

Our Equality Objectives

Guidance

The accompanying proforma has been developed by Equality Services to support schools in setting and publishing their Equality Objectives.

Setting Equality Objectives is a requirement for all schools (and other public bodies) as part of the Equality Act 2010. The attached proforma is consistent with the current guidance for schools published by the DfE in December 2011

<http://media.education.gov.uk/assets/files/pdf/e/equality%20act%20guidance%20december%202011.pdf>. This guidance makes clear that

5.26 Schools are free to choose the equality objectives that best suit their individual circumstances and contribute to the welfare of their pupils and the school community. Objectives are not intended to be burdensome or a 'tick box' exercise, but they do need to be specific and measurable. They should be used as a tool to help improve the school experience of a range of different pupils. A school should set as many objectives as it believes are appropriate to its size and circumstances; **the objectives should fit the school's needs and should be achievable.**

Our Equality Objectives

WEST EARLHAM NURSERY AND INFANT
SCHOOL



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Date for review: Spring 2016

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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

Introduction

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

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.

Our Vision and Aims for Equality and Diversity

'We at West Earlham Nursery and Infant school recognise and celebrate the diversity in our school community. We are strongly committed to increasing participation for all and the development of inclusive values to underpin the experiences provided and the ethos of our school and nursery'.

At West Earlham Infant and Nursery school we are proactive in:

- Tackling discrimination on the grounds of race, disability, gender/gender identity, sexual orientation, religious belief and age
- Positively advancing equality through what we do, say and teach.
- Creating good relationships in the school between all groups by race, gender/gender identity, disability, sexual orientation, religious belief and age.
- Promoting equality of opportunity for all by ensuring policies, procedures and practice support this aim.

We will ensure that every child 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.

Our school context:

Our school context

- Our pupil/student population (at January 2015) is comprised of 57% boys:43% girls in pre-compulsory education and 47% boys: 53% girls in Key Stage 1; 9 % of KS1 children are from minority ethnic groups with 7% whose 1st language is not English. Currently there are 5% of our children who have a disability using the definition provided by law. There is currently no multi-sensory impairments represented in this group.
- Our staff includes representatives of a small range of ethnic groups, individuals with disabilities, individuals with different religious beliefs, sexual orientation data would not be publicised so as not to compromise the wishes or privacy of any individual. Our workforce represents different age ranges from the population and in recent years have addressed gender imbalance both on staff and governors.
- Our Governing Body includes representatives of each gender, different religious beliefs and represents different ages from the population. There are currently individuals with registered disabilities but there is no representation or from groups other than White British.

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

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
- 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;
- Try and 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.
- Monitoring the performance of all ethnic groups in the child population of the school through Pupil progress meetings and report findings to the governing body.
- Having 'Racist Incident reporting' as a standing item on Finance and Premises Committee agenda.

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;

This is what we are currently doing to monitor race equality:

- The school gathers information regarding race and languages on entry to school when ever this admission may be.
- Progress of individual learners is tracked on the schools web based tracking system enabling subject leaders and the head teacher to monitor the progress as individuals and as groups.
- The and person responsible for development of EAL carry out an audit to ensure the attainment of BME/newly arrived and more advanced EAL learners
- Targets are set for individual children that are appropriately challenging based on prior and current attainment and aspiration
- The school uses an EAL tracking tool to monitor language and so carefully planned steps enable children with English as an additional language to be assessed
- Divert appropriate financial and human resource to support the progress of children with EAL.

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

This is what we are currently doing to monitor disability equality:

- Disability data is gathered for pupils on entry to school
- Disability data is gathered for staff on application for new posts at the school via a monitoring sheet.
- The school also gathers information with regard to supporting parents and carers who have disabilities to ensure they have full access to the school community and are able to support their child as a learner
- The schools access plan is reviewed annually to take into account the most current needs of the community. When monitoring of the premises indicates lack of access for disabled users appropriate adaptations are made i.e removal of low wall to enable wheelchair access to trim trail
- School policies and planning are reviewed in respect to access and participating for all
- Targets are set for individual children that are appropriately challenging based on prior and current attainment and aspiration
- A key objective for the school is ensure participation for all and this objective underwrites all development planning and evaluation.
- The school is currently in the process of developing a consultation group which represents the views of disabled children and families.

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:

- 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 including visits and trips
- 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.

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

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 and addressing 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
- Promote curriculum planning which engages boys and girls.
- Monitoring staffing and pay by gender
- Having a Gender Equality Objective
- Promote access to support groups to reduce domestic abuse

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.

This what we are currently doing to monitor gender equality:

- Gender monitoring is carried about using Raise Online data, pupil tracking and the schools self evaluation with particular regard to trends over time.
- Data is gathered for staff on application for new posts at the school via a monitoring sheet.
- Upward trend in boys attainment in all NC core subjects from 13.9 by 0.5 each year until exceeds boys APS nationally.
- The school provides training to ensure that provision addresses the difference between attainment of boys and girls within the school and with the schools male population against boys nationally. This has included reviewing pedagogical approaches and curriculum themes.
- Self evaluation and learning walks monitor participation and attainment of this group.
- The school carefully reviews individual behaviour plans to ensure staff know about the triggers/likes and dislikes of children who are challenged by the expectations in a mainstream classroom. These plans are shared with families and are underpinned by a therapeutic approach to inclusion.
- The school actively seeks to recruit individuals who can help address this issue by emphasising the need to engage and motivate boys in adverts.

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

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

What are we doing to promote equality for people based on their religion, belief and non-belief:

- Admission forms provide opportunity for families to communicate religious beliefs or practices or preferences.
- Data is gathered for staff on application for new posts at the school via a monitoring sheet.
- Due regard in planning for religious beliefs is reflected in collective worship policy, curriculum policy and religious education, school visits and outings, behaviour for learning etc

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

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 or private 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

Our school evaluates the impact of sexual equality aims by:

- As an infant school we do not gather sexuality data for children though provision celebrates diversity and personal preferences for young learners
- For adults, data for this protected group is not gathered specifically but it is included as a protected group and therefore receives due regard in policy making, school evaluation and development
- Our bullying policy and procedures record types of bullying and record action taken and the effectiveness of such action
- Through PHSE/circle time and assemblies children are able to explore and discuss ideas about sexual orientation. For young children, it is most appropriate to ensure that the curriculum (by which we mean lessons, routines, rules, extra curricular activities, celebrations) challenges stereotypes and provides opportunities for children to see and hear about different models of sexual orientation. As such this provides us with a vehicle to challenge stereotyping and understand that the view voiced by a child may be a reflection of views of close adults. We would always seek to explain our concerns to the responsible adult.
- Staff are encouraged to challenge stereotyping within the workforce and seek support as appropriate

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

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

- Through PHSE/circle time and assemblies children are able to explore and discuss ideas about age. For young children, it is most appropriate to ensure that the curriculum (by which we mean lessons, routines, rules, extra curricular activities, celebrations) challenges stereotypes and provides opportunities for children to think about how people of different ages contribute within our local and global community. As such this provides us with a vehicle to challenge stereotyping and understand that the view voiced by a child may be a reflection of views of close adults. We would always seek to explain our concerns to the responsible adult.

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

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

At our school:

- Staff receive training in relation to bullying and discriminatory incidents relating to homophobia, racism, disability harassment, sexual and gender bullying, and religious harassment (most recently in January 2015)
- The school is strongly committed to reducing the impact of bullying of all types by acknowledging that bullying does occur but it is taken very seriously and recorded and reported appropriately to the Local Authority by the head teacher.
- The school monitors bullying regularly and is proactive in ensuring positive outcomes for both the victim and changing the behaviour of this individual/s who have demonstrated bullying behaviour.

Employment Practices

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

- The school uses the Norfolk LA application form and shares its commitment to equality of opportunity on adverts/recruitment materials.
- A range of colleagues are used as part of the selection process to ensure that the process is objective and that recruitment panels reflect different groups within the school.
- The recruitment process is designed to enable individuals to demonstrate the qualities/skills and knowledge required to support the school with particular objectives i.e. engagement of boys, inclusion of individuals with medical needs
- The school has a clear induction process and professional development needs are identified here, through performance management, discussions and observations.
- All staff undertake performance management and this is seen as an entitlement. It is carried out by a number of reviewers who have been trained by the head
- The following areas will be monitored the following for fairness
 - Selection and recruitment - LA monitoring form
 - Selection for redundancy, restructuring, redeployment and retirement - following LA guidance
 - Training and development - consultation, monitoring participation
 - Promotion - following transparent processes to promote encourage inclusion of all
 - Performance appraisal - head teacher to monitor outcomes of annual appraisal
 - Award for pay, bonus and allowances - pay policy
 - Grievance - LA procedures
 - Disciplinary - LA procedures
 - Harassment - LA procedures
 - Discrimination - data analysis, incident reporting, self evaluation

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.

How have we monitored the impact:

- School Improvement/Development plan – profile of gender issue has been revised as attainment of boys had previously been identified. This has been given a renewed focus in the revised plan.
- Attendance – attendance data shows an upward trend. The monthly monitoring format is to be adapted to include monitoring of individuals with protected characteristics.
- Exclusions – prior to Sept 2011 there have been no exclusions. The school works closely with a number of agencies to prevent exclusion and to ensure appropriate provision when there has been no option but to

exclude.

- Curriculum – recent monitoring has identified the need to review and revise the curriculum to continue to reflect the diversity and values within our community
- Uniform – uniform is non statutory though a consultation will take place to review this.
- Discipline – the school has a very good track record of managing and including children with additional behavioural needs. It is currently reviewing the behaviour policy to ensure it reflects the increasingly personalised approach to behaviour management.
- Domestic Violence and pastoral support – the school has identified an increasing need to support families that may be experiencing domestic violence. A significant number of safeguarding issues identify DV as the main risk to children and families. The HT has sought advice from the La and is seeking to work with agencies in school to develop curriculum activities that will promote safe behaviour at home. The children now have a HIGH 5 system whereby they identify adults in and out of school who can help.
- The EVOLVE system is a web based system where school trips are recorded. There is very good participation from all on local and trips further afield.

Consultation

For your school, set out a summary statement of how you have involved pupils, staff, parents and governors in the preparation of your objectives, including:

- The school consults with a range of stakeholders to prepare objectives. These include families of children with protected characteristics, children, school development group representing the staff body and the full governing body.
- The school has used questionnaires from Index for Inclusion to begin to gather information for School Improvement and development planning for 2012 onwards
- The extended school provision/LINKS and We 'R' Us regularly consults with user groups which are representative of individuals with protected characteristics
- Support and guidance is sought from a range of agencies to overcome barriers and the school is currently beginning work with the author of the 'Index for Inclusion' to support development in this area.

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

Summary of objectives:

These objectives reflect the priorities identified to continue our drive to eliminate discrimination and harassment and advance equality in relation to gender, race, disability, religion, or belief, sexual orientation, gender reassignment, pregnancy or maternity:

- To ensure the governing body continues to seek inclusion of members who are representative of diversity within the community to include greater representation of individuals with protected characteristics other than gender or age.
- Continue to address gender imbalance on staffing profile
- Continue to improve attainment of boys to match that of boys nationally and narrow the gap between girls and boys attainment within the school population.
- To ensure that the curriculum is reviewed to reflect the current needs of our community and the process

includes consultation with range of stakeholders i.e. development of speech and language knowledge and understanding for staff and stakeholders.

- These objectives are linked to the school improvement development plan.

Roles and responsibilities

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

For West Earlham Nursery and Infant school the governing body and local authority will:

- Ensures our school meets the requirements of the Equality Act 2010 and will pay due regard to equality issues when reaching decisions. This will be done through full governing body meetings, monitoring activities, receiving and evaluating school data against objectives.
- Ensure that all members of staff understand the importance of the Objectives and their role in delivering them through training and staff development and by providing updated training as appropriate. Due regard and reference will be made in policy consultation to ensure that revision supports the objectives and promotes equality and eliminates discrimination.

Contracting and Procurement

The school will:

- Have due regard to equality requirements within the contracts for services procured by the school.
- Monitor contractors' commitment to implementing equal opportunities standards within employment and service delivery as appropriate

Actions

School Actions

- This plan will be published on our website for all stakeholders to see and contribute to.
- Continue to use the Index for Inclusion as a mechanism for 'checking' our own judgments.
- This plan forms part of the main School improvement and development plan

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.

Publication

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

The objectives will be published annually in Spring and will be available in a range of formats to aid access.

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.

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.

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