



Schools' Single Equality Scheme

saltash.net community school

Agreed at the Full Governors meeting held on 17th July 2012

To be reviewed during the Summer Term 2015

2012 - 2015

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Foreword

saltash.net community school aims to ensure diversity and equality in its delivery of services and employment. This Scheme 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 Saltash and the wider community in Cornwall.

Success of the Single Equality Scheme will require ownership by Governors, staff, students and the wider community.

The Schools' Single Equality Scheme (SSES) serves essentially two purposes:

1. To set out our school's overall commitment to equality and diversity in one central document. The SSES therefore contains:
 - the school's approach to the protected equality characteristics which for adults and students are: race, religion or belief, sexual orientation, disability, sex, gender reassignment and pregnancy and maternity. In addition there are two other protected characteristics for adults which are: age and marriage and civil partnership.
 - 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 SSES will help the school to ensure that we focus on the outcomes that matter to the community and people who use our services and that our services are accessible and delivered effectively.

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

1. Introduction

In the implementation of this Scheme we have moved from a focus on an individual response to an approach that builds on race, disability and gender considerations from the start and at every level of the school, at strategic, policy, management and classroom level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for students, 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 student 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 student 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 students 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 students from all backgrounds.

We will involve students, staff, parents, carers, governors and all other stakeholders in the delivery of our Scheme. Their views will be sought from the start and their involvement will inform the 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 our school's commitment to all protected characteristics. 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 in conjunction with all other school policies: see appendix (Policies and Procedures)

saltash.net community 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, the EU and other ethnic groups; those who have a disability; those who have a religion or belief or have none; and men and women of all ages and sexual orientation. 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

saltash.net community school is located in South East Cornwall.

Members of our community come from many areas including Saltash, Plymouth and a wide range of local, urban, rural and semi rural communities. Indeed our catchment area stretches as far as 25 miles (40 km) into Cornwall.

Our catchment area is home to some ethnic minority families. Young people from a range of ethnic communities attend our school.

- Our student population is as follows (at January 2012 Census):

| | |
|---|--|
| Other White British | 1049 |
| White Cornish | 217 |
| Information Not Yet Obtained/Refused | 36 |
| Any Other White Background | 16 |
| White and Black Caribbean | 5 |
| Any Other Asian Background | 2 |
| White and Asian | 2 |
| Any Other Ethnic Background | 1 |
| Any Other Mixed Background | 1 |
| Black African | 1 |
| Chinese | 1 |
| Pakistani | 1 |
| Boys | 708 |
| Girls | 624 |
| Students on Record of Need | 227 |
| Students with Statements – Main School | 19 |
| Students with Statements – Area Resource Base (ARB) | 17 |
| Impairment Groups represented are: | Muscular Dystrophy Visual Impairment Hearing Impairment Physical Disability Autistic Spectrum Learning Difficulties |

- Our staff (at January 2012) includes representatives of a variety of ethnic backgrounds including White British, White Irish, EU, Russian and other cultural heritage.

We have 51 Females and 42 Males on the teaching staff and 98 Female and 29 Males on the support staff.

We have a small number of staff with reduced mobility.

- Our Governing Body (at January 2012) includes representatives of 11 male and 6 female White British and White Cornish, most of whom have lived elsewhere in the country.
- Our school believes that racism is wrong and it will not tolerate racist attitudes among its staff, students 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 if appropriate will contact the police, especially if parents are involved.

The school strives to ensure 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 do all we can to overcome barriers to learning or participation that may exist for any member of our school community.

The school is committed to promoting equality of opportunity.

The school is committed to delivering an effective Sex and Relationships Education (SRE) policy which is fully responsive to changes in cultural and social memes. It is essential in order for young people to be able to make responsible and well-informed decisions about their lives in the context of the rapidly changing 21st Century world.

The school believes that by learning about religions and cultures of the world it helps students to understand their own world and their place in it. By learning about how others live their lives, students 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, ethnic or national origin, gender, age, sexual orientation, disability, marital status or religious or political beliefs, as long as these beliefs are not directly contrary to the Single Equality scheme.

Roles and responsibilities, commitment and accountability

The SSES 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 and demonstrates the coherent approach towards all aspects to its management

- 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
- 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 may experience discrimination on the basis of race, nationality, religion and ethnic origin. This discrimination can manifest 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 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 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 the 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 this plan

4. Strive to raise attainment and minimise any potential Achievement Gap between students of all ethnic groups:

- It is the responsibility of all teachers to monitor the achievement of all students in their care, including vulnerable groups
- Any concerns over the achievement of any student will be discussed with the appropriate HOD/HOY and referred if necessary to the Leadership Group link. These students will be supported with various interventions as appropriate.
- We will assess minority ethnic students' proficiency in English. When necessary we will invite appropriate professionals to offer guidance to the school to enable us to best support these students. We have appointed an EAL coordinator.

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 all members of our school community 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 all groups in our community.
- through the curriculum and our relationships with students, 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

Section 4 - The Disability Equality Duties

Disability

The school's commitment to equality issues for members of our community with a disability has four objectives:

We will promote equality for people with a disability 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 people with a disability by:

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

We will support learners with a disability to achieve their full potential by:

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

We will work in partnership with learners with a disability and their carers and staff by:

- Enabling learners with a disability, their families and staff with a disability to have active participation
- Involving learners with a disability, their families and staff with a disability in the changes and improvements we make
- Consulting with learners with a disability, their families and staff with a disability 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 all those with a disability - students, 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 people with a disability and other people
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995)
- Eliminate disability related harassment
- Promote positive attitudes towards people with a disability

- Encourage participation of people with a disability in public life
- Take steps to meet the needs of people with a disability, 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 students with a disability by:

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

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 students and if necessary, of students with other disabilities, acting on any concerns that we identify
- recognise our legal responsibility to ensure that people with a disability 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
- include positive images of people with a disability across the curriculum
- restructure the SEN department in order to better meet the needs of all our vulnerable and complex need students
- provide, where possible, support, assistance and care to learners with a disability to enable them to lead independent lives
- support the formation of groups, networks and services for learners with a disability and employees of the school with a disability and people in the community with a disability
- support learners with a disability, staff and carers according to their individual need

See Accessibility Plan and Disability Equality Scheme

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 Curriculum Area Leader and Leadership Group and the Governors who monitor the achievement of boys and girls via Raise Online 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, including:

- saltash.net community school recognises that if schools are to be at the forefront of promoting gender equality in terms of outcomes for students, they also need to be at the forefront of promoting gender equality for their workforce. We regularly monitor our staffing structures to ensure that there is an equitable distribution of allowances although our overriding principle is always to employ the best person for the job in the best interests of the school at any given time
- 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
- All Year 9 PD classes have a series of six lessons on gender and domestic violence and abuse. It is run by Cornwall 'Victim Support' and delivered by a specially-trained team. Feedback sheets show that students value the lessons and that it changes their perception of what constitutes a healthy relationship
- Year 9 and 10 students also cover the subject of gender issues, including sexuality, homosexuality and transgender. It is discussed in an open, yet safe, environment
- Year 7 PD lessons on bullying address issues of gender

We aim to eliminate gender issues such as sexual bullying and sexual exploitation

- Year 7 Bullying (see PD SoW)
- Sexual bullying, in particular, is dealt with in Year 9 and 10 PD
- Year 9 have a lesson delivered by ACORN Crisis Centre on pressure, sexual exploitation, etc (e.g. how the media portrays sex, product advertising, etc)
- Year 11 Human Rights work looks at the rights of women and sexual harassment

We aim to challenge the information children receive from the internet, films and magazines where women are objectified or portrayed in a demeaning way.

- Issues are discussed in a safe environment as they arise
- Whenever there is an opportunity, eg through Year 7 work on puberty and Year 10 work on healthy lifestyles, students are challenged to question their perception of their ideal body image, how women in particular are portrayed and manipulated on adverts, films, TV, etc

We aim to challenge gender stereotyping and eliminate it in our school in subject choices, careers advice and WRL:

- Comprehensive CIAG throughout Years 9-11 in PD lessons
 - Year 9 – Options guidance, supported by Careers South West, includes a lesson on stereotyping (see SoW) and challenging traditional gender-specific jobs and careers, e.g. why can't a girl be an engineer or a boy a nurse or care assistant? As part of this, girls are encouraged to consider subjects e.g. technology, IT, separate sciences, business studies, whilst boys are encouraged to take traditional 'female' subjects e.g. child development or catering
 - Year 10 – Impartial guidance for Work Experience choices. Students are encouraged to do whatever they want without fear of ridicule from others. We have girls spending a week as a mechanic and boys tasting life in a kitchen
 - Year 11 – Again, supported by Careers South West, students have impartial advice on all post-16 (and post-18) pathways e.g. 6th Form, local colleges, Apprenticeships, etc. The PD SoW includes a lesson on stereotyping and work place gender issues
 Post-16 Pathways Evening is open to all in Years 9-13
 Practitioners from Cornwall College Saltash come in to deliver a presentation to all Year 11 PD classes. All students are given the same information, regardless of gender or ability, and are encouraged to make independent choices based on

personal aspirations rather than peer pressure and the 'norms' of society

- Out of school visits. Whenever possible (depending on what is organised by our local colleges) we organise visits to:
 - 'Girls into Engineering' (Year 9 girls)
 - 'Boys into Hairdressing' (Year 9, 10, 11 boys)
 - 'Women into Technology' (Year 10, 11 girls)
- All WRL opportunities are open to both boys and girls (WRL audit has details of all WRL opportunities across school)
- Enterprise Days – Year 9 students work in mixed ability groups with equal opportunities to take on business roles e.g. Managing Director, ICT Manager, etc

Section 6 - Religion and Belief

The school recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has increased in recent years, developing a character that is distinct from race hate crime.

The school also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

The school is committed to eliminating illegal discrimination and exclusion on the basis of religion or belief.

Our school recognises the need to consider the actions outlined by the Equality Act 2010 which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

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

- Our religious education curriculum encompasses many different aspects of different faiths and we will endeavour to ensure that all students leave saltash.net community school in year 11 with a good understanding of the 4 main world religions covered by the secondary curriculum
- We recognise our responsibility 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 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 saltash.net community school. Our policy for dealing with such instances is encompassed within the anti bullying section of our Behaviour Policy.

Section 7 - Sexual Orientation

The school is committed to combating discrimination faced by lesbians, gay men and bisexual (LGB) people. We want to ensure equality of opportunity for LGB people across services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGB communities, both internally and to the community as a whole.

Our school recognises the need to protect learners from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act 2010. We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to relevant Guidance and notify complainants of the outcome and actions taken.

We aim to include realistic images of lesbian, gay and bisexual people

- Bullying unit in PD (see SoW) – use of a DVD that includes gay, lesbian and bisexual people talking about their experiences of being bullied (e.g. Boy George)
- In careers education, we use references to successful LGB people e.g. Gok Wan, Graham Norton, Martina Navratilova, Eddie Izzard, Jasper Conran, etc

We aim to challenge homophobic bullying, language and stereotypes within the school

- Homophobic bullying and use of inappropriate language comes within the PD SoW
- When students are considering Work Experience or career choice, within PD we always challenge the phrase, "That's gay"

We will raise staff and pupil awareness of their rights and responsibilities and the rights of others

- PD – across all years use a range of websites, too numerous to mention, but e.g.
 - www.stonewall.org.uk
 - www.gires.org.uk
 - www.childline.org.uk
- DVDs/videos used in PD (see full list in PD SoW), some examples include:
 - Know your Rights at Work
 - Looking at Bullying
 - Prejudice
 - Stereotypes and Role Models
 - Human Rights in Focus

- Human Rights are Our Rights
- “Milk” – the film that tells the story of Harvey Milk, the first openly-gay man elected to public office in the USA

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.

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 students 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 students, parents and adults that any kind of bullying is completely unacceptable.

Our objectives will be met by

- ensuring equality of opportunity for students, 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
- emphasise 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.

The next date saltash.net community school Anti-Bullying policy will be reviewed in line with Cornwall and Isles of Scilly Local Safeguarding Children Board Anti-Bullying and Discriminatory Policy Framework is Spring Term 2015 having just been reviewed in Spring Term 2012.

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 saltash.net community school has established dignity at work, "staff discipline, conduct and grievance" procedures, Code of Conduct for employees and a Behaviour policy which are available to all staff should further support be needed. All staff are actively encouraged to report concerns to their Line Manager or a member of the Leadership Group.

Classroom issues are dealt with following the Code of Conduct which can be found in the staff handbook and is widely distributed around the school. A Governors committee, Curriculum Standards Achievements review the data termly.

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

Section 9 - Employment Practices

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

At saltash.net community school we promote equal treatment for **all** members of staff or job applicants irrespective of race, 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 saltash.net community school complies with Equal Opportunities legislation and Codes of Practice. For example we annually review the staffing structure at Governor level.

All staff have equal access to training and development through our appraisal process of Performance Management or annual support staff appraisals. (cf Staff and Governor Training & Development policy.)

saltash.net community school's 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, and discrimination are all stringently monitored using the national pay schemes.

Section 10 - Equality Impact Assessments

We are reviewing key policies, functions or procedures that have been assessed as relevant to meeting the duties set out under race, gender, disability and religion or belief legislation. In line with best practice we will also assess the impact of our key policies, functions and procedures on promoting sexual orientation equality.

The main system by which we will assess the impact of our current policies, functions or procedures will be through carrying out Equality Impact Assessments.

We need to understand whether our policies and services are meeting everyone's needs and that anyone who needs to can get access to them. To do this we undertake an Equality Impact Assessment (EIA) to test how we are doing at the moment and what can be done better in the future. An EIA is a way of deciding whether a policy or service has a "positive, negative or neutral impact" on some sections of society. It can also be used to test future policies or services. The EIA enables us to take into account the needs of all members of the previously mentioned protected characteristics. We follow the Council guidance, and staff and Governors who are responsible for carrying out these assessments have either attended relevant training or received cascade training. Date of last training 24th May 2012.

Our next full Kirkland Rowell survey will take place in Autumn 2012
The results are used to inform our policy and decision making processes such as the SEF and the School Development Plan.

The school has taken into consideration the following procedures:

- *Admissions and Transfer*
- *Attendance*
- *Exclusions*
- *Curriculum*
- *Uniform*
- *Every Child Matters objectives*
- *National Healthy School Status*
- *Discipline*
- *Sports*
- *Careers/work experience*
- *Anti-bullying, harassment and Discriminatory policy*
- *Pastoral support*
- *School trips*

Section 11 - Consultation and Information

In our work to improve our services with regard to equality and diversity, we work with:
Stakeholders, whom we consult to determine policy (including parents of our students with a disability)

The LA Equality and diversity service, who offer support and advice on policy matters but also on a practical level, such as loans of gypsy, Roma, traveller resources and resources to help us teach a pupil with EAL

The LA capital strategy team (access to the building)

Visitors representing a range of faiths lead assemblies

British Council

African School Partners

Plymouth Cultural Faith and Resource Centre

Disability Sport

Police

Section 12 - Roles and responsibilities

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

- Through the implementation of this scheme the governors and staff meet the requirements the Equality Act 2010
- The monitoring and delivery of the Schools Equality Scheme will be assessed via staff meetings, staff training and governors meetings as well as through the Student Council and to parents via Student Newsletters and the School's Website
- The governing body will ensure that all members of staff understand the importance of the Scheme and their role in delivering it

All staff at saltash.net community school have equal access to opportunities for promotion and career development regardless of race, gender, sexual orientation, belief, age, disability or religion.

Section 13 - Reporting and reviewing the scheme

In line with the requirements of the Scheme we will ensure there are regular updates on progress and review and revise the Schools Equality Scheme every three years. In addition we will make the Equalities Scheme an agenda item at the Governors Summer meeting.

Section 14 - Publication

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

- The School Single Equality Scheme is published as a pdf document on the school website
- A paper copy is available to anyone on request
- It is sent out electronically to all staff and governors

Section 15 - Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their sex, 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 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 SES.

Section 16 - Action Plans

Our action plans form part of our objectives setting and monitoring. Please see associated document.