

Stoke Row CE School



Single Equality Scheme and Plan

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These policies are all created in line with the Christian foundation of this school which is expressed through our five core values and our view that every child is unique and valued.

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1 Legal Requirements

Everyone has the right to be treated with dignity and respect.

The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics - disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and age.

The Equality Act 2010 also requires public bodies such as schools to have due regard to the need to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations between people from different equality groups

This is called the public sector Equality Duty and its purpose is to promote equality for all.

The Government has issued guidance which sets out that having due regard means consciously thinking about the three aims of the public sector Equality Duty as part of the process of decision-making. This means that considering equality issues must influence the decisions reached by schools– such as in how we act as employers; how we develop, evaluate and review our policies; how we design, deliver and evaluate what we offer and how we commission and procure services from others.

Schools also have a responsibility to:

- Publish equality objectives by 6 April 2012 and every four years thereafter;
- Publish information annually from 6 April 2012 to demonstrate their compliance with the general Equality Duty
- Publish information relating to their employees and others affected by their policies and practices
- Public bodies with fewer than 150 employees are not required to publish information on the effect of their policies and practices on their workforce.

A school's published information should include:

- Information on the effect that their policies and practices have had on employees, service users and others from the protected groups;
- Evidence of the analysis undertaken to establish whether their policies and practices will (or have) furthered the three equality aims in the general equality duty;
- Details of the information used in that analysis, and
- Details of engagement with people with an interest in the aims of the duty.

This information must be published in a way that is accessible to the public.

2 Introduction

Deciding on and meeting our Equality Objectives will require ownership by Governors, senior leaders, all staff, the school community and learners.

Ref: SR-Single Equality Plan-2014-V03-000

Date: October 2017

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This document is to help us focus on the outcomes that matter to the people who use our school and its services and our local community; and to ensure that our services are accessible and delivered effectively.

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. Our success in meeting our objectives will be monitored and delivered through the governors' role, school improvement processes and our self-evaluation processes.

Mission Statement

Through a culture rooted in Christian values, we create a caring and fun community where everyone develops a love of learning and achieves their full potential. We provide our children with the highest quality of education based around our core principles: kindness, respect, perseverance, excellence and achievement.

Our Vision and Aims for Equality and Diversity

At Stoke Row C.E. Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Stoke Row C.E. Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

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 teaching and 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 are from diverse groups. We believe that this provides good role models for our pupils.

We will involve pupils, staff, parents, carers, governors and communities in the development of our objectives. They will be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of our objectives. The aim is to ensure that we meet the needs of people: from all ethnic backgrounds and of all religions or beliefs; of all ages; of all genders and sexual orientations and of all abilities.

3 Our school context

Our school context

Stoke Row School has all the strengths of a traditional village school. It is situated at the heart of the beautiful village of Stoke Row, within the Chiltern Hills of South Oxfordshire. Pupils at our school come from a number of local villages, and from a wide variety of backgrounds, but the family atmosphere of the school ensures that all the children get to know each other well, and develop strong associations across classes as well as within their own year groups.

Our governing body includes teachers, parents and members of the local clergy, as well as the members of the wider community.

4 Roles and responsibilities, commitment and accountability

We will mainstream equality issues by:

- Paying **due regard** to equality issues within all our key policies, planning, decision making processes and performance management;
- Ensuring that our planning contributes towards our equality objectives;
- Ensuring that arrangements are in place to monitor and report on our progress against our objectives; and
- Ensuring that we engage effectively with our learners, staff, parents and local communities in planning, delivering and monitoring the objectives

5 Race

We recognise that Black and ethnic minority people experience discrimination on the basis of colour, race, nationality and ethnic origin. This discrimination manifests itself in all areas of life. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

We will take all necessary measures to prevent and tackle racial harassment and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

We are committed to working for the equality of all ethnic groups. The Governing Body understands its accountability. Under the duties of the Equality Act we will:

Tackle unlawful discrimination by:

- Keeping accurate records of all ethnic groups, their backgrounds and needs and how we respond to them;
- Dealing with complaints of discrimination and harassment speedily according to local authority guidance *Challenging and Dealing with Racist Incidents in Schools* and notify complainants of the outcomes and action taken; and

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- Encouraging dialogue between different racial groups

Advance equality by:

- Expanding access and achievement across all communities and in all areas of school activity;
- Promoting the active participation of minority communities in shaping the future of our school;
- Consulting with ethnic minority learners, their families and staff on issues affecting them rather than with people acting on their behalf.
- Ensuring the school staff, learners and their families as well as the wider community fully understand the principles of race equality and good race relations.

Foster good relations and cohesion by:

- Promoting activities that celebrate our common experience as well as those that recognise diversity
- Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
- Fostering understanding and respect for the cultures and faiths of all our learners and their families;
- Countering myths and misinformation that may undermine good community relations;

Race equality at Stoke Row Primary School

- We gather information about ethnicity in the Child Profile booklets completed by parents when children join the school.
- Our target is for pupils of all ethnicities to achieve at a level in line with or above age related national expectations.
- Our objectives link with our school priorities as outlined in the SDP.
- We have involved parents of all ethnicities represented in the school in the development of the objectives.

We will publish our progress annually as part of our review of the School's Equality Objectives.

6 Disability

We recognise that people with disabilities experience discrimination across all areas of life. We welcome the requirements of the Equality Act and set out our commitment to meeting the duties in relation to disability. Our aim is to advance disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

We are committed to working for the equality of people with and without disabilities. The Governing Body understands its accountability. Under the duties of the Equality Act we will:

Tackle unlawful discrimination against people with disabilities by:

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- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.
- Monitoring and eliminating discrimination and disability related harassment
- Improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services

Advance equality for people with disabilities by:

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- Increasing the extent to which disabled learners can participate in the school curriculum
- Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives;
- Supporting disabled learners, staff and carers according to their individual need
- Taking steps to meet people's needs related to their disability, even if this requires more favourable treatment
- Involving disabled learners, their families and disabled staff in the changes and improvements we make and consulting them on issues affecting them, rather than with people acting on their behalf.
- Monitoring staff and learners by disability.
- Having a Disability Equality Objective

Foster good relations and cohesion by:

- Promoting equality of opportunity between people with disabilities and other people.
- Promoting positive attitudes towards people with disabilities
- Increasing the inclusion of positive images of people with disabilities across the curriculum
- Encouraging participation of people with disabilities in school life.

Disability Equality at Stoke Row Primary School

- We gather information about disability in the Child Profile booklets completed by parents when children join the school.
- Our Accessibility Plan (which focuses on ways to improve the physical layout of the building and disabled access to the curriculum) is reviewed annually.
- Our target is for pupils with disabilities to achieve at a level in line with or above age related national expectations.
- Our objectives link with our school priorities as outlined in the SDP.
- We have involved parents with disabilities and parents of children with disabilities in the development of the objectives.

We will publish our progress annually as part of our review of the School's Equality Objectives.

7 Gender

We are 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. We are 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.

We are committed to working for the equality of women and men. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

Tackle unlawful discrimination by:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation
- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment of girls, boys, women and men

Advance equality for girls, boys, women and men, in all our functions by:

- Monitoring learner outcomes and achievement by gender
- Monitoring staffing and pay by gender
- Having a Gender Equality Objective

Foster good relations and cohesion by:

- Promoting equality of opportunity between men and women
- Increasing the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum
- Encouraging the equal participation of boys and girls, women and men in all aspects of school life.

Gender Equality at Stoke Row Primary School

- We aim to challenge gender stereotyping in all aspects of school activities.
- The results of the equal pay audit for your schools.
- We gather information about gender in the Child Profile booklets completed by parents when children join the school.
- Our target is for pupils of both genders to achieve at a level in line with or above age related national expectations.
- Our objectives link with our school priorities as outlined in the SDP.
- We have involved parents of both genders and parents of boys and girls in the development of the objectives

We will publish our progress annually as part of our review of the School's Equality Objectives.

8 Religion and Belief

We recognise that the Equality Act 2010 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 will take all necessary measures to prevent and tackle discrimination and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

We are committed to working for the equality for people based on their religion, belief and non-belief. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

Tackle unlawful discrimination by:

- Monitoring and eliminating unlawful discrimination and harassment on the grounds of religion or belief
- Making the environment as safe as possible and challenging antisocial or bullying behaviour on the grounds of religion, belief or non-belief

Advance equality in all our functions by:

- Removing any barriers which prevent children and adults of all religions, beliefs or non-belief taking a full part in our school life
- Assessing the impacts of our policies and procedures on promoting equality based on religion, belief and non-belief

Foster good relations and cohesion by:

- Encouraging the equal participation of people of all religions, beliefs and non-belief in all aspects of school life

Celebrating Diversity at Stoke Row Primary School

- We gather information about religion, belief and non-belief in the Child Profile booklets completed by parents when children join the school.
- Our target is for pupils of any or no religion to achieve at a level in line with or above age related national expectations.
- Our objectives link with our school priorities as outlined in the SDP.
- We have involved parents with diverse religious beliefs in the development of the objectives.

We will publish our progress annually as part of our review of the School's Equality Objectives.

9 Sexual Orientation and Gender Identity

We are committed to combating discrimination faced by lesbians, gay men and bisexual and transgendered (LGBT) people. We want to ensure equality of opportunity for LGBT people across services and employment.

We recognise that the Equality Act 2010 requires us to assess the impacts of our policies, functions and procedures have on advancing equality for people based on their sexual orientation. We will take all necessary measures to prevent and tackle discrimination and assist our learners to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their time at our school.

We respect the rights of individuals to be open about their sexual orientation. We tackle homophobia, challenge stereotyping and aim to improve knowledge about LGBT communities, both internally and within the community as a whole. The Governing Body understands its accountability under the Equality Act and we will give due regard to the need to:

Tackle unlawful discrimination by:

- Taking a pro-active approach to preventing all forms of homophobia within the school;
- Challenging patronising or discriminating attitudes and homophobic language;
- Making the environment as safe as possible and challenging antisocial or bullying behaviour against, or harassment on the grounds of sexual orientation or gender identity;
- Dealing with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Advance equality for of LGBT people in all our functions by:

- Assessing the impacts of our policies, functions and procedures on promoting sexual orientation equality.

Foster good relations and cohesion by:

- Promoting equality of opportunity between men and women;
- Increasing the inclusion of positive, non-stereotypical images of LGBT people and the contributions they have made to different aspects of the curriculum.

Sexual Orientation Equality at Stoke Row Primary School

- We aim to challenge gender stereotyping in all aspects of school activities.
- We do not currently gather information about sexuality in the Child Profile booklets completed by parents when children join the school.
- We monitor instances of homophobic bullying and abuse as part of our Behaviour Policy.

We will publish our progress annually as part of our review of the School's Equality Objective.

10 Age

We are 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:

Tackle unlawful discrimination by:

- Challenging patronising or discriminating attitudes and language;
- Dealing with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Advance equality by:

- Assessing the impacts of our policies, functions and procedures on promoting age equality.

Foster good relations and cohesion by:

- Increasing the inclusion of positive, non-stereotypical images of people of all ages and the contributions they have made to different aspects of the curriculum.

Age Equality at Stoke Row Primary School

- We aim to challenge age stereotyping in all aspects of school activities.

NB: Age is not a protected characteristic in relation to children in schools.

11 Anti-bullying

Our School states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We recognise that a strong and well observed anti bullying policy will have a positive impact on the lives of children from all equality groups. We have therefore set out the measures that our school will take to address bullying and discriminatory incidents in our Anti-Bullying Policy. We monitor and submit data regarding bullying and discriminatory incidents to the Local Authority as required.

Anti-bullying Strategies at Stoke Row Primary School

- We have a Behaviour Policy and Anti-bullying Policy in place, both of which are reviewed regularly by staff and governors.
- We are committed to recording all incidents in line with good practice identified in the Anti-Bullying Strategy and reporting to the local authority.
- We are committed to analysing all bullying and discriminatory incidents and ensuring the information is used to prevent further issues.

12 Employment Practices

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

Equal opportunities in employment at Stoke Row Primary School

- We have an Equal Opportunities Policy in place which is reviewed and updated regularly.
- Our staffing and recruitment, selection and promotion procedures are based on good equal opportunities practice, in accordance with the Oxfordshire County Council's Equal Opportunities in Employment Policy.
- We have a Grievance Procedure, a Disciplinary Policy, a 'Whistle blowing' / Raising Concerns at Work Procedure and a Staff Appraisal Policy in place³ and reviewed and updated regularly.

13 Due Regard

Under the legislation we are required to pay **due regard** to equalities when planning and implementing policies, functions or procedures. 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.

Monitoring Equality at Stoke Row Primary School:

- Stoke Row School's Development plan has been developed to comply with the latest Equality legislation
- We have an Admissions Policy in place which is reviewed and updated regularly by the Head Teacher and governors
- We have an Attendance Policy in place which is reviewed and updated regularly by the Head Teacher and governors
- We have an SEN Policy in place which is reviewed and updates regularly by the SENCo and SEN governor; meetings are held termly with parents of children on the SEN register
- We share curriculum planning and discuss it at staff meetings; the Headteacher monitors the planning of core subjects termly
- Anti-bullying, Behaviour and Discriminatory policy: our Grievance Procedure, Disciplinary Policy, 'Whistle blowing' / Raising Concerns at Work Procedure and Staff Appraisal Policy are reviewed and updated regularly
- Domestic Violence and pastoral support: the school has an 'open door' policy and is proactive in offering support to staff, parents and children
- Participation in every school trip is monitored and teachers are proactive in ensuring every child takes part in all school activities.

14 Consultation

In the preparation of our objectives, we:

- consulted governors from a range of backgrounds and with experience of disabilities
- offered parents, governors and staff the opportunity to contribute to the objectives

Before the next review, we will:

- send personalised invitations to all parents and set up a working party represented by diversity of parents from all walks of life, ethnic and religious backgrounds
- consult parents via the annual governors questionnaire about race, gender and disability objectives as well as sexual orientation, religion & belief and age
- investigate what barriers people faced in accessing consultation
- ask for expert advice to overcome barriers to participation in the consultation process
- identify ways to improve working relationships between the school and disabled pupils, staff and parents.
- use equalities monitoring information regarding race, gender and disability to inform the development of your objectives.

The extent of our consultation will be appropriate to the size, remit and resources that are available. The focus of the consultation will be on equality and the consultation process must give adequate attention to the needs of equality groups. Questions will be asked in such a way as to bring out any potential differences in views between different equality target groups.

- We will take into account the preferred means of communication for those whom we are consulting. We will ensure we involve a range of people with disabilities and hears a range of views.

15 Equality Objectives Summary

This section summarises the objectives we have identified in order to eliminate discrimination and harassment and advance equality in relation to gender, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. You may want to keep this as a simply written document for a page on your website. Parents and others can then click through to the detail if required.

Our choice of objectives:

- develop better consultation strategies
- make better use of annual questionnaire to parents and children
- audit information gathered via the pupil profile and make better use of it; consider how to ensure that this information is up to date as things can change during the time the child is in school; consider how to gather information about parents on entry
- improve communication between the school and both *separated* parents
- modify daily signing in paperwork to include an equality statement
- introduce annual sign up to the promotion of equality for governors and staff
- audit current play equipment and discuss with the School Association the implications of this plan with reference to the purchase of new equipment
- embed in the curricular planning of the year an awareness of the dates of religious festivals and days of national importance to any religion/ nationality represented in the school (so that the religion/ nationality of any staff or pupil is recognised personally)
- meet all outstanding actions from our disability access and disability equality plans
- link the School's Equality Objectives to the School Development Plan.

16 Roles and responsibilities

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

In our school, the governing body will:

- ensure that our school meets the requirements of the Equality Act 2010 and pays due regard to equality issues when reaching decisions (Curriculum Committee)
- monitor the delivery of the Schools Equality Objectives (Curriculum Committee)
- ensure that all members of staff understand the importance of the Objectives and their role in delivering them through training and staff development (Assistant Head Teacher)

17 Contracting and Procurement

In our school:

- The office staff and Premises Committee will Include equality requirements within the contracts for services procured by the school.
- The office staff and Premises Committee will monitor contractors' commitment to implementing equal opportunities standards within employment and service delivery.

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18 Action Plan

Equality Objectives Action Plan			
Outline of objective	How the objective will be implemented; lead responsibility, implications for budget allocation, indicators of progress, expected outcomes	How equality monitoring information will be used to assess	Progress towards objectives update October 2017
Develop better consultation strategies	Lead: Chair of Curriculum Committee Outcomes: More stakeholders involved in consultation	Wider range of views gathered to inform new objectives	Staff and pupil questionnaires have been adapted to include more in-depth questioning linked to the Ofsted framework.
Make better use of annual questionnaire to parents and children	Lead: Chair of Governors Outcomes: Useful data gathered to promote equality	Information will contribute to formulation of new objectives	Feedback from questionnaires has been used to inform the SDP and focuses governor day visits
Audit information gathered via the pupil profile and make better use of it; consider how to ensure that this information is up to date as things can change during the time the child is in school; consider how to gather information about parents on entry	Lead: Headteacher Outcomes: Useful data gathered to promote equality	Information will contribute to formulation of new objectives	Information gathered for pupils on entry is used to directly inform planning, particularly in EYFS. Pupil information is updated annually. Pupils each have individual files on record in include all key information.
Improve communication between the school and both <i>separated</i> parents	Lead: Headteacher Outcomes: Evidence that both separated parents are involved in their child's education		Separated parents both receive regular school communications via parentmail and a separate end of year report.
Modify daily signing in paperwork to include an equality statement Introduce annual sign up to the promotion of equality for governors and staff	Lead: Headteacher Outcomes: Evidence that staff are aware of equality plan and better at promoting equality	Wider range of views gathered to inform new objectives	
Audit current play equipment and discuss with the School Association the implications of this plan with reference to the purchase of new equipment	Lead: Chair of Curriculum Committee Outcomes: Play equipment in school is as accessible as possible to disabled pupils		After consultation with school council and visits to other schools, new accessible play equipment was installed in 2015.
Embed in the curricular planning of the year an awareness of the dates of religious festivals and days of national importance to any religion/ nationality represented in the school (so that the religion/ nationality of any staff or pupil is recognised personally)	Lead: Headteacher Outcomes: Significant days for individual children, parents, staff and governors recognised		New curriculum planning at the start of 2016 took into account religious festivals and days of national importance to nationalities and religions represented in school .
Meet all outstanding actions from our disability access and disability equality plans; Link the School's Equality Objectives to the School Development Plan	Lead: Chair of Curriculum Committee Outcomes: Disability Equality improved; Equality Objectives achieved	Review of the plan informs new objectives	

Next Review: October 2017 by T&L Committee at FGB **Review:** October 2014 by T&L Committee at FGB

19 Reporting and reviewing the objectives

In line with the requirements of the Public Sector Equality Duty we will produce a report on our progress every year and review and revise the Schools Equality Objectives every four years.

Reporting and reviewing the objectives at Stoke Row Primary School

- We will review progress against our equality objectives and we will report on our objectives annually.
- The chair of the Curriculum Committee will be responsible for monitoring the Schools' Equality Objectives
- We will present our annual report to staff, parents and governors taking into account that different formats may be required.

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

20 Publication

The School's Equality Objectives are published and are available to all on our website.

Publishing our Equality Objectives

Our Equality Objectives will be:

- published on our website
- included in the school newsletter
- discussed at staff meetings
- discussed at governor meetings
- available as hard copy from the school office

It will be available on request in other formats and languages to facilitate wide engagement.

21 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 our 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.

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Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report on complaints annually and on action taken.

Acknowledgements – This Equality Objective planning pro-forma has been developed from the Schools' Single Equality Scheme produced by Cornwall Local Authority. We gratefully acknowledge their work and the work of many other individuals and organisations in this field.