Headteacher will inform the Governing Board, through the Executive Headteacher's Report, of the continued professional development that has taken place.

Formal and informal feedback is given after attendance on courses through cascade training in staff meetings and inset evaluation forms.

The Executive Headteacher, Head of School and/or subject leaders, monitor the effectiveness of the training through observations of classroom practice and levels of pupil achievement.

The programme is evaluated annually by the staff, through Performance Management Review meetings, staff development interviews and audit of the School Improvement Plan

King Charles School Grievance Policy

Introduction

This Grievance Procedure has been determined by the Local Authority in agreement with recognised trade unions, teachers' associations and the Governors Council. This procedure is recommended to schools for adoption immediately; should schools choose to develop their own procedure, they will need to reopen trade union consultations on an individual basis. It is recognised that management structures/administrative arrangements will vary according to the size of the school and therefore, in small schools, the procedure may be limited to two formal stages only i.e. with the procedure commencing at Stage Two.

'School days' refers to days on which the school is open to pupils.

This procedure does not cover all circumstances regarding individual grievances and the Executive Headteacher and Governors are encouraged to seek the advice on matters of procedural interpretation.

Should a grievance be raised against the Executive Headteacher personally, s/he is advised to contact his/her professional association for advice.

Purpose

To promote the early, effective and satisfactory resolution of individual employment related grievances, by providing a structured framework through which individual members of staff can seek redress.

Broadly, a grievance may be raised about any matter arising from employment, including grievances amongst members of staff, with the Executive Headteacher, the Governing Board or the Local Authority.

Complaints relating to areas covered by other procedures will not be covered by this procedure.

Scope

The procedure applies to all staff employed at King Charles School.

Policy Statement

The Killigrew Partnership Governing Board recognises that situations may arise where a member of staff may wish to seek redress for grievances arising from their employment. Accordingly, the Governing Board is committed to ensuring that staff are able to raise grievances in the first place, and where possible, have them resolved without unreasonable delay and to the satisfaction of all concerned.

Most issues should be discussed and can be dealt with satisfactorily within the course of normal working relationships where staff should feel that their problems and opinions can be discussed frankly and freely with each other and/or with their line manager or member of the senior management team.

However, where an employment-related individual grievance has not been resolved informally or where it is considered inappropriate to resolve the issue on an informal basis, the staff member will:

- be given a fair hearing on any grievance; and
- have the right to take the issue to senior management where appropriate; and
- if still not satisfied, have the right to appeal.

Where the procedure is invoked, the Governing Board/Executive Headteacher is committed to ensuring that the grievance is settled as quickly as is reasonably practicable and as near to the source as possible, with staff not needing to fear suffering a detriment due to their having raised a grievance.

Informal Approach

Attempts should always be made to resolve workplace grievances on an informal basis. Even if the problem relates to senior management or decisions made by senior management, attempts should still be made to resolve the issue on an informal basis and directly with the person(s) concerned.

The person who feels that s/he has a grievance should meet with the other party on an informal basis to discuss the situation and attempt to resolve the concern. This is particularly the case when the Executive Headteacher is one of the parties involved.

Formal Procedure

Where an employment problem is considered by the member of staff to be of a sufficiently serious nature to be termed as a 'grievance', the matter has not been resolved as a result of an informal approach or it is considered inappropriate to deal with the matter on an informal basis, the member of staff may invoke the Grievance Procedure. This procedure is designed to achieve the objectives referred to in the above policy statement in an effective and efficient manner.

Application of the Procedure (Applies to All Elements of the Procedure)

At all stages of the procedure, the member of staff raising the grievance is entitled to take advice from and/or be accompanied or represented by a workplace colleague or trade union representative. Staff are encouraged to consult their trade union representatives or professional associations prior to invoking the grievance procedure.

Where the member of staff chooses not to be accompanied or represented by a workplace colleague or trade union representative it will be noted in the written summary that representation was offered and declined.

The parties may, by mutual agreement, modify the time limits referred to in this procedure and the procedure will end at the Governing Board, apart from grievances against the Local Authority.

To avoid delay the staff member may elect to proceed to the next stage of the procedure if the complaint has not been dealt with within **twenty school days** at any stage.

Stage One

If a member of staff has a personal work-related grievance or problem s/he should raise the matter initially with his/her line manager or member of senior management team e.g. the Head of Department or other appropriate senior member of staff, specifying that s/he wishes to utilise the formal stage of the procedure, giving details of the grievance and the remedy sought (if appropriate).

The complainant should make a direct personal approach to his/her senior manager, particularly if the issue involves a sensitive or personal matter, however the grievance may be put in writing.

On notification of a formal grievance, a meeting will be arranged as soon as possible with the complainant and the person against whom the complaint has been made. Even if the first meeting is of an exploratory nature it should normally take place within **ten school days** of notification of the grievance.

At the meeting the line manager or member of senior management team will listen to the details of the grievance and will endeavour, in conjunction with both parties, to devise an appropriate resolution.

A written summary of the contents of the meeting must be made by the line manager or member of the senior management team, signed by both parties and a copy kept confidentially on file.

(Alternatively, in exceptional circumstances, the staff member may consider that the issue is not appropriate to raise with his/her own immediate line manager or member of senior management team. In this event the staff member may submit his/her grievance at Stage Two without utilising Stage One).

Stage Two

If the staff member is not satisfied with the progress made after the first meeting, disagrees with the decision that was made at the meeting or cannot accept the proposed period before action is to be taken s/he may decide to refer the matter to Stage Two of the procedure.

Stage Two grievances must be put in writing to the Executive Headteacher giving full particulars and stating what remedy the staff member seeks. The Executive Headteacher will arrange, where practicable, a meeting within **ten school days** of receiving notification the grievance.

Having heard details of the complaint and actions thus far, the Executive Headteacher will seek to resolve the problem. After due consideration, the Executive Headteacher will give a decision (on action to be taken) in writing, within **5 school days** of the meeting. In reaching a decision, the Executive Headteacher will consult as appropriate

Stage Three

Should the grievance continue to be unresolved, the staff member may proceed to Stage Three of the procedure by referring the matter to a Committee of Governors (established for the purpose of hearing the grievance). The grievance should be referred by the staff member to the Committee in writing, via the Executive Headteacher or if the Executive Headteacher is the subject of the grievance, to the Chair of the Governing Board, within **five school days** of receiving written notification of the decision/outcome of the meeting with the Executive Headteacher at Stage Two.

A hearing by the committee should be arranged (by the Chair of the Governing Board) where practicable within **twenty school days** of receipt of the written grievance.

The parties concerned will make their submissions to the Personnel Committee who should be sent all relevant documents in advance of the hearing within a reasonable timeframe determined by the Committee. The Committee may wish to invite representatives of the Local Authority to advise as appropriate.

The decision regarding the outcome of the grievance may be given at the hearing but will be confirmed in writing within **five school days** of the hearing.

Grievance procedure to be followed at a Stage Three Grievance Hearing

General Appeals Matters

Should the staff member wish to appeal against a decision of the Governors' Committee made at Stage Three, he or she may do so within five **school days** of the meeting. The appeal will be heard by an Appeal Committee of Governors who have not previously been involved in the case. The Appeal Committee will hold the appeal, where practicable, within **twenty school days** of the receipt of the written request for an appeal.

The Appeal Committee may invite a representative of the Local Authority to advise as appropriate.

The decision of the Appeal Committee of Governors will be given at the appeal hearing and will be confirmed in writing within **five school days** of the hearing having taken place. The decision of the Appeal Committee of Governors will be final.

Executive Headteacher Grievances

Where the Executive Headteacher has a grievance, s/he should first endeavour to resolve the matter by direct approach to the relevant person. If the grievance remains unresolved and arises from actions/decisions of the Governing Board, s/he should initially seek to resolve it in discussion with the Chair of the appropriate committee and/or a senior representative of the Local Authority.

Should the grievance remain unresolved, the Executive Headteacher should submit a formal written notice of the grievance to the Chair of the Governing Board with a copy to the Director for Children, Young People & Families.

A hearing by a Committee of Governors as per the first paragraph of Stage Three of the Formal Procedure above (who must not be employed at the school) should be arranged by the Chair of the Governing Board, where practicable, within **twenty school days** of receipt of notification of the grievance. The Executive Headteacher, and any other staff member who may be involved, is entitled to be accompanied at the meeting, by a workplace colleague or a trade union representative.

If the grievance is still unresolved, the Executive Headteacher may appeal to the Governing Board in writing, within **five school days** of receipt of the committee decision. An appeal Committee established in accordance with the first paragraph in the section General Appeals Matters, will hear the appeal, where practicable, within **twenty school days** of receipt of the notification of the appeal. The decision of the Appeal Committee of Governors will be given at the hearing and confirmed in writing within **five school days**. The decision of the Appeal Committee of Governors will be final.

At any Stage of the procedure, the Executive Headteacher is recommended to seek advice from an appropriate source such as their professional association or the Local Authority. For the advice to be as informed and effective as possible, it may be necessary to provide to them copies of all documentation associated with the grievance

Grievances concerning the Local Authority (LA) or an LA Member of Staff or Condition of Service applied by the LA

Should either a staff member or the Executive Headteacher have a grievance which concerns the LA, one of its members of staff or the application of conditions of service laid down by the LA (i.e. arising from national, provincial or local agreements) attempts should be made to resolve the matter via a direct approach to the individual(s) concerned.

If a direct approach has not resulted in the resolution of the matter within **ten school days**, the Executive Headteacher should refer the matter in writing to the Director of Children, Schools & Families who should reply in writing as soon as possible and in any case, within **twenty school days**. The written reply should set out the arrangements for the grievance to be resolved/heard, including details of any appeals procedures, in the event of an appeal.

King Charles School Grievance Procedure

PROCEDURE TO BE ADOPTED AT GRIEVANCE HEARING HEARD BY THE EXECUTIVE HEADTEACHER OR COMMITTEE OF THE GOVERNING BOARD

1. The aggrieved employee (or his/her representative) shall put forward the complaint.
2. The line manager shall have the opportunity to ask questions of the aggrieved employee (or his/her representative) and any witnesses called in support.
3. The Executive Headteacher or Committee of the Governing Board may ask questions of the aggrieved employee (or his/her representative) and witnesses. Witnesses called by the aggrieved employee shall withdraw after having given evidence.
4. The line manager shall respond, giving the reason for not upholding the grievance at an earlier stage in the procedure.
5. The aggrieved employee (or his/her representative) shall have the opportunity to ask questions of the line manager and witnesses called in support.
6. The Executive Headteacher or Committee of the Governing Board may ask questions of the line manager and witnesses. Witnesses called by the line manager shall withdraw.
7. The aggrieved employee (or his/her representative) shall have the opportunity to sum up the case, if desired.
8. The line manager shall sum up his/her views on the matter, if desired. The aggrieved employee, representative and line manager shall withdraw.
9. The Executive Headteacher or Committee of the Governing Board and adviser shall deliberate in private, only recalling the line manager and the aggrieved employee to clear points of uncertainty on evidence already given. If recall is necessary both parties shall return, even if only one party is concerned with the point giving rise to doubt.
10. The Executive Headteacher or Committee of the Governing Board may announce their decision at the hearing, but will confirm their decision in writing within five school days of the hearing.

King Charles School Dignity at Work Policy

Introduction

This policy has been determined by the Local Authority in consultation with the recognised trade unions, teachers' associations and the Governors' Council. This policy is recommended to schools for adoption immediately. Should schools decide to develop their own procedure, they will need to re-open trade union consultation on an individual basis.

Purpose

The purpose of this policy is to communicate the expectations that The Killigrew Partnership Governing Board has about the standards of language and behaviour that all members of staff have the right to expect and are expected to show to others in their communication and behaviour at work. It aims to assist in the development and maintenance of a working environment in which bullying and harassment are known to be unacceptable and to ensure that, where it occurs, there are adequate arrangements in place for raising and dealing with it and for preventing reoccurrence.

Scope

This policy applies to instances of alleged bullying or harassment in the workplace as defined in the Procedures & Notes of Guidance that accompany this Policy. Members of staff may raise any concerns arising from their employment which are not captured by this definition through the School's Grievance Procedure.

The policy applies to the Governing Board and all members of staff working under a contract of employment at the school. These standards of behaviour also apply to school or university students in temporary work placements, agency workers temporarily employed by the school and casual workers, including supply teachers, in terms of the standard of behaviour such individuals are expected to demonstrate and can expect to receive during their work period with the school. The Governing Board will also make clear its expectations regarding standards of behaviour to all contractors and partners whose employees work on or in school premises or undertake work on the Governing Board's behalf.

The Executive Headteacher, other managers and the Governing Board have specific responsibilities to direct the work of members of staff and to manage performance. It is not intended that this policy affects the Executive Headteacher, other managers or the Governing Board exercising these responsibilities appropriately and fairly. This includes issuing instructions, providing critical feedback to allow employees to improve their performance, taking action to control absence or to deal with misconduct, even whether employees feel that the action is unjustified or unfair.

Policy Statement

The Governing Board values the contribution made by all members of staff to the delivery of a high quality education service for the benefit of the school and the community of Cornwall. We recognise that the quality of this contribution will be influenced and enhanced if all members of staff can enjoy a working environment which supports and encourages them in working to their full potential.

The Governing Board is committed to promoting and sustaining a working environment in which all members of staff feel valued and respected and in which they co-operate and communicate effectively with each other in seeking to achieve the highest standards of work performance. Any language or behaviour which has the effect of undermining, humiliating or threatening another person, including harassment and bullying, is unacceptable and will be neither permitted nor condoned. We believe that most members of staff will actively support this commitment and will use language and behaviour that is consistent with our expectations. We also recognise, however, that we need to have clear arrangements in place for raising and addressing any instance of the use of language and behaviour that is incompatible with these expectations.

The Governing Board will demonstrate its commitment to a working environment and working relationships which are based on respect for and recognition of the individual contribution made by all members of staff by:

- clearly communicating the standards that all members of staff have the right to expect and are expected to demonstrate to others in all workplace communications;
- equipping the Executive Headteacher and Managers with the knowledge and skills required to influence a positive working environment and working relationships;
- alerting all members of staff to the type of language and behaviour that is not acceptable and, where this occurs, how this will be dealt with;
- identifying a range of sources of information and assistance for members of staff to help them decide what to do if they experience unacceptable language or behaviour (appropriate information is contained in the Procedures and Notes of Guidance accompanying this Policy);
- establishing appropriate informal and formal arrangements for members of staff to raise instances of unacceptable language or behaviour. Information concerning these

arrangements are given in the Procedures and Notes of Guidance accompanying this Policy;

- ensuring that complaints are handled sensitively and are fully investigated through appropriate procedures. Information concerning these arrangements are given in the Procedures and Notes of Guidance accompanying this Policy;
- monitoring the implementation of this policy and evaluating its effectiveness.

Responsibilities

The Governing Board, Executive Headteacher, Senior Management Team and Line Managers have a responsibility to implement this policy by:

- setting examples and standards of behaviour in the workplace;
- recognising destructive behaviour and taking action where it occurs;
- ensuring that staff (particularly new appointments) know about this policy and how to raise bullying/harassment issues;
- being clear about their role in dealing with complaints.

Members of staff

All members of staff are responsible for their own behaviour and must adhere to any DfES and school Codes of Conduct. Each member of staff has a role to play in creating a work environment in which the dignity of all members of staff is respected. Every member of staff is required to:

- take ownership of and adhere to this policy;
- treat colleagues, pupils and parents with dignity and respect and be aware of how their behaviour can affect other people;
- support colleagues who are being bullied or harassed and bring incidents to the attention of line management or trade union representative;
- set an example for new colleagues;
- consider their language and attitudes to others and think before making personal comments;
- use this Policy and associated procedures appropriately.

Procedural Arrangements, Confidentiality and Misuse

Appropriate informal and formal procedural arrangements have been developed to support this Policy. Full details of these can be found in the Procedures & Notes of Guidance document accompanying this Policy.

Confidentiality

In all aspects of implementing the procedural arrangements of this Policy the matter of confidentiality is important. It is the Governing Board's expectation that information obtained during the course of managing or in any other way being involved with complaints of bullying or harassment will be treated as being confidential to those who have a legitimate interest in the issue. Anyone failing to maintain confidentiality may be subject to disciplinary action.

The only occasion where confidentiality may be breached is when a member of staff discloses a serious allegation but does not wish to pursue this complaint. In this event the person to whom the member of staff discloses information should seek advice from CYPF Personnel to determine whether or not the member of staff or other members of staff may be at a potential risk from the alleged bully/harasser. In instances where an unacceptable level of risk is determined the allegation will have to be disclosed because of the duty of care to protect members of staff.

Misuse of this Policy and Associated Procedures

It is in the School's interest that the Executive Headteacher, Governors, Line Managers and all members of staff should be able to carry out their duties without the threat of ill-intentioned, malicious or vexatious complaints. Complaints of bullying or harassment will be treated seriously by the Governing Board. Anyone found to be making mischievous or malicious complaints will therefore be subject to the appropriate disciplinary procedures.

If a complainant decides to withdraw a complaint at any stage during the procedure, the Governing Board reserves the right to continue with an investigation. Whilst it is understood that members of staff may not wish to pursue a complaint for legitimate reasons, if it is found that an allegation is malicious or fabricated the complainant may be liable to disciplinary action.

Monitoring and Review of the Policy

The Governing Board wish to ensure that this policy and associated procedures are effective and address all bullying and harassment issues raised appropriately.

Section 11 - Equality Impact Assessments

We are reviewing key policies, functions or procedures that have been assessed as 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 when policies are routinely reviewed.

We need to understand whether our policies and services are meeting everyone's needs and that anyone who needs to can get access to them. To do this we undertake Equality Impact Assessments (EIA) to test how we are doing at the moment and what can be done better in the future. An EIA is a way of deciding whether a policy or service has a "positive, negative or neutral impact" on some sections of society. It can also be used to test future policies or services. The impacts enable us to take into account the needs of women or men, Black, Asian and ethnic minority groups, disabled people, people's religion or belief, sexual orientation or age. We follow the Council guidance and staff and Governors who are responsible for carrying out these assessments have attended relevant training.

Section 12 - Consultation and Information

Stakeholder consultation and information sharing

- **Pupils** – *The scheme will be discussed as appropriate in PSHE lessons and with the school Council and comments will be fed back to the Senior Leadership Team.*
- **Parents** – *The scheme will be put on to the website. Comments about it will be welcomed.*
- **Staff** – *The scheme will be shared with all staff. Comments about it will be welcomed, either individually or through representatives. Staff members have attended training courses on equality and diversity and community cohesion.*
- **External Partners** – *St Francis School will discuss this scheme, plus associated school policies, with Local Authority officers (e.g. School Improvement Partner)*

Section 13 - Equality Scheme Objectives

This section sets out the objectives we have identified in order to eliminate discrimination and harassment and promotion of equality in relation to gender, race, age, disability, religion or belief and sexual orientation.

Aims and Values: King Charles School's Single Equality Scheme

We recognise that schools play a key role in shaping the values and attitudes of children and that we should take a lead in challenging stereotypes, as well as harassment and bullying. Schools also need to be at the forefront of promoting equality in terms of outcomes for pupils.

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for all our pupils and staff.

We are proud of the rich diversity of our school community and it is this diversity which is at the heart of our Scheme. Our response to the individual needs of all our stakeholders is a vital part of personalising learning for all.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
 - Creating effective learning environments;
 - Securing their motivation and concentration;
 - Providing equality of opportunity through teaching approaches;
 - Using appropriate assessment approaches;
 - Setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school is committed to incorporating targets into lesson planning and staff training.

Using RAISE Online, school monitoring systems and lesson observations by senior staff, we track and analyse the achievement of all our pupils. Through this analysis plus the work of the group looking at underachievement of particular groups and views expressed through the School Council and class discussions, we have identified the following issues for our pupils:

- To continue to promote opportunities for participation in team games and offer a greater focus on fitness, not just sport;
- Monitor questioning in class to ensure that different groups of pupils are given opportunities to participate;
- Challenge underachievement by gender;
- Understand the way pupils learn differently and ensure all lessons take account of varied learning styles;
- Review groupings within subjects areas and classroom seating arrangements;
- Review resources for and challenge stereotypical images;

- Promote a culture of critical self-evaluation where all adults and pupils in school expect to be challenged or made aware of any prejudices;
- Review the choice of visitors to the school and those used in assemblies etc., to provide positive and non-traditional role models.

Monitoring and Evaluation

King Charles School's Single Equality Scheme will be monitored by the Leadership Team using the following methods:

- Lesson observations and feedback by teachers;
- Sampling of lesson planning;
- Sampling pupil work;
- Monitoring of incidents involving both pupils and staff relating to equality issues (e.g. sexual harassment, sexist, homophobic and transgender bullying, racist incidents etc.);
- Surveying pupil, parent and staff experiences and perceptions every two years;
- Pupil performance and participation data, including attainment, attendance, exclusion, participation in extended services and extra-curricular activities etc.;
- Staff perceptions of gender issues related to career progression, access to training and maternity/paternity leave etc.

Availability of the Scheme

The Scheme will be communicated to all relevant partners in a variety of ways:

- School website;
- A reference in the Staff Handbook (from September each year);
- Following a summary in the School Newsletter parents can either view a copy in the School Office; request an emailed version or a hard copy.

Section 14 - Roles and Responsibilities

The Governing Board accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the scheme.

The Governing Board ensures that King Charles 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 through the implementation of the Schools' Single Equality Scheme.

The Governing Board monitors the delivery of the Schools Single Equality Scheme through Report and Review completed by the Leadership Team.

The Governing Board ensures that all members of staff understand the importance of the Scheme and their role in delivering it through staff training and staff meetings.

The School's Single Equality Scheme is linked to the School Improvement Plan.

Section 15 - Contracting and Procurement

When procuring a service, King Charles School will require them to be an equal opportunity employer.

Section 16 - Action Plan

Our action plan shows explicit objectives for race, disability and gender issues and also objectives for religion or belief and sexual orientation with:

- Clear allocation of lead responsibility
- Clear allocation of resources
- An indication of expected outcomes or performance criteria
- Agree indicators of progress towards the objectives
- Clear timescales
- A specified date and process for review
- How the action plan will be incorporated into a framework that has the oversight of a Governing Board, so that progress is checked.

Section 17 - 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 the Schools Equality Scheme every three years.

Section 18 - Publication

The Schools' Equality Scheme is published as a separate document and is available on request. It can be found on our school website under the Policies Section, alternatively a paper copy can be requested from the office.

Section 19 - Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the Council 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 the Killigrew Partnership's Complaints procedure.

Complaints by staff will be dealt with under the Grievance or Dignity at Work Policies, 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 Local Authority 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 Equality Scheme (through inclusion in the annual Safeguarding report to governors).

The information gathered for monitoring purposes will not reveal the identity of the individuals involved in any case. It will be used for the purpose of analysing the effectiveness of the policy and whether any changes to the policy are required to be made.

Communication and Training

Training will be made available to Governors, The Executive Headteacher, Senior Leadership Team and supervisors in relation to their responsibilities under this policy.

Training will be made available to those who may be asked to act as an Investigating Officer within the procedural arrangements accompanying this Policy, and, more generally, in the skills required to investigate a complaint under this policy.

This policy will be communicated to all existing members of staff and all new members of staff will be made aware of this policy through the school's induction programme.

All members of staff will be informed about where a copy of this policy can be found (e.g. in the School Handbook in the School Office).

The King Charles Single Equality Scheme and Equality Objectives were agreed by the Full Governing Board of The Killigrew Partnership at their meeting on Tuesday 25th April 2016. It will be reviewed every three years or earlier if deemed necessary.