

Broadway Junior School

Public Sector Equality Duty

At Broadway Junior School we believe that all students and members of staff should have the opportunity to fulfil their potential whatever their background, culture or circumstances. We appreciate that an ethos which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use services of our school. We recognise that equality will only be achieved by the whole community working together – our pupils, staff, governors and parents. We have a commitment to integrate equality and diversity into all that we do and incorporate the statutory duties that we must meet as a school, an employer and a service provider.

This scheme details our vision to create an environment where all people who are part of our school community feel comfortable and safe, and where the needs of that community are well understood and provided for.

We acknowledge that it is very important to us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for all our children and young people.

The Equality Duty

To meet the requirements of the Public Sector Equality Duty, this school is required to consider how our policies, practices and day-to-day activities impact on pupils and staff. We are required to have "due regard" to the need to:

- Eliminating discrimination and other conduct prohibited by the Equality Act 2010
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not share it

At Broadway Junior School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from our 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 our school feel proud of their identity and can participate fully in school life.

We tackle discrimination by the promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Public Sector Equality Duty sets out how pupils with the following protected characteristics will be protected in our school from harassment and discrimination:-

- Disability

- Gender
- Race
- Religion and belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

This Scheme extends, however, to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families), Children Looked After and those with Child Protection plans. As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such the Scheme outlines how we meet our duties in terms of recruitment and selection practices. We are committed to be fully inclusive of all community users, including parents.

Who is protected under the Act?

Schools have obligations under the Act as:

- Employers
- Bodies which carry out public functions, and
- Service providers

Therefore, Broadway Junior School needs to make provision for the following groups of people:

- Employees
- Prospective pupils (in relation to admissions arrangements, for those schools who are the admitting authority)
- Pupils at the school (including those absent or temporarily excluded)
- Former pupils (if there is a continuing relationship based on them having been a pupil at the school)
- Families and groups who might use the school for community use.

Unlawful discrimination is defined in the Act as:

- Direct discrimination (including discrimination based on perception or association)
- Indirect discrimination
- Discrimination arising from disability
- Failure to make reasonable adjustments (for disabled people)

The Equality Act 2010 also protects people from:

- Harassment, in relation to disability, race and sex, and
- Victimisation

A protected act is:

- Making a claim or complaint of discrimination under the Act

- Helping someone else make a claim by giving evidence or information
- Making an allegation that the school or someone else has breached the Act
- Doing anything else in connection with the Act

Pupils must not be victimised because their parent, sibling or friend has carried out a protected act. Schools must also not victimise parents who make complaints.

Positive Action

The Act contains provisions which enable schools to take 'positive action', i.e. provide additional benefits to pupils with protected characteristics, to address any disadvantage they may face. Positive action is not the same as positive discrimination, which would be providing preferential treatment for a particular disadvantaged pupil/group of pupils, which exceeds the positive action conditions.

It is worth noting that it is never unlawful to treat disabled pupils (or applicants) more favourably than non-disabled pupils (or applicants). That is, a school is permitted to positively discriminate in favour of disabled pupils (applicants).

Aims of the Public Sector Equality Duty

- To articulate this school's commitment to equality which permeates all school Policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation.

The Scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education.

Roles and Responsibilities for Implementing the Public Sector Equality Duty

The Governing Body

The School's Governing body is ultimately responsible for ensuring that the Equality Act is not breached. It must take all reasonable steps to prevent discrimination, harassment or victimisation from taking place.

The Governing Body will:

- ensure that our school complies with all relevant equalities legislation;
- recommend all governors receive up-to-date training in all equalities duties;
- support the Head teacher in implementing any actions necessary;
- ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender, disability, faith/religion, age, gender reassignment etc.
- take all reasonable steps to ensure that our school environment gives access to people with disabilities, and strive to make school communications as inclusive as possible for parents, carers and pupils;

- welcome all applications to join our school, whatever a child's socio-economic background, race, gender, disability, faith/religion etc.;
- ensure that no child is discriminated against whilst in our school because of their race, gender, disability, faith/religion etc.;
- inform and consult with parents about the Scheme;
- evaluate the objectives and action plan/school development plan at least every 4 years.

The Head teacher

The role of the Head teacher or other senior leader is to:

- ensure that staff and parents are informed about the Public Sector Equality Duty;
- ensure that staff understand the broad legal definition of disability;
- ensure that the Scheme is implemented effectively;
- manage any day to day issues arising from the Scheme whether for pupils, for our school as an employer or for our local community;
- ensure staff have access to training which helps to implement the Scheme;
- monitor the Scheme and report to the Governing Body at least annually, on the effectiveness of the Scheme, Objectives and Action Plan;
- ensure that the Senior Leadership Team are kept up to date with any development affecting the Scheme/action plan arising from the Scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the Scheme has direct relevance, with the assistance from relevant agencies: ensure that all appointments panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life;
- treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness and in accordance with the Whole School Behaviour Policy and Procedures;
- report any incidents of racism in accordance with the Equality Act;
- deal with complaints of discrimination and harassment speedily and notify complainants of the outcome and actions taken;
- in the event of expectations not being met, ensure action is taken in accordance with the status of those involved e.g. pupil, member of staff, volunteer etc.

All Staff: teaching, non-teaching and other adults involved with our School

All staff, both paid and unpaid are required to:

- accept that this is a whole school issue and support the Public Sector Equality Duty;
- be aware of the Public Sector Equality Duty and how it relates to them;
- keep themselves up-to-date with relevant legislation and attend school organised training and information events;

- make known any queries or training requirements;
- ensure that all pupils are treated fairly, equally and with respect, and maintain awareness of our school's Equality Scheme and objectives;
- strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images;
- ensure that pupils from all protected groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community;
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination.

Pupils

Pupils will:

- be expected to act in accordance with any relevant part of the Scheme;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents.

School Aims Statements

Staffing and Employment

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors, student teachers) and other adults working in our school, from discrimination based on the protected characteristics. To do this we will:

- ensure that our staff are trained to help them understand their equality duties and/or the differing needs of protected groups within our school community and have mechanisms in place to identify areas for development;
- make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled;
- monitor recruitment and retention;
- invest in continued professional development opportunities for all staff;
- make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society;
- ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

Pupil Welfare and Pastoral Care

We aim to promote the health, safety and welfare of all the children and staff providing a caring and supportive pastoral system that takes account of their needs.

To do this we will:

- expect all staff and volunteers working in the school to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities;
- challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities;
- take account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all pupils, throughout our pastoral support;
- ensure that guidance and support for pupils is delivered in a way that does not discriminate against pupils with the unseen (visual, hearing, mobility, cognitive and prone to seizure) impairments;
- ensure that appropriate and discreet facilities are available for those pupils who require personal or intimate care to protect their dignity and foster respect for their individual needs;
- ensure that staff are empowered to raise any concerns with the Senior Management Team relating to their health, safety and welfare by promoting well-being strategies among staff and in their respective groups.
- Wellbeing specifically taught throughout the curriculum, including the link between physical activity and mental wellbeing.
- Well-being Week – focusing upon mindfulness, giving, being active, connecting and learning/ trying new things.
- Reinforcement of the importance of keeping safe, as well as how to keep safe, in and out of school, through following rules and instructions and through SMSC.

The Quality of Provision – Curriculum and Other Activities

We aim to provide an appropriate curriculum for pupils of all backgrounds. To do this we will:

- ensure that all pupils participate in the mainstream curriculum of the school;
- develop and continuously monitor a curriculum which builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:
 - boys and girls
 - pupils learning English as an additional language
 - pupils from minority ethnic groups, including Gypsies and Travellers
 - pupils who are gifted and talented
 - pupils who are undergoing gender reassignment
 - pupils with special educational needs
 - pupils with a disability
 - pupils who are looked after by the Local Authority
 - pupils who are at risk of disaffection and exclusion
 - lesbian, gay or questioning young people
 - pupils who are the subject of Child Protection Plans
- ensure that each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils;

- deliver a curriculum which reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes;
- ensure extra-curricular activities and special events e.g. school performances, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture;
- ensure educational visits and excursions take account of the capabilities of all pupils including both physical and cognitive disabilities and cultural differences.

Behaviour and Attendance

We expect high standards of behaviour from all pupils as appropriate for their developmental level, all staff and others who are working or connected with the school. Details of these expected standards are set out in the Whole School Behaviour Policy. Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities to prevent and respond to incidents and situations. To ensure that the Whole School Behaviour Policy and associated policies are equitable, we:

- have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and sanctions;
- recognise that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour
- have clear procedures in place so that all forms of bullying, including cyberbullying and sexting and harassment, including that related to racism, disability, sexism and homophobia, are dealt with promptly, firmly and consistently.
- encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this Scheme. Adults in school take care to lead through example, demonstrating high expectations of all pupils;
- will take steps to ensure that pupils, staff and parents are aware of Policies and Procedures for dealing with harassment. They know that any language or behaviour, which is extremist, racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable;
- have strategies in place to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils;
- ensure that families are aware of their rights and responsibilities in relation to pupil attendance and absence and that cases are always followed up in a way that takes account of cultural issues or matters relating to a child's disability;
- make provision for leave of absence for religious observance, for staff as well as pupils;
- monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken to address any disparities between different groups of pupils;

- will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital or not well enough to attend school on a regular basis.

Leadership and Management

We have a clear admissions policy and procedures. Our aim is to ensure that our admission process is fair and equitable to all pupils. We will also ensure that our employment practices reflect equality and diversity. To do this we will:

- not discriminate against a disabled pupil in the arrangements we make for determining admission;
- admit pupils with already identified special educational needs.
- adhere to Recruitment and Selection Procedures which are fair, equitable and in line with statutory duties of the LA;
- ensure that everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it;
- recognise and value the skills of all staff, including non-teaching and part-time staff. All staff are given status and support and are encouraged to share their knowledge.

Gender Equality

We are committed to combating sex discrimination and sexism and promoting the equality of women and men. 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 our functions;
- recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes;
- be aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours..

School's vision

At Broadway we strive to ensure that all members of our school community are treated with respect and dignity and that together as a group we continue to work towards the promotion of community cohesion in our city and our world. Word Hard, Be Kind, Shine Bright.

Disability Equality Duties

Our commitment to disabled pupils, their families and staff's equality has a number of 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;
- ensuring we take their needs into account when procuring goods and services from our providers;
- 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 pupils, staff and families.

The purpose and direction of the school's scheme.

At Broadway Junior School we are committed to ensuring equality of education and opportunity for disabled pupils, parents, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils. The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

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

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

Disabled pupils:

- We have identified our disabled pupils
- We have worked closely with our 'school council' to ensure that the 'pupil voice' reflects honesty and a clear outline of how our school genuinely strives to meet the needs of all children within its community.

Disabled parents/carers:

- We have developed a Family/Community Learning Centre which significantly improves access for disabled members of the school's wider community and provides access to a wide range of courses, learning and social opportunities.
- We have a designated parking bay.

Disabled members of the local community:

- We have developed a Family/Community Learning Centre to meet the needs of all school users.

We do not presume that the views held by the parents of a disabled child or young person are shared by that child or young person and therefore always seek to gain the views of both parent and child. When seeking the views of disabled people, we use their preferred means of communication.

Gathering and Using Information

Broadway Junior School acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services.

Broadway Junior School identifies disabled pupils and staff through i.e. self-declaration, recruitment and selection procedures and admission forms etc.

Disabled parents/carers, governors and other school users are identified through self-declaration. We explain to parents, staff, governors, community users and pupils why the information about disability is required.

Information on staff will be analysed in respect of the representation of disabled people:

- in all aspects of the work of the school, for example: teaching, teaching support, administrative support;
- at all levels of seniority in the school;
- amongst those awarded Teaching and Learning Responsibility Payments;
- as permanent or temporary members of staff, full- or part-time or casual staff;
- in training and professional development opportunities;
- in disciplinary and capability proceedings;
- in harassment and bullying procedures;
- as contract staff, for example: contract cleaners and agency supply teachers;
- among those who take sick leave;
- among trainee teachers on placement at the school; and
- among those leaving the profession early.

When necessary we will use the services of Access to Work to ensure we make every reasonable adjustment to meet the needs of disabled staff. Information collected about disabled children and young people will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to improve:

- opportunities for disabled learners to take positions of responsibility
- satisfaction and enjoyment levels across a range of school activities
- aspirations and ambitions for the future
- successful transition into the next stages of education, training or employment
- access to school trips
- involvement in after school clubs and activities
- access to work experience placements
- take up of careers advice
- attainment and achievement of disabled learners

- exclusion rates of disabled learners
- admissions of disabled learners

Information collected about disabled parents will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day-to-day communication with school. It is our aim to:

- use disabled people's preferred means of communication when contacting parents, meeting with them or sharing information with them;
- ensure disabled parents are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents evening. Where attendance is not possible because of a disability, make alternative arrangements;
- give disabled parents priority when arranging events and meetings e.g. by considering seating arrangements for a school drama production;
- give disabled parents preferential parking rights;
- ensure the needs of young carers are met.

Information collected about disabled governors will contribute towards the understanding of how school policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities. It is our aim to improve:

- the representation of disabled people on the governing body;
- the accessibility of meetings for disabled governors;
- the accessibility of other governor's activities.

Information collected about disabled users of the school will contribute towards the understanding of how school policies and procedures impact on their ability to take a full and active part in community activities. It is our aim to:

- encourage community groups to ensure their activities are accessible;
- give due regard to disabled community users when revising school policies and procedures.

We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. Impact assessments will involve disabled people at an appropriate point. The commitment to involving disabled people should not become burdensome on them. In some instances, the involvement of disabled people might not be necessary e.g. where they have already been involved in assessing a similar situation. Our impact assessments will always involve someone who is involved with the designing and implementation of the policy or practice.

Wherever possible, evaluative data to show the impact of policies on disabled people will be collated. Anecdotal evidence will also be used, e.g. informal feedback from a disabled person about the impact of a policy or procedure.

Racial Equality Duty and Community Cohesion.

The Race Relations (Amendment) Act in 2000 requires schools to:

- promote equality of opportunity;
- promote good race relations;
- eliminate unlawful racial discrimination

Aims

- to make the school a place where everyone, irrespective of their race, colour, ethnic or national origin or their citizenship, feels welcome and valued.
- to ensure that all pupils are encouraged and able to achieve to their full potential
- to prepare pupils for life in a diverse society and world.
- to encourage children to respect and value linguistic, cultural and religious diversity in the wider community.
- to develop pupils' sense of personal and cultural identity which is confident and open to change and receptive and respectful towards other identities.
- to meet the diverse needs of all of our pupils.
- to ensure that our inclusive ethos is maintained and further developed.
- to acknowledge the existence of racism and be proactive in tackling and eliminating racial discrimination.
- to ensure that issues related to racism and racial equality are recognised across all areas of school activity.
- to ensure that racial equality is an integral part of all planning and decision making within the school.

Gender Equality Duties

In accordance with our Public Sector Equality Duty, 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 our functions.

At Broadway Junior School gender monitoring is done through data analysis, pupil progress meetings, setting targets and classroom observations. This topic is also covered in PSHE and circle time. The school promotes an enquiry approach to learning and encourages respect and tolerance of other people's views and beliefs, whilst allowing them to express opinion, concern and work towards equality for all.

Religion and Belief Equality Duties

We recognise that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been on the increase 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 based on religion or belief. Our school recognises the need to consider the duties which require us to assess the impacts of our policies, functions

and procedures have on promoting equality for people based on their religion, belief or non-belief.

Sexual Orientation Equality Duties

We are committed to combatting discrimination faced by lesbians, gay men, bisexual people and transgender (LGBT). We aim to ensure equality of opportunity for LGBT 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 LGBT communities, both internally and to the community as a whole. Our school recognises the need to protect pupils from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act 2010. We are committed to taking a proactive 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 LA and national guidelines and notify complainants of the outcome and actions taken.

PSHE

PSHE is an integral part of our curriculum and is designed to promote personal, social and health development. It gives pupils the experiences, knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect difference, develop independence and responsibility, and make the most of their abilities and those of others. PSHE at Broadway Junior School incorporates Citizenship; Relationships education; SEAL economic awareness; drugs education and community awareness.

Aims of PSHE at Broadway

We want our pupils to:

- Stay healthy
- Keep themselves and others safe
- Respect the differences between people
- Have worthwhile and fulfilling relationships
- Develop independence and responsibility
- Play an active role as members of a democratic society.
- Make the most of their abilities and those of others.
- Behave in a socially and morally acceptable way including to authority and to each other.
- To become involved in the life of their community.
- To know about democracy and how to be active citizens.

Parental and Community Involvement

Working in partnership with parents is a vital part of our school culture and parental involvement is high. Parents are invited to join in events at school, including family learning courses, parental consultations, working alongside children in school, participating in forum groups, supporting school initiatives and events and developments through newsletters, curriculum plans and our website.

Consultation and Involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and carers. We have achieved this by using the following.

- Feedback from the annual parent questionnaire, parents' evening, parent consultation meeting and governor meetings.
- Input through staff surveys or input through staff meetings / INSET.
- Feedback from school council. PSHE lessons, whole school surveys on children's attitudes to self and school.
- Issues raised from annual reviews of EHCP meeting or support plans. During discussions, the following good practice was identified:
- Accessible toilet and wheel chair ramp in the family learning room.
- Staff well trained on the needs of specifically identified children.
- Friendly and approachable staff – male and female role models.
- Procedures in place to meet any medical needs
- Proactive in meeting pastoral needs
- Admission form criteria form includes information about disability.
- High standards in effectively implementing inclusive practices across school
- Key policies in place.
- A welcoming school with an inclusive feel.

Monitoring and reviewing the action plan.

This is a three year scheme and action plan from 2019 – 2022. School will monitor the equality information used to inform this and the outcomes resulting from it annually through staff and governor discussion and debate.

Publishing and promoting the scheme

The scheme has been agreed by the school's Governing body and will be published in the following ways:

- Copies of the scheme will be made available to all staff and governors.
- Publishing on the school website.
- Updates on the outcomes detailed in the action plan will be included in the school's annual report.

Complaints

If a member of the public feels that they have suffered harassment or have 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 Complaint Procedure. Complaints by staff will be dealt with under the Grievance Procedure, as appropriate. We take all external and internal complaints very seriously and will not tolerate any form of discriminatory behaviours. Complaints about staff will be investigated using the appropriate procedures. Monitoring complaints is also an alternative method of gathering information to establish whether we are meeting our equality duties. We will report regularly to the Governing Body on complaints made and action taken.

