



St Catherine Catholic Primary School and Nursery **Single Equality Policy**

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Foreword

St Catherine Catholic Primary School promotes diversity and equality in its work and as an example of good practice in delivery of services and employment. This scheme for the school reflects this ambition and the activities which will deliver this.

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

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

The School's Single Equality Scheme (SSES) serves essentially two purposes:

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

- The school's approach to all six Equality Strands: race, religion and belief, sexual orientation, disability, age and gender (including transgender), and
- how the school will manage, plan and include its equality and diversity policy within its day to day work.

2. To act as the 'umbrella' document for both our statutory and non-statutory equality schemes. The SSES therefore contains:

- the school's statutory equality schemes in relation to race, disability and gender
- the school's non-statutory schemes in relation to sexual orientation, religion/belief and age.
- The SSES will help the school to ensure that it focuses more on the outcomes that matter to the community and people who use its services; and that these services are more accessible and delivered effectively.

The SSES incorporates, for the first time, information, issues and potential areas for action in relation to sexual orientation, age and religion/belief. While there is no legal requirement to develop 'schemes' in these areas, broadening the approach to all six recognised equality strands illustrates our commitment to ensuring equality for all.

1 Introduction

St Catherine Catholic Primary School is firmly committed to Equality and Diversity. We want our school to be an inclusive and accepting environment where difference of all kinds is recognised, valued and celebrated.

In the implementation of this Scheme we have moved from a focus on an individual response to an approach that builds on race, disability and gender considerations from the start and at every level of the school, at strategic, policy, management and classroom level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. This scheme will be monitored and delivered through the governors' role, School Improvement and Self Evaluation process.

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

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

We will involve pupils, staff, parents, carers, governors and all other stakeholders in the development of our Scheme. They need to be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of the Scheme. The aim is to ensure that we meet the needs of people from different ethnic backgrounds, boys and girls, and children and adults with disabilities.

This scheme sets out our school's firm commitment to equality relationships, education and diversity including the school's approach to the six Equality Strands: race, religion and belief, disability, age and gender. It will ensure that we focus on outcomes that matter to the community and people who use our services. It is to be used with the Anti-Bullying, Harassment, PSHE, SRE, RE , and Grievance policies.

We welcome and celebrate the contribution of staff, parents, governors, children, members of the local and wider community whose origin is black, Asian and minority ethnic groups; those who are disabled; those who have a religious belief or none; and men and women of all ages. As a Catholic School we believe we have a moral as well as a statutory obligation to promote the integration and valuing of all groups as well as responding to incidents of discrimination.

2 School profile and values

School context:

St Catherine Catholic Primary School is located in the London Borough of Hillingdon. Our school community mainly live in the local area.

St Catherine Catholic School is a multi cultural community comprising of ethnic minority groups of pupils, staff and governors including Eastern and Western European, Asian , White and Black African and other mixed backgrounds.

St Catherine Catholic Primary School is committed to:

The school believes that racism is wrong and it will not tolerate racist, sexist or ageist attitudes among its staff, pupils or visitors to the school. If they encounter these attitudes and behaviour or if it is brought to their attention, staff will always challenge this. The school will not tolerate racist taunting or bullying and if necessary will contact the police.

The school ensures that it is wholly accessible in curricular, premises and communication terms to everyone who may be served by it. To this end we will focus on all access strategies which will aim to overcome the barriers to learning or participation by disabled people served by or serving the school community.

The school is committed to promoting equality of opportunity between boys and girls, men and women.

The school is committed to delivering effective Sex and Relationships Education (SRE) in order that young people are able to make responsible, well-informed decisions about their lives.

The school believes that learning about religions and cultures of the world, they are able to understand their own world and their place in it. By learning how others live their lives, pupils demonstrate greater empathy and tolerance towards others. RE is a subject in which children can learn how to express themselves. They can question what they hear and through doing this, can begin to unravel some of the mysteries of their worlds.

Our school community aspires to live our lives through a set of common values:

We are caring, open-minded, thinkers, principled, communicators, inquirers, knowledgeable, reflective, well-balanced, risk takers.

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

Roles and responsibilities, commitment and accountability

The SSES will mainstream equality issues by:

- Integrating equality issues into all our key policies, service planning arrangements and performance management framework;
- Ensuring that the School's short, medium and long term planning contributes towards this scheme;
- Ensuring that arrangements are in place to monitor and report on our progress against our action plans as well as our progress on integrating equality issues; and
- Ensuring that we engage effectively with stakeholders and local communities in delivering and monitoring the scheme.

3 The Race Duty and Community Cohesion

Race

St Catherine Catholic Primary School recognises that Black, Asian and Minority Ethnic (BAME) people in our British society experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. The school is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability.

St Catherine Catholic Primary School is a multi-racial community. The School recognises and values racial and religious diversity. We want everyone at St Catherine Catholic Primary School to have a sense of belonging and some understanding of wider racial and religious groups that make up British identity.

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

1 Raise attainment and close the Achievement Gap between pupils of all ethnic groups:

- It is the responsibility of the class teacher to monitor the achievement of all pupils, including pupils of all ethnic groups. The Headteacher is responsible for ensuring the effectiveness of this assessment.
- Any concerns regarding the achievement of any pupil should be discussed with the Headteacher. If necessary, pupils will be supported through various specific interventions,
- Because the school currently has a significant percentage of pupils from minority ethnic groups we routinely assess minority ethnic pupils' proficiency in English and support these with EAL trained staff. If deemed necessary we will seek professional guidance on how best to support these children.

2. Tackle unlawful discrimination by:

- Not tolerating racism. A definition of racism and how we take positive steps to tackle it can be found in our Anti-Bullying and Harassment Policies.
- Keeping accurate records of all ethnic and faith groups.
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance
- Annually reviewing our Race Equality Statement of Values
- Develop and maintain the Global Dimension of the school which includes links with an International Schools, The Ray of Hope Academy in Nigeria

Community Cohesion

From September 2007 we understand our duty to Promote Community Cohesion as part of the response to the duties contained in the Race Relations (Amendment) Act 2000. Our school 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.
- actively encourage learners and their families of all ethnic groups to participate fully in all aspects of school life
- consult with different racial groups on the appropriateness of our service and the vision and future of our school
- foster understanding and respect for the culture and faith of all our learners and their families
- emphasise mutual respect and honesty between different groups including children and adults through the curriculum and our relationships with pupils, make visible to the whole school community the importance of fairness and trust
- develop an understanding in children that everyone has a responsibility to their shared future
- counter myths and misinformation that may undermine good community relations

- We will evidence our effectiveness for OFSTED by demonstrating:
 - A widely shared sense of the contribution of different communities to a shared vision.
 - A strong sense of individual rights and responsibilities within the school community.
 - That all children and parents feel they are being treated fairly and have the same opportunities.
 - That children trust the school to act fairly.
 - We have strong and positive relationships.

4 The Disability Equality Duties

Disability

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

1. 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 and our guiding principles in our role in procurement and in our partnership duties.
2. We will tackle discrimination against disabled people by:
 - Promoting positive images of 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.
3. 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 school 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 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 school, to disabled pupils, staff, parents, carers and other school users.

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

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

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

- Increasing the extent to which disabled learners can participate in the school curriculum.
- Increasing the inclusion of positive images of disabled people across the curriculum.
- Improving the environment of the school 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.

St Catherine Catholic Primary School will:

- Offer a differentiated curriculum, where appropriate to individual learners. A range of resources are utilised to support the learning of children with SEN. Our school SENCo will identify and monitor these resources.
- Analyse the attainment and progress of pupils with SEN, and where appropriate, of pupils with other disabilities.
- Recognise our legal responsibility to ensure that disabled people have the opportunity to take part in 'all aspects of public life'. Hence any member of our community with an identified disability will be fully encouraged to take part in every aspect of the curriculum and extended curriculum, even if participation requires treatment which may be perceived as 'favourable' to an individual.
- Include positive images of disabled people across the curriculum.
- Improve the delivery of information to disabled learners, to a standard which is equal to that in writing for learners who are not disabled.
- Maintain all standards which identify St Catherine Catholic Primary School as an Inclusive Dyslexia Friendly School.
- Provide training opportunities to improve staff skills to support pupils with disabilities e.g. autism, speech and language.
- Provide, where possible, support, assistance and care to disabled learners to enable them to lead independent lives.
- Support the formation of groups, networks and services for disabled learners and disabled employees of the school and disabled people in the community.
- Support disabled learners, staff and carers according to their individual need.

See Appendix 1 – Disability Access Plan

5 The Gender Equality Duties

The School is committed to combating sex discrimination and sexism and promoting the equality of women and men. We recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes. The School 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 School is also committed to ensuring the rights, under the Gender Recognition Act 2005, of transgender people (who have Gender Recognition Certificates).

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

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions_
- At St Catherine Catholic Primary school we provide equal access to the curriculum for boys and girls.
- It is the responsibility of class teachers, assessment co-ordinator, SENCo and Headteacher to monitor pupil achievement using a range of assessment data including Raiseonline, Optional SATs, and Teacher Assessments. The Headteacher will ensure that any inequalities in achievement are identified.
- Where progress is below expectation individual intervention strategies will be applied.
- The school will promote equality of opportunity between women and men in all of our functions.

- St Catherine Catholic Primary School recognises that if schools are to be at the forefront of promoting gender equality in terms of outcomes for pupils, they also need to be at the forefront of promoting gender equality for their workforce. The school currently has 2 male members of our teaching staff. Other males are employed in the school e.g. male supply teachers, volunteer helpers in class and maintenance staff.
- We aim to eliminate unlawful discrimination and harassment, bullying and exploitation.
- We appreciate that schools play a key role in shaping the values and attitudes of children and young people and we strive to take a lead in challenging gender-based harassment, bullying and violence.
- We will work with other agencies to support and address the needs of victims.
- We aim to challenge gender stereotyping and eliminate it in our school.
- This is a key component of our curriculum in anti-bullying, citizenship and personal, social and health education
- The staff at St Catherine Catholic Primary School have a legal responsibility to challenge gender (masculine and feminine) and sex-based (male or female) stereotypes and to ensure they are not sustained or promoted by their practice. This may include steps such as ensuring play sessions are not unfairly weighted to reinforce a pre-existing gender/sex stereotype eg boys playing solely with construction toys whilst girls play house, or that no sex/gender is made to feel inferior/superior to the other ie only boys can carry heavy items, only girls can help tidy up.
- We will remove any resources and books which we feel negatively compound gender stereotypes and when purchasing new resources, will be aware of the need for non-stereotyped images of girls and boys to be promoted within the school.
- We recognise the value in examining negative historical images within that context and will continue to do so where such images are deemed by the class teacher, to have an educational value.

6 Religion and Belief

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

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

The School is committed to eliminating illegal discrimination and exclusion on the basis of religion or belief. Our school recognises the need to consider the actions outlined by the Equality Act 2006 (Religion & Belief) which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

We recognise and celebrate the diversity of our local community and aim to work closely with different faith groups and offer our pupils multiple perspectives.

Our RE curriculum encompasses many different aspects of different faiths and we endeavour to ensure that all children leave St Catherine Catholic Primary School at the end of Year 6 with a good knowledge and understanding of the four main world religions covered in the primary curriculum.

We recognise our responsibility to gather together for collective worship on a daily basis and, whilst it is appreciated that the ethos of this worship must be of a 'broadly Christian' nature, we have an open visitor policy and will actively encourage members of a wide range of local religious communities to visit the school and lead assemblies.

We recognise the advantages bestowed on children in later life by a broad curriculum at Primary School and aim to further improve this by inviting people of diverse faiths to work with individual classes, where this is appropriate to the main curriculum.

Where possible, we will be flexible to meet the needs of a person's religion or belief e.g. in recognising dietary requirements and striving to meet them.

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

Discrimination on the grounds of Religion will not be tolerated at St Catherine Catholic Primary School. A definition of discrimination on the grounds of religion and our policy for dealing with such instances can be found in our Anti-Bullying and Harassment Policy

7 Sexual Orientation

The School is committed to combating discrimination faced by lesbians, gay men, bisexual and transgender (LGBT) people. We want to ensure equality of opportunity for LGB people in our school and in the community.

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

Our school recognises the need to protect learners from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Integral to our curriculum, staff are open to questions on this subject during PSHE

The School is committed to eliminating illegal discrimination on the basis of sexual orientation. We will do this by:

- Respecting the rights of individuals to be open about their sexual orientation.
- Homophobic bullying, language and stereotypes will be challenged.

8 Age

The School is committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference

We aim to eliminate unlawful discrimination and harassment on the grounds of age.

The School engages in well-being programmes and all staff are aware of issues such as ageism. In our school all children have equal opportunities regardless of age e.g. school council members, leadership responsibilities, participation in clubs and teams.

9 Anti-bullying and Discriminatory Policy Framework

Our School states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that our school will take to address bullying and discriminatory incidents in our Anti-Bullying Policy. We report data regarding bullying and discriminatory incidents to the governing body on a termly basis.

Bullying will not be tolerated or ignored in any of its forms within our school community. All staff will take seriously with any report by victims or concerned children about physical, mental or verbal intimidation by pupils or adults. Our aim is to develop a culture in which victims feel that they can talk to any adult in the school about issues relating to bullying either to themselves or others and where bullying is seen by all as unacceptable. It is made quite clear to all pupils, parents and adults that any kind of bullying is completely unacceptable.

We will:

- Ensure equality of opportunity for pupils, staff and others
- Challenge discrimination, harassment and inappropriate behaviour
- Support community cohesion
- Encourage all pupils to participate fully in all aspects of school life
- Consult with all groups on the effectiveness of our services for them
- Through our extended curriculum, celebrate differences and deepen understanding
- Challenge stereotypes
- Provide resources which portray different groups
- Emphasise mutual respect and honesty between different groups including children and teachers
- Make visible the necessity of fairness and trust
- Develop an understanding in children that they all have a responsibility to their shared future
- Counter myths and misinformation that may undermine good community relations
- Work with partners to achieve these aims

Our Anti-Bullying Policy is reviewed annually in line with the Local Safeguarding Board anti-Bullying and Discriminatory Policy Framework

All members of the school community have a legal responsibility and a moral duty to challenge behaviour and/or language which they, or another, may perceive to be anti-inclusive. The most appropriate way to manage such a situation may be on an informal one-to-one level. However, St Catherine Catholic Primary school has established Grievance and Anti-bullying/Harassment policies should further support be needed.

All staff and governors are offered training on how to challenge and confront inappropriate behaviour and/or language and further advice is available from Headteacher.

The headteacher holds an Anti-Bullying log and a member of the SLT is involved in instances of bullying.

All non-teaching staff must report incidents of bullying or disclosures about intimidation to the appropriate class teacher.

Class teachers must make a decision about whether to deal with a problem themselves, if it is a first known occurrence for example, or involve the SLT, Deputy Headteacher or Headteacher.

All cases where parents become involved must be reported to the Deputy or Headteacher.

Staff must keep a written record of the incident, the action taken and the monitoring plan implemented. This log is then passed to the Headteacher.

All incidents relating to racist bullying and homophobic discriminatory incidents will be sent to Hillingdon's Children, Young People and Families department.

10 Employment Practices

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

At St Catherine Catholic Primary School we promote equal treatment for all 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 St Catherine Catholic primary school complies with Equal Opportunities legislation and Codes of Practice.

11 Equality Impact Assessments

We have continual review of 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 a consultation survey with staff, governors, parents and pupils. Any identified issues will be incorporated into the scheme.

The school has taken into consideration the following procedures:

- Admissions and Transfer
- Attendance
- Exclusions
- Curriculum
- Uniform
- Every Child Matters objectives
- National Healthy School Status
- Behaviour and Discipline
- Sports
- Anti-Bullying and Harassment Policy
- Pastoral support
- School trips

Actions taken

- Assemblies on Anti-bullying
- Key Stage Two – focuses on Citizenship, Year of Faith
- BP project, Anti-Bullying Week, visit to local gurdwara, mosque, synagogue and mandir
- Staff and Governor training on Equality and Diversity

12 Consultation and Information

In our work to improve our services with regard to equality and diversity, we work with:

- Stakeholders with whom we work to determine policy

- Diocesan Education Department
- The LA Equality and Diversity service, who offer training, support and advice on policy matters. They are also able to offer the loan of gypsy, Roma, traveller and EAL resources.
- The LA capital strategy team
- Visitors representing different faiths
- Community Police Officers
- LA Legal Services
- Schools HR Co-operative
- Parent Support Advisor
- Healthy Schools Co-ordinator

We have successfully improved relationships with disabled parents through:

- Community access to school e.g. Parents/adults with disabilities attendance at school events

13 Equality Scheme Objectives

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

In addressing our objectives we have assessed our building, community and our legal obligations. We have worked tirelessly to support our disabled pupils and other members of our local community.

To bring the wider world into our school we study contrasting areas of the UK, other countries and religions, history and culture of communities represented in our school.

To explore different faiths, we have made visits to places of worship and invited religious leaders into school.

We have worked closely with the Healthy Schools Team, police and a range of other support agencies. In our school budget we allocate funds for the development of RE, Healthy Schools, PSHE.

14 Roles and responsibilities

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

Through the implementation of this scheme the governors and staff meet the requirements of the Race, Disability and Gender Equality Duties, and meets the requirements of the Equality Act 2006 Religion and belief and Equality Act Regulations 2007.

The monitoring and delivery of the Schools Equality Scheme will be assessed via staff meetings, whole school staff meetings and governors meetings.

The governing body will ensure that all members of staff understand the importance if the Scheme and their role in developing it.

15 Contracting and Procurement

The governors and headteacher will monitor that race, gender or disability equality requirements within the contracts for service procured by the school comply with this scheme.

And also will monitor contractors' commitment to implementing equal opportunities standards within employment and service delivery.

16 Reporting and reviewing the scheme

In line with the requirements of the Scheme we will produce an annual report on progress and review and revise the Schools Equality Scheme every three years.

In line with the requirements of the Scheme we will produce an annual report on progress where possible after consultation.

The Headteacher will review and revise the School's Equality Scheme every three years, making the draft available to parents and governors for comment.

17 Publication

The Schools Single Equality Scheme is available on request.

A paper copy is on display in the staffroom.

An electronic copy is kept in the Statutory School Policies folder in the Headteacher's office

18 Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through the School's complaints procedure.

Complaints by staff will be dealt with under the Grievance Policy.

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 to the governing body on complaints made and action taken as part of monitoring the SSES.

Date agreed: January 2013

Date reviewed by Governors _____3rd May 2016_____

Signed by Chair _____

Date Reviewed by Governors 17th April 2018