



# DANES HILL SCHOOL

## **Inclusive Education and Equal Opportunities Policy**

*This policy is applicable to all pupils in the Prep School and Pre-Prep School*

<b>Author/Reviewer responsible:</b>	Deputy Head Pastoral, DSL, Head of Wellbeing and Head	<b>Date of Review:</b>	September 2024
<b>Reviewed by:</b>	SLT and Governing Body		14.11.2024
		<b>Date of next Review:</b>	September 2025

## 1. Introduction

1.1 Danes Hill School understands that, under the Equality Act 2010, has a duty to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality between different groups
- Foster good relationships between different groups
- Promote good mental health and wellbeing

1.2 Danes Hill is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered.

1.3 Our aim is to work together to create an inclusive educational environment that nurtures the strengths and talents of every pupil and prepares them for a future in an increasingly diverse and interconnected world. We are committed to the development of the whole person within a supportive, secure and creative environment.

1.4 All pupils should feel valued, respected, and should be provided with equal opportunities to thrive. This Inclusive Education and Equal Opportunities Policy outlines our dedication to promoting diversity, eliminating discrimination, and ensuring that every individual feels safe, supported, and included within our school community.

1.5 This policy aligns with the principles established by the Equality Act 2010, which guide us in fostering an atmosphere that celebrates the unique characteristics and experiences of each pupil. We recognise the importance of providing an education that reflects the diverse nature of our society and prepares our pupils to become compassionate global citizens.

1.6 By embracing inclusive practices, we aim to address barriers to learning and create an environment where all pupils can access high-quality education, regardless of their background, abilities, race, religion, gender, sexual orientation, or disability. We value and respect the rights, identities, and individual needs of our pupils, fostering a sense of belonging and empowering them to reach their full potential.

1.7 This policy serves as a foundation for our commitment to promoting equity, diversity, and inclusion throughout our school community. Ethnic, religious, cultural, linguistic and social diversity are regarded as having a positive role to play within the school as we aim to prepare children for life in a multicultural society. We work continuously to develop a culture that values and appreciates differences, encourages open dialogue, and actively challenges discrimination, prejudice, and bias in all its forms.

1.8 Our Inclusive Education and Equal Opportunities Policy is regularly reviewed and updated to ensure its relevance and effectiveness in addressing the evolving needs and expectations of our pupils, staff, parents, and wider community. We encourage active participation and collaboration from everyone in implementing and upholding this policy.

## **2. Legal Framework and Other Policies**

2.1 This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

2.2 This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Gender separation in mixed schools'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

2.3 This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy and Procedures
- Pupil Mental Health and Wellbeing Policy
- Anti-bullying Policy
- Pastoral Care Policy
- Collective Worship Policy
- RE and RSHE Policy

## **3.Aims and School Values**

3.1 The aims of this policy and Danes Hill's ethos as a whole, are to:

- Eliminate unlawful discrimination on the grounds of any of the protected characteristics
- Eliminate all bullying and unlawful discrimination on the basis that an individual has a learning difficulty or special educational need, or because English is an additional language
- Promote equality of opportunity for all members of the School community
- Comply with the School's equality obligations contained in the Equality Act 2010
- Provide high quality learning to enable children to acquire the skills, knowledge and concepts relevant to their future
- Promote an ethos of care, mutual respect and support, where effort is valued and success celebrated
- Enable children to become active, responsible and caring members of the school and wider community.
- Provide a learning environment where all individuals feel valued and feel they have a sense of belonging

- Prepare pupils for life in a diverse and inclusive society
- Provide and promote positive information about the diversity of UK society
- Actively challenge discrimination and ensure that all members of the School community learn from these experiences
- Embed inclusion through all of our activities
- At Danes Hill, we strive to create a culture that fosters personal growth, inspires passion, empowers courage and nurtures respect. These values encapsulate the qualities we wish to instil in our pupils, providing them with a solid foundation for success both academically and personally.

3.2 In order for our pupils to be able to embrace these values, we work towards developing a shared understanding of these values based on the following statements:

- **I can demonstrate Growth by** – working hard, giving my best effort, investing in my own development, being active in the development of those around me, expanding my horizons, nurturing my community
- **I can demonstrate Passion by** – being inspired, showing curiosity, showing ambition in all I do, striving to succeed, showing dedication in all things, not giving up
- **I can demonstrate Courage by** – developing the confidence to take risks, trying new things, not being afraid to fail, speaking up for myself and for others, telling the truth
- **I can demonstrate Respect by** – having an awareness of others as well as myself, treating everyone with dignity, showing others kindness and consideration, showing others empathy

3.3 By embracing these values, we are confident that our pupils will develop into confident, compassionate, and resilient individuals, well-prepared to face any challenge that comes their way.

## 4. Definitions and Key Principles

### 4.1 Inclusion:

Inclusion refers to the practice of ensuring that all pupils, regardless of their individual characteristics or circumstances, are fully and actively involved in all aspects of school life. It involves embracing diversity, promoting equality, and providing support to meet the needs of every pupil, fostering a sense of belonging and respect for all.

### 4.2 Equality:

Equality means treating everyone fairly and ensuring that no individual or group is discriminated against based on their protected characteristics, which include age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sex re-assignment and sexual orientation. It involves promoting equal opportunities, valuing diversity, and challenging any form of discrimination.

### 4.3 Diversity:

Diversity refers to the range of individual differences and unique characteristics among pupils, including but not limited to their background, abilities, culture, ethnicity, gender, sexual orientation, race, religion, language, and socio-economic status. Embracing diversity enriches our school community and prepares pupils to thrive in a multicultural society.

#### **4.4 Equity:**

Equity involves ensuring fairness and justice in the distribution of resources, opportunities, and support to meet the diverse needs of all pupils. It acknowledges that different individuals require different levels of assistance and intervention to achieve the same educational outcomes, thus aiming to bridge achievement gaps and promote educational excellence for all.

#### **4.5 Wellbeing:**

Wellbeing is defined in the Children Act 2004 as the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing; education, training, and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.

#### **4.6 Discrimination:**

Discrimination can be defined as prejudice against groups or individuals, for example gender, pregnancy or maternity, sexual orientation, religion and belief, cultural and linguistic background, sexual orientation, gender assignment, SEND, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. A consequence of discrimination can be bullying behaviour by an individual or group, that intentionally hurts another individual or group either physically or emotionally.

#### **4.7 Key Principles:**

We promote the following principles in order to meet our aims:

- **Respect and Dignity:** We value and respect the rights, identities, and individual worth of every pupil, staff member, and member of our school community. We promote an atmosphere of mutual respect, where everyone is treated with dignity and fairness, fostering positive relationships and a supportive learning environment.
- **Access and Participation:** We strive to eliminate barriers to learning and ensure that all pupils have equal access to high-quality education and meaningful participation in all school activities. We provide reasonable adjustments and tailored support to meet individual needs, empowering pupils to engage fully in their learning journey.
- **Celebrating Diversity:** We celebrate the diversity within our school community, recognising and appreciating the unique backgrounds, experiences, and perspectives of our pupils. We promote understanding, empathy, and cultural awareness, fostering an inclusive environment that values and embraces the richness of our differences.
- **Proactive Approach:** We take a proactive approach to addressing discrimination, prejudice, and bias in all its forms. We actively challenge stereotypes, promote positive attitudes, and provide education that fosters equality, respect, and understanding among pupils and staff.
- **Collaboration and Engagement:** We recognise that achieving inclusive education and equal opportunities requires collaboration and engagement from all stakeholders. We actively involve pupils, parents, staff, and the wider community in shaping and implementing our policies and practices, ensuring their voices are heard and valued.

- **Ongoing Review and Improvement:** We continuously review and improve our policies, practices, and resources to ensure their effectiveness in promoting inclusive education and equal opportunities. We remain responsive to changing needs and expectations, striving for continuous growth and excellence in our commitment to inclusion.

## **5. Roles and Responsibilities**

### **5.1 The Governing Body:**

The Governing Body of Danes Hill School is committed to promoting inclusive education and equal opportunities for all pupils. They work collaboratively with the school leadership team to establish and review policies that support inclusive education. They also monitor the implementation of these policies and hold the school accountable for promoting equality, diversity, and inclusion.

### **5.2 The Senior Leadership Team:**

The Senior Leadership Team is responsible for promoting a positive and inclusive ethos, setting high expectations for staff and pupils regarding inclusive practices, and fostering a safe and respectful learning environment for all.

### **5.3 Staff:**

Staff members are responsible for challenging discrimination, promoting positive behaviour, and fostering an inclusive classroom environment where diversity is valued and celebrated. They should provide appropriate support and accommodations to meet the individual needs of pupils, ensuring that no one is disadvantaged due to their background or circumstances.

### **5.4 Pupils:**

Pupils are expected to demonstrate respect, tolerance, and understanding towards their peers, valuing and appreciating the diversity that enriches our school. Pupils have a responsibility to report any incidents of discrimination, bullying, or exclusionary behaviour to a member of staff. They should actively engage in creating a positive and inclusive atmosphere, treating others with kindness and empathy.

### **5.5 Parents and Carers:**

Parents and carers are encouraged to engage in open and respectful communication with the school, actively participating in activities that promote inclusivity and supporting their child's understanding of diversity. They should work in partnership with the school to address any concerns related to inclusion and equal opportunities, providing feedback, and collaborating on strategies that foster an inclusive learning environment.

### **5.6 The Head of Equal Opportunities:**

The Head of Equal Opportunities works closely with staff, pupils, parents, and external agencies to support the inclusion and well-being of all pupils. They lead the Diversity Working Group and provide guidance, training, and resources to staff, ensuring they have the necessary knowledge and skills to meet the diverse needs of pupils. They also collaborate with external professionals to access additional support and services when required.

## **6. Inclusive Curriculum and Teaching**

6.1 By implementing an inclusive curriculum and employing effective teaching practices, we aim to provide all pupils at Danes Hill School with an enriching and equitable education, enabling them to become confident, independent learners and responsible global citizens.

### **6.2 Curriculum Design:**

It is important to design and deliver an inclusive curriculum that reflects the diverse backgrounds, experiences, and abilities of our pupils. Our curriculum is constantly under review and is designed to be accessible and inclusive, taking into account the varying learning needs and styles of our pupils.

The promotion of cultural diversity permeates all aspects of school life. It is encompassed within the teaching of Geography, Music, RS, English, Drama, Art, History, Citizenship and the study of Languages -Spanish and French. It is also prominent in our 'values in practice' assemblies which the whole prep school attends on Thursdays.

Similarly, in Personal Development lessons and during Circle Time at Bevendean and in Year 2, the children are able to explore the contributions of different cultural, racial and religious groups in our society and broaden their knowledge and understanding of such groups.

Through this cross-curricular approach we aim to cultivate the children's awareness and respect for cultural and ethnic diversity in the classroom, the school and the outside world.

### **6.3 Differentiation and Personalisation:**

Teachers are expected to use a range of strategies to differentiate instruction and personalise learning experiences. They adapt teaching methods, resources, and assessments to cater to individual needs, ensuring that every pupil can access and engage with the curriculum.

### **6.4 Inclusive Teaching Practices:**

Inclusive teaching practices involve using a variety of instructional techniques, resources, and technologies to meet the needs of different learners. They help to create a positive and supportive learning environment for all children. They promote collaboration, respect, and understanding among pupils, encouraging the celebration of diversity. Teachers provide clear explanations, offer constructive feedback, and facilitate opportunities for pupil reflection and self-assessment.

Teachers are encouraged to ensure that all pupils participate fully in lessons. This is a pivotal aspect of lesson observations when assessing the effectiveness of teachers' classroom management. Children who appear isolated or withdrawn have the opportunity to discuss issues with their form teacher, Head of Year, Head of Section, the School Counsellor or the Medical team. This helps us to detect any potential causes of unhappiness and/or social exclusion.

### **6.5 Promoting Equality and Diversity:**

We incorporate diverse perspectives, cultures, and histories into our lessons, fostering an appreciation for the richness and uniqueness of our global community. We challenge stereotypes, biases, and discriminatory attitudes, promoting respect, empathy, and understanding among our pupils. We encourage critical thinking, open dialogue, and the exploration of different viewpoints to develop well-rounded, socially conscious individuals.

## **7. Equal Access and Provision**

### **7.1 Accessible Learning Environment:**

We strive to remove barriers to learning and ensure equal access to educational opportunities. Our facilities, resources, and technologies are designed to accommodate the diverse needs of our pupils. We make reasonable adjustments to support individuals with disabilities, learning difficulties, or any other specific requirements, enabling them to participate fully in school life.

### **7.2 Support and Intervention:**

We recognise that pupils may require additional support or intervention to reach their full potential. Our dedicated staff, including learning support specialists, work collaboratively with teachers, parents, and external agencies to identify individual needs and implement appropriate support strategies.

We provide targeted interventions, personalised learning plans, and differentiated instruction to meet the specific needs of our pupils. We foster a nurturing and inclusive atmosphere where pupils feel supported, valued, and empowered to overcome challenges and achieve academic success.

### **7.3 Equal Opportunities:**

We are committed to promoting equal opportunities for all pupils. We believe in a fair and unbiased approach that recognises and values the diversity of our pupil body. We actively challenge any form of discrimination, bullying, or harassment and create a culture of respect and acceptance. We ensure that all pupils have equal access to extracurricular activities, educational trips, and leadership opportunities, regardless of their background, gender, race, or ability.

### **7.4 Extra-curricular activities**

Whilst providing as broad a curriculum as possible, there are individual opportunities for pupils to develop particular interests and skills outside of the timetable.

### **7.5 Other Strategies of Inclusion**

In order to raise pupils' self-esteem and increase participation in school life staff are expected to make a conscious effort to praise a child when appropriate and to look at achievements in a wider context. Such steps to raise pupils' self-esteem include:

- Displaying work around the school
- Giving a pupil a post of responsibility such as Classroom Monitor
- Rewarding progress of any description
- Asking Heads of Year to give positive feedback to pupils and parents
- Selecting, where possible, 'invisible' children for teams

### **7.6 Parental Engagement:**

We recognise the importance of parental involvement in supporting pupils' learning and development. We actively encourage open communication, partnership, and collaboration with parents and carers to ensure that the provision meets the individual needs of each pupil.

We provide regular updates, progress reports, and opportunities for parents to engage in their child's education. We value parental feedback and work together to create a supportive and inclusive learning environment.



By promoting equal access and provision, we strive to create a learning environment where every pupil can thrive, regardless of their background or individual circumstances. We are committed to nurturing a culture of inclusivity, respect, and equality, enabling all pupils at Danes Hill School to reach their full potential.

## **8. Anti-Discrimination and Bullying**

### **8.1 Commitment to Equality:**

We are committed to fostering an environment that promotes equality, respects diversity, and opposes all forms of discrimination. We believe in treating everyone with dignity, fairness, and respect, regardless of their background, race, ethnicity, gender, religion, disability, sexual orientation, or any other protected characteristic.

Discrimination, in any form, is strictly prohibited within our school community. We actively challenge discriminatory behaviour, attitudes, and language, promoting an inclusive ethos where everyone feels valued and included.

Staff are asked to respond positively in their approach to issues or incidents relating to race or religion. They are expected to work towards eliminating bias towards or against any particular group or individual, be it in the classroom, playground or with parents.

### **8.2 Bullying Prevention:**

We take a zero-tolerance approach to bullying. This does not mean that the school will seek to apply the strongest possible sanction in all cases of bullying, but rather that every effort will be made to address the behaviour and work towards a resolution where the behaviour has stopped, and the victim is reassured and feels safe once again.

Bullying, including cyberbullying, is not acceptable and will not be tolerated. We are dedicated to creating a safe and supportive environment where all pupils can learn and thrive without fear of harassment or intimidation.

Throughout the year there are assemblies about bullying and positive friendships. These include whole school assemblies as well as sectional assemblies. We celebrate national anti-bullying week in November and use resources from the national anti-bullying alliance. During that week all children in year groups at the prep site focus on anti-bullying in their PD lesson. Each year children also work with an external company. In Autumn 2023 the children in years 2 – 7 watched a drama performance about bullying delivered by a visiting theatre company and year 8 pupils went to London and took part in anti-bullying workshops before watching the show ‘Wicked.’ In Autumn 2024, children in years 1 – 4 are watching a performance about anti-bullying and children in years 5 - 8 will take part in anti-bullying workshops.

Our anti-bullying policy sets clear expectations for pupils, staff, and parents regarding respectful behaviour, empathy, and the consequences of bullying. We provide ongoing education and awareness programs to ensure that everyone understands the impact of bullying and knows how to respond appropriately.

### **8.3 Reporting and Support:**

We encourage all members of our school community to report any incidents of discrimination or bullying promptly. We take all reports seriously and investigate them thoroughly, ensuring confidentiality and appropriate support for those involved.

Supportive measures are in place to assist victims of bullying and those who witness or are aware of such incidents. We provide counselling services, peer support, and a range of interventions to help pupils cope with the effects of bullying and to prevent its recurrence.

#### **8.4 Education and Awareness:**

We believe that education is vital in promoting understanding, empathy, and respect. We incorporate anti-discrimination and anti-bullying education within our curriculum, delivering age-appropriate lessons that explore diversity, equality, and the importance of treating others with kindness and respect.

We actively promote awareness campaigns, workshops, and events to reinforce positive behaviours, encourage inclusivity, and empower pupils to stand up against discrimination and bullying.

By promoting anti-discrimination and anti-bullying practices, we strive to create a school environment where every individual feels safe, respected, and valued. We are dedicated to nurturing a culture of inclusivity, empathy, and equality, ensuring that Danes Hill School is a place where everyone can thrive and achieve their full potential.

## **9. Staff Training and Professional Development**

### **9.1 Commitment to Continuous Growth:**

We recognise the importance of providing our staff with ongoing training and professional development opportunities. We are committed to fostering a culture of continuous growth, where our educators can enhance their knowledge, skills, and expertise to ensure the highest standards of teaching and support.

We believe that investing in staff training not only benefits individual professionals but also contributes to the overall improvement of our school community. By staying updated with the latest educational practices and research, our staff can deliver an exceptional learning experience to our pupils.

### **9.2 Comprehensive Training Programmes:**

We offer a range of training programmes and development opportunities tailored to the needs of our staff. These include subject-specific training, pedagogical workshops, safeguarding and child protection training, and ongoing professional development initiatives.

Our training programmes are designed to promote inclusive practices, encourage creativity in teaching, foster positive behaviour management strategies, and enhance pupil engagement. We provide resources and support to enable our staff to implement effective and innovative teaching techniques.

### **9.3 Collaboration and Sharing Best Practices:**

We encourage collaboration and the sharing of best practices among our staff members. We facilitate regular team meetings, professional learning communities, and networking opportunities to promote peer-to-peer support, collaboration, and the exchange of ideas.

We work with outside agencies such as educational psychologists, occupational therapists, family/pupil medical practitioners and mental health agencies (CAMHS) to support the endeavour of the school in serving the needs of all pupils.

Our staff are encouraged to attend educational conferences, seminars, and workshops to gain insights from industry experts and stay abreast of current trends and developments in education. We support their professional growth by providing funding and time off for such professional development activities.

#### **9.4 Performance Evaluation and Feedback:**

We believe in the value of performance evaluation and constructive feedback. Through regular performance reviews and observations, we provide our staff with feedback on their teaching methods, classroom management, and professional growth.

Our performance evaluation process identifies areas for improvement and informs individualised professional development plans. We work collaboratively with our staff to set goals and provide the necessary support and resources to achieve these objectives.

By prioritising staff training and professional development, we empower our educators to deliver high-quality education and support to our pupils. Through continuous learning and improvement, we strive to create an enriching and dynamic learning environment at Danes Hill School.

## **10. Partnership with Parents and Guardians**

### **10.1 Collaborative Engagement:**

We recognise the vital role parents and guardians play in their child's education. We believe that a strong partnership between home and school fosters a supportive and enriching learning environment. We are committed to actively engaging parents and guardians in their child's educational journey.

We value open and transparent communication, ensuring parents and guardians are well-informed about their child's progress, achievements, and any concerns that may arise. We actively seek parent feedback and input, understanding that their insights and perspectives are invaluable in shaping our educational practices.

### **10.2 Effective Communication Channels:**

We maintain multiple communication channels to facilitate effective dialogue between the school and parents/guardians. These include regular newsletters, parent-teacher conferences, parent information sessions, and an accessible online platform for updates and resources.

We encourage parents and guardians to reach out to us with any questions, suggestions, or concerns they may have. We aim to respond promptly and provide the necessary support and guidance.

### **10.3 Parental Involvement:**

We believe that parental involvement enhances the educational experience for children. We actively encourage parents and guardians to participate in school activities, events, and volunteer opportunities. We value their contributions in enriching our school community.

We also provide opportunities for parents and guardians to attend workshops, seminars, and information sessions, equipping them with tools and strategies to support their child's learning at home.

#### **10.4 Building a Supportive Network:**

We strive to create a supportive network of parents and guardians within our school community. We facilitate opportunities for parents to connect with each other, fostering a sense of belonging and collaboration.

We also provide resources and guidance to parents and guardians on various topics such as parenting strategies, well-being, and educational support, strengthening their capacity to support their child's holistic development.

By fostering a strong partnership with parents and guardians, we create a united front in supporting the growth and development of our pupils. Together, we work towards providing the best possible educational experience for each child at Danes Hill School.

## **11. Monitoring and Evaluation**

### **11.1 Continuous Monitoring:**

We are committed to maintaining a safe and inclusive learning environment for all pupils. To ensure the effectiveness of our policies and practices, we implement a robust system of monitoring and evaluation.

We regularly review and assess the implementation of our inclusive education and equal opportunities policy. This involves ongoing observation, data collection, and feedback from various stakeholders, including pupils, staff, parents, and external agencies.

### **11.2 Data Analysis and Assessment:**

We analyse relevant data and evaluate the impact of our policies on promoting inclusivity and equal opportunities. This includes monitoring pupil achievement, attendance, and engagement, as well as analysing incidents related to discrimination, bullying, and harassment.

By conducting thorough data analysis, we can identify any trends or areas of concern, enabling us to take appropriate action and make informed decisions to further improve our practices.

### **11.3 Regular Reporting:**

We provide regular reports to the school leadership, governing body, and relevant stakeholders, summarising the findings of our monitoring and evaluation processes. These reports highlight areas of success, areas for improvement, and any necessary interventions.

We also ensure that parents and guardians are informed about the progress made in promoting inclusive education and equal opportunities. We value transparency and aim to keep all stakeholders informed about our ongoing efforts.

### **11.4 Review and Adaptation:**

Based on the findings from monitoring and evaluation, we review and adapt our policies and practices as necessary. This ensures that we remain responsive to the evolving needs of our pupils and the broader educational landscape.

We actively seek feedback from staff, pupils, parents, and external professionals to inform our decision-making process and drive continuous improvement.

Through our comprehensive monitoring and evaluation processes, we strive to create an inclusive and equitable learning environment that empowers all pupils to thrive. Our commitment to ongoing assessment and adaptation ensures that our policies and practices align with our core values and contribute to the holistic development of each pupil at Danes Hill School.

## 12. Reporting and Complaints Procedure

12.1 Please contact the relevant member of staff to report any concerns with regards to inclusive education and equal opportunities:

Head	Richard Brown	<a href="mailto:head@daneshill.surrey.sch.uk">head@daneshill.surrey.sch.uk</a>
Deputy Head Organisation & Co-Curriculum	Andrew Murfin	<a href="mailto:amurfin@daneshill.surrey.sch.uk">amurfin@daneshill.surrey.sch.uk</a>
Deputy Head Pastoral	James Harvey	<a href="mailto:jharvey@daneshill.surrey.sch.uk">jharvey@daneshill.surrey.sch.uk</a>
DSL	Nikki Harris	<a href="mailto:nharris@daneshill.surrey.sch.uk">nharris@daneshill.surrey.sch.uk</a>
Special Educational Needs Co-ordinator	Sue Chapman	<a href="mailto:schapman@daneshill.surrey.sch.uk">schapman@daneshill.surrey.sch.uk</a>
Head of PD	Vicky Cooper	<a href="mailto:vcooper@daneshill.surrey.sch.uk">vcooper@daneshill.surrey.sch.uk</a>
Chair of Governors	Cedric Ntumba	<a href="mailto:Chair@daneshillschool.com">Chair@daneshillschool.com</a>

12.2 The school's Complaints Procedure Policy states that it has a three-stage procedure for handling complaints. For specific details or any updates, it's recommended to refer to the official complaints policy document available on the website or by request.