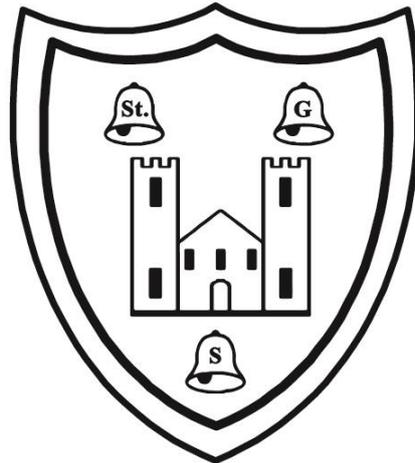


St Germans Primary School

St Germans



Primary

Single Equality Scheme

Headteacher/Curriculum Committee

Review Frequency: Bi-annual

Next review: February 2023

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Foreword

Every school has to comply with the Public Sector Equality Duty (PSED), which is part of the Equality Act 2010.

This means that schools have to publish:

- Equality information and objectives
- An Accessibility Plan

Although no longer required to create a single equality scheme, the DfE's guidance states that schools may do so if it helps them to comply with the equality duty

At St Germans School we have chosen to continue to use this model scheme created by Cornwall County Council to inform the public of our Equality Information and Objectives.

A separate Accessibility Plan is also available

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 each school's Single Equality Scheme requires ownership by Governors, Senior leaders, all staff, the school community and the young learners, along with their partners.

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:

- the school's approach to the protected equality characteristics: race, religion or belief, sexual orientation, disability, sex, gender reassignment and pregnancy and maternity
- how the school will manage, plan and include its equality and diversity policy within its day to day work.

2. To act as the 'umbrella' document for both our statutory and non-statutory equality schemes.

The CSSES 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 includes 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

This scheme sets out St Germans Primary School's commitment to equality relationships education and diversity, including the school's approach to all six Equality Strands: race, religion and belief, disability, age and gender. It is to help us ensure that we focus on outcomes that matter to the community and people who use our services. It is to be used with the Bullying and Harassment, PSHCE, SRE, RE, Grievance and Dignity at Work Policies.

St Germans Primary School is firmly committed to Equality and Diversity. We aim to acknowledge, welcome and celebrate the contribution of staff, parents, governors and children who have come from black, Asian and minority ethnic groups; those who are disabled; those who have a religion or belief or have 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 Germans Primary school is located in South East Cornwall

Our community come from many areas including our village and from further afield Shevioc, Hessenford, Crafhole, Saltash, Antony, and Tideford.

Our village is home to a small percentage of ethnic minority families.

Young people from other mixed background and Other White Background attend our school.

- Our pupil/student population is as seen on **Appendix 1** (2018-2019 ASP)
- Our staff (at September 2020) includes representatives of: White British Females; the school regularly employs both male and female supply staff. At present the school does not include any adults who have a physical disability.
- Our Governing Body (at January 2021) includes representatives of: a balance of male and female White British most of whom have lived elsewhere in the country. There is a varied age range across the Governing Body.

The school's commitment to:

- The school believes that racism is wrong and it will not tolerate racist attitudes among its staff, pupils or those who visit the school. Staff, when they encounter it or when it is brought to their attention, will always challenge racist attitudes and behaviour. The school will not tolerate racist taunting or bullying and in certain cases will contact the police, especially if parents are involved.
- The school ensures that it is wholly accessible in curricular, premises and communication terms to all the people who may be served by it. To this end we will focus on all access strategies which will aim to overcome the barriers to learning or participation experience by disabled people served by or serving the school.
- The school is committed to promoting equality of opportunity between boys and girls, men and women.

The school is committed to delivering effective Sex and Relationships Education (SRE) it is essential in order for young people to be able to make responsible and well-informed decisions about their lives.

The school believes that by learning about religions and cultures of the world it helps pupils to understand their own world and their place in it. By learning about how others live their lives, pupils show greater empathy and tolerance towards others. RE is a subject in which

children can learn how to express themselves. They can question what they hear and through doing this, they can begin to unravel some of the mysteries in their worlds.

- No member of staff, or prospective member of staff, will receive unfair or unlawful treatment due to race, colour, ethnic or national origin, gender, age, sexual orientation, disability, marital status or religious or political beliefs.

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 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

The 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. The School 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 Action Policy(REP).

We have developed our (REP) for putting our Race Equality Policy into practice. The REP has clearly defined roles and explains what the school will do if the policy is not followed.

Our Race Equality Policy will form part of the School Equality Scheme 2021 - 2024, and a review will commence from February 2021 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.

The review of our Race Equality Policy will be carried out by the Curriculum & Personnel Committee and who will report to Full Governing Body

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.

We shall:

- encourage learners and their families of all ethnic groups to participate fully in all aspects of school life
- consult with different racial groups on the appropriateness of our service and the vision and future of our school
- foster understanding and respect for the culture and faith of all of our learners and their families
- emphasise mutual respect and honesty between different groups including children and teachers
- through the curriculum and our relationships with pupils, make visible to the whole school community 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.

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 with the school and wider community.

Section 4 The Disability Equality Duties

Disability

The School's commitment to disabled learners, their families and staff's equality has four objectives:

We will promote equality for disabled people by:

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- Encouraging good practice by our partners through our advisory capacity;
- Upholding the Social Model and our guiding principles in our role in procurement and in our partnership duties.

We will tackle discrimination against disabled people by:

- Promoting positive images of disabled people;
- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.

We will support disabled learners to achieve their full potential by:

- Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives;
- Supporting the formation of groups, networks and services for disabled learners and disabled employees of the school and people who are disabled in the community;
- Supporting disabled learners, staff and carers according to their individual need.

4: We will work in partnership with disabled learners and their carers and staff by:

- Enabling disabled learners, their families and disabled staff active participation;
- Involving disabled learners, their families and disabled staff in the changes and improvements we make;
- Consulting with disabled learners, their families and disabled staff on issues affecting them rather than with people acting on their behalf.

We welcome the requirements of the Disability Equality Duty and this section sets out our commitment to meeting the Duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

When carrying out our functions, we will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995).
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation of disabled people in public life.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

- Monitor staff and learners by disability.
- Have a Disability Equality Scheme.

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

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

We shall:

- offer a differentiated curriculum, where appropriate, to individual learners. We have a number of resources to assist children with SEN to learn in a flexible way. These resources are monitored by the SENCO.
- analyse the attainment and progress of SEN pupils and if necessary, of pupils with other disabilities, acting on any concerns that we identify
- recognise our legal responsibility to ensure that disabled people have the opportunity to take part in 'all aspects of public life'. Hence any member of our community with an identified disability will be fully encouraged to take part in every aspect of the curriculum and extended curriculum, even if this participation should require treatment which may be seen as 'favourable' to one individual. We include positive images of disabled people across the curriculum.
- improve the delivery of information to disabled learners, to the standard of which is provided in writing for learners who are not disabled (including becoming an Inclusive Dyslexia Friendly School and being trained to support autistic pupils)
- provide, 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
- support disabled learners, staff and carers according to their individual need.

See Appendix 2 for Disability Access Plan

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.

We provide equal access to the curriculum for boys and girls:

- it is the responsibility of the class teacher to monitor individual pupil achievement. This process is overseen by the Head-teacher. The Headteacher monitors the achievement of boys and girls to ensure that any inequalities in achievement are identified. Targeted work is then undertaken by the class teacher or other nominated person as appropriate.

We will promote equality of opportunity between women and men in all of our functions, including:

- St Germans Primary School recognises 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 of promoting gender equality for their workforce. The school does not currently have a male member of teaching staff; which reflects the national trends in the Primary staffing profile. However, we recognise the importance of male figures within our school community and include men in other roles wherever possible, a male supply teacher, male volunteer parents and after school clubs and a male coaches teach PE.
- The School is aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours.

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 shall work with other agencies to support and address the needs of victims.

We aim to challenge gender stereotyping and eliminate it in our school:

- This is a key component of our curriculum in particular, in careers, work-related learning, citizenship and personal, social and health education.
- The staff at St Germans Primary School have a legal responsibility to challenge gender (masculine and feminine) and sex based (male or female) stereotypes and to ensure they are not sustained or promoted by their practice. This may include steps such as ensuring play sessions are not unfairly weighted to reinforce a pre-existing gender/ sex stereotype, i.e. boys playing solely with construction toys whilst girls play house, or that no sex/ gender is made to feel inferior/ superior to the other, i.e. only boys can carry heavy items, only girls can help tidy up.
- Our curriculum includes lessons and assemblies on gender issues such as sexual stereotyping, bullying, sexual exploitation and stereotypes presented on the internet and in magazines etc.
- We will remove any resources and books which we feel negatively compound gender stereotypes and, when purchasing new resources, will be aware of the need for non-stereotyped images of girls and boys to be promoted within the school. We recognise the value in examining negative historical images within that context and will continue to do so where such images are deemed, by the class teacher, to have an educational value.

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 nonbelief.

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 aspects of different faiths and we will endeavour to ensure that all children leave St Germans Primary School in year 6 with a good understanding of the 5 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 Germans 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 and transsexual (LGBT) people. We want 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 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.

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 Guidance and notify complainants of the outcome and actions taken.

We want to ensure equality of opportunity for LGBT 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 Local Authority Guidance.

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.

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 behaviour
- 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 St Germans Primary School has established Dignity at work, Grievance and Bullying/ Harassment Policies which are available to all staff should further support be needed. All staff and governors have been offered training on how to challenge and confront inappropriate behaviour and/or language and further advice is available from Sarah Marshall the headteacher who has attended additional training in this field.

The school has an Bullying log where serious or repeated incidents are recorded and actions taken by the headteacher where appropriate.

All staff must report incidents of bullying or disclosures about intimidation to the appropriate class teacher or the headteacher.

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 head / assistant head. **All cases where parents become involved must be report to the headteacher.** 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 and will if required, be sent to Anti Bullying Team in Cornwall

All incidents relating to racist bullying and homophobic discriminatory incident will be sent to Cornwall's Children, Schools and Families department.

Section 10 - Equality Impact

We renew annually key policies, functions and 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.

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. This enable us to take into account the needs of women or men, Black, Asian and ethnic minority groups, disabled people, people's religion or belief, sexual orientation or age. We follow the Council guidance and staff and Governors who are responsible for carrying out these assessments have attended relevant training.

At St Germans 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 Germans 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 Germans 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 county model.

St Germans Primary School Equalities Information and Analysis (**Appendix 4**)

Section 11 - Consultation and Information

Twelve months after the introduction of this scheme, the school sent out surveys in December 2010; to parents, governors, children and staff. The scheme is now the responsibility of governors to review

Any identified issues were incorporated into the scheme.

The school took into consideration the following:

- *Admissions and Transfer*
- *Attendance*
- *Exclusions*

- *Curriculum*
- *Uniform*
- *National Healthy School Status*
- *Discipline*
- *Sports*
- *Careers/work experience*
- *Anti-bullying, harassment and discriminatory policy*
- *Domestic Violence and pastoral support*
- *School trips*

(Appendix 5)

Section 12 - Roles and responsibilities

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

The governing body will

- Ensures that your school meets the requirements of the Equality Act 2010, Race, Disability and Sex Equality Duties, and meets the requirements of the Employment Equality Regulations for Religion & Belief and Sexual Orientation 2003
- Will ensure that all members of staff understand the importance of the Scheme and their role in delivering it. Staff training / staff meetings, whole school staff meetings.
- When relevant will link the Schools Equality Scheme to the School Improvement Plan

Section 13 - Reporting and reviewing the scheme

In line with the requirements of the Scheme we will review and revise the Schools Equality Scheme every three years.

Section 14 - Publication

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

- ✓ Policy documents are available on request from the School Office

- ✓ The School Single Equality Scheme is published as a pdf document on the school website

A paper copy is available to anyone 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 Local Authority 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 monitoring the CSES.

Appendix 1

Basic characteristics trends

This is final data for 2018/2019 (January 2019 census data).

For a small number of schools there may be slight discrepancies between school characteristics data displayed in ASP and data in the IDSR. This is because the IDSR is based on the January school census but ASP data has incorporated some updates made after the January school census.

Up to Key stage 2 basic characteristics trends						
Breakdown	2017		2018		2019	
	School	National	School	National	School	National
Number on roll	107	279	97	281	95	282
Male %	53.3	51.0	49.5	51.0	55.8	51.0
Female %	46.7	49.0	50.5	49.0	44.2	49.0
Ever 6 FSM %	16.8	24.3	20.6	23.5	17.9	23.0
Minority ethnic groups %	2.1	32.3	3.4	32.9	3.2	33.8
SEN EHCP %	0.0	1.3	0.0	1.4	1.1	1.6
SEN support %	16.8	12.2	18.6	12.4	22.1	12.6
English additional language %	0.0	20.7	0.0	20.9	0.0	21.2
Stability %	76.0	85.7	80.2	85.8	77.4	85.6
School deprivation indicator	0.13	0.21	0.13	0.21	0.12	0.21