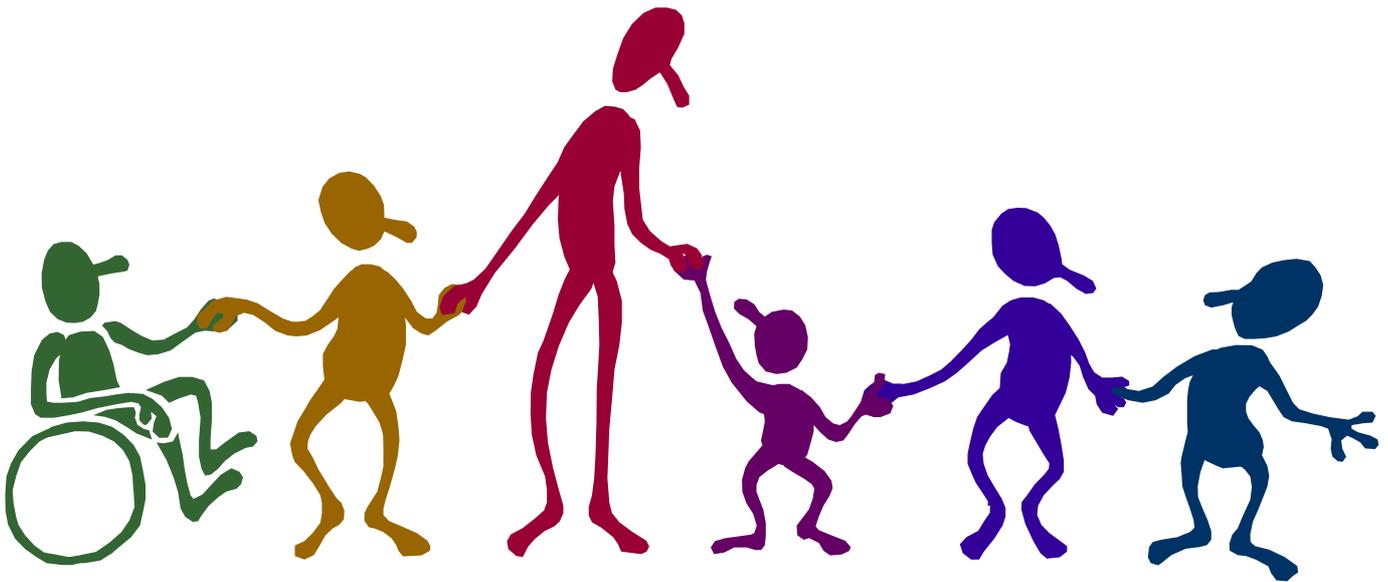




Safeguarding

Threemilestone School is committed to safeguarding and promoting the welfare of all children.  
We expect all our team members to share this commitment.

# Threemilestone Primary School



## Equality Policy & Plan 2015 to 2018

# Check list for school staff and governors at Threemilestone School

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- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- Has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies? (Part)
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender? (Part)
- Are procedures for the election of parent governors open to all eligible candidates and voters, being inclusive of race, disability and gender?

# Threemilestone Primary School Equality Policy

1. **Mission statement**
2. **Mainstreaming equality into policy and practice**
3. **Equal Opportunities for Staff**
4. **Equality and the law**
  - a. sex,
  - b. race,
  - c. disability (SEND)
  - d. religion or belief
  - e. sexual orientation
  - f. gender reassignment,
  - g. pregnancy or maternity
5. **Consultation**
6. **Roles and Responsibilities**
7. **Tackling discrimination**
8. **Review of progress and impact**
9. **Publishing the plan**
10. **Action Plan**

## 1. Mission statement

At Threemilestone School, we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the following protected characteristics: age (as appropriate), disability (SEND), ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by groups including: SEND, FSM, race, and gender and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Threemilestone School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## Threemilestone School's Commitment to Equality

We are committed to:

- ***Eliminating discrimination and harassment in all areas***
- ***Making our school safe and secure for all***
- ***Promoting equality of opportunity, we will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential***
- ***Promoting good relations and positive attitudes towards all people***
- ***Developing tolerance, empathy and respect for people of all religions and beliefs***
- ***Encouraging active participation in the life and work of the community***

Our commitment covers equality on grounds of all protected characteristics listed above. We expect our staff and governors to put in place our commitment and organisational values by:

- ***Ensuring a high standard of behaviour, we will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable***
- ***Responding quickly to complaints and incidents in a positive and pro-active way***
- ***Providing equality of access to services, facilities and information***

- ***Ensuring 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.***
- ***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***
- ***Where possible plan to meet the specific needs of individual pupils within the recognised protected characteristics and FSM pupils.***

## **2. Mainstreaming equality into policy and practice**

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

### **Teaching and learning**

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data of all groups and respond to any gaps with appropriate targeted interventions;
- Take account of the enjoyment and achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures within the context of the five British values. (Parents have the right to withdraw their child from certain aspects of this);
- Teach and model tolerance of and empathy for others;
- Ensure children understand that they have a voice and contribute to our school, local, national and global communities;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Utilise teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

### **Admissions and exclusions**

Our admissions arrangements (following Cornwall LA) are fair and transparent and do not discriminate on the grounds of any of the protective factors listed above.

Exclusions will always be based on the school's Behaviour Policy and sanctions and consequences. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

## **3. Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at Threemilestone Primary School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

## **Employer duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

## **4. Equality and the law**

**On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. There are a number of statutory duties that must be met by every school in line with the Equality Act 2010.**

According to the Act it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex,
- race,
- disability,
- religion or belief
- sexual orientation
- gender reassignment,
- pregnancy or maternity

**It is also unlawful to discriminate by 'association' or 'perception'. That is, schools may not discriminate on the grounds of the above listed protected characteristics by virtue of a child's association with another person, such as, for example, a parent or other family member; or due to a characteristic that one thinks a child may have (actually or by association), even if the judgement is mistaken. At Threemilestone we take this view in relation to all individual school members.**

### **4a. Sex/Gender**

Threemilestone school will ensure that individuals of one sex are not singled out for different and less favourable treatment from that given to other individuals. They should check that there are no practices which could result in unfair, less favourable treatment of females or males.

**Under our general duty we will actively seek to:**

- Eliminate unlawful discrimination and harassment on grounds of sex and gender;
- Promote equality between genders.

### **4b. Race**

The definition of race includes colour, nationality and ethnic or national origins. At Threemilestone school we will make sure that individuals of all races are not singled out for different and less favourable treatment from that given to individuals. We will check that there are no practices which could result in unfair, less favourable treatment.

### **4c. Disability**

This section should be read in conjunction with the school's SEND information report and Accessibility Plan.

The Equality duty requires schools to make reasonable adjustments for people with disabilities. At Threemilestone school we fulfill this duty by taking reasonable steps to avoid placing a person with identified disability at a disadvantage compared to others. We do it through providing auxiliary aids services and support.

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, such as HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

## **Accessibility Plans**

**The school has a provision accessibility plan written which is attached to this policy. (Appendix 1)**

In the long term the intention is to ensure that we are wholly accessible in curricular, premises and communication terms to all people that we serve. Should any prospective child or member of staff be in need of premises adaptation, the Governors will inform Cornwall Council PFI team immediately.

### **4d. Religion or Belief**

**The Equality Act defines “religion” as being any religion, and “belief” as any religious or philosophical belief. A lack of religion or lack of belief are also protected characteristics.**

The Equality Act makes it clear that unlawful religious discrimination can include discrimination against another person of the same religion or belief as the discriminator.

### **4e. Sexual Orientation**

At Threemilestone we ensure that all gay, lesbian or bi-sexual individuals are not singled out for different and less favourable treatment from that given to others. We check that there are no practices which could result in unfair, less favourable treatment.

### **4f. Gender Reassignment**

**The protection against discrimination because of gender reassignment now matches the protection because of sexual orientation in schools. That is protection from direct and indirect discrimination and victimisation, which includes discrimination based on perception and on association. Threemilestone school will ensure that all gender variant school members are not singled out for different and less favourable treatment from that given to others.**

### **4g. Pregnancy or Maternity**

**Protection from discrimination because of pregnancy and maternity in schools means that it will be unlawful for schools to treat an individual because she becomes pregnant or has recently had a baby, or because she is breastfeeding.**

### **4h. Community cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

## **6. Roles and Responsibilities**

**The role of governors is to:**

- **support the Headteacher in implementing the Equality policy;**
- **ensure all policies give due regard to the plan;**
- **ensure that no one is discriminated against at appointment; and**
- **evaluate achievement, provision and curriculum in line with the Equality policy and plan.**

**The role of the Headteacher is to:**

- **implement the school’s Equality Policy and Plan, supported by the governing body in doing so;**
- **ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations;**
- **ensure that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities;**
- **promote the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life;**
- **treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness; and**
- **ensure ongoing monitoring activities are completed and actions are implemented in line with the Equality policy and plan.**

**The role of all staff is to:**

- ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy;
- strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images;
- challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher, in line with school procedures;
- support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents; and
- monitor progress through the use of data trends and intervene on an individual or group basis where necessary.

Where individuals are concerned, having a view about something does not amount to discrimination. So it is not be unlawful for a school member to express personal views provided that it is done in an appropriate manner and context reflecting our whole school values. (For example when responding to questions from pupils, or in an RE or Personal, Social, Health Citizenship and Economic education (PSHCE) lesson). However, it should be remembered that those working in schools are in a very influential position and their actions and responsibilities are bound by much wider duties than this legislation associated with the Equality Act. An individual's ability to express his or her views must not extend to allowing them to discriminate against others.

## **7. Tackling discrimination**

The Act defines four kinds of unlawful behaviour – direct discrimination; indirect discrimination; harassment and victimisation. See Appendix 2 for glossary of terms

### **Discriminatory incidents**

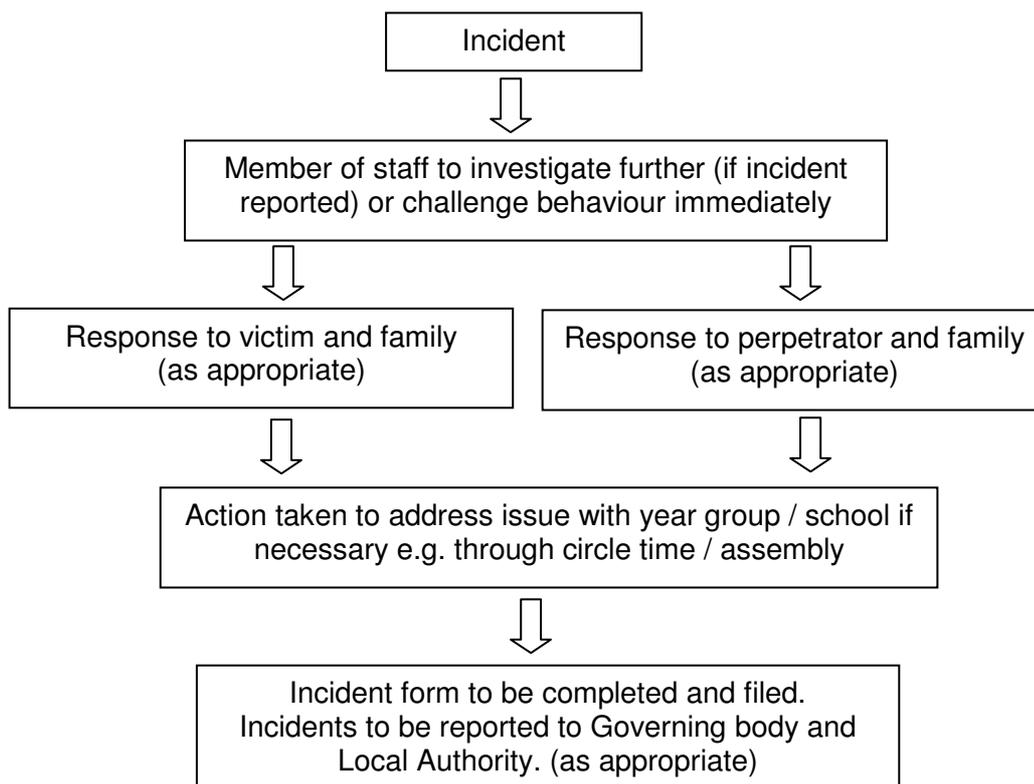
Discrimination can take many forms, including the following examples:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender or other protected characteristic;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc; and
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'. We take this view with all discriminatory incidents and deal with them under the guidance of this policy.

### **Responding to and reporting incidents**

At Threemilestone school we believe that dealing with discriminatory incidents is vital to the ethos of the school and well-being of all its members. There are clear recording and reporting incidents within school and reports are communicated to Cornwall LA as appropriate.



### 8. Monitoring and Evaluation

The Plan has been agreed by our Governing Body. At Threemilestone, we have a rolling programme for reviewing our school policies and their impact. We will review the Policy and Plan on a 3 year cycle. We will also review progress towards the Plan annually in line with the School Development Plan.

### 9. Publishing the Policy & Plan

In order to meet the statutory requirements we will:

- publish our plan on the school website;
- raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications; and
- make sure hard copies are available.

\_\_\_\_\_ Dated \_\_\_\_\_  
Author

\_\_\_\_\_ Dated \_\_\_\_\_  
Head teacher

\_\_\_\_\_ Dated \_\_\_\_\_  
Chair of Governing Body

\_\_\_\_\_ Dated \_\_\_\_\_  
Chair of Pupils and Curriculum Committee

**Ratified at Full Governing Body Meeting:**

**Date of next review:**  
**Review date: July 2018**

## 10. ACTION PLAN

### Thremilestone Primary School

| Equality Strand | Action  | How will the impact of the action be monitored?   | Who is responsible for implementing ?                                 | What are the timeframes?   | Early success indicators  |
|-----------------|---|---|---|--|---|
| All             | MUST BE INCLUDED<br>Publish and promote the Equality Plan through the school website, newsletter and staff meetings.  | Question about parent awareness of Equality Policy and Plan in annual survey?   | School Business Manager   | 1 <sup>st</sup> June 2015<br>Immediately after Equality Plan is agreed by governing body   | Staff are familiar with the principles of the Equality Policy and Plan and use them when planning lessons, creating class room displays<br>Parents are aware of the Equality Policy and Plan        |
| All             | Monitor and analyze pupil achievement by SEND, FSM, gender (significant numbers in groups). Act on any trends or patterns in the data that require additional support for pupils.   | Achievement data analysed<br>Termly meetings: HT, T, DH, SEND co<br>Monitoring & Evaluation foci for SLT<br>Reported to staff and governors<br>Annual report by Equalities & Inclusion governor | Headteacher<br>Governing body<br>Deputy Head<br>SLT members<br>SENDCO | Termly in Headteacher's report to Governors,<br>Raise online in the Autumn Term, Termly Pupil Progress meetings, SSP review meetings | Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups   |
| All             | Ensure that the curriculum positively promotes diverse role models and heroes. Ensure that displays in classrooms and corridors promote diversity. Ensure assemblies promote equality and include positive content and images which celebrate diversity.<br>Encourage children's voices and contribution to reflections on diversity. | Increase in pupils' participation, confidence and achievement levels  | Deputy Head<br>SLT<br>Teachers<br>Subject leaders                     | Ongoing<br>By June 2018  | Increase in participation and confidence of targeted groups, diversity reflected in displays around school, appreciation of diversity reflected in behaviour in all members of the school community |
| All             | Recognise and represent the talents of all pupils in 'high ability & Gifted & Talented programmes, and  | High Ability and Gifted & Talented registers monitored  | HT<br>Deputy Head   | Termly<br>Then by July   | Analysis of the HA and G&T registers are  |

## 10. ACTION PLAN

| Equality Strand    | Action  | How will the impact of the action be monitored?                            | Who is responsible for implementing?   | What are the timeframes?                     | Early success indicators  |
|--------------------|---|--|--|--|---|
|                    | ensure representation on the programmes fully reflects the school population.   | Termly progress meetings   |  | 2017   | representative of the school's population<br>Pupils represented in additional programmes and provision                          |
| <i>ALL</i>         | Investigate accessibility plan and that building is inline with agreements and expectations of Equality Act. Risk Assessments and development of shared areas to ensure they are accessible and safe. | Observations<br>SENDCO other staff<br>discussions                          | School Business Manager<br>SLT         | December 2015                                | Plan developed and implemented into Accessibility plan.   |
| Community cohesion | Develop links with other schools in the UK and internationally as well as local community organisations.  | Displays, book scrutiny,<br>Children's voices<br>Trips and events          | Headteacher<br>Geography coordinator   | July 2016                                    | Local, national and global citizenship developed. Attitude, knowledge, experience and understanding of other cultures enhanced. |
| FSM                | Enhance the wider school provision for children regardless of income including enrichment activities.   | Pupil Premium funding expenditure<br>Analysis of trips/residential take up | Deputy Head<br>School Business Manager | Termly<br>By December 2015 in first instance | Any identified gaps in take up of enrichment activities is narrowed.  |

## Appendix 1: Provision Accessibility Plan

This accessibility plan cross references to the School Development Plan. This accessibility plan is reviewed by the Pupils and Curriculum Committee in conjunction with the Equality plan.

| <b>How does the school deliver the curriculum?</b>   |   |
|--|---|
| Do you ensure that teachers and teaching assistants have the necessary training to teach and support all pupils? | <ul style="list-style-type: none"> <li>• Training needs are regularly reviewed for all staff.</li> <li>• One staff inset per term that is SEND focused.</li> <li>• School provides SENDCO, Specialist Teaching Assistants, Learning Mentor, Parent Support Advisor, SLT &amp; designated lunchtime supervisors with appropriate training.</li> </ul>  |
| Are your classrooms optimally organised for all pupils?  | <ul style="list-style-type: none"> <li>• SLT complete termly Learning environment walks</li> <li>• SENDCO identifies at SSP meetings any additional environment needs in discussion with class teacher</li> </ul>   |
| Do lessons provide opportunities for all pupils to achieve?  | <ul style="list-style-type: none"> <li>• Teachers have high expectations of all pupils this is reflected in the Learning and Teaching, behaviour and conduct, achievement and standards</li> <li>• Quality First teaching ensures lessons are differentiated by task, support, time, resource and outcome</li> <li>• Curriculum provides opportunities for all learning styles and enrichment opportunities</li> <li>• <a href="#">Additional resources for children</a> are implemented to remove barriers to learning eg specialist support, family support, resources including furniture, visual timetables, additional teachers</li> <li>• Staff implement recommendations from external professional agencies eg, sensory activities, fun fit,</li> <li>• All pupils have opportunities within lessons, extra-curricular and school events to participate in a wide range of creative, sporting, scientific, technical, social activities in addition to the core subjects</li> </ul> |
| Are lessons responsive to pupil diversity?   | <ul style="list-style-type: none"> <li>• RE, PSHCE, Spiritual Moral Social and Cultural (SMSC) cover diversity and lessons are planned in line with our school, local, national and global communities</li> <li>• Quality First Teaching means lessons are differentiated for individual needs</li> <li>• Termly monitoring of progress of individuals and groups by SLT with teachers</li> <li>• Teachers have handover meetings including information on SEND, religion, EAL and ethnic minority</li> <li>• The school implements a Charging Policy, Hardship Fund and Pupil Premium spending facilitates additional support and resources</li> <li>• School completes risk assessments for all areas of the curriculum and provision</li> </ul>  |
| <b>Is the school designed to meet the needs of all pupils?</b>   |   |
| Does the size and layout of the school environment allow access for all pupils?                                  | <ul style="list-style-type: none"> <li>• School meets needs current school population</li> <li>• School responds to individual needs as they arise</li> <li>• All rooms are well lit, corridors are wide,</li> <li>• The school budget allows for reasonable adjustments/best endeavours in line with the Equality Act</li> <li>• Fire doors require support to access- our risk assessments and Personal evacuation plans address this</li> </ul>  |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• School has trained Fire Marshalls and staff are aware of their roles and responsibilities in the event of school evacuation</li> <li>• School provides access to a quiet room at lunchtime, school gardens and grounds</li> </ul>   |
| Are pathways around the school site and parking arrangements safe, routes logical and well signed?        | <ul style="list-style-type: none"> <li>• The Site Supervisor conducts daily risk assessments of the school site</li> <li>• School has painted markings to the floor and gates to car parks</li> <li>• The school website, newsletter, facebook and assemblies include advice and reminders about safe access and movement around the school</li> </ul>   |
| <b>How does the school communicate?</b>   |  |
| Do you provide information in a variety of formats for pupils, parents / carers and other school members? | <ul style="list-style-type: none"> <li>• The school endeavours to provide all information and forms in whatever format or language is needed (upon request).</li> <li>• Teachers plan <a href="#">for all learner types</a> and children <a href="#">are encouraged to record in different formats</a>.</li> <li>• The school has a regularly updated website, produces a weekly newsletter (hard copy/website/emailed), updates facebook, uses Parent Mail texting, makes phone calls home, holds face to face meetings and events, encourages communication with all members of staff</li> </ul> |

## Appendix 2 Glossary of Terms

- **Direct discrimination** occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination – for example if a school were to refuse to let a pupil be a house captain because she has a physical disability.
- **Indirect discrimination** occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. An example might be holding a parents’ meeting on a Friday evening, which could make it difficult for observant Jewish parents to attend. It is a defence against a claim of indirect discrimination if it can be shown to be “a proportionate means of achieving a legitimate aim”. This means both that the reason for the rule or practice is legitimate, and that it could not reasonably be achieved in a different way which did not discriminate.
- **Harassment** has a specific legal definition in the Act - it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”. This covers unpleasant and bullying behaviour, but potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.
- Where schools are concerned, the offence of harassment as defined in this way in the Act applies only to harassment because of disability, race, sex or pregnancy and maternity, and not to religion or belief, sexual orientation or gender reassignment. It is very important to recognise that this does **not** mean that schools are free to bully or harass pupils on these other grounds - to do so would still be unlawful as well as unacceptable. Any case against the school would be on grounds of direct discrimination rather than harassment.
- **Victimisation** occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act. A protected act might involve, for example, making an allegation of discrimination or bringing a case under the Act, or supporting another person’s complaint by giving evidence or information, but it includes anything that is done under or in connection with the Act. Even if what a person did or said was incorrect or misconceived, for example based on a misunderstanding of the situation or of what the law provides, they are protected against retaliation unless they were acting in bad faith. The reason for this is to ensure that people are not afraid to raise genuine concerns about discrimination because of fear of retaliation.

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil’s individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a half termly basis.