

Equality Policy

2016-17

Related Policies and other guidance:

Anti Bullying
Behaviour for Learning Policy
Complaints Procedure
Recruitment Policy
Child Protection & Safeguarding Policy
Dignity At Work
Grievance Procedures
Special Educational Needs Policy and the School Offer

Curriculum Policy
School Prospectus

Key Stakeholders:
Senior Leadership Team
Learning Support Department
Governor Representative
Head of PSCE and Humanities
Student Council
County Equality & Diversity Department

References:

The Equality Act 2010 and Schools Departmental Advice for School Leaders, School Staff, Governing Bodies and Local Authorities May 2014
Support Pupils at School with Medical Conditions Dec 2015

Reader Information and Asset Registration

Title	Equality Policy
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Document Review History

Version No.	Type of Change	Date	Originator of Change	Description of Change
2	Minor	July 2014	Roger Quaintance	1. Appendix 6 added 2. Objectives for 2014/15
	Minor	July 2015	Roger Quaintance	Objectives for 2015/16
		July 2016	Roger Quaintance	1) New County Reporting System added to appendices. 2) Objective updates.

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The member of staff with overriding responsibility for this policy is Roger Quaintance – Assistant Headteacher (Inclusion)

The governor link is Davina Finch

1. Introduction

This policy describes the way in which Liskeard School and Community College will meet the requirements of the Equality Act 2010. This Act replaced all previous equality legislation such as the Race Relations Act, the Disability Discrimination Act and the Sex Discrimination Act. The policy will be applied to all, staff and learners, governors, as well as any volunteers working in the school.

2. Access

Employees, learners, parents, carers, governors and volunteers are made aware of the existence of this policy and where it can be accessed.

This policy is reviewed annually.

3. Policy Statement

3.1 Liskeard School and Community College will adhere to the requirements of the Equality Act 2010 by not discriminating against learners, staff, parents, volunteers or anyone involved in external agencies the organisation may be working with on the grounds of:

- sex, race, disability, religion or belief or sexual orientation.

3.2 In addition, there will be no discrimination against:

- pregnant females or new mothers
- individuals undergoing gender re-assignment
- learners due to the behaviour of their parents and/or siblings
- staff in respect of their age

These are known as protected characteristics

3.3 It is expected that every person in the organisation will make a positive contribution to this policy, namely:

- All staff whether paid or voluntary
- All governors
- All visitors to Liskeard School and Community College
- All learners at Liskeard School and Community College

3.4 As part of this policy we will:

- ensure that the services we provide are accessible to all and endeavour to positively encourage and benefit people from disadvantaged groups
- supply specialist aids and facilities to enable disabled people
- monitor any issues that arise within the organisation and take appropriate action, fully supporting any person in the organisation who is faced with prejudice or discrimination
- undertake an annual evaluation process to ensure that the policy is clear, in keeping with current legislation and being adhered to
- treat seriously any breaches of the policy, regarding them as misconduct which may lead to disciplinary proceedings

3.5 In the implementation of this Policy we have moved from a focus on an individual response to an approach that builds on the consideration of each of the protected characteristics 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 Policy will be monitored and delivered through the governors' role, School Improvement and Self Evaluation process.

- 3.6 We will ensure that every pupil irrespective of culture, background need or status 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.
- 3.7 Our intention is to ensure that the adults working or volunteering come from a varied and diverse background. We believe that this will provide good role models for pupils from all walks of life.
- 3.8 We will involve pupils, staff, parents, carers, governors and all other stakeholders in the development of this policy. The aim is to ensure that we meet the needs of all people including those from all protected characteristics groups.
- 3.9 Our vision and aims for Equality and Diversity are encapsulated in the school's overarching vision statement: achieving more together, and in our co-operative values: self help, self responsibility, equality, equity, democracy and solidarity and the ethical values : social responsibility; honesty; openness and care for others.

4. Community Cohesion

- 4.1 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.
- 4.2 Community Cohesion is encapsulated in the remit of our Co-operative Trust status. The school creates: a sense of shared values; an understanding in all children that they have a responsibility for their shared future; encourages mutual respect and honesty; and the importance of fairness and trust through:
 - a. School's PSCHE curriculum
 - b. RE curriculum
 - c. Assemblies and Tutor Periods
 - d. The school's Behaviour for Learning Policy (See Anti-Bullying and Behaviour for Learning Policies)
 - e. Student leadership programme
 - f. Student community action within school and the wider community-
 - g. Emergent links with schools with other cultural profiles.
 - h. Liskeard School and Community College may decide when necessary, to use the 'Positive Action' clause of the Equality Act 2010, which allows for the setting up of courses specifically for a certain group, such as Afro-Caribbean boys or Roma children. (Previously, this could have been considered discriminatory.)
 - i. English as an Additional Language (EAL) Coordinator

5. Monitoring and Reporting:

- 5.1 Diversity incidents are recorded on SIMs, entered in the diversity log (hard copy) and reported to county.

5.2 The Governors Curriculum and Learning Committee reviews pupil data with regard to exclusions; educational visits, work experience, attendance and any equality issues arising are monitored through this group. (see minutes)

5.3 RAG meetings; HOY reviews and HOF structured conversations review progress of all students and groups of students and decide on any necessary intervention to address any issues of equality of opportunity. The achievement and progress data of all students and groups of students is also reviewed by the Governing Body.

6. Employment Practices

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

6.2 We observe and implement the principles of equal opportunities in employment (see Recruitment Policy, CPD Policy & Performance Management Policy) for example, when recruiting staff, questions related to attendance are not asked during the interview; application forms are anonymised, and gender and age details removed until after the shortlisting stage.

6.3 All of the following are reviewed via the Governors' Pay and Personnel Committee as part of the on-going review procedures including any equality issues that might arise.

- Selection and recruitment
- Selection for redundancy, restructuring, redeployment and retirement
- Training and development
- Promotion
- Performance appraisal
- Award for pay, bonus and allowances
- Grievance
- Disciplinary
- Harassment
- Discrimination

7. Equality Impact Assessments of Policies

7.1 Key policies, functions or procedures are reviewed regularly including ensuring that they meet the duties for all protected characteristics.

7.2 As part of the review of policies, the governors' policy working group will consider any equality implication pertaining to the policy under consideration

8. Consultation

8.1 The Policy and its impact is regularly discussed in parent, staff and student forums.

8.2 If needed, we seek expert advice from the County's Equality and Diversity Service.

8.3 The views of the stakeholders are key in refining the equality scheme on an on-going basis as is the record of incidents and local information

9 Equality Objectives

- 9.1 Following each review of the scheme we establish a number of key objectives to secure improvements to our equality provision. (See appendix 2)
- 9.2 The equality objectives will be published on the school website as part of this policy.

10 Roles and responsibilities

- 10.1 The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the scheme.
- 10.2 The link governor(s) with responsibility for Equality will meet with the staff member responsible to:
 - a) review the Equality Policy and its impact
 - b) review the key improvement actions and progress towards achieving the Equality Objectives
 - c) report back progress to the Full Governors' meeting.
- 10.3 We ensure that all members of staff understand the importance of the Equality Policy and their role in delivering it, through training opportunities and through staff briefings/meetings. It is a key aspect of the induction of new members of staff.

11 Contracting and Procurement

- 11.1 We will seek to promote equality of opportunity for all through our contracting and procurement procedures.
- 11.2 We address any aspect of behaviour by service providers which infringes the school's Equality Policy.
- 11.3 This is overseen by the school's Business Manager who is a member of the Senior Leadership Team.

12 Complaints

- 12.1 If a member of the public feels that they have suffered harassment or been treated unfairly by the school on any of the protected characteristics, they should report this without fail through the School's complaints procedure.
- 12.2 Complaints by staff will be dealt with under the Grievance or Dignity at Work Policies, as appropriate.
- 12.3 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 procedures.
- 12.4 Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. Any complaints regarding equality will be discussed with the link governor and/or the chair of governors.

APPENDICES

Appendix 1: Some examples of what we do:

- i. Assemblies focusing on building positive relationships and care for others; anti bullying assemblies; rewards for community involvement
- ii. Physical adjustment of the environment and/or curriculum to ensure full access for all including individual reviews for new students moving to the school with a known disability or special educational need
- iii. Adjustment of the delivery of sanctions to take account of disability (e.g. for ADHD or ASD Internal Exclusion divided into two sessions rather than whole day or located in Learning Support Base rather than IER to allow for more frequent breaks and/or movement away from the desk)
- iv. Celebration of other cultural backgrounds through sharing stories and traditions
- v. PSCHE programme focuses on sex education in the context of relationships; dealing with homophobia
- vi. Access to education for new mothers via school nursery provision and flexible packages for pregnant students and staff
- vii. Visits to other schools, cities and countries to widen cultural experiences
- viii. Recruitment practice – shortlisting from anonymised application forms with age, gender detail removed
- ix. Offering translated meetings/ letters for parents with EAL
- x. EAL champion in school to ensure equality of access for students and parents/carers
- xi. RE syllabus focuses on a range of religions
- xii. Progress and achievement data; attendance and behaviour data is scrutinised for any anomaly by group in order to make targeted provision if required to ensure equality of opportunity
- xiii. Exam access arrangements made clear in letters to parents and via assemblies
- xiv. Laptop bank established
- xv. Any special requirements on reply slips and letters, for parents and visitors – access, interpreters. Host ensures arrangements are made with caretakers and county as appropriate.
- xvi. Visits to us from other cultures e.g. Pearl of Africa Choir from Uganda
- xvii. Pupils with medical needs supported

Appendix 2: Equality Objectives to be Achieved 2016/17

- Continue to address the gender gap in terms of achievement of boys and Pupil Premium pupils.
- Continue to raise awareness of staff and pupils to lesbian, gay, bisexual and transgender issues and use of language – e.g. the need to challenge confidently inappropriate or unacceptable language, behaviour and attitudes.
- Continue to improve the physical environment of the school in meeting the needs of pupils with a physical disability, i.e. electronic doors in the school reception and by purchasing additional keys for the school's lifts to enable more independence. Improving the accessibility of disabled pupils to the Art dark room.

Appendix 3: Profile of the School:

Liskeard School and Community College is located in South East Cornwall. Our community come primarily from Liskeard and its surrounding villages within a radius of

approximately 10 miles. A very small minority of students travel from outside our traditional catchment area. This area is home to some members of a very small number of diverse ethnic minority communities. Young people from Polish; Asian; Black Caribbean; Gypsy/Roma; Irish minority ethnic communities attend our school as well as a number of pupils from mixed race backgrounds.

Our pupil/student population is as follows:

	Sept 2012	Sept 2013	Sept 2014	Sept 2015
<u>Number on roll</u>	1032	1009	1004	921
<u>Gender</u>	510 M 522 F	494 M 515 F	464M 497F	462M 459 F
<u>Ethnicity</u>				
Any other Asian background	16	11	9	7
Any other black background	1	1	1	1
Any other white background	19	20	20	19
Any other ethnic group	3	4	1	1
Any other mixed background	7	8	7	4
Black African		2	2	0
Chinese		2	2	2
Gypsy/Roma	0	0	0	0
Indian		1	1	1
Other white British	525	489	467	444
Refused or information not obtained	9	3	8	7
White – Cornish	442	442	429	428
White Irish	2	1	2	0
White and Asian	8	8	6	8
White and Black African		1	1	1
White and Black Caribbean	3	3	3	4
Pakistani	2	2	0	0
<u>Religion</u>				
Anglican	37	34	36	31
Buddhist	4	3	3	4
Christian	475	462	416	379
Hindu		5	5	5
Methodist	33	26	17	17
Muslim	4	4	1	1
No religion	298	280	279	281
Other religion not specified or did not complete	27	117	180	20
Parents who refused to identify	57	47	38	147
Roman Catholic	32	31	29	24
United Reformed Church	2	0	0	26
				0
<u>Disability:</u>				
Hearing impairment	10	10	4	4
Physical disability	8	8	8	12
Visual Impairment	2	2	3	0
Other difficulty/disability	37	37	13	15
<u>SEND</u>	Sept 2012	Sept 2013	Sept 2014	Sept 2015
Action	98	94	134*	108*
Action Plus	78	53		
Statement	36	41	39	32

<u>Free School Meals</u>	159	151	138	114
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*Action and Action Plus were changed to the combined category of School Based Support (SBS) in 2014-2015

2.3 Our staff includes representatives of:

	Sept 2012	Sept 2013	Sept 2014	Sept 2015
Total	205	180	154	155
<u>Gender</u>	136F	122F	102F	106F
	69M	58M	52M	49M
<u>Senior Leadership Team</u>	4F	4F	3F	3F
	4M	4M	3M	4M
<u>Middle Managers</u>	7F	7F	10F	10F
	7M	7M	6M	6M
<u>Assistant Heads of Year</u>	4F	4F	4F	5F
	2M	1M	0	0
<u>Teachers</u>	44F	33F	36F	39F
	29M	18M	27M	21M
<u>Support Staff</u>	84F	74F	64F	65F
	34M	28M	24M	22M

September 2012

Ethnicity

2 persons identified as being white, any other white background

Religion

No data currently available

Sexual orientation

No data currently available

Disability

Blind/partially sighted: 1

September 2013

Ethnicity

3 persons identified as being: White, Any Other White Background, White Irish

The remainder all White British

Not obtained: 1

Religion

No data currently available

Sexual orientation

No data currently available

Disability

Blind/partially sighted: 1

Mobility: 1

September 2014

Ethnicity

1 person identified as being: Any other White Background

The remainder all White British

Not Obtained: 9

Religion:

No data currently available

Sexual Orientation:

No data currently available

Disability:

Blind/partially sighted: 1

Mobility: 1

September 2015

Ethnicity

1 person identified as being: White Irish

2 persons identified as being White Other

102 persons identified as White British

The rest not obtained.

Religion:

No data currently available

Sexual Orientation:

No data currently available

Disability:

Blind/partially sighted: 1

Mobility:1

(There may be other staff with disabilities who have chosen not to put these on record. The school has made physical adjustments to working areas to support colleagues who have particular identified physical needs e.g. specialist equipment, e.g. ergonomic chairs; magnifying screens etc.



Schools Hate Incident Reporting Form

Confidential document

ABOUT THE INCIDENT

Name of school: _____

Date reported: _____

Reported to: _____

Reported by: _____

Location of incident: _____

Who is making the report? Victim

Witness Third Party

This is a report of an incident perceived to be motivated by:

Racism Religion/belief Disability Homophobia/bi-phobia

Transphobia Other _____

This form should be completed and sent to the CSF Equality and Diversity Service within 5 working days of the incident

Email: csf.equalityanddiversity@cornwall.gov.uk

Web: www.cornwall.gov.uk/csf/equalityanddiversity

Schools are not required to return the name of the victim or alleged offender to the LA. A unique reference number may ensure records can be cross referenced.

One form per victim

About the victim				
Name (Optional)				
Date and time of incident				
Age or year group		Gender		Ethnicity
Type of Incident	<input type="checkbox"/> Physical assault <input type="checkbox"/> Name calling			

	<ul style="list-style-type: none"> <input type="checkbox"/> Emotional distress <input type="checkbox"/> Verbal abuse or threats <input type="checkbox"/> Racist, disability or homophobic jokes <input type="checkbox"/> Racist / homophobic graffiti or derogative written material <input type="checkbox"/> Incitement of others to behave in a way which causes distress <input type="checkbox"/> Bringing racist / homophobic material into school <input type="checkbox"/> Isolation / refusal to co-operate with others due to ethnic origin. <input type="checkbox"/> Theft/damage to property <input type="checkbox"/> Cyber bullying
Action taken	<ul style="list-style-type: none"> <input type="checkbox"/> Meeting with victim(s) to complete forms & discuss incident(s), either alone or with friends or witnesses. <input type="checkbox"/> Record all information gained <input type="checkbox"/> Parents / Carers immediate involvement, by letter or phone. <input type="checkbox"/> Discussed the incident with peers / class / school <input type="checkbox"/> Medical treatment (Physical / psychological). <input type="checkbox"/> On- going support / monitoring from staff. <input type="checkbox"/> Referral to other agencies: name agencies. <input type="checkbox"/> Confirmation of the schools policy towards such behaviour. <input type="checkbox"/> Affirm victim(s) self- esteem, their culture, religion, ethnicity <input type="checkbox"/> Limited action taken due to inconclusive evidence.
Details of the action taken by the school	<i>Please include any further details about incident and the action you have taken which you feel need to be recorded.</i>
How did it make the victim feel? Are they satisfied with the outcome?	
Please specify details about how/when/if they would like to be contacted or other needs, interventions, agencies.	
Do they agree to this information being shared with the police and partner agencies?	<input type="checkbox"/> Incident details only <input type="checkbox"/> Full details

Risk Assessment of the victim

If something like this has happened before would you like to tell us about it?	
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Is the situation getting worse?	
How is this making you feel or affecting your life?	
Is anyone else at risk of similar harm?	
Is there anything you would like us to do to support you through this?	
Is the alleged offender someone you know?	
Does the alleged offender know where you live or work?	

About the alleged offender					
Name (Optional)					
Age or year group		Gender		Ethnicity	
Type of Incident	<input type="checkbox"/> Physical assault <input type="checkbox"/> Name calling <input type="checkbox"/> Emotional distress <input type="checkbox"/> Verbal abuse or threats <input type="checkbox"/> Racist, disability or homophobic jokes <input type="checkbox"/> Racist / homophobic graffiti or derogative written material <input type="checkbox"/> Incitement of others to behave in a way which causes distress <input type="checkbox"/> Bringing racist / homophobic material into school <input type="checkbox"/> Isolation / refusal to co-operate with others due to ethnic origin. <input type="checkbox"/> Theft/damage to property <input type="checkbox"/> Cyber bullying				
Action taken	<input type="checkbox"/> Meeting with offender(s) to complete forms & discuss incident(s), either alone or with friends or witnesses. <input type="checkbox"/> Record all information gained <input type="checkbox"/> Parents / Carers immediate involvement, by letter or phone. <input type="checkbox"/> Discussed the incident with peers / class / school <input type="checkbox"/> Medical treatment (Physical / psychological). <input type="checkbox"/> Ongoing support / monitoring from staff. <input type="checkbox"/> Referral to other agencies: name agencies. <input type="checkbox"/> Confirmation of the schools policy towards such behaviour. <input type="checkbox"/> Limited action taken due to inconclusive evidence.				
Details of the action taken by the school	<i>Please include any further details about the incident and the action you have taken which you feel need to be recorded.</i>				

Does the alleged offender have any specific needs?	
Response of alleged offender	
Repeat alleged offender, any previous incidents reported	Y/N if yes please add details

ABOUT THE PERSON MAKING THE REPORT (IF DIFFERENT FROM THE VICTIM, for example, a witness)

Name			
Address (Optional)			
Telephone (Optional)			
Email (Optional)			
Please specify any details about how/ when /if they would prefer to be contacted or other needs.			
Do they agree to this information being shared with the police and partner agencies?	<input type="checkbox"/> Incident details only <input type="checkbox"/> Full details		
Name	Signature	Date	Time

INCIDENT LOG

Use this to keep a record of further incidents that may occur after the initial report.

This will be useful evidence in addition to details of the original incident.

School Action Plan			
Reported the matter to the appropriate senior member of staff/person in charge		Name	
Letters sent to parents/carers of both parties involved		Date	
Reported to Governors		Date	
Reported to LA.		Date	
Reported to any other agency		Agencies & dates	
Has an interpreter been used?		Name of interpreter	
Date	Time from	Time to	Location
Persons involved			
Witness details			
Description of the incident/event Write down exactly what you saw or heard			
How have you been affected by the incidents? Include the effect on others			
Name	Signature	Date	Time

This information will assist in understanding the current level of risk that someone is in and what safeguards are already in place or should be considered. When the police are informed of an incident they will use this information as the basis for an initial risk assessment.

Schools please submit this form to the Education, Health and Social care Equality and Diversity Service within **5 working days** of the incident occurring.

The Equality and Diversity Service will contact you to offer support or if further action is required.

If you require further support or resources then please contact the Equality and Diversity Service, details below:

Telephone: 01872 327529

E-mail: csf.equalityanddiversity@cornwall.gov.uk

Website: www.cornwall.gov.uk/csf/equalityanddiversity

To report or share this information with the police please see below:

If you or someone else is in immediate danger **ring 999 or text 18000**

If it is not an emergency: Ring 101 or text 18001

Minicom/Textphone 67101











Email: 101@devonandcornwall.pnn.police.uk

Online

True vision: www.report-it.org.uk

Police website: www.devon-cornwall.police.uk

Alternatively contact one of the third party reporting/supporting centres

<p>Disability Cornwall A user led, disabled peoples' organisation. Providing a range of services to empower, assist and facilitate independent living and acting as a representative voice for disabled people, their families and carers. Challenging discrimination and inequalities and promoting examples of good practices for others to follow.</p>		01736 756655 or 759500
		info@disabilitycornwall.org.uk or via their website
		www.disabilitycornwall.org.uk
<p>LGBT Q Youth Cornwall A group for young people (up to 25yrs old), where they can hang out, make friends and most importantly, feel safe and respected whatever their sexuality or gender identity.</p>		info@lgbtqyouthcornwall.co.uk or via their website
		www.lgbtqyouthcornwall.co.uk
<p>Pentreath Ltd A mental health organisation that strives to encourage improved awareness, health and wellbeing throughout Cornwall and the Isles of Scilly.</p>		01726 862727
		info@pentreath.co.uk or via their website
		www.pentreath.co.uk
<p>The Intercom Trust Lesbian Gay Bisexual Trans & Questioning helpline based in Devon & Cornwall. Offering support and advocacy for LGBTQ persons.</p>		01209 211360 (Cornwall office) Helpline: 0800 612 3010
		office@intercomtrust.org.uk or helpline@intercomtrust.org.uk
		www.intercomtrust.org.uk

Travellerspace

A registered charity supporting Gypsies, Irish Travellers and New Travellers in Cornwall and the South West to access the services and opportunities available to the wider community



01736 366 940



tspace@travellerspace-cornwall.org



www.travellerspace-cornwall.org

Equality Impact Assessment



Directorate:		
Service:		
Name of Officer/s completing assessment:		
Date of Assessment:		
Name of service/function or policy being assessed:		
1.	What are the aims, objectives, outcomes, purpose of the policy, service change, function that you are assessing?	
2.	Who implements or delivers the policy, service or function? State if this is undertaken by more than one team, service, and department including any external partners.	
3.	Who will be affected by this proposal? For example who are the external/internal customers, communities, partners, stakeholders, the workforce etc.	

4.	What are the likely positive or negative impacts for the group/s identified in (3) above? What particular groups are affected more than others and why?	
5.	Have the impacts identified in (4) above been assessed using up to date and reliable evidence and data? Do you need to engage or consult with any identified group/s? If in doubt ask the Community Intelligence Team for guidance.	
6.	Are any of these identified groups considered to be vulnerable? If so have you consulted with or plan to consult with any relevant representative organisation. For example if the impact is likely to affect people with a disability have you consulted with Disability Cornwall? If staff are affected have the unions or staff forums been involved?	
7.	What plans do you have in place, or are developing, that will mitigate the likely identified negative impacts? For example what plans, if any, will be put in place to reduce the impact?	
8.	Do you have plans in place to monitor the impact of the proposals once they have been implemented? The full impact of the decision may only be known after the proposals have been implemented.	

What course of action does this EIA suggest you take? More than one of the following may apply	✓
Outcome 1: No major change required. The EIA has not identified any potential for discrimination or adverse impact and all opportunities to promote equality have been taken	
Outcome 2: Adjust the policy to remove barriers identified by the EIA or better promote equality. Are you satisfied that the proposed adjustments will remove the barriers identified?	
Outcome 3: Continue the policy despite potential for adverse impact or missed opportunities to promote equality identified. You will need to ensure that the EIA clearly sets out the justifications for continuing with it. You should consider whether there are sufficient plans to reduce the negative impact and/or plans to monitor the actual impact (see questions below)	
Outcome 4: Stop and rethink the policy when the EIA shows actual or potential unlawful discrimination	

Summary of your proposals (Copy and paste into any report for CLT, Cabinet and Council)
<ul style="list-style-type: none"> • What are the key impacts – both negative and positive • What course of action are you advising as a result of this EIA • Are there any particular groups affected more than others

DEAG Sign - Off
Name:
Date:
Comments/Action Required:
(For Corporate E & D use only) Published date:
When the Equality Impact Assessment is completed send to equality@cornwall.gov.uk for publication



**Safeguarding
Children Board**

DIVERSITY AND EQUALITY POLICY STATEMENT

Cornwall and the Isles of Scilly Safeguarding Children Board is firmly committed to diversity and equality in all areas of its operations.

We recognise that certain groups and individuals in society are disadvantaged because of discrimination experienced. We seek to ensure that the Child Protection Conference process respects and includes everyone so that no person receives less favourable treatment on the basis of:

- age
- disability and/or medical conditions
- marital status
- race, language, ethnic or national origins
- religious belief
- responsibilities for care of dependants
- sex (including gender reassignment)
- sexual orientation

We work towards an anti-discriminatory environment but recognise that discrimination can be direct or indirect and take place at both institutional and personal levels. We all have a responsibility not to be offensive to children, their families and agency colleagues or to participate in or condone harassment, bullying or unlawful discrimination of any kind.

Fairness to all

Our aim is to deliver our services in a flexible manner that suits the varied needs of the children and families we work with. We will provide a range of options and communication channels to ensure your needs are met.

Our staff will be patient and helpful and will treat people fairly and according to their needs.

The LSCB and partner agencies will not tolerate abusive and violent behaviour towards staff. Although these circumstances are very rare staff are not expected to stay in situations where they:

- ♦ Feel threatened, either verbally or physically
- Fear for their own safety or that of colleagues or members of the public

And as a customer you should be aware that:

- Other members of the public may be upset by your behaviour or language
- If you shout other people, who are not bound by the same rules of confidentiality that apply to our staff, may hear what you say.