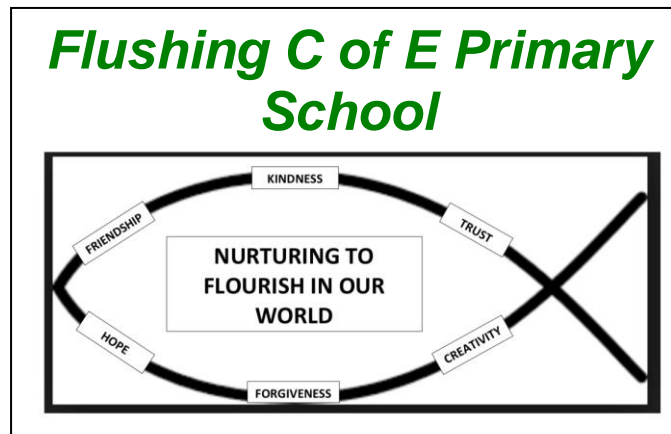


Schools' Single Equality Scheme



Date set up: September 2019

Date for next review: September 2023

2019 - 2023

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Foreward

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 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 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 Cornwall School's Single Equality Scheme (CSSES) serves essentially two purposes:

1. To set out a school's overall commitment to equality and diversity in one central document. The CSSES 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 CSSES 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 CSSES will help school's 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 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 their commitment to ensuring equality for all.

1. Introduction

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

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

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

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

Our Vision and Aims for Equality and Diversity

Flushing Church of England 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 and valued. We have a statutory obligation to promote the integration and valuing of all groups of people as well as actively responding to incidents of discrimination and prejudice wherever they may appear. We recognise the unique position of schools to promote acceptance and understanding within the wider community.

Section 2 - School profile and values

Your school context:

Flushing Church of England (VC) Primary School is a much smaller than average primary school. In the last 3 years the number on roll has remained within the 60-80 pupil bracket. The overall gender pattern during that time has been 2/3rds boys. Most of the pupils are from White British backgrounds, with 7% of children being from minority ethnic groups. The school is within the most deprived 30%-40% of schools in England and in the middle range for schools in Cornwall. Around 45% of the school population comes from outside the catchment area, either from Falmouth or Penryn. The remainder live in Flushing and the surrounding area, which expands 1.5 miles from the school in most directions. The number of children eligible for free school meals, is and has been consistently above average. The percentages of pupils with Special Educational Needs has been generally just below the national average.

Flushing C of E Primary School is a predominantly white British community and our school community reflects this. Our School recognises and values racial and religious diversity. We want everyone at Flushing to have a sense of belonging and some understanding of the wider racial and religious groups that make up British Identity.

Flushing C of E Primary School recognises and celebrates the fact that some members of our community have disabilities. We are committed to meeting the needs of these individuals, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that disabled people are not placed at a substantial disadvantage compared to non-disabled people.

We recognise the crucial role schools have to play in ensuring that girls and boys benefit from equality of opportunity in all areas of life. We understand that action to challenge stereotyping needs to be a key component of the whole school curriculum and, in particular, careers, work-related learning, citizenship and personal, social and health education. 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. Flushing C of E Primary School has a legal responsibility to promote community cohesion and ensure the inclusion of the 7 legislated areas of equality and diversity in both our policies and our daily practice. The seven areas are race, religion and belief, sexual orientation, disability, age, gender and transgender.

All members of a 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.

We aim to;

Tackle race, disability, gender, gender identity, sexual orientation, religious belief and age discrimination.

Positively promote race, disability and gender equality.

Create good relationships in the school with all groups by race, culture, gender, disability, sexual orientation, religious belief and age.

Section 3 - The Race Duty and Community Cohesion

Race

The School recognises that Black, Asian and Minority Ethnic [BAME] people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. This discrimination manifests itself in all areas of their lives such as housing, employment, education and access to services. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities. The School will take all necessary measures to prevent and tackle racial harassment and assist BAME people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education.

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

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

1. Tackle unlawful discrimination by

- Keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them;
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, *Guidelines for Challenging and Dealing with Racial Harassment in Schools* and notify complainants of the outcomes and action taken;
- Encouraging dialogue between different racial groups on the appropriateness of our service offer;
- Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups.

2. Support cohesion by

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations;
- Countering myths and misinformation that may undermine good community relations;

3. Work in partnership with Black, Asian and Minority Ethnic individuals and groups to

- Promote the active participation of minority communities in shaping the future of our school;

- Ensure the school staff (both permanent and temporary), learners and their families as well as our partners and the wider community fully understand the principles of good race relations.
- Expand access across all communities and in all areas of school activity.
- Ensure the policy is also part of short, medium and long term planning arrangements that the school already makes.

This scheme and action plan builds upon our previous individual policies on race equality, equal opportunities and disability.

Review of our previous policies and priorities show that we were able to:

- support and track the academic progress of minority/vulnerable groups
- monitor the number of incidents with a racial element and report nil returns
- monitor the effect of intervention work and the improvement in outcomes
- advertise, interview and appoint staff according to LA guidelines and regulations on safer recruitment and equal opportunities.
- To audit the Library and stock of curriculum books to assess their cultural diversity. Remove and then re-stock where appropriate.
- To develop our community cohesion work through a partnership with a school (and achievement of international award).

Our published Equality Action Plan priorities for 2019 – 2023 are;

1. *To use the services of the LA Equality and Diversity team to carry out whole staff/governor training in Race Equality.*
2. *To review the school curriculum in 2019/20, finding opportunities to include promotion of race equality and diversity.*
3. *Improve access to the premises.*
4. *Ensure school literature and policies reflect our vision & values (including equality values within this document).*

Community Cohesion

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.

We are building on what we are already doing, to try to create a sense of shared values between all stakeholders by continually improving our methods of communication and consultation.

-We have made improvements to the availability of the newsletter (email/noticeboard/replacement copies) and have provided information about the school to the local community. We have also provided information workshops and access to support workers.

-We strive to develop an understanding in children that they all have a responsibility to their shared future by

- involvement in local and national events (Harvest Festival/Comic Relief), and fundraising (Seaman's Mission/Barnadoes/Bowling Green equipment).
- involvement in local/national schemes (Recycling/Healthy Schools)

-Through our mission statement, prospectus, code of conduct and policies we emphasise mutual respect and honesty between different groups.

-We use SEAL, PSHE, Healthy Schools, Worship materials and other curriculum resources, to make visible to the whole school community the necessity of fairness and trust.

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

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.

Section 4 - The Disability Equality Duties

Disability

The School's commitment to disabled learners, their families and staff's equality 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 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 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 Disability 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.

We offer a differentiated curriculum, where appropriate, to individual learners. We have a number of resources to assist children with SEN to learn in a flexible way. These resources are monitored by the SENCO.

We have and will continue to improve our promotion of positive attitudes towards disabled people by using the school environment to promote positive attitudes to disability. ***Ensure that disability is represented in posters, collages, displays and learning materials. Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.***

We have improved access for the disabled to the school building through ramps to the side doors. We have removed some of the physical barriers internally through the removal of small doors and inadequate spaces.

We will continue take all reasonable steps to ensure accessibility for all, as further building work is identified and planned.

We recognise the challenges that can be presented while parenting a disabled child and we have been endeavouring to support such parents in any way that is practically possible. *We will work with parents to ensure information regarding other services and opportunities within Cornwall are readily available for example support for siblings of disabled children.*

Through our scheme we will identify disabled staff, pupils and parents and community members and school service users and lettings as far possible. (Questionnaires, reply slips and newsletters)

We will be Seeking the views of disabled people and their carers on removing barriers for disabled people at Flushing (reply slips, staff meetings, discussions, assemblies and working party made up of key stakeholders).

We recognise that inclusion is not just about acceptance and access but that it is equally important to promote positive images/ attitudes of all the equality strands within our school curriculum. *The curriculum will be reviewed in the academic year 2019-20 to ensure that all opportunities for positive inclusion are fully exploited.*

Section 5 - The Gender Equality Duties

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

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

The school collects information regarding staff and pupil headcount by gender, disability, age and ethnicity, including data and other information on staff recruitment and progression. The information is stored on the SIMS system and is run according to LA guidelines. It seeks to collect this information sensitively and confidentially, while encouraging disclosure.

We aim to raise attainment and close any achievement gap between genders. It is the responsibility of the class teacher to monitor the achievement of all pupils. The Headteacher is responsible for ensuring that such assessment takes place. Any concerns over the achievement of any pupil should be reported to the Head-teacher and, if appropriate, SENCO.

New policies, while they are being developed, will need to consider their impact on promoting gender equality.

Gender stereotyping and other forms of gender bias in books and other resources are highlighted for discussion with children and young people as part of their normal classroom work.

Curriculum planning and purchasing resources will take account of gender equality as well as providing plans for classroom based lessons on gender issues as part of PSHE and Seal work.

Resources that do not reflect the modern pluralist society will be systematically reviewed and replaced, if necessary.

The staff at Flushing C of E 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, i.e. boys playing solely with construction toys whilst girls play house, or that no sex/ gender is made to feel inferior/ superior to the other, i.e. only boys can carry heavy items, only girls can help tidy up.

The school has adopted and implemented the local authority review of pay and scales and attached job descriptions. *Through our performance management structure and annual review of pay we will audit or staff structure and pay levels and set any identified objectives to close the gender pay gap.* Issues around gender violence and domestic violence are tackled within the school and how the needs of victims are assessed and met. The school has access to Parent Support Advisors to help families with various needs and uses support services as and when needed.

The school controls and monitors access to the Internet, and removes or prevents access to internet sites, films and magazines where women are objectified or portrayed in a demeaning way. The SWGfL filter system automatically monitors and rejects searches based upon certain key words or phrases.

Section 6 - Religion and Belief

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

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

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

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

We aim to promote good race relations between different ethnic groups. Modern Britain is a multi-cultural society. We value and recognise this diversity and will celebrate the rich diversity of modern Britain in our attitudes and teaching. Our RE teaching follows the agreed County Syllabus, which encompasses many different aspects of different faiths and we will endeavour to ensure that all children leave in year 6 with a good understanding of the main faiths.

We will monitor our RE policy and teaching to see that it reflects this goal.

We will monitor our uniform policy to see that it does not infringe any religious rights.

We will monitor admissions policy through the annual consultation that the LA carries out (as a VC school we are covered by the LA Admission Policy)

Section 7 - Sexual Orientation

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

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

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

policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

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

As part of the 2019/20 review of our curriculum, we will review the realistic images of lesbian, gay and bisexual people and the contributions they have made to different aspects of the curriculum by looking at the content of books in the library, curriculum content and resources (websites, DVD's, activities) which will then be used to raise staff and pupil awareness of their rights and responsibilities and the rights of others.

Homophobic bullying, language and stereotypes will be challenged within the school through the use of the school behaviour policy, staff code of conduct and disciplinary procedures. Such incidents will be recorded and reported using the relevant log books and forms.

Section 8 Age

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

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

We are an inclusive school that welcomes application for jobs and voluntary posts from all ages.

We have a staff/voluntary/governing body that reflects all ages.

We have followed best practice guidance in enabling members of staff to opt for part time working.

Section 9 - Anti-bullying and Discriminatory Policy Framework

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

Our Anti-Bullying and Behaviour policies will be reviewed during the academic year. They will be reviewed in line with Cornwall and Isles of Scilly Local Safeguarding Children Board Anti-Bullying and Discriminatory Policy Framework.

The school is committed to recording all incidents of bullying and discrimination in the school behaviour/incident book and reporting to the Cornwall's Children, Schools and Families department through forms as and when they occur.

We will also analyse all bullying and discriminatory incidents and ensuring the information is used to prevent further issues.

Section 10 - Employment Practices

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

We observe and implement the principles of equal opportunities in employment through our purchased services for schools provided by Cornwall Council;

- Our arrangements for recruitment and selection, which are based upon policies and regulations derived from our SLA with personnel.
- The types of selection process that we use, which again are based upon LA best practice
- Our arrangements for training and developing staff, which are based upon the use of performance management to identify areas of development, not only for the individual, but the school as well.
- All of this underpinned through advice from the Legal department and safer recruitment practices derived from the LA and training attended by the Head, Chair of Governors and School Secretary
- Our performance management system is based upon the LA approved model, which itself is based upon a model agreed with trade unions.

- Our monitoring arrangements for:
 - Selection and recruitment
 - Training and development
 - Promotion
 - Performance appraisal
 - Award for pay, bonus and allowances
 - Grievance
 - Disciplinary
 - Harassment
 - Discrimination

Are all carried out through the governing body and its committees, through policy review, reports from the headteacher and others involved in the above processes.

Policies e.g Performance Management, Code of Conduct, Equal Opportunities and Pay based on model policies enable the listed arrangements to be carried out according to best practice.

Section 11 - Equality Impact Assessments

We are reviewing key policies, functions or procedures that have been assessed as relevant to meeting the duties set out under race, gender, disability and religion or belief legislation. In line with best practice we will also assess the impact of our key policies, functions and procedures on promoting sexual orientation equality.

The main system by which we will assess the impact of our current policies, functions or procedures will be through carrying out Equality Impact Assessments.

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.

For the purposes of this Scheme we identify two main areas of activity:

- o The elimination of discrimination
- o The promotion of positive attitudes

while acknowledging that the two aspects frequently interact and overlap. Flushing C of E Primary School recognises the importance of evaluating its current policies and practices in order to ensure that they do not have an adverse impact on its stakeholders and to inform future planning.

Section 12 - Consultation and Information

The focus of the consultation will be on equal opportunities and the consultation process will give adequate attention to issues of gender, disability, race, religion and sexual orientation. The school will take into account the preferred means of communication for those whom they are consulting. The school will ensure it hears a range of views. The School will ensure that it consults with pupils, staff (and through them their unions), governors, parents and members of the community through questionnaires, discussions and release of the initial scheme for feedback and review..

In preparation for the consultation and drawing up of this scheme the school has used the services of the LA Equality and Diversity Team through representation on the required course and in school support form team members.

After consultation and review of the initial scheme the following issues will be documented in the final scheme-

- o How we accounted for issues of language and communication, venues and times of meetings when carrying out consultation.
- o How we improved working relationships between the school and disabled pupils, staff and parents.

- What consultation we carried out with local stakeholder groups, e.g. Disability equality groups, community or voluntary groups.

Also, evidence of how we have used equalities monitoring information regarding race, gender and disability to inform the development of your scheme and what professional advice we have sort to overcome barriers brought up during the consultation period.

Section 13 - Equality Scheme Objectives

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

Our published Equality Action Plan priorities for 2019 – 2022 are;

- 1. To use the services of the LA Equality and Diversity team to carry out whole staff/governor training in Race Equality.*
- 2. To review the school curriculum in 2019/20, finding opportunities to include promotion of race equality and diversity.*
- 3. Improve access to the premises.*
- 4. Ensure school literature and policies reflect our vision & values (including equality values within this document).*

Section 14 - Roles and responsibilities

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

We will ensure that our school meets the requirements of the Race, Disability and Gender Equality Duties, and meets the requirements of the Equality Act 2006 Religion and belief and Equality Act (Sexual Orientation) Regulations 2007 by;

Monitoring the delivery of the Schools Equality Scheme, which will be carried out by the Curriculum and Staffing Committee and reported through the prospectus.

Making sure all members of staff understand the importance of the Scheme and their role in delivering it through consultation, publication and distribution of this scheme. As policies are updated and impact assessed, new policies will be made available to staff in full or through the staff handbook and prospectus.

Linking the School's Equality Scheme to the School Improvement Plan through the action plan.



Section 15 - Contracting and Procurement

The school will meet any race, gender or disability equality requirements within the contracts for services procured by the school, through advice from the LA through its SLA's to personnel, legal, payroll and premises. The school through its take up of SLA's in all key areas related to the scheme, will be meeting this requirement through the LA's need to meet contracting and procurement regulations.

The Premises and Finance Committee will annually review its contracts and procurements every spring bearing in mind the needs of this scheme.

Key questions to examine will be;

Are contractors employing disabled people?

Is there training available to contracted staff on disability awareness?

Are they aware of disability issues, including harassment and bullying particularly if in contact with pupils/staff?

Section 16 - Action Plan

Our Equality Action Plan priorities are shown within the School Development Plan.

Section 17 - Reporting and reviewing the scheme

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

We will be reporting on our Scheme annually within the school prospectus following a review of progress against our equality objectives in the action plan. The Curriculum and Staffing Committee will carry out this review every summer, so that the outcomes can be reported in the Autumn release of the new prospectus. When we produce our annual report we will take into account the different formats that may be required.

The review of the Scheme will inform how the school sets new priorities and new action plans for the next Scheme.

Section 18 - Publication

The Schools Equality Scheme will be published and will be available on request.

This document will be first be approved by the governing body as an initial scheme, a basis for further development of the scheme. Through questionnaires the school will consult pupils, staff, service users and others (including trade unions/professional associations if applicable), who appear to the school to have an interest in the way it carries out its functions. Alongside this, the initial Plan prepared by the school will be circulated to interested parties for their comments. Any comments received will be forwarded to the governors, alongside outcomes of the questionnaires, for action and alteration to the Gender Equality Plan as necessary. The final scheme will then be approved by the governors and published.

The final document will be made available in other formats/ languages on request and posted on the school's website..

Section 19 - Complaints

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

