ROCHDALE METROPOLITAN BOROUGH COUNCIL

Single Equality & Community Cohesion Policy

Bowlee Park Community Primary School

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1. Foreword

Rochdale MBC aims to be recognised as a leader of diversity and equality in its work and as an example of good practice in the delivery of services and employment. This Single Equality and Community Cohesion Policy for Rochdale's schools reflects this ambition and outlines the activities which will deliver this.

Equality of opportunity and social inclusion issues will ensure that all school communities can truly benefit from and contribute to the improvements we are making, which will bring long-term and positive benefits for Rochdale Borough. Therefore the school's Single Equality and Community Cohesion Policy will require ownership by Governors, senior leaders, all staff, the school community and the pupils in order to succeed.

This policy serves essentially two purposes:

1. To set out a school's overall commitment to equality and community cohesion in one central document for past, present and prospective pupils. The Policy therefore contains the school's approach to all relevant protected characteristics of: **Disability, Gender, Gender reassignment, Pregnancy and maternity, Race, Religion or Belief, Sexual orientation**; and

2. How the school will manage, plan and include its Single Equality and Community Cohesion Policy within its day to day work.

Schools also have obligations as employers and a service provider against the protected characteristics of Age and Marriage and Civil partnerships. These obligations are not covered in this framework as this policy is concerned with a school's obligations to its pupils (mainly present and prospective pupils and where relevant former pupils and staff).

Separate policy guidance covering recruitment and employment is available from Schools Personnel team and the Local Authority.

This Single Equality and Community Cohesion Policy will help schools ensure that they focus more on the outcomes that matter to pupils, community and people who use their services; and that their services are more accessible and delivered effectively. This policy provides a framework for the school to **eliminate prohibited conduct, advance equality of opportunity and foster good relations** in a proactive way.

The Single Equality and Community Cohesion Policy is based on the Equality Act 2010.
Much of what is required of schools is already being carried out by them. The main new provisions in the Equality Act 2010 are:

- new disability discrimination provisions (direct disability discrimination, indirect disability discrimination and discrimination arising from disability)
- new protected characteristics:
- new positive action provisions

Schools also have a "specific duty" to publish information around their equality objectives in an accessible manner by April 2012.

Finally, as schools are already aware, avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life. Furthermore, Equality and Community Cohesion is an important part of OFSTED inspections and need to be considered at all times.

For more information contact
Sajjad Miah, Equality & Community Cohesion Officer, Support for Learning Service
Email: sajjad.miah@rochdale.gov.uk
A Hartshorne, Head Teacher, Bowlee Park Community Primary School
Email; office@bowleepark.rochdale.sch.uk

2. Introduction

There were a number of statutory duties that the school was required to meet prior to the Equality Act 2010. As such, with the implementation of this act and the harmonisation of previous legislation, this policy will refer to the Equality Act 2010 and its various provisions as the legislative framework through which this Single Equality and Community Cohesion Policy will operate.

In the development of this Single Equality and Community Cohesion Policy **Bowlee Park Community School** has moved from a focus on an individual response to an approach that builds on **disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation** considerations from the start and at every level of the school, at strategic, policy, management and classroom level. We will demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. This policy will be monitored and delivered through the governors' role, School Improvement and Self Evaluation process.

We will ensure that every pupil irrespective of the protected characteristics is able to achieve high standards and that strategies are in place to tackle under–achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school include as much as possible a balanced representation of the local and wider community. We believe that this will provide good role models for pupils from all backgrounds.

This Single Equality and Community Cohesion Policy will be linked to a joint action plan which sets out how we intend to implement the policy over the next three years.

Bowlee Park Community School sees this Single Equality and Community Cohesion Policy as a living document and we will continuously review the action plan in consultation with pupils, staff, parents, carers, governors and all other stakeholders where possible. We believe they need to be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of the policy and action plan to ensure that we meet the needs of people from different backgrounds.

Bowlee Park Community School recognises its public sector duty which came into force from April 2011. The school is committed to eliminating prohibited conduct advancing equality of opportunity and fostering good relations.

3. Local and School Context

Local Context:
Rochdale Borough serves a total population of 204,700, with 83,458 households in the borough. This is expected to grow to a population over 212,300 by 2033. Rochdale Borough covers 62 square miles, there is a mix of urban and rural areas and over two thirds of the borough is covered by countryside and green areas. It contains four townships (Heywood, Middleton, Pennines and Rochdale). We have excellent links to Greater Manchester and other cites in the region and easy access to magnificent countryside including the Pennines.

Rochdale Borough is ranked one of the most deprived boroughs in the country and is ranked 25th out of a total of 354 using the indices of multiple deprivations. The Borough has challenges with respect to low economic growth, poor life expectancy, higher levels of crime, low skill, high levels of people living in poverty, poor physical environment.

Rochdale Borough is made up of 135 Lower Super Output Areas and of these 16 are in the 3% most deprived in England, 36 are in the 10% most deprived in England and 57 are in the 20% most

deprived in England (based on indices of deprivation 2004). Deprivation is highest in parts of West Heywood, West Middleton, Kirkholt, Smallbridge, Firgrove and the centre of Rochdale.

Statistics show that 83.5% of the Borough's population are from a White British ethnic background. People from a Pakistani background make up the largest minority ethnic group with 7.71% of the population. White Irish make up the second highest minority group at 1.46%, followed by Bangladeshi's at 1.26%. Overall 25% of the school population are from minority ethnic groups.

Rochdale Borough's population is younger than that of Greater Manchester and England & Wales. The greatest difference is in the 0-15 year olds age group (21% compared with national average of 19%).

Disabled people form approximately 19% of the working age population of the Borough. It is estimated that some 53% of disabled people of working age are unemployed.

There are more females than males in the Borough; with approximately 51.4% women compared with 48.6% males.

Christians form the main religious group in Rochdale with 72.10% of the total population. The next largest religious group is Muslims with 9.37% of people in the Borough. 1 in 7 people in the borough described themselves as having no religion.

*** Figures based on 2001 Census Data and 2009/2010 Mid Year Estimates by RMBC**

School Context:

Bowlee Park Community School is situated in the town of Rochdale, in the borough of Middleton and has approximately 660 pupils on roll, aged between 3 and 11. The school opened in 2008 as the result of an amalgamation of two local schools and since opening has continued to undergo significant change from a two-form entry to a three-form entry school.

OFSTED report 2010;
'Bowlee Park Community Primary School is very much larger than most schools. Almost all of the pupils are of White British heritage, with a small number coming from other cultural backgrounds. Very few pupils speak English as an additional language. The proportion of pupils receiving free school meals is well above the national average. A higher than average proportion has special educational needs and/or disabilities. The Early Years Foundation Stage provision consists of Nursery and Reception classes.
The school has been in existence since September 2008 having been established following the amalgamation of two neighbouring schools. The process of amalgamation has been undertaken during the spring and summer period of 2007 and has involved three changes of site and significant reorganisation of staffing. The school opened in a refurbished and remodelled building in January 2009.

Structure of our Single Equality and Community Cohesion Policy

This policy document is designed to give a background and show **Bowlee Park Community School** has respect of the protected characteristics in both education and service provision.

Recruitment and employment issues with regard to staff may be referenced but these will be covered in more detail under separate policy.

Therefore, we have set out below:

- The definitions in respect of each of the protected equality characteristics
- Our commitment for each of the protected equality characteristics

- Our headline achievements, aims and objectives for each of the protected equality characteristics

We have then set out our key approaches and tools to help us achieve these aims including:

- Our consultation and involvement strategy
- Our commitment to Equality Impact Assessments
- Our accountability processes for the policy
- Our commitment to publication and public access
- Our monitoring and review processes

4. Specific Equality Areas;

Disability

What do we mean by Disability Equality?
We recognise that a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Our commitment
Bowlee Park Community School is committed to promoting an ethos that safeguards the dignity and well being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their disability.

This Single Equality and Community Cohesion Policy incorporates our commitment and actions on disability equality. It demonstrates our commitment to addressing disability equality in our decision making and the delivery of education.

We are committed to promoting equality of opportunity for disabled pupils, staff and other users of our services so they can have equal access to all our school and its services. This policy is a statement of our commitment and shows clearly how we will work over the next three years to achieve our goal.

We will continue to review our policies, practices and procedures so that they do not adversely affect anyone because of their disability

Our achievements
We carry out risk assessments for disabled staff. The risk assessments specify adjustments that we as a school can make in order to support the staff in being able to carry out their role most effectively.
We have disabled children in school. These children are given full access to the curriculum. They have an Individual Educational Plan or Medical Plan in place to ensure their needs are fully met.
We have made a number of modifications to the premises in order to meet the needs of children and adults with physical disabilities. We have three large accessible toilets, a lift to the upper floor capable of accommodating a wheelchair. We have 5 disabled parking spaces in the school car park
We liaise closely with other specialists e.g. physiotherapists, occupational therapists.
We have;

- Assemblies related to disabilities
- SEALs work in school
- Anti-Bullying week
- Work with other agencies including Rochdale Additional Needs Service
- Provide auxiliary aids for registered blind and deaf children
- Ensure all children are able to access school visits

See; Inclusion Policy, Equal Opportunities Policy, Safeguarding Policy, Child Protection Policy

Our Aims and objectives
We have identified a number of specific actions designed to promote positive attitudes towards disabled people. We are committed to:

- Developing curriculum based activities to raise awareness and improve understanding of disability issues amongst pupils and staff.
- Where required, we will purchase (dependant on available funds) any auxiliary aids to ensure disabled pupils have fair access to lessons.

Gender

Bowlee Park is a mixed gender Primary School.

What do we mean by Gender Equality?
We recognise that a person's gender refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to boys or girls.

Our commitment
Bowlee Park Community School is committed to promoting an ethos that safeguards the dignity and well being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their gender.

We recognise that stereotypes exist for both genders and some can lose opportunities because of these stereotypes and welcome the requirements of the Equality Act 2010 with specific provision for Gender Equality and we will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of gender, including domestic violence, sexual violence, bullying and exploitation.

- Promote equality of opportunity between women and men in all of our functions.

Our achievements, Aims and Objectives

Outcomes for all pupils are regularly tracked. Outcomes for boys are compared with outcomes for girls. Further work is carried out in order to ensure that genuine trends in data are identified.

Gender differences in achievement and progress are discussed at staff meetings and governors meetings. Ideas for addressing the issue are collected and considered. A comprehensive action plan is in place to address gender differences in outcomes for pupils.

Intervention groups focus on underachievement and under attainment. In some cases this may be a single sex group in order to ensure group members make the necessary progress to close the gender gap.

All employment practices are free of gender constraints and the most appropriate candidate would always be appointed regardless of gender, culture or disability.

We have 6 male teachers and three male teaching assistants.

Issues around stereotyping are discussed as part of the PSHE curriculum and where required.

(*See; Equal Opportunities Policy* and *LA Guidance on School Pay Policy)*

Gender Reassignment

What do we mean by gender reassignment?
We recognise that a person may express their gender in a way that differs from or is inconsistent with the physical gender that they were born with.

Our commitment

Bowlee Park Community School is committed to promoting an ethos that safeguards the dignity and well being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because they propose to undergo, are undergoing or have undergone gender reassignment.

We understand gender reassignment does not necessarily require a medical process to be undertaken and that a person will be protected because of gender reassignment if they:

- Make their intention known to someone at the school
- Start to behave or dress according to the gender they identify with
- Undergo treatment such as surgery or hormone therapy
- Have already received gender recognition under the gender recognition act 2004

The school respects the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Our achievements, aims and objectives
School Practice in line with Equality Act 2010.
To provide a supportive environment within the school community

Pregnancy and Maternity

What do we mean by pregnancy and maternity?
Treating a woman (or a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

Our commitment
Bowlee Park Community School is committed to promoting an ethos that safeguards the dignity and well being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their pregnancy or maternity.

We will also seek to make arrangements for female pupils or staff to ensure that they are not treated less favourably because they are pregnant or breastfeeding.

We will not discriminate against a pupils or staff in absences related to pregnancy and maternity.

Our achievements, aims and objectives
New and Expectant Mother Risk assessment is undertaken with head teacher at 12 weeks and then every 6 weeks or as required. Where required, changes are made to accommodate the pregnant member of staff.

Car parking space designated for expectant mother at front of school once they reach the third trimester of their pregnancy.

Visitors to school who wish to breast feed will be provided with suitable accommodation.

Race

What do we mean by Race Equality?
The school adopts the definition of Race as outlined in the Equality Act 2010 as one of the protected characteristics which refer to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Our commitment
Bowlee Park Community School is committed to promoting an ethos that safeguards the dignity and well being of everyone and encourages practices that take into account the rights of individuals to

be treated with dignity and respect. We recognise that race discrimination, harassment and victimisation may be experienced by all in a number of ways, including day-to-day interaction with fellow pupils, staff and visitors.

The School also recognises that Black, Asian and Minority Ethnic pupils and staff may experience discrimination on the basis of race, colour, nationality and ethnic origin. This discrimination can manifest itself in all areas of their lives and can have serious consequences in terms of damaging people emotionally and physically and limiting life choices and opportunities.

The school and governing body does not tolerate any form of race discrimination which it recognises is unacceptable, discriminatory and unlawful, and is proactive in ensuring that people whatever their race, are treated fairly. This commitment is consistent with the significant progress that the school has already made in this area.

We will comply with the requirements of the Equality Act 2010 with regard to Race Equality.

Our achievements
(See Equal Opportunity Policy)

Tackling unlawful discrimination by

- Keeping accurate records of all ethnic groups, their backgrounds and needs and how the school responds to them;
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, and notify complainants of the outcomes and action taken;
- Reporting any racist incidents to the Local Authority on a termly basis as part of the borough wide monitoring of incidents:
- Encouraging dialogue between pupils of different racial groups;
- Preventing racial discrimination, and to promote equality of opportunity and good relations between members of different racial and ethnic cultural groups
- Ensuring the school staff, pupils and their families as well as our partners and the wider community fully understand the principles of good race relations.
- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture of all your pupils and their families. An annual Multicultural Week encourages children and adults to consider other races and cultures living in the Rochdale area and beyond.
- Encouraging pupils and their families of all ethnic groups to participate fully in all aspects of school life;

Our aims and objectives

- We expect in the future to work more closely with families for whom English is not their only language in order to offer support for families by having a range of different language users available.
- Liaise with professionals from other schools and organisations to allow the development and sharing of good practice.
- Encourage the celebration of diversity through a range of projects and linking opportunities with other schools.
- Counter myths and misinformation that may undermine good community relations

Religion or Belief

Bowlee Park Community Primary School is not a faith based school.

What do we mean by Religion or Belief equality?
A Religion or belief refers to a religious and/or philosophical belief including lack of belief (e.g. Atheism). A religion must be identifiable and have a clear structure or belief system. A belief need not include faith or worship of a god or gods, but must affect how a person lives their lives or perceives the world (e.g. Humanism)

Our commitment

Bowlee Park Community School has is committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect.

Faith-based hate crime has been a new phenomenon in recent years, developing a character that is distinct from race hate crime. We recognise that discrimination, harassment and victimisation on the grounds of religion and/or belief or non-belief may be experienced in a number of ways, including day-to-day interaction with fellow pupils, staff and visitors.

The school seeks to eliminate all forms of discrimination and prejudice based on religion and/or belief or non-belief, either direct or indirect, and is committed to treating staff, pupils and others fairly, regardless of their religion or belief and will not condone unfavourable treatment on this basis.

We will comply with the requirements of the Equality Act 2010 with regard to religion or belief and any incidents of bullying, harassment and/or victimisation on the grounds of religion and/or belief or non-belief will be taken seriously and could provide grounds for disciplinary action that may lead to dismissal or exclusion from the school.

Our achievements
Pupils in school study a range of faiths and beliefs. Children are encouraged to develop their knowledge, understanding and tolerance of different faiths through a variety of curricular activities.

We work in partnership with different religions or belief groups to;

- Promote the active participation of different religion or belief communities in shaping the future of school;
- Ensure the school staff (both permanent and temporary), pupils and their families as well as our partners and the wider community fully understand the principles of tolerance and good religion or belief relations.
- Expand access across all communities and in all areas of school activity.

We

- Keep accurate records of all religion or belief groups, their backgrounds and needs and how the school responds to them;
- We organise visits and visitors to school, curriculum activities and assemblies based around the major faiths.
- Deal with complaints of discrimination and harassment speedily according to Local Authority Guidance, and notify complainants of the outcomes and action taken;
- Encourage dialogue between pupils of different religions or belief groups;
- Prevent discrimination and promote equality of opportunity and good relations between members of different religions or belief groups.
- Counter myths and misinformation that may undermine good community relations.

Our aims and objectives

- To promote a wide range of activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the religion or belief of all your pupils and their families;
- To encourage pupils and their families of all religion or belief groups to participate fully in all aspects of school life;

Sexual Orientation

What do we mean by sexual orientation equality?
The school uses the definition as outlined in legislation as sexual orientation meaning a person's sexual orientation towards:

- persons of the same sex
- persons of the opposite sex, or

- persons of either sex

The school extends the definition of this protected characteristic of sexual orientation to include:

- references to a person who is of a particular sexual orientation, or
- references to persons who share the same sexual orientation

Our commitment
Bowlee Park Community School is committed to promoting an ethos that safeguards the dignity and well being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their sexual orientation.

The School will combat discrimination faced by lesbians, gay and bisexual (LGB) people. We want to ensure equality of opportunity for LGB people across our curriculum provision, 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.

The school recognises the need to protect pupils and staff from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation). 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 our Equality Impact Assessment processes.

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

Our achievements, aims and objectives

See SRE Policy, PSHCE Policy, Anti-bullying policy

5. Community Cohesion

What do we mean by Community Cohesion?
Bowlee Park Community School adopts the Department for Education definition of community cohesion to mean working towards a society in which:

- There is a common vision and sense of belonging by all communities the diversity of people's backgrounds and circumstances is appreciated and valued
- Similar life opportunities are available to all, and
- Strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

Our commitment
For a number of years, we have been committed to promoting community cohesion as part of the response to the legal duties outlined in previous legislation.

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 communities and existing communities to adapt and integrate with one another.

The school will promote community cohesion within a number of dimensions including:

- the school community
- the community within which the school is located
- the community of Britain

- the global community

Our achievements, aims and objectives

1. The school will promote community cohesion by developing its teaching, learning and curriculum to help all children to learn and understand others. They will learn to value diversity whilst recognising shared values.
2. The school will promote awareness of human rights. All will apply and defend them.
3. We will develop the skills of participation and responsible action necessary for living together as citizens of England within the United Kingdom.
4. We will promote equity and excellence to ensure equal opportunities for all to succeed and do well.
5. We will provide access and participation in learning and in wider activities while working to eliminate variations in outcomes for different groups.
6. We will provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations. This will include, where appropriate, links with different schools and communities.
7. Where we can, we will offer access to provision of extended services. This will create opportunities for pupils, families and the wider community, to take part in activities and receive services which build positive interaction and achievement for all groups.

See; Curriculum Maps, Eco Schools Green Flag Status, Healthy Schools and PSHCE Policy
Anti-bullying policy equal opportunities policy

The school also promotes:

- The teaching of human rights and of rights and responsibilities of themselves and others, and of valuing and respecting diversity, as part of the personal and social development of each child
- Children have roles and responsibilities within their own classroom and across school including student council and eco action team, play leaders and monitors. These roles give children the opportunity to become more actively involved in decisions affecting activities in school. Children other than School Councillors are also involved in the decision making process in order to engage them, build a sense of community and ensure their needs are met, for example, through assemblies, informal chats
- The extent to which the children participate in sporting opportunities with other local schools, support a range of charities, and are involved in activities with the community, together with the increased opportunities the children are having to interact with people from different backgrounds both within and outside of school, shows the contribution the children make to the school, local and wider community and in promoting community cohesion
- The children are encouraged to voice their opinions and respect the opinions of others through the PSHCE curriculum/circle time.
- An Eco- School Action Team, involving children from a number of year groups, discusses issues and makes decisions that will ensure Bowlee Park becomes a more stimulating place to learn while reducing the environmental impact of the school on the community
- The School Choir and school band sing and play at certain community events, for example; the local Care Home, annual event at a neighbouring school.
- Local community members are invited in to school on a regular basis for example, Open Day, Enterprise Week, World of Work Day.

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.

Safeguarding & Building Resilience – "Learning together to be safe"

Bowlee Park Community School is fully committed to safeguarding the welfare of all children and young people by taking all reasonable steps to protect them and build resilience in accordance with the DfE guidance – *Learning Together to be Safe*.

This commitment is in line with our school's current Safeguarding policy and Child Protection Policy and applies to all adults, including volunteers, working in or on behalf of the school.

We recognise that some young people, who are vulnerable to extreme views, may find it difficult to develop a sense of self worth and to view the world in a positive way. We also recognise that their behaviour may be challenging at times, and that some may cause offence or harm to others.

We will therefore always take a considered and sensitive approach in order that we can support all of our pupils by

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are particularly vulnerable to extreme views / radicalisation, and taking appropriate action in accordance with the schools Safeguarding procedures with the aim of making sure they are kept safe both at home and in our school setting.
- making appropriate referrals to the Local Authority for early intervention and support where necessary
- ensuring that staff member(s) or governor(s) responsible for safeguarding are kept fully aware of their responsibilities, by attending relevant training and briefings
- letting staff, parents and pupils know how to voice their concerns
- responding to any allegations appropriately in accordance with appropriate school policies and procedures

6. Equality Impact Assessment

We are reviewing key policies, functions or procedures that have been assessed as relevant to meeting the duties set out under the Equality Act 2010.

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 will consult with the local authority where necessary and our staff and Governors who are responsible for carrying out these assessments have attended relevant training or will be attending future training as part of their role.

The following policies will be reviewed in the light of their impact on equality within school for different groups:

- Admissions
- Attendance
- Exclusions
- Curriculum
- Uniform
- National Healthy School Status
- Behaviour
- Sports
- Anti-bullying
- PSHEC

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 Equality Impact Assessments (EIA) to test how we are doing at the moment and what can be done better in the future. An EIA will decide whether a policy or service has a "positive, negative or neutral impact" on some sections of our

school and local community. It will also be used to test future policies or services. The impacts will enable us to take into account the needs of different groups of people who share one or more of the protected characteristics defined by legislation.

We will consult with the local authority where necessary and our staff and Governors who are responsible for carrying out these assessments have attended relevant training or will be attending future training as part of their role.

7. Consultation and Information

The Head teacher and Governors consult with staff and parents and review policies to ensure equality in all aspects of school life. Policies are available for all parents and staff to view.

8. Publishing and raising awareness

We recognise that our Single Equality and Community Cohesion Policy is a public document available to any interested stakeholder.

Specific Duty

Under the Equality Act 2010, we recognise that from April 2012, as a school, we also have a "specific duty" to:

1. Publish sufficient information to demonstrate compliance with the general equality duty every four years, with an action plan review on at least an annual basis. This can include information on the effect that our school policies and practices have on protected groups.

We will also

2. Prepare and publish equality objectives in an accessible manner, to meet one or more aims of the general equality duty, and supporting the local authority in publishing relevant information to demonstrate compliance where necessary.

We will promote and publish our policy by:

- making it available on request
- placing it on our website
- providing a summary in our prospectus, including our vision and priorities

We will consider undertaking staff development activities to raise staff awareness of the schools legal duties.

Examples of the types of information we will consider include:

- Information that was published before preparing our school objectives.
- Information about the engagement undertaken when developing objectives
- placing the policy and a summary of it on our website
- making it available on request
- providing a summary in our prospectus, including our vision and key priorities

9. Monitoring and evaluating the Single Equality and Community Cohesion Policy Action Plan

We will regularly monitor and evaluate the implementation of our Single Equality and Community Cohesion Policy. We will report annually on our progress and performance. Our annual report will be shared with Governors and used to update the Single Equality and Community Cohesion Policy

Information and data, both quantitative and qualitative, will be used to monitor and evaluate the implementation of the action plans including information on the school population, workforce

recruitment, retention and progression, special initiatives, progress at key stage levels and targets and future plans will be reported on to ensure effective monitoring.

We will formally review, evaluate and revise this Single Equality and Community Cohesion Policy and Action Plan every three years, to set new priorities. This process will involve staff, pupils, parents and governors and reflect the full diversity of the school community.

The school has a procedure in place for recording, reporting and responding to racist incidents. The school will continue to comply with the Local Authority procedure for monitoring racist incidents so that the information can be analysed. This procedure is outlined fully in the *guidelines for schools in combating and recording racist incidents.*

10. Roles and responsibilities

This Single Equality and Community Cohesion Policy and Action plan outlines the roles and responsibilities of everyone involved and connected with the school, so that each individual knows what is expected of them. Promoting equality and preventing discrimination, victimisation and harassment is the responsibility of the whole school staff, including support staff. All who are associated with the school have a responsibility for promoting equality and community cohesion, and avoiding unfair discriminatory practices.

The Governing body will:

- Ensure sure the school complies with all current equality legislation.
- Monitor the implementation of the Single Equality and Community Cohesion Policy Community Cohesion and Action Plan to check progress and assess impact on staff, pupils and parents
- Ensure that all governors are aware of their legal responsibilities under equality legislation
- Receive and discuss regular equality and community cohesion reports on progress and performance
- Monitor achievement of equality targets
- Check that implementation of the Policy and action plan achieves improved outcomes for equality and community cohesion and people who share an aspect of their identity in relation to the protected characteristics of disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.
- Monitoring equality impact assessments
- Support the Head teacher in implementing any actions necessary
- Inform and consult with parents about the policy
- Have one governor who takes on the role of designated governor responsible for equality and community cohesion monitoring the policy closely.

The Head teacher will:

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- Ensure staff, pupils, parents/carers and any other interested stakeholders are aware of this Single Equality and Community Cohesion Policy, their roles and responsibilities in implementing it, and receive training and support in carrying these actions out.
- Monitor to ensure effective implementation of the Single Equality and Community Cohesion Policy
- Provide reports for governors on progress and performance
- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this policy
- Assess and monitor the impact of the policy
- Make sure the policy is readily available and that the governors, staff, pupils and parents know about it
- Taking appropriate action in any cases of victimisation, harassment and discrimination in line with the school and LA guidance

- Report racist incident monitoring information to the LA on a termly basis
- Report to governors annually.

The Senior Leadership Team will:

- Drive forward implementation of the Single Equality and Community Cohesion Policy.
- Support staff to carry out their role in implementing this policy
- Provide effective leadership on equality, inclusion and community cohesion
- Ensure the Single Equality and Community Cohesion Policy is successfully promoted
- Respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, victimisation or harassment.
- Assist in implementing reviews of the Single Equality and Community Cohesion Policy

All Staff will:

- Recognise that they have a role and responsibility in their day-to-day work to:
    - promote equality, inclusion and good community relations
    - challenge inappropriate language and behaviour
    - tackle bias and stereotyping
    - respond appropriately to incidents of discrimination, victimisation and harassment and report these
- Highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities.
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society
- Reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that equality is promoted

All Staff will also ensure that pupils are encouraged to:

- Recognise that they have a role and responsibility to themselves and others so that they understand and are able to:
    - promote equality, inclusion and good community relations
    - challenge inappropriate language and behaviour
    - tackle bias and stereotyping
    - work to promote anti-bullying strategies
    - respond appropriately to incidents of discrimination, victimisation and harassment and understand the action needed to report these.
- Work within the Rights and Responsibilities framework we have adopted as Rights Respecting School

Administrative, Ancillary, Supervisory and Support Staff:

- All staff will familiarise themselves with this Single Equality and Community Cohesion Policy and know what their responsibilities are in ensuring that it is implemented

All our Pupils are responsible for:

- Treating others kindly and fairly without prejudice, discrimination, victimisation or harassment
- Attending and engaging in their own learning as well as helping other pupils to learn
- Learning to treat each others with respect and report incidents of discrimination to an adult
- Working within the Rights and Responsibilities framework we have adopted as Rights Respecting School

All our Parents and Carers are responsible for:

- Supporting our school in its implementation of this Single Equality and Community Cohesion Policy
- Following the school policy through their own behaviour
- Ensuring their children attend and engage in the learning
- Inform staff about any prejudice related incidents that occur

Visitors and contractors are responsible for:

- Knowing and following our equality policy

11. Breaches of the Policy

Breaches of this Single Equality & Community Cohesion Policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head Teacher and Governing Body.

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their age, disability, gender, gender reassignment, marital status, pregnancy or maternity, race, religion or belief or sexual orientation, 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. 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 Single Equality and Community Cohesion Policy.