



## **Schools' Single Equality Scheme**



**2017 - 2020**

Date agreed: May 2017 (updated Jan 2018)

Date for review: May 2020

## **Contents**

Foreword from Cornwall Council

- 1. Introduction**
- 2. School profile and values**
- 3. Race Duty and Community Cohesion**
- 4. Disability Equality Duty**
- 5. The Gender Equality Duties (including transgender, pregnancy and maternity)**
- 6. Religion and Belief**
- 7. Sexual Orientation**
- 8. Anti – bullying and Discriminatory Policy Framework**
- 9. Employment Practices**
- 10. Equality Impact Needs Assessments**
- 11. Consultation and Information**
- 12. Roles and Responsibilities**
- 13. Reporting and reviewing the scheme**
- 14. Publication**
- 15. Complaints**
- 16. Action Plan**

## **Foreword**

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 St Erth School's Single Equality Scheme will require ownership by Governors, Senior leaders, all staff, pupils, parents and the wider school.

The Cornwall Schools' 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:

- St Erth School's approach to the protected equality characteristics: race, religion and/or belief, sexual orientation, disability, sex, gender reassignment and pregnancy and maternity
- how St Erth 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 will help schools to ensure that they focus more on the outcomes that matter to the community and people who use their services and that their services are more accessible and delivered effectively.

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

## 1. Introduction

In the implementation of this Scheme we have moved from a focus on an individual response to an approach that builds on race, disability and gender considerations from the start and at every level of the 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:**

St Erth School will adopt and adhere to Cornwall County Council's Disability Equality Scheme.

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 is to be used with the SEN, PSHE, SRE, RE, Complaints and Dignity at Work Policies.

We welcome and celebrate the contribution of staff, parents, governors, children, members of the local and wider community, including those 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. We have a statutory obligation to promote the integration and valuing of all groups as well as responding to incidents of discrimination.

## **Section 2 - School profile and values**

### **Your school context:**

St Erth CP School is a small school, with approximately 100 pupils. It is located in the South West of Cornwall, on the edge of the rural village of St Erth, approximately 2 miles from the town of Hayle. The majority of our pupils are from within the parish boundary of St Erth, though some of our pupils do travel from the towns of Hayle, Carbis Bay and St Ives.

- Our pupil/student population is as follows (Jan 2018):  
Is made up of 49% White/Cornish pupils, 44% White/British pupils, 1% White/other, 1% White/Asian pupils, 2% White/Caribbean and 1% Declined. One pupil is hearing impaired. We currently have 18 pupils on the SEN Record of Need (18%)
- Our staff (Jan 2018) includes representatives of:  
Both male and female, all of whom are White/British.
- Our Governing Body (from September 2017) includes representatives of:  
Male and female, all of whom are White/British.
- St Erth School is committed to:
  - Tackling discrimination in all forms (race, disability, gender, gender reassignment, pregnancy and maternity, religion and/or belief, sex and sexual orientation).
  - Positively promoting equality for all, through policy and planning and to ensuring equality of opportunity for all.
  - Creating good relationships in the school with all groups by disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

### ***Roles and responsibilities, commitment and accountability***

The CSSES will mainstream equality issues by:

- Integrating equality issues into all our key policies, service planning arrangements and performance management framework;
- Ensuring that the St Erth 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.

## **Section 3 - The Race Duty and Community Cohesion**

### **Race**

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

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

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

#### 1. Tackle unlawful discrimination by

- Keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them;
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, *Guidelines for Challenging and Dealing with Racial Harassment in 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, and our actions and objectives are met through our Race Equality Policy.

Our Race Equality Policy will form part of the School Equality Scheme 2017 - 2020, and a review will commence from September 2018 to meet the requirements of the scheme.

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

**St Erth School will:**

- Review our Race Equality Policy in September 2019

## **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.

### **At St Erth School we:**

- Encourage reciprocal links with the community near and far which results in sharing the ownership and responsibility of the School and environment.
- Aim to help children develop a sense of responsibility and tolerance towards each other's thoughts and ideas and to respect the school environment and local community. We hope that these qualities will help our children to become responsible adults in society, able to offer personal and social skills involving mutual respect and co-operation.
- Consider parents to be the most important factor in a child's life chances. Our aim is to build close working relationships with parents/carers through honest and open discussion.
- Emphasis mutual respect and honesty between different groups including children and adults.
- Foster and understanding of respect for the culture and faith of all our learners, their families and the wider community.
- Through the curriculum and our relationships with pupils, make visible to the whole school community the importance of fairness and trust.

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.

#### **St Erth School;**

- Has good access and facilities for adults/pupils with mobility problems. A ramp gives access to the school building at the front and back, with the rest of the school site being level, we also have accessible toilet facilities.
- Has a whole school approach to meeting the needs of all children, involving all staff, who are committed to identifying and providing for individual needs in an inclusive environment. We achieved the Inclusive Dyslexia Friendly School Award July 2017.
- Will provide training opportunities for staff to improve their skills to support pupils with disabilities, e.g. autism, hearing impairment
- Recognises our legal responsibility to ensure that disabled people have the opportunity to take part in 'all aspects of public life, and encourage any member of our community with an identified disability to take part in all aspects of the curriculum and extended curriculum, even if this participation should require treatment which may be seen as 'favourable' to one individual
- Includes positive images of disabled people across the curriculum
- Will improve access to education for disabled learners to a standard that is equal to that for learners who are not disabled.
- Ensures that all applicants to the school are treated appropriately and that reasonable steps are taken to ensure accessibility for all

## **Section 5 - The Gender Equality Duties including Transgender and Pregnancy and Maternity**

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 Equality Act 2010, of transgender people (who have Gender Recognition Certificates).

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

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

### **At St Erth School:**

- Class teachers monitor individual pupil progress and achievement using a range of assessment data including NFER tests, Learning Ladders, Optional SATs etc.
- The Head Teacher monitors the achievement of boys and girls to ensure that any inequalities in achievement are identified and targeted work is then undertaken by the class teacher or other nominated person as appropriate which reflects their ability and potential and are not gender related.
- We recognise 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 on promoting gender equality for their workforce. The school currently has two male members of teaching staff; this reflects the national trends in the Primary staffing profile.
- The TPAT Pay Policy has been adopted to ensure equality of opportunity occurs.
- We aim to eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, 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.

## **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 increased 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 2010 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.

At St Erth School we recognise the diversity of our local community and aim to work well with different faith groups. We offer the children multiple perspectives, e.g.:

- Our religious education curriculum encompasses many different aspects of different faiths and we will endeavour to ensure that all children leave St Erth Primary School in year 6 with a good understanding of the main world religions covered by 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 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.
- 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:
- 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 Erth Primary School. A definition of discrimination on the grounds of religion and our policy for dealing with such instances can be found in our Bullying and Harassment 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 2010. 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.

At St Erth School:

Teaching: Integral to our curriculum staff are open to questions on this subject during PSHE and Circle time

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

We want to ensure equality of opportunity for LGB people across services and employment.

## **Section 8 - 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 & TPAT Guidance.

At St Erth School bullying will not be tolerated or ignored in any of its forms within our school community.

All staff will deal seriously with any report by victims or concerned children about physical, mental or verbal intimidation of pupils or adults. Our aim is to develop a culture in which victims feel 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.

### **By:**

- ensuring equality of opportunity for pupils, staff and others
- challenging discrimination, harassment and inappropriate behavior
- supporting community cohesion
- encouraging all groups to participate fully in all aspects of school life
- consulting with all groups on the effectiveness of our services for them
- through our extended curriculum, celebrate differences and deepen understanding
- challenge stereotypes
- provide resources portraying different groups
- emphasis on 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.

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 an incident may be on an informal one-to one level, however we have established dignity at work, grievance and bullying/ harassment policies which are available to all staff should further support be needed.

**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 SMT or the headteacher.

**All cases where parents become involved must be report to the head teacher.** 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 incident will be sent to Cornwall's Children, Schools and Families dept.

## **Section 9 - 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 Erth 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 Erth Primary School complies with Equal Opportunities legislation and Codes of Practice.

All staff have equal access to training and development through our appraisal process of Performance Management or annual non-teaching staff appraisals.

St Erth Primary Schools monitoring arrangements for, Selection and recruitment, Selection for redundancy, restructuring, redeployment and retirement, Training and development, Promotion, Performance appraisal, Award for pay, bonus and allowances, Grievance, Disciplinary, Harassment, Discrimination are all stringently organised using the TPAT model.

## **Section 10 - 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 & TPAT guidance and staff and Governors who are responsible for carrying out these assessments have attended relevant training.

The school has taken into consideration the following procedures:

- *Admissions and Transfer*
- *Attendance*
- *Exclusions*
- *Curriculum*
- *Uniform*

- *National Healthy School Status*
- *Behaviour*
- *Sports*
- *Careers/work experience*
- *Anti-bullying, harassment and Discriminatory policy*
- *Domestic Violence and pastoral support*
- *School trips*

2005 Installed access ramp to main school building

2010 – Introduced International Days to look at different countries, cultures, religions etc  
Invited visitors in to work with children.

2011 – Introduced Christopher Winter Project as part of PSHE

2012 – Pupil Premium funding allocated to ensure all have access to curriculum and out of school trips/activities

2013 - Raised money for schools in Africa programme through various charity events.

2013 – Annual anti-bullying assemblies, reviewed Behaviour and anti – bullying policies

2014 – Introduced the Inspire Curriculum to give a broad and balanced curriculum,  
Training for hearing impaired,

2015 – Achievement for All: 2 year School Improvement programme – increase standards,  
QFT and parental engagement (Structured Conversations)

2016 – Annual anti-bullying assemblies, reviewed Behaviour and anti – bullying policies

2017 – Achievement for All Quality Mark achieved

2017 – Annual anti-bullying assemblies, reviewed Behaviour and anti – bullying policies

2017 – IDFS Award achieved

Wide range of religious assemblies and workshops to support all aspects of different faiths and beliefs.

School council hold regular fund raising events to support UK & International charities working both at home and abroad e.g Air Ambulance and Ugandan Gardens project



## **Section 11 - Consultation and Information**

### **For your school, set out:**

We involve pupils, parents, staff and Governors through questionnaires and interviews to gather opinions about inclusion, SEND and the provision provided. It is our intention to send a further questionnaire regarding our race, gender and disability objectives as well as sexual orientation, pregnancy and maternity, gender reassignment and religion or belief will be sent via questionnaires throughout the year to gather feedback from stakeholders.

LM will produce a guide on the Single Equality Scheme that will be sent to all parents which will include opportunities for feedback.

Potential barriers in accessing consultation are visual impairments where the text needs to be enlarged, dyslexia-type-difficulties where the text may be too difficult to read or that the text may not be in the first and preferred language for some parents. All of these barriers that the school are aware of and can overcome where needed in order to meet the needs of these groups. We will liaise with County EAL services if needed to ensure that we can access translators to ensure our written communications with parents/ carers are accessible.

Following feedback from the guide, appropriate expert advice will be sought. We will adopt a flexible approach to address issues of language and communication, venues and times of meetings when carrying out consultation.

We have supported children with disabilities in the school by being involved in meetings and liaising with outside agencies to help meet the needs of the child. A member of staff sometimes take the role of lead professional.

We use evidence from our tracking systems to focus on issues of attainment, exclusions and attendance with regard to equality monitoring.

## **Section 12 - 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 and governors meetings
- The governing body will ensure that all members of staff understand the importance of the Scheme and their role in delivering it.
- All staff at St Erth Primary have equal access to opportunities for promotion and career development regardless of race, gender, sexual orientation, belief, age, disability or religion.

## **Section 13 - Reporting and reviewing the scheme**

In line with the requirements of the Scheme we will review and amend as necessary the Schools Equality Scheme.

Addressing our objectives we have assessed our building, our community and our legal obligations. We have worked tirelessly to support all pupils. To explore other faiths we have welcomed visitors. We have engaged with support services, the police and others when necessary.

## **Section 14 - Publication**

The Schools Equality Scheme is published as a separate document and is available on request.

At St Erth School a paper copy is available to anyone on request and would be translated into other languages on request.

## **Section 15 - Complaints**

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

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

## **Section 16 - Action Plans**

Our action plans shows explicit objectives for race, disability and gender issues and also objectives for religion or belief and sexual orientation with:

- Clear allocation of lead responsibility (Laura Murgatroyd)
- Clear allocation of resources
- An indication of expected outcomes or performance criteria
- Agree indicators of progress towards the objectives
- Clear timescales
- A specified date and process for review
- How the action plan will be incorporated into a framework that has the oversight of a governing body, so that progress is checked.

All staff and governors contribute to drawing up the action plan through school based planning, staff meetings and the School Development Plan to include.

- **race**
- **community cohesion**
- **disability**
- **gender (including transgender and pregnancy and maternity)**
- **sexual orientation**
- **religion or belief**

*The actions contained in the action plan should be the steps that you need to take to achieve the tasks throughout this document, under the sections “For your school set out.”*