

Policy No 1

TREVIGLAS COMMUNITY COLLEGE

# Single Equality Scheme & Action Plans

Treviglas

**2016- 2018**

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Date for review: April 2018

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## Foreword from the County Council

Cornwall Council aims to be recognised as a leader of diversity and equality in its work and as an example of good practice in delivery of services and employment. This Scheme for Cornwall's schools and colleges reflects this ambition and the activities which will deliver this.

Equality of opportunity and social inclusion issues will ensure that all communities and organisations can truly benefit from and contribute to the improvements we are making, which are bringing long-term and positive benefits for Cornwall.

Success of each College's Single Equality Scheme will require ownership by Governors, senior leaders, all staff, the college community and the young learners, along with their partners.

The Cornwall Schools' Single Equality Scheme (CSSES) serves essentially two purposes:

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

- the college's approach to the protected equality characteristics: race, religion or belief, sexual orientation, disability, sex, gender reassignment and pregnancy and maternity
- how the college will manage, plan and include its equality and diversity policy within its day to day work

2. To act as the 'umbrella' document for both our statutory and non-statutory equality schemes.

The CSSES will help colleges to ensure that they focus more on the outcomes that matter to the community and people who use their services and that their services are more accessible and delivered effectively.

The CSSES has been updated to include all areas covered by The Equality Act 2010.

## 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 college, at strategic, policy, management and classroom level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for students, staff, parents and other users of the college. This scheme will be monitored and delivered through the governors' role, College Improvement and Self Evaluation processes.

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

Our intention is to ensure that the adults working or volunteering in the college include as much as possible a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for students from all backgrounds.

We will involve students, staff, parents, carers, governors and all other stakeholders in the development of our 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.

Treviglas promotes equal treatment for **all**: students, members of staff or job applicants irrespective of race, colour, sexual orientation, nationality, ethnic origin, religion, political belief, disability, age, gender or marital status and to ensure that this is managed in such a way that Treviglas Community College complies with Equal Opportunities legislation and Codes of Practice.

The Equality Act 2010 brings together previous legislation such as the Race Relations Act and the Disability Discrimination Act and provides a more consistent approach to comply with the law. There are two extra strands to the Act – Associative discrimination and Perceptive discrimination:

### **Associative discrimination**

This is direct discrimination against someone because they associate with another person who possesses one of the protected characteristics (types) of discrimination which are: age, disability, gender reassignment, race, religion and belief, sexual orientation, sex, maternity and pregnancy.

### **Perceptive discrimination**

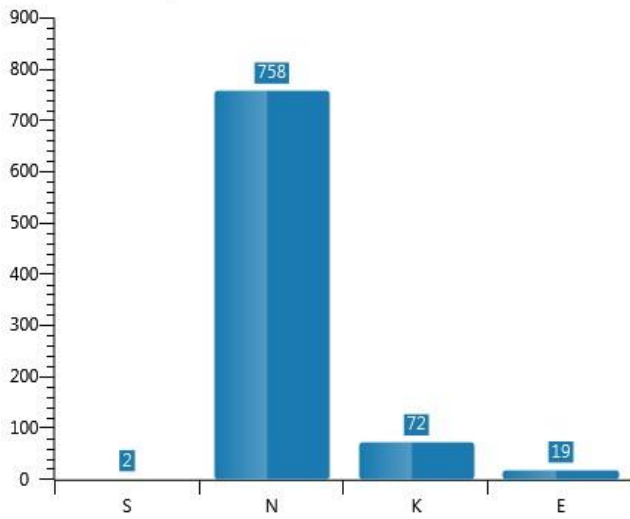
This is direct discrimination against an individual because others think they possess one of the protected characteristics listed in the paragraph above.

## 2. College profile

Date: April 2016

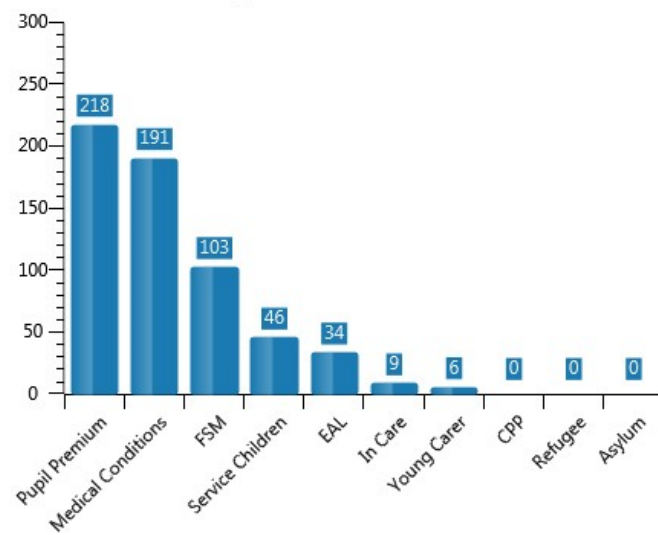
### Student by SEN Status

A count of students with special educational need status



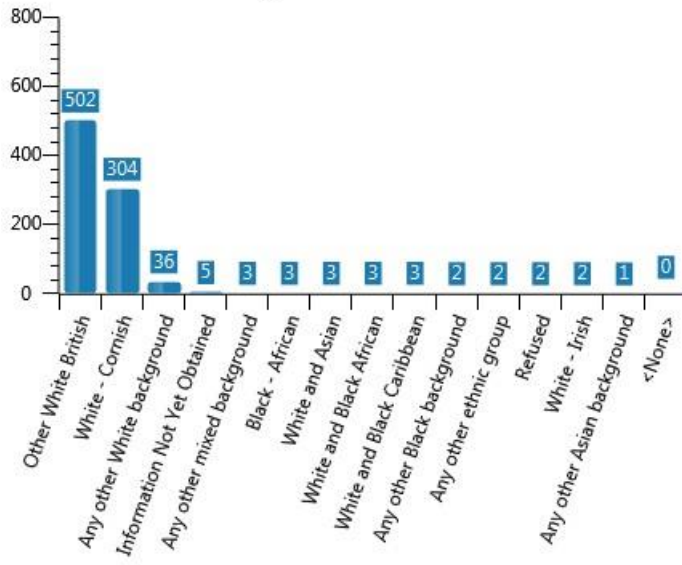
### Student Totals by Key Pastoral Factors

A count of students with each key pastoral factor



## Student Totals by Ethnicity

A count of students with each ethnicity



### 3 - Equal opportunities: vision and policy

#### **TREVIGLAS COMMUNITY COLLEGE**

#### **Equal Opportunities Policy**

##### **Preamble**

This model Equal Opportunities Policy has been determined by the Local Authority in agreement with recognised trade unions, teachers' associations and the Governors' Council. This policy is recommended to schools for adoption.

##### **Purpose**

Treviglas promotes equal treatment for **all**: students, members of staff or job applicants irrespective of race, colour, sexual orientation, nationality, ethnic origin, religion, political belief, disability, age, gender or marital status and to ensure that this is managed in such a way that Treviglas Community College complies with Equal Opportunities legislation and Codes of Practice.

##### **Scope**

All established and temporary members of staff and all job applicants. This policy has particular relevance to all those concerned with recruitment, training and promotion.

##### **Policy Statement**

The Governing Body of Treviglas Community College is committed to providing equality of opportunity. All members of staff have a part to play in achieving this and college leadership will ensure that individuals are aware of their personal responsibility to observe and support the Equal Opportunities Policy.

No member of staff, or prospective member of staff, should receive unfair or unlawful treatment due to race, colour, ethnic or national origin, gender, age, sexual orientation, disability, marital status or religious or political beliefs.

College leadership will seek to identify and act upon any unfair or unlawful discrimination which denies an individual opportunity on any of the criteria mentioned above. Existing staff and job applicants have the right to complain about unlawful discrimination through the appropriate procedures which are set out in the Complaints/Alleged Breaches section of this policy document.

Active steps will be taken to ensure that the policy is implemented and regularly reviewed.

### **Senior leadership in the college will:**

- make the best possible use of skills, talents and abilities of all staff; and
- demonstrate commitment to equal opportunities initiatives

Whilst the emphasis in this policy is on the fair and equal treatment of all staff, the principle of creating an environment which eliminates discrimination applies equally to the treatment of students, governors, suppliers and other people who have contact with the college.

### **Adherence to Policy**

It is the responsibility of the Governing Body, Headteacher and Line Managers to:

- ensure that within areas of responsibility the standards established within this policy are followed
- contribute to the development of an Equal Opportunities Action Plan
- review the effectiveness of the policy and all related Action Plans and provide feedback to the Director of Children, Schools & Families

All members of staff must:

- co-operate with any measures introduced to ensure equal opportunity
- report any suspected discriminatory acts or practices to their Line Manager
- not persuade or attempt to persuade others to practise unlawful discrimination
- not victimise anyone as a result of them having report or provided evidence of discrimination
- not harass, abuse or intimidate others on account of their race, gender, etc.
- not lobby job applicants in an attempt to discourage them from applying or taking up a post

### **Complaints/Alleged Breaches**

Any member of staff wishing to raise a complaint should do so, in writing, to the Headteacher within 15 working days (i.e. college days), providing details of the alleged incident. An investigation will then be conducted by a member of the Governing Body who has not been previously involved in the selection procedure. The individual will receive written notification as to the outcome.

### **Key Contacts**

#### **LA Personnel Manager**

Greig Hardie  
CSF Personnel  
County Hall  
Truro, TR1 3AY

#### **Headteacher**

Karen Ross  
Treviglas Community College  
Bradley Road  
Newquay, TR7 3JA



## 4 - The Race Duty and Community Cohesion

### Race

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

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

Under the duty in the Equality Act 2010, to promote racial equality we will:

#### 1. Tackle unlawful discrimination by

- Keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, *Guidelines for Challenging and Dealing with Racial Harassment in Colleges* 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 college 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 college
- Ensure the college 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 college activity
- Ensure the policy is also part of short, medium and long term planning arrangements that the college already makes, and our actions and objectives are met through our Race Equality Action Plan (REAP).

We will report on progress annually and the review of our race equality policy will be brought in line with the review for the College Equality Scheme.

## Community Cohesion

Since September 2007 we have understood our duty to Promote Community Cohesion as part of the response to the duties contained in the Race Relations (Amendment) Act 2000. Our college already considers this to be a fundamental part of our role.

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.

We will evidence our effectiveness 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 college community
- That all children and parents feel they are being treated fairly and have the same opportunities
- That children, staff and other stakeholders trust the college to act fairly
- We have strong and positive relationships

## Who is responsible?

### **The governors are responsible for:**

- making sure the college complies with the relevant race equality legislation.
- ensure that the college Race Equality Scheme and its procedures are followed.

### **The Headteacher is responsible for:**

- making sure the college Race Equality Scheme and its procedures are followed;
- making sure the race, disability and gender equality plans are readily available and that the governors, staff, students, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

### **All staff are responsible for:**

- dealing with racist, homophobic and other hate-incidents;
- being able to recognise and tackle bias and stereotyping;
- actively promoting equal opportunities and valuing cultural diversity;
- avoiding discrimination against anyone for reasons of race, ethnicity, disability, gender or age.
- keeping up to date with the law on discrimination;
- taking up training and learning opportunities.
- dealing with reports of hate-incidents.

### **Visitors and contractors are responsible for:**

- knowing, and following, our Race Equality policy which will be made available on request

### **The Senior Leadership Team is responsible overall for dealing with reports of hate incidents and will always follow-up any such reports quickly and fully**

The Treviglas Community College action plan is printed below. We welcome any contributions to its operation and review. The action plan specifies how each item responds to our general legal duties in respect of disability, gender, age and race in relation to the governance of the college, its students, staff, parents, partners and facility users.

The duties are described below:

#### **Disability Discrimination Acts 1995 and 2005: Disability Equality Duty**

The disability duty is to:

1. Promote equality of opportunity between disabled people and others
2. Eliminate unlawful disability discrimination
3. Eliminate disability-related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of people' disabilities, even where that involves treating disabled people more favourably than others

#### **Equality Act 2006: Gender Equality Act**

The gender equality duty is to:

1. Eliminate unlawful discrimination and harassment

2. Promote equality of opportunity between men and women

### **Race relations (Amendment) Act 2000: Race Equality Duty**

The race equality duty is to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different ethnic groups

### **The Equality Act 2010**

This act replaces all existing equality legislation. It has been drawn up to tackle inequality and prevent discrimination against people who have what is called a protected characteristic. Everyone has several of these protected characteristics:

- Age
- Disability
- Race
- Sex
- Pregnancy, maternity and breastfeeding
- Gender reassignment
- Marriage or civil partnership status
- Religion or belief
- Sexual orientation

## 5 - The Disability Equality Duties

### Disability

The College's commitment to equality for disabled learners, their families and staff has four objectives:

We will promote equality for disabled people 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 of disability and our guiding principles in our role in procurement and in our partnership duties

We will tackle discrimination against disabled people by:

- Promoting positive images of disabled people;
- 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.

We will support disabled learners to achieve their full potential by:

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

4: We will work in partnership with disabled learners and their carers and staff by:

- Enabling disabled learners, their families and disabled staff to have active participation
- Involving disabled learners, their families and disabled staff in the changes and improvements we make
- Consulting with disabled learners, their families and disabled staff 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 college, to disabled students, staff, parents, carers and other college users.

When carrying out our functions, we will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995)
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation of disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment
- Monitor staff and learners by disability

- Have a Disability Equality Scheme

We plan to increase access to education for disabled students by:

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

## 6 - The Gender Equality Duties including Transgender and Pregnancy and Maternity

The College 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 because of these stereotypes. The College is aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours. We will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes. The College is also committed to ensuring the rights, under the Equality Act 2010, of transgender people (who have Gender Recognition Certificates).

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation
- Promote equality of opportunity between women and men in all of our functions.

### Equal pay

Employers must give men and women equal treatment in the terms and conditions of their employment contract if they are employed on 'like work' – work that is the same or broadly similar work rated as equivalent under a job evaluation study, or work found to be of equal value.

A woman is employed on 'like work' with a man if her work is of the same or a broadly similar nature. It is for the employer to show that there is a genuine reason for any difference in pay for this 'like work', which is not based on the sex of an individual. Individuals may complain to an employment tribunal up to six months after leaving the employment to which their claim relates. Normally, they may claim arrears of remuneration (which includes sick pay, holiday pay, bonuses, overtime etc, as well as 'pay') for a period of generally up to six years (five years in Scotland) before the date of their tribunal application.

The Equality Act 2010 makes it unlawful to prevent or restrict employees from having a discussion to establish if differences in pay exist. However, an employer can require their employees to keep pay rates confidential from people outside the workplace.

### Fixed-term employees

The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002 aim to ensure that employees on fixed-term contracts are treated no less favourably than comparable permanent employees. Examples of fixed-term work include:

- employees covering maternity leave
- employees doing a specific task – like painting a house.
- Under the regulations these employees have the right to the same terms and conditions of employment as comparable permanent employees.

## 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.

## Part-time employees

The Part-time Workers (Prevention of Less Favourable Treatment)

Regulations 2000 aim to ensure that part-time workers are not treated less favourably than comparable full-timers. Principally, this means they should:

- receive the same rates of pay
- not be excluded from training simply because they work part-time
- receive holiday entitlement pro rata to comparable full-timers
- have any career break schemes, contractual maternity leave and parental leave made available to them in the same way as for full-time workers and
- not be treated less favourably when selecting workers for redundancy.

## 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.

However, a job may be restricted to people of a particular race or ethnic or national origin, if one of these characteristics is a genuine occupational requirement. A genuine occupational requirement or qualification may apply in limited circumstances for reasons of authenticity – for example, to achieve authenticity a theatre company may need black actors to depict certain scenes.

## Sex discrimination

Under the Equality Act 2010, employers should not discriminate on grounds of sex.

Sex discrimination covers all aspects of employment – from recruitment to termination of a contract, and training and pay. It also includes applying requirements, conditions or practices which though applied equally to all, have a disproportionate effect on one sex which cannot be shown to be justifiable (for instance to be job-related).

There are limited exceptions: the Act permits employers, under certain conditions, to train employees of one sex in order to fit them for particular work in which their sex has recently been under-represented; they may also encourage the under-represented sex to take up opportunities to do that work.



## Sexual orientation

The Equality Act 2010 gives protection from discrimination on the grounds of sexual orientation. The Act protects bisexual, gay, heterosexual and lesbian people. The Regulations mean that an organisation's recruitment and selection procedures, as well as employment practices, must treat everyone fairly regardless of their sexual orientation.

## 7 - Religion and Belief

The college recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has increased in recent years, developing a character that is distinct from race hate crime.

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

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

Our college recognises the need to consider the actions outlined by the Equality Act 2010 which requires us to assess the impact our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

We understand that some people may still wish to withdraw their child from collective worship and the policy below concerns this specific aspect.

### **Preventing Radicalisation**

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and child care, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This guidance will be updated further to reflect the implications of the Prevent duty. The Prevent duty has been discussed at the college and all staff have been trained in the channel awareness programme and have been certificated for this. Ongoing training is being implemented and the county's WRAP training is being organised for all staff to attend.

### **Withdrawal from Collective Worship**

#### *Introduction*

Collective Worship is set down in education law as a feature of every school's life affecting every school day. As such it is not a part of the curriculum but has a peculiar contribution to make in forming the young people of today and the adults of tomorrow. Within the legal provision parents have the right to withdraw their children in whole or in part from collective worship. This guidance is based on the School Standards and Framework Act 1998 and seeks to set out what the school is expected to do with regard to collective worship, the rights of parents and the responses schools may wish to make when students are withdrawn. DfE guidance on collective worship can be found in Circular 1/94 and community schools may also wish to consult the guidance previously provided by SACRE to all County schools.

*Julian Pykett*  
*Chairman of SACRE*

#### *The responsibility of the school*

The School Standards and Framework Act 1998 Section 70: sub-section (1) clearly states: Subject to section 71, each student in attendance at a community, foundation or voluntary school shall on each day take part in an act of collective worship.

Schools have a responsibility to provide an act of collective worship for each student every day of their school life unless withdrawn by their parent, as shall be discussed later. Schedule 20 of the 1998 Act goes on to further describe the nature of collective worship in community, foundation or voluntary school. Schedule 20 paragraph 2 states:

(2) The arrangement for the required collective worship may, in respect of each school day, provide for a single act of worship for all students or for separated acts of worship for students in different age groups or in different school groups.

(3) For the purposes of sub-paragraph (2) a "school group" is any group in which students are taught or take part in other school activities.

Schedule 20 paragraph 3 further defines the nature of collective worship in community schools and foundation schools without a religious character:

(2) Subject to paragraph 4, the required collective worship shall be wholly or mainly of a broadly Christian character.

(3) For the purposes of sub-paragraph (2), collective worship is of a broadly Christian character if it reflects the broad traditions of Christian belief without being distinctive of any particular Christian denomination.

(4) Not every act of collective worship in the school required by section 70 need comply with sub-paragraph (2) provided that, taking any school term as a whole, most such acts which take place in the school do comply with that sub-paragraph.

According to Schedule 20 paragraph 5 schools with a religious character or a voluntary school collective worship shall be in accordance with the school's trust deed or 'in accordance with the tenets and practices of the religion or religious denomination specified in relation to the school' if it has no trust deed.

It is clear from the above that collective worship must form part of the day for each student in school. Such worship will be wholly or mainly of a broadly Christian character in community schools and according to the wishes of the governors in voluntary schools in light of the religious character of the school. Such collective worship may be whole school or may be in smaller groups, as the school desires.

Usually collective worship will happen on the school site. Schedule 20 paragraph 2 sub-paragraphs (5), (6) and (7) state: (5) Subject to sub-paragraph (6), the required collective worship shall take place on the school premises.

(6) If the governing body of a community, foundation or voluntary school are of the opinion that it is desirable that any act of collective worship in the school required by Section 70 should, on a special occasion, take place elsewhere than on the school premises, they may, after consultation with the Headteacher, make such arrangements for that purpose as they think appropriate.

(7) The powers of a governing body under sub-paragraph (6) shall not be exercised so as to derogate from the rule that the required collective worship must normally take place on the school premises.

It should be noted that it is the governing body that makes the decision as to whether collective worship might happen on site and not the Headteacher or other teaching staff.

*The parents' right to withdraw their child from collective worship* Section 71: sub-section (1) of the 1998 Act clearly states:

If the parent of a student at a community, foundation or voluntary school requests that he may be wholly or partly excused – (b) from attendance at religious worship in the school, the student shall be so excused until the request is withdrawn.

Here 'religious worship' means collective worship. Irrespective of the type of school a student attends a parent may wholly or partly withdraw their child from collective worship provided by that school. Usually the request should be in writing to the Headteacher, so the school has a record, and the Headteacher would normally ask the parent to a meeting where the nature of the school's collective worship is explained and the parent is given the option of withdrawing their child wholly or partly from collective worship.

#### *Wholly or partly?*

A parent has a choice as to whether to withdraw their child from the collective worship provided by the school wholly or partly. If the parent wishes to wholly withdraw their child from collective worship they should ask the Headteacher to make sure their child does not attend acts of collective worship. Where a parent wishes to partly withdraw their child from collective worship it is important that the school knows when the child is to be withdrawn. A written statement can be expected of the parent setting out clearly when their child is not to be a part of collective worship and parents may expect to see the school's programme for collective worship so as to be able to make an informed decision.

Parents do not have to give a reason to withdraw their child from collective worship, nevertheless schools may wish to explore with parents their reasons so that the school may accommodate the parent's wishes where possible. Such discussions may be particularly appropriate where a student is partly withdrawn from collective worship. Schools should not pressure parents into giving reasons for withdrawal, whether partial or whole.

#### *Logistics*

It is not always easy to know where a student should be when they have been withdrawn from collective worship. Many schools have both a place where the student can be and a member of staff to supervise them but this is not always the case.

Where it is not possible to put a student in a different room they may be in the room where collective worship is taking place but this should be explained clearly to the parent, giving reasons as to why the school has taken this action. At all times the safety of the student is paramount.

If the governing body decides that a specific act of collective worship is to be held off the school premises for a special occasion then the school will have to make special arrangements for students withdrawn from collective worship. When such special events happen it will be important for the school to give parents adequate notice so that their wishes may be followed.

#### *What do students do who have been withdrawn?*

Collective worship does not fall into curriculum time and it would be inappropriate for students to do work directly associated with curriculum subjects. Students withdrawn should be given time for quiet reflection on their own and it may be appropriate for those students to read poetry, listen to music or read materials particular to their family's religious or philosophical tradition during that time which is provided by their parents.

*Can a school withdraw a student from Collective Worship?*

The answer to this question is 'no'. In some schools it has become a matter of course that the school withdraws some students from collective worship to receive special needs support, music tuition or other activity peculiar to a student or group of students.

Schools may not withdraw students from collective worship and such withdrawal clearly contravenes Section 70 of the 1998 Act, even on an irregular basis.

#### *Assemblies and acts of collective worship*

It has become a practice in many schools, particularly primary, to have assemblies which celebrate student achievement and school life. Often these assemblies have an element that constitutes collective worship. It is important for schools to explain to parents who withdraw their child from collective worship what happens during those assemblies and how the student will be withdrawn from the worship element of the assembly. Some parents will still want their child to be withdrawn from the whole experience and schools should follow the parents' wishes. If the school wants to celebrate a student's achievement they may find that it can be done in class at an appropriate time, for example during class registration time by the Headteacher or the class teacher. Where students are not withdrawn from the assembly as such but only the worship element then it is advised that such worship happen at the beginning or end of the assembly so that a student can be easily withdrawn. This should be done in such a way that a student would not have attention drawn to him or herself when they are leaving the place that worship is to happen. Experience shows that some students find their withdrawal from collective worship difficult. Where this is the case the school should make sure that the student knows that it esteems the parents choice.

#### *How do parents find out about their right to withdraw?*

The most common way of letting parents know about their right to withdrawal from collective worship is through the school's prospectus. **Statutory Instruments 1998 No. 2526, School Prospectuses** makes clear what schools must put in their prospectuses relative to RE:

7. A statement on the ethos and values of the school.

8. (1) The affiliations, if any, of the school with a particular religion, or religious denomination.

(2) Without prejudice to paragraph 7 –

(a) particulars of the religious education provided at the school;

(b) a statement that a student shall, pursuant to section 389 of the 1996 Act, be excused wholly or partly from attendance at religious worship in the school or from receiving religious education given in the school, or both, if the parent of the student so requests;

and (c) particulars of any arrangements as respects the exercise by the parent of a student of rights under section 389 of the 1996 Act in relation to the student's attendance at religious worship or religious education or both. At the current time most schools only put into their prospectuses the parental right to withdraw their child from collective worship and state that parents ought to contact the Headteacher for further clarification. As can be seen this does not go far enough in terms of setting out what would happen to a student if withdrawn in part or in full from collective worship. Naturally such arrangements will change from school to school but they should be made clear in the prospectus.

### *Determinations*

Section 394 of the 1996 Education Act allows schools to apply to SACRE for a determination. This allows schools to provide a particular group of students with a particular form of collective worship not bound by Section 70 of the 1998 School Standard and Framework Act. In practice this would mean that a particular form of denominational worship could take place at the school. Such a determination has to be made by SACRE and a school cannot take it upon itself to act in such a way. If 5 schools wish to take this opportunity they would need to contact the Clerk to SACRE, Committee Section, County Hall, TR1 3AY.

### *Conclusion*

Numbers of students withdrawn from collective worship in Cornwall's schools is not large but the majority of schools do have a withdrawal of students from time to time. It is important that schools esteem the choices that parents have made and that students are not made to feel stigmatised by their parents' choice.

If you would like further advice on this subject please do not hesitate to contact David Hampshire, County Adviser for RE and PSHE.

## 8 - Sexual Orientation

The College 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. In 2015-2016 a group 'Equalis' has been supported by an experienced member of staff.

Our college recognises the need to protect learners from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act 2010. We are committed to taking a pro-active approach to preventing all forms of homophobia within the college 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.

Cornwall Schools' transgender guidance can be found as a separate PDF on our website.

## **9 – SPECIAL EDUCATIONAL NEEDS POLICY**

### **Guiding Principles**

This policy has been formulated with regard to the 2014 SEN Code of Practice: 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.

- In this college we have high expectations and set suitable targets for all students.
- In this college a special educational need is defined in accordance with the 2014 SEN Code of Practice: 0 to 25 Years.
- All students are entitled to access the full college curriculum and to take part in every aspect of college life, unless there is a specified modification or disapplication outlined in an individual student's Statement of Special Educational Need or EHC (Education and Health Care Plan)

### **Terms:**

- SEN refers to a Special Educational Need. *A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory college age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream colleges.* Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

### **Objectives**

- To identify, at the earliest possible opportunity, barriers to learning and participation for students with SEN
- To ensure that every student experiences success in their learning and achieves to the highest possible standard
- To enable all students to participate in lessons fully and effectively
- To value and encourage the contribution of all students to the life of the college
- To work in partnership with parents
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the Policy Statement for SEN
- To work closely with external support agencies, where appropriate, to support the need of individual students
- To ensure that all staff have access to training and advice to support quality first teaching and learning for all students

### **Responsibilities and Resources**

The Special Needs Co-ordinator (SENCO), in collaboration with the Headteacher and Governing Body, takes responsibility for the operation of the SEN policy and co-ordination of special needs provision, working closely with staff, parents and carers, and other agencies. The SENCO also provides professional guidance to colleagues to secure high quality teaching for students with SEN. Mr David O'Neill currently holds this post.



The SENCO attends termly SENCO Network meetings and the local cluster network meetings.

The SENCO provides a termly report to the SEN Governor that includes changes to the SEN registers and the impact of interventions.

The Headteacher has responsibility for the day-to-day management of all aspects of the college's work, including provision for children with SEN. The Headteacher works closely with the SENCO and keeps the Governing Body fully informed of SEN issues, providing an annual SEN Information Report. The content of the report is specified at section 6.79 of the *Code of Practice 2014: 0 to 25 years*.

The Governing Body, the duties of the Governing Body are set out in the SEN Code of Practice, November 2001, section 1:21. The SEN Governors for this college is Mrs Judith Veale

### **Specialisms**

Staff specialisms:

Mr David O'Neil (SEN Coordinator) Deputy Head has the National Qualification for SEN Provision

Mrs Dawn Henshall has the National Qualification for SEN Provision

Ms Tina Wells is the college's Dyslexia Advisor

Mrs Tracy Brobie is the college's Autism Champion

Mrs Cathy Teakle is the college's Phonics advisor

A comprehensive programme of Continuing Professional Development for SEN is planned according to the college student profile.

### **Facilities for Students with Special Educational Needs**

The college is a building with many steps and stairs. There is, however disabled access throughout most of the building and disabled toilets. The college will have regard to the Equality Act 2010, the Children's and Families Act 2014 and the *Code of Practice 2014: 0 to 25 years* in terms of admitting students with disabilities.

There are facilities for small group and individual teaching.

All members of the college community, including students, are invited to inform the college of any disability they have.

The Equality Policy and Plan and the Medical Conditions Policy should be read in conjunction with this policy.

### **Resources**

Delegated funding for students with a Statement of Special Educational Need or an EHC Plan is mainly used to pay for interventions and dedicated support where needed.

Other devolved funding is allocated to support the needs of students with where required.

Pupil Premium money is carefully allocated to support the children it is targeted to.

Additional college funds support the management of SEN provision by purchasing resources and training staff to meet the changing needs of the student profile.

### **Identification, Assessment and Review**

The college follows the SEND *Code of Practice 2014: 0 to 25 years'* graduated approach with regard to the identification, assessment and review of students with special educational needs. The four key actions are:

- Assess:* the class teacher and SENCO should clearly analyse a student's needs before identifying a child as needing SEN support.
- Plan:* parents must be notified wherever it is decided that a student is to be provided with SEN support.
- Do:* the class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that student's learning.
- Review:* the effectiveness of the support should be reviewed in line with the agreed date.

Students receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers but also directly by the SENCO. The college has a system whereby any member of staff can raise concerns/issues with the class teacher, SENCO or Head about a child with a potential SEN or other barrier to learning. We involve parents/carers and the young person in question as soon as we feel a student may have a barrier to learning.

In college we use a range of assessment data eg, relevant family/medical history, P Scales, PIPs, Teacher Assessments, Screening Tests, SATs results, RAISE online, Teachers assessments, reading/spelling phonological awareness tests; behaviour observations recorded in a diary, etc. A range of diagnostic tests are used as appropriate.

Students who fail to make expected progress on the basis of accumulated evidence are placed on a Special Educational Needs Register. Parents are consulted when this decision is made.

At this stage a plan (success passport) is drawn up in consultation with parents/carers where possible, and the student. Occasional advice may be sought from external agencies to inform effective intervention. The plan allows for close monitoring of progress towards short-term outcomes, agreed with student and parents/carers, which are reviewed termly. If a student fails to make the expected progress advice may be sought from external agencies which may include social and well as educational services. At this stage, an SEN may be identified.

### **Four Categories of SEN – Broad Areas of Need**

1. *Communication and Interaction*, including:

- SLCN (Speech, Language and Communication Needs)
  - ASD
2. *Cognition and Learning*; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
    - MLD (Moderate Learning Difficulties)
    - SLD (Severe Learning Difficulties - where students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
    - PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
    - SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)
  3. *Social, Emotional and Mental Health Difficulties*. They include:
    - Wide range of difficulties that manifest themselves in many ways eg becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
    - ADD (Attention Deficit)
    - ADHD (Attention Deficit Hyperactive Disorder)
    - Attachment Disorder
  4. *Sensory and/or Physical Needs*, including:
    - Vision Impairment
    - Hearing Impairment
    - Multi-Sensory Impairment
    - Physical Disability

### **Special Educational Needs**

If a child is formally identified as having SEN or SEND by an external agency and they are either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan (Education Health Care Plan). An application can only be made following two full cycles of Assess, Plan, Do, Review (mentioned earlier) covering at least two terms.

On gathering all relevant advice about a student's progress the SEN team may issue an EHC Plan outlining outcomes to be met and additional provision to be provided.

All class teachers have a summary of their responsibilities for student's identified as having Special Educational Needs in our Directory of Concern. This file also contains a list of students in the class who may have additional needs where appropriate e.g. characteristics of dyslexia, EAL etc.

## **Review Meetings**

Review meetings are held termly for all students on the SEN register. Parents/carers and students are invited to attend. Representatives from external support agencies may also be invited, if appropriate. If a decision is made at the meeting to draw up a new success passport the SENCO will file a copy centrally and send a copy to parents/carers and any external agency that is involved.

For students with a Statement of Special Educational Need or an EHC Plan, reviews may be more frequent depending upon need. An Annual Review is also held to review progress towards objectives/outcomes outlined in the Statement/EHC. A copy of the review report is sent to all invitees, including parents/carers, and the SEN Team.

For children issued with a Statement of Special Educational Need or EHC Plan, there will be an additional review no later than 6 weeks after the issue date. The SEN Team will be involved as well as any other external agencies.

## **The SEN Registers**

The register is updated termly to take into account summative assessment results. Class teachers who wish to nominate additional students to be placed on the register will provide the following evidence to the SENCO:

- Class record (e.g. Record of Concern)
- Results from any curriculum tests
- Evidence of strategies already in place
- National Curriculum levels or P Scales
- A piece of unaided work from the curriculum area deemed to be problematic
- Other relevant information e.g. medical, family circumstances, etc
- Overall Teacher Assessment that shows the student is working at a level that is below the national expectations for their age or is progressing at a slower pace.

## **Curriculum**

Students have access to a differentiated, broad and balanced curriculum with their needs identified in planning documents and.

To enable access to the curriculum for students with SEN, the college provides:

e.g.

- Specialist teachers
- HLTAs
- Effective Learning assistants
- Individual teaching programmes
- Individual timetables
- Small Group Interventions
- Intervention resources
- Specialist equipment

See the College Offer for a comprehensive list, available on our website.

## **Complaints**

The college works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting students' needs.

All complaints are taken seriously and are heard through the college's complaints policy and procedure.

## **External Support**

Agencies include:

- The Educational Psychology Service
- Sensory Service (hearing/vision impaired students)
- Paediatric Therapy Service (Speech and Language, Occupational Therapy, Physiotherapy)
- Behaviour Support Service
- Autistic Spectrum Disorder Team
- Children's Services Unit
- The SEN Team
- The College Nurse
- Education Welfare Service
- Parent-Partnership Service
- Special Colleges
- Specialist Inclusion Services (eg ASD Team)
- Children's Social Care
- Children and Adolescent Mental Health Service
- Parent Partnership
- Virtual Colleges; to determine the arrangements for supporting children who are looked after by the local authority and have SEN.

The college will also seek support from voluntary and private agencies as required.

## **The Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Cornwall's Local Offer is currently under development. The local offer can be found at:

<http://cornwall.childrensservicedirectory.org.uk/kb5/cornwall/fsd/family.page?familychannel=2>

## **Liaison with Parents/Carers**

The college works in partnership with parents of students in accordance with guidance in the current SEN Code of Practice: 0 to 25 Years.

- If the class teacher has an initial concern about a student's progress parents will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child
- If a decision is being considered to move a student on to the Special Needs Register then parents will be asked for their views prior to any decision being made. Parents will be fully informed of any additional programme in place for their child.
- Parents'/carers' views will be sought when a student's success passport is drawn up and suggestions as to how these can be supported at home will be given
- Parents are invited to each review and their comments are taken into consideration when deciding upon future action.
- In terms of an Annual Review, parents' comments are sought prior to the review report being drafted and incorporated into the final report

Consulting Young People with SEN

- Children's views will be sought and taken into account during the review process and at other key times throughout the year, ie at success passport reviews and via the questionnaires.

## **Transition Arrangements**

Transition reviews for Year 6 students are held, where possible, in the autumn term. The appropriate secondary college SENCo is invited to Annual Reviews. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

SEND students that are moving between key stages will have transition arrangements in place via the review process.

## **Equal Opportunities**

The college is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of college. We promote self and mutual respect and a caring and non-judgmental attitude throughout the college.

A copy of this policy can be found on the college website in policy 1 Single Equality Scheme.

## **Other related documents**

This Policy should be read in conjunction with the following documents, all of which are available on the college website, see link above.

- The Single Equality Scheme and DDA Action Plan
- Medical Conditions Policy
- Local Offer/ Core Offer/ College Offer

## **Review Framework**

The policy should be reviewed annually (or sooner in the event of revised legislation or guidance)

**TREVIGLAS COMMUNITY COLLEGE**  
**Disability Notification**

**Please circle the statement which most closely relates to your situation:**

- My child has a disability and is a prospective Treviglas student
- My child has a disability and is a current Treviglas student
- I am the parent/ carer of a prospective Treviglas student, and I have a disability
- I am the parent/ carer of a child who is a Treviglas student, and I have a disability

**Please fill in the information below, as appropriate to you:**

Name of child:

Name of parents/carers:

Brief details of disability:

Any suggestions as to how we can improve our provision for you and/or your child:

If you would like to contact us then please: email to Mr D O'Neill (SENDCO at Treviglas) or complete the form above and forward it to Mr D O'Neill, Treviglas Community College, Bradley Road, Newquay, TR7 3JA . **Please remember that any information you disclose will be treated sensitively and confidentially and used to improve outcomes for you and other disabled persons. A copy of this information can also be found on our website: [www.treviglas.net](http://www.treviglas.net)**

## **EFFECTIVE LEARNING POLICY**

### **GENERAL PRINCIPLES**

At Treviglas Community College we believe that:

1. all students are entitled to a broad, balanced, relevant and differentiated curriculum
2. all students are entitled to be valued by all staff for the individual contribution they make and therefore, are entitled to experience success and feel positive about themselves
3. the Governing Body along with all subject teachers, Form Tutors, Heads of Houses, Pastoral Team, Senior Leadership Team and Effective Learning Team need to accept responsibility for the progress of all students
4. more able students also have special educational needs and may require special provision or consideration, even though the needs of these children are not addressed by the SEN Code of Practice
5. many students, other than those identified by the College Directory of Concern, may need temporary help and support during their college life

### **AIMS AND OBJECTIVES**

At Treviglas Community College we aim to:

1. provide educational, emotional and technical support in a positive learning environment
2. provide a system of inclusion for students who have difficulty accessing the curriculum
3. Involve parents through constructive dialogue and consultation about the education of their child.

### **TREVIGLAS COMMUNITY COLLEGE EFFECTIVE LEARNING AND SUPPORT – RESPONSIBLE PERSONS**

<b>Headteacher</b>	Mrs K. Ross
<b>Nominated SEN Governor</b>	Mrs Judith Veale
<b>SENCO</b>	Mr. David O'Neill
<b>Director of Effective Learning SLT</b>	Mrs S. Robins
<b>Effective Learning Line Management</b>	Mr David O'Neill
<b>Assistant Director of Effective Learning</b>	Mrs N Pender

### **THE ROLE OF THE GOVERNING BODY**

- Governing bodies are required to ensure that the necessary provision is made for every student with special educational needs.
- They are required to review the Special Needs Policy.
- They must report annually to parents on the college's Special Needs Policy.
- The nominated Governor meets regularly with the SENCO and Director of Effective Learning and is encouraged to take an active role within Effective Learning.



## **SUPPORT PROVIDED BY OUTSIDE AGENCIES**

Treviglas Community College maintains effective liaison with outside agencies to help with the assessment, review and support of all students:

**Educational Psychologist**

**Child & Family Services**

**Child & Family Services**

**Child & Family Services**

**Learning Support Service**

**Learning Support Service**

**Learning Support Service**

**Physiotherapists**

**Occupational Therapists**

**Child & Family Services**

**College Medical Officer**

**Youth Offending Officer**

**SEN Advisor**

**Connexions**

**LA Officer**

**LA LAC Officer**

**Audiology**

**Visual Impairment**

**Reintegration Officer**

**Education out of College**

**EAL Officer**

**Short Stay School**

Along with those listed, Treviglas Community College also has regular contact with social workers, CHES home tutors, specialists for disability and other colleagues within the LA. All communications with outside agencies will be made by, through, or with the full knowledge of the SLT designated teacher, The Director of Effective Learning and the SENCO, as well as Heads of House where appropriate.

The college operates an Equal Opportunities Policy for students with SEN who are afforded the same rights as all other children. This includes both those students with statements of SEN and those others with less significant problems.

## **PASTORAL SUPPORT PROGRAMMES – The Gateway Referral Programme**

Students identified as having particular difficulties accessing the curriculum and who may be at risk of permanent exclusion may require a Pastoral Support Plan. These plans are individually designed to support students in regaining successful access to the curriculum and college life. The plans require the work and support of many teachers and support staff in college as well as outside agencies. At Treviglas Community College we refer to our Pastoral Support Plan as 'going through the Gateway'.

Students may go through the 'Gateway' for many reasons. They might have difficulties due to illness, attendance, emotional and behavioural difficulties or learning difficulties. The college will set up and deliver an individual learning package to meet their needs. These

students will often spend time within the Effective Learning Centre as part of their package. The Centre aims to provide a structured learning environment with work tailored to meet each individual's needs. The Effective Learning Team realises how important it is for a student to feel that they are valued despite their difficulties and will work alongside the students to help identify and support their particular problems.

The ultimate aim of the 'Gateway' is to assist students back into the mainstream college where they can feel confident that they will achieve and succeed as a person as well as a scholar.

To ensure that the individual learning packages have all the necessary elements to be successful many staff are involved in the planning and process. Regular review meetings are usually held involving a member of the Senior Leadership Team, the Head of House, Director of Effective Learning and SENCO, along with any outside agencies who may be working with the student and his or her family.

### **Flexible Learning Packages**

A Flexible Learning Package is an individual learning package put in place for a very small number of students who are disengaged, disaffected and/or at risk of exclusion. These packages are only set up if a student is in real danger of becoming permanently excluded or find full-time attendance at college too difficult. They usually follow many meetings, strategies and interventions involving the pastoral support team, Heads of Houses, SLT, parents and possibly outside agencies and the Effective Learning Team all working to support the student.

A flexible Package may include the student attending at a different time to the main body of the college. It may also include attendance at a FE college, work experience and any other alternative time-table or curriculum arrangement which will have been made with the full support of parents, the student and SLT at the college. Flexible Learning packages may also be available for students who have specific needs other than learning i.e. medical

### **Personalised Learning**

## **RESOURCES PROVIDED TO SUPPORT EFFECTIVE LEARNING AT TREVIGLAS COMMUNITY COLLEGE**

The Effective Learning Team at Treviglas Community College has a well-resourced teaching base. The resources within the Effective Learning Centre include a large number of networked computers, selection of talking books, a number of electronic spellmasters, a dictaphone and a wide selection of books, magazines and educational games. The classrooms are fully resourced providing materials for current schemes of work in all subject areas. Students working in the Effective Learning Centre are able to access the national curriculum and there are timetabled lessons in Travel and Tourism, Health and Social Care, Business Studies and ICT for small targeted groups in KS4. This means that students are able to gain qualifications directly through the Effective Learning Centre.

The Effective Learning Centre is also supported by a large selection of textbooks and specialist resources such as Literacy and Numeracy packages, Speech and Language,

Anger Management and Social Skills programmes used to support schemes of work delivered within the centre.

The Effective Learning Centre is designed to provide an extra teaching area for students following Individual Learning/flexible Packages or specialist support for literacy and numeracy as well as those timetabled groups. It also functions as a safe environment for students needing support at break and lunchtimes. The centre is managed by the Director of Effective Learning Mrs Shirley Robins and supported by Mrs Nicola Pender, Assistant Director of Effective Learning and a number of Effective Learning Assistants.

An after college homework/Independent Study support club is also run from the centre for 'Gateway' and SEN students within the centre. This support compliments the other Study Support Sessions run by Mrs Good in the library, providing focused support for any student in the college who may require it.

Lunchtime club is also available for students who require additional support for a number of reasons. They may be vulnerable students, students with social, emotional or behavioural difficulties. Lunchtime support is organised by the Director of Effective Learning. Students are invited to eat their meal around a large table where they can form friendships and engage in conversation.

The team of Effective Learning Assistants, Higher Level Teaching Assistants and Learning Tutors as well as the organisation of the Effective Learning Centre itself is managed by the Assistant Director of Effective Learning and over-seen by the Director of Effective Learning.

Funding for students with and Education, Health and Care Plan (EHCP) is provided in top up form by the LA and the department works hard to ensure that each individual student receives her/his appropriate allocation and that this support is delivered effectively. Any necessary specialist equipment and resources for individual pupils is often provided by outside agencies including the LA.

Children with physical disabilities have full access to the National Curriculum and are fully integrated into all aspects of college life. Every effort is made to ensure that no child is discriminated against.

Access to the curriculum is provided by a combination of curriculum support, technical support, physical support and advice from outside agencies. Curriculum, technical and physical support may be delivered by one or more adults working within the college.

Classroom teachers are offered advice on how to adapt the learning environment to maximise learning potential for all students with disabilities.

Treviglas Community College has disabled access provision including disabled toilets. Technical advice and support is provided by the LA to meet the needs of these EHCP and non EHCP students. Design Technology rooms as well as the catering suite have been fitted with equipment to allow access for students in wheelchairs.

Students with mental health difficulties who may have difficulty accessing the curriculum are fully supported by the college through careful management of individual programmes which are delivered, reviewed and monitored by the Effective Learning Team with additional support from outside agencies and Child Health services.

The college is wholly committed to the inclusion of all students with disabilities and has a DDA working group which considers the Access plan and access issues.

### **Children in Care**

The designated person for Children in Care attends review meetings whenever possible. If a meeting cannot be attended then a report is submitted for inclusion in that meeting. All Children in Care are entitled to the same broad and balanced curriculum and are fully immersed into the day to day life at Treviglas.

### **STAFF DEVELOPMENT**

All staff within Effective Learning take part in an on-going programme of INSET. Individual staff have attended many courses as part of INSET training funded by the college. All Effective Learning staff are involved in an induction programme delivered by the Director of Effective Learning. They will then be invited to develop their skills and gain qualifications through training schemes delivered within the county. All members of the Effective Learning Team take part in the college's on-going INSET programme along-side all other teaching staff within the college. Some individuals have taken the opportunity to obtain training outside of college in specific areas of interest leading to qualification.

Recent training undertaken by staff has included courses on "Team Teach," Hoist & Safe Handling training," "De-Escalation techniques," "Behaviour for Learning", "The role of the support teacher", "Specific Learning Difficulties (dyslexia)", "Information Technology", "Dyspraxia", "Creating resources", "Health and Safety", "Differentiation", "Reading recovery" and "The hearing-impaired child", "MAPS", "Induction to Learning Support", "City & Guilds in Learning Support", "Foundation degree" leading to teaching qualification", "NVQ 1 and 2 Teaching Assistant Qualification", "De-escalation Training", "Manual Handling", "ASD", "First Aid", "Supporting Children with Effective Calculation Strategies", "Supporting Pupil's Progress in English", "Team Leading of Duke of Edinburgh", "SENCO Network", "ADHD", "P.Sclaes", "Assessment for Learning", Diversity Training", "HLTA Training", "Lunchtime Supervisor Training", "Meeting the needs of EAL pupils" "Sensory integration" "Read, Write Inc." "Intuition" IDP – Inclusion Development Programme for dyslexia, speech, language and communication needs, autistic spectrum disorders

Both teaching and support staff (apart from new staff joining us after September 2009) have undergone SPLD training with a number of trainers including Sandra Page, Dyslexia Advisor, and all staff have received Tier 2 Child Protection training which is renewed every three years for all staff apart from the designated teachers where re-training is mandatory every 2 years.

Specific physical exercise training advice is also given to those staff in regular contact with students with a physical disability and this is provided by physiotherapists.

### **PARENTAL INVOLVEMENT**

Parents of all students at Treviglas Community College are actively encouraged to become involved in the education of their children and this is particularly important for students with specific individual needs. Such parents are invited to keep in close contact with the college, particularly with their child's teachers, form tutors and Heads of House

and, if the child has special educational needs, with the SEND team and Director of Effective Learning through formal and informal discussion.

Parents will always be informed when an external agency becomes involved with their child and will be kept fully informed about the Parent Partnership Service.

Parents of children who take medication should contact the college. They should note that generally, except in exceptional circumstances, the children are responsible for their own medication and parents are responsible for providing it.

All parents of children who are prescribed medication to help them deal with the effects of ADHD are particularly asked to contact the college to discuss the support which the college can provide for their child.

Any parent who feels there are shortcomings in any aspects of their child's education should, in the first instance, contact the Headteacher. If there are issues still to be resolved parents have the right to take matters to the college's Chair of Governors and the LA. A formal appeals system is available that may ultimately take parental concerns to the Secretary of State. Staff at the college do take a pride in operating an open, welcoming, supportive and consultative framework, which ensures that concerns rarely even reach the Headteacher.

This policy document has been written by the SEND team and the Director of Effective Learning, considered and amended by SLT, teaching staff and the Effective Learning Team.

The policy statement is an accurate reflection of practical policy issues within Effective Learning at the time of writing, but will be reconsidered regularly and reviewed as necessary.

## **10. Anti-bullying and Discriminatory Policy Framework**

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

## POLICY: ANTI - BULLYING

**“We require every member of the college to behave in a considerate way and to respect the rights of others.”**

Under the Children Act 2004, all professionals who work with children and young people are expected to work towards the five national outcomes for children (Every child Matters):

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Though these have been formally abolished, the college believes that they are still an integral part of any supportive education environment.

Treviglas Community College believes that its policy against bullying must be seen as an integral part of its whole college aims which are:

- to provide a broad and balanced curricular experience leading to both academic achievement and an effective preparation for the skills and flexibility demanded by life after secondary school
- to educate all our students to their potential in a caring, constructive atmosphere in which there is mutual respect and positive student/teacher relationships
- to develop partnerships which encourage wide support, with help from and for students, staff, governors, parents and the wider community.

Our approach to bullying is a 'whole college' approach. We do expect everyone to act with courtesy and consideration to others at all times and to always try to understand the other person's point of view. Neither staff nor students will condone or ignore bullying of any nature and anti-social behaviour will not be tolerated. "It is important to distinguish between bullying behaviour and an outright condemnation of the whole person. Bullying behaviour is often an expression of inward distress, the passing on of negative behaviour, confusion about one's own worth or an extreme need to bolster self-esteem". (Behaviour and Attendance Strand).

All members of the college will be encouraged not to accept bullying of any form and if they ever experience, see or suspect bullying is taking place to **ALWAYS** speak up and **TELL** someone. **ALL OF US WILL LISTEN** and **ALL OF US WILL ACT** by involving staff and/or student counsellors.

Our college will:

- support staff to identify and respond to bullying
- make students aware that we listen and all bullying issues will be dealt with sensitively and effectively
- work towards creating an anti-bullying culture
- ensure that parents/carers expressing concerns about bullying have them taken seriously
- learn from effective anti-bullying work elsewhere
- discuss, monitor and review incident of bullying

Treviglas Community College recognises that in any large group of people there will always be some bullying and however undesirable, it needs to be recognised as a reality. Our policy of preventative intervention is intended to create a safer climate where we can maintain our friendly, caring, yet hard-working atmosphere and where all students can feel confident that, as an individual, they are important.

**OUR POLICY RECOGNISES THAT BULLYING CAN BE:**

- I. physical
- II. verbal
- III. mental
- IV. 'cyber-bullying' (text, e-mail and internet)
- V. racist, homophobic, sexist
- VI. directed to vulnerable groups (children in care, young carers etc)
- VII. or any combination of these areas

**OUR POLICY IS POSITIVE RATHER THAN PUNITIVE AND OUR AIMS ARE TO:**

- I. prevent bullying
- II. deal promptly with any incident of bullying if, and when, it occurs
- III. to promote self-esteem among all students, including the bullied and those who suffer from the need to bully
- IV. encourage students to speak out and **TELL** if bullying is taking place
- V. encourage all students to help and protect others within the college

**OUR POLICY IS BASED ON TRUST BETWEEN STUDENTS & STAFF AND WILL:**

- I. raise awareness throughout the curriculum
- II. give students opportunities to talk about bullying in general (through our registration system/P.H.S.E., and other subject lessons and assembly times)
- III. ensure that key areas of the college grounds, buildings and college transport are monitored by the students themselves as well as by adults.

**OUR POLICY WILL REQUIRE A CONSISTENCY OF APPROACH WHICH MEANS THAT:**

- I. all incidents will be initially investigated by Subject/Form Tutors or Head of House who will take any necessary action including contacting parents and monitor the success of such action
- II. any subsequent or particularly violent incidents will be reported to Head of House and/or Senior Leaders of the college, as appropriate.
- III. there may be a referral to a student counsellor and this referral may then result in the establishment of a mentor
- IV. there may be a referral to outside agencies for support (e.g. counselling)

**OUR POLICY WILL BE MADE CLEAR TO THE FOLLOWING GROUPS :**

- I. **staff** - teaching/non-teaching
- II. **students**
- III. **parents** - web site
- IV. **governors**
- V. Others connected with our college, e.g. College Transport drivers, neighbours etc.

Our policy will be continually monitored by the whole college community and will be reviewed and updated. It should be read in conjunction with 'Possible Signs of Bullying' and 'Action Guidance Notes' which follow.

**If you suspect your child is being bullied please contact Mrs Pascoe (Student Services) or your child's Form Tutor or Head of House or the Director of Post 16 Studies.**

E-mail addresses:

Mrs Pascoe:	<a href="mailto:sp@treviglas.cornwall.sch.uk">sp@treviglas.cornwall.sch.uk</a>	Student Services
Mrs Maule :	<a href="mailto:mib@treviglas.cornwall.sch.uk">mib@treviglas.cornwall.sch.uk</a>	HOH office
Mr Cherry :	<a href="mailto:che@treviglas.cornwall.sch.uk">che@treviglas.cornwall.sch.uk</a>	HOH office
Mr Hulks :	<a href="mailto:hul@treviglas.cornwall.sch.uk">hul@treviglas.cornwall.sch.uk</a>	HoH office
Mrs Vittle :	<a href="mailto:vit@treviglas.cornwall.sch.uk">vit@treviglas.cornwall.sch.uk</a>	HoH office
Ms Stephens:	<a href="mailto:stn@treviglas.cornwall.sch.uk">stn@treviglas.cornwall.sch.uk</a>	Post 16 Student services
Mrs Beale	<a href="mailto:A.Beale@treviglas.cornwall.sch.uk">A.Beale@treviglas.cornwall.sch.uk</a>	Post 16 office

## **POSSIBLE SIGNS OF BULLYING**

### **OBSERVATION :**

Parents and Teachers are in ideal positions to be able to observe changes in a student's behaviour, which may indicate that they are being subjected to bullying, **so look out for:**

- Items of clothing, property, college work, etc. that are damaged or lost more often than you would consider to be normal
- Frequent injuries to the child (bruises, cuts, etc)
- Withdrawal, which may lead to low participation in college and other activities, isolation or self-harm
- Those who spend a lot of time in their bedroom, possibly crying; who find it difficult to sleep, wet the bed or have nightmares. Teachers within college may be aware that the student always appears tired
- Educational attainment being slowly or suddenly reduced
- A reluctance to go to college. Parents may not even be aware of this as the student could be playing truant. It may only be noticed by the college through absenteeism showing up on the college attendance or lesson register. College staff should be alert to those students who register at the start of a session but then fail to attend the actual lessons later
- Poor self-esteem, which inhibits students from forming positive relationships, leads to feelings of worthlessness and betrayal, and causes some to lower their expectations and standards of work
- Anxiety and depression, which can lead to intermittent and long-term absence from college, physical illness or psychosomatic complaints
- Request to be accompanied going to and from college, or to go by a different route. If this is longer than the previous one, it could well indicate that bullying has been occurring along the previous route.



- The child comes home hungry. This could be due to a Bully demanding their 'dinner' money. College staff may notice a student who always stayed for lunch no longer does so
- Money in the house or college going missing
- Depression in the student. Reluctance to eat or play normally. Student appears generally unhappy, miserable, moody and/or irritable
- The student who threatens or attempts to commit suicide

Taken individually, or even collectively, the above may not be due to bullying, but a combination of even some of these signs could be a good reason to suspect it. If a student is showing signs of, or is experiencing ANY of the above, it can be an indication that all is not well, the student is not happy and therefore, whatever the cause, it should be investigated.

### **Action Guidance Notes for Teachers and Parents when dealing with SUSPECTED BULLYING**

#### **OBSERVE...LISTEN...ACT...REMEMBER**

The first and often most difficult hurdle to overcome is that of accepting that there is, possibly, the problem of bullying with your child in our college. Once it has been brought into the open, the way should be made clear for everybody to work together, without recriminations and without being confrontational. By making it clear that anti-social behaviour will not be condoned by anyone, there will be nowhere for the bully to hide. It is normally only after we have explored every avenue using a "no blame approach" that we would consider other responses. If the event is particularly violent or no perceived improvement is noted and bullying continues, the Headteacher may well decide that exclusion is the only way to protect the student population of the college.

The following suggestions have not been separated into actions to be taken by the students, by the parents, by the staff, by the Headteacher, Governors, etc., etc. **It is the combination of action that will bring about the greatest results.**

**OBSERVE** ... Look for changes in behaviour, patterned absenteeism, unaccustomed excuses and anything unusual. Having said that, don't jump to conclusions from what might be just a one-off incident ... continue to observe.

**LISTEN** ... with empathy and tact. Provide a quiet area where the youngster can talk to someone she/he can trust. There may well be a genuine problem which desperately needs sorting out quickly. It may be the problem is largely imaginary but that will make it none the less distressing; it may even be in some cases a form of attention-seeking but that too needs investigation to discover the cause of this need. Handle any confidential information with sensitivity. Make every student feel valued.

**ACT** ... do something positive. Provide good role models, safe havens, programmes on conflict resolution, assertiveness training. Keep the students involved, get their suggestions. Once identified, restrict the opportunities the bully has for bullying. Break up troublesome groups. 'Police' problem areas. Encourage students to accept individual differences; not

to put themselves in a position where they might get bullied; try to get them to ignore jibes and not to respond. Instil in the students that it is vitally important to TELL someone if they are experiencing problems, tell someone in whom they have confidence, which could be a member of staff, a college counsellor or another friend **and not just tell but make sure action is taken. Be persistent until it is!**

**REMEMBER** ... there is no 'magic wand' to stop bullying. The physical violence or 'baseball bat' approach to bullying does not work in the long term. Quite often, the individual who is experiencing bullying can, perhaps inadvertently, be the cause of the bully's response, because they call out or say things which results in the unwelcome response from the bully. It is also worth remembering that students who experience bullying can often, later, become bullies themselves.

Remember the following contacts can be useful when seeking help:-

Childline 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

National Society for the Prevention of Cruelty to Children – [www.nspcc.org.uk](http://www.nspcc.org.uk) 0808 800 5000

Anti-bullying Cornwall - 0800 5875991 or e-mail: [abc@vscornwall.org.uk](mailto:abc@vscornwall.org.uk)

Cornwall Anti-racism Project 07881 551320

Victim Support Cornwall 0845 0567 999 e-mail: [support@vscornwall.org.uk](mailto:support@vscornwall.org.uk)

## 11 - Employment Practices – Staff Recruitment; Staff Absence; Dignity at Work

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

### Extract from Safeguarding Policy

#### Staff recruitment

In line with the guidance 'Safer Recruitment', the Headteacher and Chair of Governors have completed Safer Recruitment training. All staff including volunteers who have access to children in our college have been carefully selected and screened and all have had an enhanced Disclosure Barring Service (DBS) check prior to commencing work. All details of all appointments/checks are held in a central record.

Staff will be inducted into the college and training will be given with regard to child protection. No member of staff will hold student information on personal devices, including mobile telephone numbers; staff will not share personal data with a student, including

mobile telephone numbers or private email addresses, nor will staff engage in social networking with a student or groups of students.

## **POLICY STATEMENT: RECRUITMENT AND SELECTION**

### **The Governors will conduct all interviews in accordance with the code of practice of Cornwall County Council**

All posts both internal and external will be advertised. Internal posts will be advertised on the staff room notice board while external vacancies will be advertised in the LA circular and locally or nationally as appropriate.

All applications will be considered and a long list formulated by the Headteacher and appointments panel of the governing body or the decision delegated to the Headteacher. Following receipt of references a short-list will be drawn up.

Interview arrangements will be as determined by the Governing Body in consultation with the Headteacher.

Governors will agree the salary with the successful candidate in accordance with the college Pay Policy and will notify the LA accordingly. The Authority will be instructed to issue a contract within the statutory time limit.

Successful candidates, if externally appointed, will be encouraged to spend a day in college prior to taking up appointment. All the necessary documentation required to assist them in preparation for their new post will be made available.

An induction programme will assist all newly appointed teachers to settle quickly into college. Newly qualified teachers will be assisted through a mentoring system and classroom support.

## **POLICY STATEMENT: STAFF ABSENCE POLICY**

### **The purpose of this policy is:**

- To clarify the conditions under which leave of absence may be taken
- To enable a consistent approach to request for leave of absence to be taken
- To establish a system which is fair to all employees
- To establish a system which provides best value

### **General points for consideration:**

Any leave of absence for college employees involves disruption to students' learning and involves the college in extra organisation; it may also incur costs to the college budget. Employees, mindful of these considerations should make arrangements to minimise the necessity to ask for leave of absence, as far as is reasonably practicable. However, the

governors recognise that, from time to time, there may well be situations which need the college to grant employees leave of absence.

### **Leave of absence can be:**

- unpaid
- with full pay

There is a contractual obligation to work during college term periods; it is emphasised that applications for leave of absence to enable staff to accompany members of their family or partners on holidays, conferences etc. will not be granted by governors, unless there are exceptional circumstances and the college can arrange acceptable cover arrangements.

### **The following guidelines will be used to determine payments for staff when taking leave from the college:**

#### **1. Dental/Medical Appointments**

These will normally be without pay, but at the Headteacher's discretion. All staff are asked to make non-urgent appointments/routine appointments in holiday time or out of college time.

#### **2. Personal Appointments**

These appointments may only be made during college time with the Headteacher's permission. These will normally be without pay, but at the Headteacher's discretion.

#### **3. Compassionate Leave**

The Headteacher and governors are sympathetic to the needs of staff with family commitments but would like to make staff aware of the following:

- Any leave from college to care for children who are ill or to attend routine/non-urgent appointments will normally be without pay
- Leave for special circumstances may be granted at the Headteacher's discretion and this will normally be unpaid
- The Headteacher, or the appropriate deputy, should always be consulted when leave is required so that the situation can be clarified and appropriate supply cover arranged

### **Absence issues**

If you are unable to attend work for any reason, please notify the office before 8 a.m., leaving a message on the answer phone, if necessary.

Procedure for absence:

- **College requirements**

Sickness – a sickness declaration form must be completed from the 4<sup>th</sup> day of sickness (including weekends). A doctor's certificate is required from the 8<sup>th</sup> day

- **LA requirements**

Payroll Department at County Hall is notified of **all** sickness absences from the 1<sup>st</sup> day

## **Treviglas Dignity at Work Policy**

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## 1. PURPOSE

The Governing Body of Treviglas Community College is committed to promoting an environment where staff can work without fear of being intimidated, harassed, victimised or bullied (harassment/bullying).

All staff of the college has a responsibility to treat colleagues with dignity and respect irrespective of:

- sex
- race
- marital status
- age
- health
- disability
- sexual orientation
- religious belief
- political conviction membership or non membership of a Trade Union
- real or suspected HIV/AIDS
- their state of physical/mental health or perceived state of physical mental health
- their appearance,
- exerting a statutory right or whistle-blowing, or
- unrelated criminal conviction.

The above list is not exhaustive.

The Governing Body is committed to investigate any incident or behaviour which is deemed unacceptable by the recipient, whether explicitly stated within the definitions contained within this policy and procedure or not. It is the perception of the recipient as to whether any incident or behaviour can be viewed as harassment or bullying.

Complaints will be assumed to have been made in good faith. Any vexatious or malicious complaints without a genuine basis will be treated as a serious issue and may be referred for consideration under the Disciplinary Procedure. Whilst such cases may be considered to be gross misconduct staff should be reassured that disciplinary action would not apply simply because the complaint is not upheld. There would need to be strong evidence that a complaint was vexatious or malicious.

The purpose of the Dignity at Work Policy and Procedure is to provide staff who believes they are subject to harassment/bullying to have their concerns addressed. The Governing Body will address and endeavour to eliminate harassment/bullying at work by:

- a) Promoting a positive work environment where everyone treats each other with respect.

- b) Ensuring allegations of harassment/bullying are fully investigated in a sympathetic and positive manner.
  - c) Use of the appropriate procedure(s), e.g.; disciplinary.
  - d) Providing access to confidential support and counselling services.
- It is important that any concern raised by staff is dealt with as quickly and as sensitively as possible.

As well as recourse to the Dignity at Work Policy and Procedure staff who feel they are being harassed/bullied can seek confidential advice and support from one or more of the following sources:

- The Headteacher (or another member of the Senior Leadership Team)
- Their Trade Union Representative
- A member of the County Council Employee Welfare Service. (A full list of appropriate sources of support is available from the Employee Welfare Service 011630 57504/56178).

## **2. SCOPE**

The College Dignity at Work Policy and Procedure applies to all staff (including the Headteacher) at the establishment. It also applies to students on placements with the college, trainees, voluntary and casual workers and those on supported employment schemes (for the purpose of this Policy and Procedure hereinafter referred to as 'staff')

## **3. PRINCIPLES**

- 3.1 The Governing Body/Local Authority is committed to providing staff a working environment that is free from all forms of harassment and bullying. They fully support the rights of all people to be treated with dignity and respect at work and will take appropriate steps to achieve this.
- 3.2 Harassment and/or bullying can lead to fear, stress and anxiety and may be unlawful. The Governing Body/Local Authority is committed to referring such cases to the appropriate authorities.
- 3.3 Every effort will be made to resolve issues as quickly and informally as practicable. Recourse to the latter stages of this procedure should be seen as a last resort.
- 3.4 The college's commitment to equality of opportunity will be observed at all times during the operation of this procedure. This will ensure that staff are treated fairly and without discrimination.
- 3.5 It is the responsibility of the Headteacher to ensure that reasonable adjustments are made to the operation of the procedure for staff with a disability, for example adjustments to timescales or specialist assistance at meetings.

- 3.6 Any Headteacher who fails to take steps to prevent harassment/bullying and who fails to investigate complaints may be held liable for any unlawful actions. This could mean that the college may be liable to prosecution, as will the member of staff who has committed the act of harassment/bullying.
- 3.7 Appropriate action will be taken against a member of staff found to have harassed or bullied others or who have been victimising/retaliating against a member of staff for bringing a complaint of harassment/bullying.
- 3.8 Any allegations of harassment/bullying will remain confidential. Any breach of confidentiality may result in disciplinary proceedings being used to deal with the breach.
- 3.9 Employees will have the right to be accompanied by a Trade Union Representative or a work colleague during any investigatory meeting into allegations of harassment or bullying, and any subsequent disciplinary or appeal hearings.
- 3.10 Headteachers should be responsive and supportive to staff who complain of harassment/bullying. They should provide clear advice on the procedure to be followed and the types of sources of support that are available. Headteachers will maintain a suitable level of confidentiality and take appropriate action to ensure that there are no further problems or any victimisation after a complaint has been addressed. Failure to respond appropriately compounds the behaviour and therefore action may be taken by the Governing Body against them if they fail to do so.
- 3.11 Harassment/bullying will usually occur in the workplace but work-related incidents outside the workplace will also fall within the remit of this policy, e.g. college related functions held outside of normal working hours, either on or off the college's premises.

#### **4. DEFINITIONS**

##### **4.1 Harassment**

Harassment is unwanted conduct that intentionally or unintentionally violates a person's dignity, or creates an intimidating, hostile, degrading or offensive working environment for them.

Forms of harassment may include:

- Physical contact ranging from touching to serious assault.
- Verbal and written harassment through offensive gossip, language, slander, letters, including postings on social network sites, internet, email and text communications etc.
- Visual display of posters, obscene gestures.
- Intrusion by pestering, spying, following, etc.
- It is the impact of the behaviour on the recipient which is important and, if the recipient feels that they have been harassed, the complaint must be taken seriously and investigated.



- Harassment is normally characterised by more than one incident of unacceptable behaviour, one minor incident will not usually constitute harassment, however a series of incidents, particularly where a member of staff has expressed a dislike of such behaviour and has asked for it to stop, or just one incident if it is sufficiently serious, e.g. threatened or actual violence or threats of dismissal may constitute harassment.
- Harassment is not only inappropriate behaviour, it may also be unlawful and criminal prosecution can result.

#### **4.2 Bullying**

Bullying at work is repeated abuse or harassment that destroys self-confidence and creates harmful stress. It usually involves an abuse of power, for example a manager may bully a subordinate or a group may bully an individual. Equally, a manager can also be bullied.

Forms of bullying may include:

- Spreading malicious rumours
- Cyber bullying (via any form of information communication technology including postings on social networking sites, internet, email and text communications etc.)
- Persistent and inappropriate criticism
- Setting unachievable deadlines or unequal workloads
- Excessive supervision.
- Exclusion or victimisation.
- There are also less obvious examples of bullying behaviour such as:
- Supplying incorrect information or unreasonably withholding relevant information, such as information without which a member of staff may not be able to undertake their job
- Belittling a person in front of colleagues
- Blocking applications for promotion, holidays or training

The above list is not exhaustive. People can be harassed and/or bullied for many reasons and the actions listed must be viewed in terms of the distress they cause; it is the perception of the recipient that determines if an action can be viewed as harassment and/or bullying.

Harassment and Bullying can also occur as a result of perceptions of third parties who is not necessarily the direct victim of such behaviour but who may overhear or see something that makes them feel uncomfortable. Perception is the process of interpreting information that individuals gather about other people through listening, talking, observing and general interactions. Complaints made by third parties should be dealt with in accordance with this procedure.

Further examples of harassment/bullying are included in Appendix A.

#### **Bullying, Harassment by Students, Parents, the Public**

Members of staff, and members of the Governing Body, may encounter bullying or harassment by students/parents/the public in the course of their work. Anyone experiencing such behaviour can expect the active support of the Governing Body, Headteacher or appropriate senior member of staff to address the situation.

The Governing Body is committed to protecting members of staff whilst at work and to that end must seek to identify potential areas where members of staff may be vulnerable and

to reduce the associated risks. Failure to do so could constitute a failure in the Governing Body's duty of care to members of staff.

The college should have clearly laid out and well publicised procedures to deal effectively with such situations. It may be appropriate for the Governing Body to take account of any local policy on violent, threatening or abusive behaviour from students/parents/the public, such as the Behaviour Support Plan, the school's assault procedure and DfES guidelines.

Members of staff complaining of bullying or harassment by students/parents/the public should report the matter to the Headteacher. What action is taken will be a matter of management discretion. The complainant's perception of what has occurred will be taken fully into account when reaching a decision.

Members of the Governing Body who feel they are experiencing bullying or harassment by students/parents/the public should report the matter to the Chair of Governors

#### **4.3 Firm, Fair Management**

It is important to differentiate between management and bullying or harassing behaviour.

Headteachers are responsible for ensuring that staff who report to them perform to an acceptable standard within a performance management framework.

Legitimate, justifiable, appropriately conducted monitoring of a member of staff's behaviour or job performance does not therefore constitute bullying or harassment.

Carrying out these functions in a fair, firm and consistent manner does not constitute an act of bullying or harassment, although it is recognised that some staff may feel stressed or anxious while the procedures are ongoing. It is in the interests of the County Council that Headteachers should be able to carry out their duties without threat of ill intentioned, malicious or vexatious complaints. Further detail and examples of firm, fair management are included in Appendix B.

## 5. ROLES & RESPONSIBILITIES

Roles and responsibilities of the various parties are outlined below:

<b>Role</b>	<b>Responsibility</b>
Governing Body	The Governing Body is responsible for ensuring all complaints are dealt with efficiently and effectively and in accordance with this procedure. In the case of complaints raised by the Headteacher, the Governing Body will undertake the Headteacher role in respect to following this procedure.
Headteacher	The Headteacher is responsible for ensuring that the working environment is free from harassment, bullying or intimidation of any nature. The Headteacher should be vigilant in respect of the identification and elimination of bullying or harassment at work and ensure implementation of, and adherence to this policy.
Employees	All staff have a responsibility to help create an environment free from harassment and bullying by treating their colleagues with dignity and respect. Employees can do much to discourage harassment by making it clear that they find such behaviour unacceptable and by supporting colleagues who experience such treatment and who are considering making a complaint. Employees who witness incidents of harassment are encouraged to report the occurrence and offer supporting evidence in any investigation.
HR Services	It is the role of HR Services to advise and support the Headteacher in the application of the Dignity at Work Policy and Procedure and any other HR policy/procedures that may be implemented following the outcome of an investigation.
Investigator	College must ensure that the investigator is impartial.

**DEFINITIONS/EXAMPLES OF HARASSMENT, BULLYING AND INTIMIDATION**

(These lists are meant as an example and are by no means exhaustive)

**Bullying**

People who are bullied find they are:

- Constantly criticised and subjected to destructive criticism
- Subjected to nit-picking and trivial fault finding
- Undermined, especially in front of others, overruled, ignored, sidelined, marginalised, ostracised
- Isolated and excluded from what's happening
- Singled out and treated differently
- Belittled, degraded, demeaned, ridiculed, patronised, subject to disparaging remarks
- Regularly the target of offensive language, personal remarks, or inappropriate bad language
- Threatened/victimised through Cyberspace, including receiving various communiqué via the internet, email and/or mobile phones.
- Threatened, shouted at, humiliated
- Set unrealistic goals and deadlines which are unachievable or are changed without notice
- Have their responsibility increased but their authority removed
- Denied information or knowledge necessary for undertaking work and achieving objectives
- Either excessive and/or persistent over-loading of work, or having their work taken away unreasonably

**Harassment**

Acts of harassment usually centre on:

- unwanted, offensive and intrusive behaviour with a sexual, racial or physical component.
- It can take many forms, occur on a variety of grounds and may be directed at one person or a group of people.
- The intention of the perpetrator is irrelevant; it is the impact upon the individual which determines whether harassment has taken place.

The following list provides some examples of harassment or discriminatory behaviour:

**Sexual Harassment**

- Unwanted non-accidental physical contact ranging from unnecessary touching, patting or brushing against a colleague's body, to assault and coercing sexual relations

Unwelcome sexual advances, propositions or pressure for sexual activity, continued suggestions for social activity within or outside the workplace, after it has been made clear that such suggestions are unwelcome: offensive flirting

- The display of pornographic or sexually suggestive pictures, objects or written materials

- Leering, whistling or making sexually suggestive comments or gestures, innuendoes or lewd comments
- Conduct that denigrates, ridicules or intimidates or is physically abusive because of his/her sex, such as derogatory or degrading abuse or insults which are gender related and offensive comments about appearance or dress

### **Racial Harassment**

Conduct that denigrates or ridicules a colleague because of his or her race such as derogatory remarks, graffiti, jokes. Such conduct can be verbal or physical i.e.:

- The display or sending of offensive letters or publications; threatening behaviour
- Being “frozen out” of conversations
- Jostling or assault, or other non accidental physical contact
- Derogatory nicknames or racial name calling or jokes

### **Disability Harassment**

- Mimicking the effect of a disability or speech impairment
- Ostracising, “freezing out”, ignoring and staring
- Making fun of a disability
- Use of inappropriate terms
- Inappropriate personal questions/comments about a disability
- Belittling or patronising comments/nicknames
- Moving a wheelchair without the user’s agreement
- Practical jokes, e.g. hiding a disability aid
- Touching a visibly impaired person, to annoy

**Age Discrimination**

Ridiculing or demanding behaviour focused towards people because of their age

**Religious Belief**

Discriminatory behaviour which fails to acknowledge the rights or needs of people with different beliefs or practices

**Victimisation**

Where a person is treated less favourably than other people because, for example, that person has brought proceedings, given evidence, or complained about the behaviour of someone who has been harassing or discriminating against them.

**Aids/HIV**

Harassment, ridicule or exclusion of people, due to their real or suspected infection with Aids/HIV

**Homophobic Harassment**

Conduct which denigrates or ridicules a colleague because of his or her actual or presumed sexuality such as derogatory remarks, graffiti, jokes. Such conduct can be physical or verbal

- The display or sending of offensive letters or publications; threatening behaviour
- Being "frozen out" of conversations
- Jostling or assault, or other non accidental physical contact
- Derogatory nicknames or homophobic name calling or jokes
- Intrusive or inappropriate comments about someone's personal life or family circumstances

**APPENDIX B**  
**EXAMPLES OF FIRM, FAIR MANAGEMENT OF PEOPLE**

- Because of differences in perception it is not always easy to differentiate between firm, fair management and harassment/bullying.
- It is accepted that the examples below represent extremes of behaviour.
- In practice things will not be so clear and perpetrators may display characteristics which fall somewhere in the middle. The following are examples, but are not exhaustive:

<b>Firm, Fair Management</b>	<b>Bullying / Harassing Management</b>
Consistent and fair Leads by example Decisive Has a good appreciation of short, medium and long term needs and goals Learns from experience and applies knowledge gains from experience to improve business, communication and interpersonal skills Allows and trusts people to get on with the job Shares information freely Only addresses genuine performance and behaviour issues which can be evidenced. Listens, coaches, Acknowledges failings and any mistakes	Aggressive, inconsistent and unfair Dominates, sets a poor example Random, impulsive Is rigidly short-term, often no more than 24 hours Cannot apply knowledge gained from experience except by being devious, manipulative and how to evade accountability Constantly interfering, dictating and controlling Withholds information, releases selectively Makes false claims about alleged underperformance and focuses on the person, not behaviour or performance Instructs Denies failings, always blames others

## 12 - 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.

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.

### Policies completed for IEIA in 2015/16

Name Of Policy	Date of Equality Impact Assessment
Safeguarding	October 2015
Management of medicines	November 2015
Positive handling and restraint	January 2016
Home/College agreement	February 2016
Transport	March 2016
Reporting to Parents	April 2016
Single Equality Scheme	April 2016
Curriculum	June 2016

### Policies scheduled for IEIA in 2014/15

Name Of Policy	Date of Equality Impact Assessment
Emergency Evacuation Procedure	October 2014
Work Experience	November 2014
Information & Guidance	January 2015
Pastoral Care	February 2015
ITT	March 2015
Intimate care	April 2015
Reporting to parents	May 2015
Attendance & registration	June 2015



### **13 - 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 College's Equality Scheme every year with mandatory evaluation every three years.

## **14 - Publication**

The College's Single Equality Scheme is available on request or from our website.

## 15 - 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 college'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 CSES.

**TREVIGLAS COMMUNITY COLLEGE**

**Complaints Form. Appendix 1 of the College Complaints Policy**

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**Please complete and return to Treviglas Community College who will acknowledge receipt and explain what action will be taken**

**Your Name:**

**Student's Name (if applicable):**

**Your relationship to the student:**

**Address:**

**Postcode:**

**Daytime Telephone Number:**

**Evening Telephone Number:**

**Please give details of your complaint:**

**What action, if any, have you already taken to try and resolve your complaint?**

**(Who did you speak to and what was the response)?**

**What actions do you feel might resolve the problem at this stage?**

**Are you attaching any paperwork? If so, please give details:**

**Signature:**

**Date:**

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**Official Use:**

**Date acknowledgement sent:**

**By who?:**

**Complaint referred to:**

**Date**

## APPENDIX 2 – AREAS WHERE THE LA OR OTHERS HAVE RESPONSIBILITY

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The following areas are those that should not be addressed through the college complaints policy.

- i. Complaints about the curriculum and the provision of collective worship and religious education
- ii. Complaints about the LA's assessment of a child's special educational needs
- iii. Appeals against refusal to admit a child to the parent's preferred school
- iv. Appeals against exclusions (although an appeal to the governing body will be involved in the earlier stages)

Details of the procedures for these complaints are available from the LA.

The Corporate Director

Children, Schools and Families  
New County Hall  
Truro  
Cornwall  
TR1 3AY

Please note that should a complaint, informal or formal, reveal an issue for which the above applies or where other internal procedures exist (for example, child protection) then it will be dealt with under these procedures rather than as a complaint.

## 16 - Action Plans

Our action plans show 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 body, so that progress is checked.

## Treviglas Disability & Discrimination Act (DDA) Access Action plan 2014/15

Strand 1: Increasing the extent to which disabled pupils can participate in the school curriculum.

Strand 2: Improving the physical environment.

Strand 3: Improving the provision of information for disabled children & young people

Strand?	Action?	By whom?	Costs?	Success Criteria?	Monitored by whom?	By when?	Achieved?
1.	1.1 Create whole college focus months for Band A, B, C & D & highlight IDP phases 1, 2 & 3 for training support	1.1 SENCO	£	1.1 Promoting an understanding and improving access to education and educational achievement by disabled pupils, ensuring equality of opportunity, full participation in society and the economy with resources including: <ul style="list-style-type: none"> <li>• Posters</li> <li>• Leaflets for parents and staff</li> <li>• Organisational classes</li> <li>• Boccia and enhancing disability sport</li> </ul>	1.1 SEN Governor/HT	1.1 Nov 14	<ul style="list-style-type: none"> <li>• Yes – a wide range of specific days including those for dyslexia and Downs syndrome and ASD have been created</li> <li>• A disability teacher for sport is to be allocated for next years</li> </ul>
1.	1.2 continue to increase use of technology to improve participation of pupils in the	1.2. DG/SENCO/ICT technicians	££	1.2 <ul style="list-style-type: none"> <li>• E readers being used in the library</li> </ul>	1.2 SEN Governor/HT	1.2 July 15	<ul style="list-style-type: none"> <li>• All students who have EAA for examinations</li> </ul>



Strand?	Action?	By whom?	Costs?	Success Criteria?	Monitored by whom?	By when?	Achieved?
	school curriculum						<ul style="list-style-type: none"> <li>can now use ghost-writer to enhance their writing skills</li> <li>Lexia is now also established in ELC rooms to aid support</li> </ul>
1.	1.4 continue to review dyslexia friendly status	1.4 SENCO/SR/WLS	£	1.4 To raise teachers' and teaching assistants' awareness of disability and to offer training in all aspects of disability/ to raise quality of teaching and learning for students with SpLD	1.4 SENCO/ SEN Governor/ HT	1.4 November 2014	<ul style="list-style-type: none"> <li>Achieved</li> </ul>
2.	2.1 to examine to possibility of carpeting all teaching rooms within curriculum constraints.	2.1 LH/DP	££	1.2 To reduce sound reverberation for hearing impaired children and adults.	2.1. SENCO/ SEN Governor/ HT	2.1 Sep 14	<ul style="list-style-type: none"> <li>Ongoing-more spaces have been carpeted now</li> </ul>
2.	2.2 create colour coded signage for the school & make a new map of this available to all stakeholders	2.2 BS/SENCo	££	2.2 To improve access to all stakeholder /students with visual impairment	2.2 SENCO/ SEN Governor/ HT	2.2 Sep13	<ul style="list-style-type: none"> <li>New map is now available</li> </ul>

Strand?	Action?	By whom?	Costs?	Success Criteria?	Monitored by whom?	By when?	Achieved?
3.	3.2 continue to create further meet the SENCO coffee mornings in liaison with focus months	3.2 SENCO	£	3.2 more open communication between all stakeholders to promote understanding of DDA & EQ&D	3.2 SENCO/ SEN Governor/ HT	3.2 July 13	<ul style="list-style-type: none"> <li>Achieved with support meetings available for all parents at all times</li> </ul>
3.	3.3 create MP3 and DVD texts for focus months	3.3 SENCO/ ICT technicians	££	3.3 more open communication between all stakeholders to promote understanding of DDA & EQ&D	3.3 SENCO/ SEN Governor/ HT	3.3 Sep 13	<ul style="list-style-type: none"> <li>Assemblies for focus months are fully available and materials have been disseminated to all tutors</li> </ul>

## Treviglas Disability & Discrimination Act (DDA) Access Action plan 2015/16

Strand 1: Increasing the extent to which disabled pupils can participate in the school curriculum.

Strand 2: Improving the physical environment.

Strand 3: Improving the provision of information for disabled children & young people

Strand?	Action?	By whom?	Costs?	Success Criteria?	Monitored by whom?	By when?	Achieved?
1.	Exam Access Arrangements to be fully revised	1.1 HEN/SENCO/ ICT technicians	£	1.1 <ul style="list-style-type: none"> <li>E readers being used in the library</li> <li>New accreditation for EAA</li> <li>Revised of access to written forms for students</li> </ul>	1.1 SEN Governor/ JV	1.1 Oct 15	<ul style="list-style-type: none"> <li>Yes, 2 members of staff have been trained in new EAA</li> </ul>
1.	Continue to develop interactive facilities for students	1.2 HEN/SENCO/ICT	££	1.2 <ul style="list-style-type: none"> <li>Ghost writer enabled for areas of the curriculum</li> </ul>	1.2 SEN Governor/ JV	1.2 Oct 2015	<ul style="list-style-type: none"> <li>Yes – Ghost Writer is now available</li> </ul>
2.	Improve access at exits to the college	2.1 LH	£££	2.1 electric access to main entrance and to side corridor by the library	2.1 SEN Governor/ JV	2.1 Nov 15	<ul style="list-style-type: none"> <li>Yes – both doors are now fully electric</li> </ul>

Strand?	Action?	By whom?	Costs?	Success Criteria?	Monitored by whom?	By when?	Achieved?
2.	2.1 to examine to possibility of carpeting all teaching rooms within curriculum constraints.	2.1 LH/DP	£££	1.1 To reduce sound reverberation for hearing impaired children and adults.	2.1. SENCO/ SEN Governor/ JV	2.1 Sep 16	<ul style="list-style-type: none"> <li>ongoing</li> </ul>
2.	2.2 create colour coded signage for the school & make a new map of this available to all stakeholders	2.2 BS/SENCo	£££	2.2 To improve access to all stakeholder /students with visual impairment	2.2 SENCO/ SEN Governor/ JV	2.2 Sep16	<ul style="list-style-type: none"> <li>ongoing</li> </ul>
3.	3.1 New College Offer created	3.1 SENCo	£	3.1 New College Offer on the website with up to date and more user friendly advice and guidance on signposting	3.1 SEN Governor	3.1 May 2016	<ul style="list-style-type: none"> <li></li> </ul>
3.	3.2 New materials for students regarding support for students of all needs	3.2 SENCo	£	3.2 New materials and leaflets available for students and parents on a range of issues that surround the pastoral care of yougn people who need support	3.2 SEN Governor, HT,	3.2 July 2016	<ul style="list-style-type: none"> <li></li> </ul>



## 17 – Roles & Responsibilities

The Governors are responsible for:

- Making sure Treviglas complies with the relevant equality legislation and for
- Ensuring that our Single Equality Scheme and its procedures are followed.

The Headteacher is responsible for:

- Making sure the Single Equality Scheme and its procedures are followed;
- Making sure the race, disability and gender equality action plans are readily available and that the governors, staff, students, and their parents and carers know about them;
- Producing regular information for staff and governors about the plans and how they are working;
- Making sure all staff know their responsibilities and receive training and support in carrying these out;
- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

All staff are responsible for:

- Dealing with racist, homophobic and other hate-incidents;
- Being able to recognise and tackle bias and stereotyping;
- Promoting equal opportunities and good race relations;
- Avoiding discrimination against anyone for reasons of ethnicity, disability or gender;
- Keeping up to date with the law on discrimination;
- Taking up training and learning opportunities in relation to Equality issues.

Visitors and contractors are responsible for:

- Knowing, and following our Single Equality Scheme



