



ROCHDALE
METROPOLITAN BOROUGH
COUNCIL

Single Equality & Community Cohesion Policy

A Development Framework for Schools

***All Saints' CE Primary
School***



2016 – 2019

Date agreed:

Date for review:

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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.

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 through the Quality of Teaching judgement (Spiritual Moral Social & Cultural element) and need to be considered at all time.

For more information contact

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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 All Saints' CE Primary 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.

All Saints' CE Primary 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.

Include here a statement that gives the school's commitment to the public sector duty which came into force from April 2011:

- eliminating prohibited conduct
- advancing equality of opportunity
- fostering good relations

Local and School context

Population:

Rochdale Borough population on Census day 2011 was estimated to be 211,699; 49% Male and 51% Female.

- The breakdown of age population is; 21% are under 16, 64% are between the ages of 16 and 64, and 15% are 65 & over. There are 136,100 residents of work age population (16 to 64).
- Older people aged 65 & over represent 30,816 of the Borough's population; 3,800 are aged 85 & over and 1,200 are aged 90 & over.
- There are 87,552 households across Rochdale Borough and 7,931 are occupied by lone parent households with dependent children. Pensioners make up 5,671 households, representing 6.5% of all households in Rochdale.
- 5,311 households are occupied with no adults in employment with dependent children.
- There are 26,609 households with one or more person with a limiting long-term illness (30.4%)

Ethnicity, Identity, Language & Religion:

- The ethnic breakdown of the Borough currently has a majority of 78.6% White British, with the second largest population being Asian or Asian British Pakistani, representing 10.5%.
- Rochdale has the second largest population of Kashmiri residents across England & Wales, occupying 1,658 residents, with Luton UA being the largest.
- 5% of residents do not identify with having any UK national identity, this compares to 8% in England & Wales.
- Rochdale has 3,402 households (3.9%) where no people in the household have English as a main language, similar to Oldham (4.5%) and Bolton (4.6%).
- The largest groups for Religion in Rochdale are 60.6% Christianity, 13.9% Muslim and 18.9% reporting no religion.

Health:

- 2% of Rochdale residents categorised their health as 'very bad', which is greater than regional and national comparators.
- There are 44,359 residents reporting a long-term health problem or disability and 23,981 are of working age (16 to 64).
- 10.7% of residents reported their day-to-day activities as being 'limited a lot' (22,630 residents).
- 23,260 carers across Rochdale provide unpaid care, with 6,105 providing 50 or more hours per week.

Education & Qualifications:

- 56% of pupils achieved a good level of development at the end of the early year's foundation stage (age 5).
- In 2012, 77% of pupils left Primary School attaining national standards (Level 4 & above in English and maths).
- 52% of pupils achieved 5+A*-C including English and maths in 2012 when leaving secondary school.
- Over 31% of the Borough's population aged 16-74 years reported Level 3 or Level 4/5 qualifications, which is an 11% improvement from the previous Census in 2001 (Census 2011).

Labour Market & Out of Work Benefits

- From the population aged 16 to 74, the 2011 Census reported 101,003 residents economically active and 51,739 economically inactive. There are 9,334 unemployed people and from that number 1,614 have never worked.
- In 2012, 62.5% of the Work Age Population (WAP) was in employment, fewer than local (68.8%) and national (70.7%) comparators, although greater proportion of economically inactive residents 'wants a job'.
- There were 7,368 JSA claimants in April 2013; twice the number of males compared to females. This figure represents 5.2% of WAP for Rochdale, compared to 4.2% regionally and 3.7% nationally.
- There are 27,740 total benefits claimants in Rochdale Borough (Nov 2012), representing 20.4% of WAP. ESA and incapacity benefits have the largest number of claimants (13,030).

*** Figures based on snapshot data obtained from 2011 Census**

School Context:

- *All Saints' Primary School is a Church of England School, situated in the town of Rochdale. We have 246 pupils on roll, aged between 3 and 11. Children start Reception in the school year that they are five. Our intake is 30*
- *Our staff and pupils are both male and female.*
- *We are an inclusive school and aim to meet the needs of pupils.*
- *Approximately 50% of our pupils are from Ethnic Minority backgrounds.*
- *There are currently fifteen languages spoken within school.*
- *We currently have asylum seeking and migrant families.*
- The school is situated in an area of significant disadvantage. School has a higher than national average number of pupils entitled to free school meals.
- The main religions represented in school are Christianity and Islam.

Structure of our Single Equality and Community Cohesion Policy

This policy document is designed to give a background to All Saints' CE Primary School in 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

Equality of Opportunity

Introduction

This policy statement outlines the commitment of the Staff and Governors of All Saints' C Of E Primary School to ensure that equality of opportunity is available to all members of the school community. These include: pupils; staff; parents; governors; visitors to the school; students on placement.

Definition

Equal opportunities are the right of everyone to equal chances, and a belief that each individual is respected for who he or she is. Nobody should be discriminated against or receive prejudicial treatment according to the categories identified.

Rationale

Equal opportunities should permeate all aspects of school life, and is the responsibility of every member of the school community to promote equality.

The implementation of the policy is the responsibility of all individuals within the school community. The responsibility for keeping the issue of equal opportunities at a high level of priority at all times and in all areas, is that of the Head Teacher. All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of the following categories: Ethnicity; Gender; Social background; Ability/Disability; Belief, Faith; Religion; Age; Marital status; Nationality/Citizenship; Colour; sexual orientation; reassignment.

Purpose and Aims

To encourage and enable all to develop without discrimination
To develop a positive self-image and to recognize that people are of equal worth
To value differences and diversity
To eradicate any stereo-typical behaviours

Ethos and Atmosphere

At All Saints' C Of E Primary School we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community. There should be 'openness' of atmosphere which welcomes everyone to the school. The children are encouraged to greet visitors to the school with friendliness and respect. The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity. Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities. Physical access to certain classes is limited internally but all areas can be accessed.

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light. Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils. The adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity. The school places a very high priority on the provision for special educational needs. We strive to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work. The school provide an environment in which all pupils have equal access to all facilities and resources. All pupils are actively involved in their own learning. A range of teaching methods is used throughout the school to ensure that effective learning takes places at all stages for pupils.

Curriculum, Resources and Materials

At All Saints' C Of E Primary School we aim to ensure that our subject policies and practices reflect our commitment to equal opportunities. Our planning takes account of the differing needs of pupils and their progress.

The provision of appropriate resources and materials within our school is a high priority. These resources should:

- reflect "the reality of an ethnically and culturally diverse society"
- reflect a variety of viewpoints
- show positive images of males and females in society including disabled people
- reflect non-stereotypical images of all groups in a global context
- include materials to raise awareness of equal opportunity issues
- be equally accessible to all members of school community consistent with health and safety
- not include explicitly and implicitly racist or sexist materials

Language

All members of staff use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend.
- Creates and enhances positive images of particular groups
- Creates the conditions for all people to develop their self esteem
- Uses correct terminology in referring to particular groups of people

Organisation of Learning

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity.

Our school environment is culturally diverse and we ensure that we share experiences and draw of the wealth of cultural diversity within the community.

Additional Provision

Where possible we will endeavour to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:

Pupils whose home language is not a standard form of English

Pupils for who English is an additional language

Pupils from refugee families

Traveller children

While there is a need for pupils to learn to communicate in standard English we believe that their home language should be celebrated and respected.

Wherever possible, practical and affordable the school will attempt to make suitable adaptations and provide appropriate support to increase accessibility.

Monitoring and review

Equality of opportunity is identified as an area requiring careful monitoring and evaluation, and this will be undertaken through analysis of:

SATs results and screening for specific learning needs

Participation in extra-curricular activities

Exclusions and absence

Continuous assessment of children's learning

Racist and sexist incidents

Accessibility

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

All Saints' CE Primary 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. By also building this into our curriculum, working and procurement processes we will expect others to do the same.

Aims and objectives

We have identified a number of specific actions designed to promote positive attitudes towards disabled people. We have committed to:

- Marketing and communication to ensure that positive images of disabled people and their abilities are used in our promotional material and publications.
- Curriculum based activities to raise awareness and improve understanding of disability issues amongst pupils and staff.
- Auxiliary aids purchased to ensure disabled pupils have fair access to lessons.
- Strategies to attract or assist disabled people to be represented on a range of partnership bodies, including Governing bodies, senior management team etc.
- Involvement of disabled people and their families in the development of the policy.
- Other aspects of school life - teaching and learning, arrangements to provide information in alternative formats, admissions, trips and visits, participation in extended school activities, lunchtime arrangements and canteen facilities and any accessibility plans to improve physical layout of building.

Accessibility

To reduce and eliminate barriers to accessibility and to enhance school involvement and participation by pupils, community members and visitors.

1. School Response

Educational Service – the school will seek and respond to the advice of authorities, agencies, bodies and organisations to promote accessibility.

Other aspects centre upon:

Providing all pupils with a broad and balanced curriculum differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. This curriculum endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum by:

setting suitable learning challenges,

responding to pupils' diverse learning needs,

overcoming potential barriers to learning and assessment for individuals and groups of pupils,

considering the following:

recreation; movement around the school; special events: sports days, visiting theatre groups or storytellers; extra-curricular activities: breakfast club, after-school clubs: school trips: the way that learning support assistants are deployed: timetabling, raising and developing awareness of others' needs.

2. Physical Environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Other aspects centre upon:

improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings;

improvements to toilets, washing and changing facilities;

the provision of ramps and improvements to doorways;

the provision of particular furniture and equipment to improve access.

3. Provision of Information

The school will make itself aware of local services, including those provided through the Local Authority for providing information in alternative formats when required or requested.

Other aspects centre upon:

Recognising and valuing parents' knowledge of the child's ability/disability and its effect on his/her competency/capability to carry out normal activities, and respect for parents' and child's right to confidentiality.

Gender

This is not a single sex 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

All Saints' CE Primary 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.

Aims and objectives

Monitoring of achievement by gender and associated action

To analyse data with the express aim of narrowing any identified attainment gaps.

To ensure that all areas of the curriculum and extra-curricular activities are equally accessible to both genders.

Books and other school resources will promote positive images of both images.

Through our Early Help offer and safeguarding procedures we aim to support all victims of domestic or gender violence.

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

All Saints' CE Primary 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 will also respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Our aims and objectives:

Eliminate prohibited conduct and discrimination of staff, pupils and families regarding gender reassignment, through raising staff awareness and creating a culture of acceptance and support.

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

All Saints' CE Primary 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 not discriminate against staff in absences related to pregnancy and maternity.

Our aims and objectives

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 complete risk assessments and make reasonable adjustments for pregnant members of staff as required.

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

All Saints' CE Primary 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.

We will:

- Ensure that the school has clear procedures for dealing with incidents of racial harassment, including reporting, recording and monitoring
- Ensure that procedures for admissions, attendance and discipline are fair and non-discriminatory
- Analyse performance data by ethnicity to determine any underachievement
- Show respect for cultural diversity by reflecting this in teaching and learning activities
- Seek to make links with organisations and prospective visitors that provide positive role models
- Support parents with limited English to access school information.
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- Exploit opportunities to celebrate the richness and diversity of different cultures
- Address issues of prejudice
- Reviewing texts to ensure appropriateness and inclusiveness
- Ensuring all staff challenge inappropriate racist comments used both in and out of lesson-times
- Ensure clothing, resources and materials do not promote organisations that have negative attitudes towards others based on race or culture.

Our aims and objectives

- To acknowledge the existence of racism and to work towards the elimination of unlawful discrimination
- To promote equality of opportunity
- To promote good relations in order to encourage inclusion in the wider educational community
- To ensure that pupils and staff from all racial groups are encouraged to achieve their full potential
- To prepare children for a life in a culturally diverse society
- To create a school in which every person, irrespective of their race, colour, ethnic national origin or citizenship, feel valued and welcomed.
- To address and raise standards of educational attainment for those groups of students at risk of underachieving.
- To promote an inclusive curriculum, ethos and learning environment.
- To celebrate cultural diversity.
- To promote a climate of understanding, tolerance and harmony.
- To combat discrimination, prejudice and harassment.
- To attempt to address the under representation of ethnic minority staff in school.
- 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;

- Encouraging dialogue between pupils of different racial groups;
- Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, and ethnic cultural groups.

Working in partnership with different racial groups to

- Promote the active participation of different 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 good race relations.
- Expand access across all communities and in all areas of school activity.
- 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;
- Encouraging pupils and their families of all ethnic groups to participate fully in all aspects of school life;
- Countering myths and misinformation that may undermine good community relations.

Religion or Belief

All Saints' C Of E Primary School is a Church Of England Primary School and comes under the Diocese Of Manchester. Our policies reflect the religious affiliation of the 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

All Saints' CE Primary 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.

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 aims and objectives

Tackling unlawful discrimination by:

- Keeping accurate records of all religion or belief 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;
- Encouraging dialogue between pupils of different religions or belief groups;
- Preventing discrimination, and promoting equality of opportunity and good relations between members of different religions or belief groups.

Working 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.
- Promote 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;
- Encourage pupils and their families of all religion or belief groups to participate fully in all aspects of school life;
- Counter myths and misinformation that may undermine good community relations.

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

All Saints' C Of E Primary 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 will deal with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

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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 aims and objectives

- To attempt to eliminate and address any uses of discriminatory or offensive language related to sexual orientation.
- Address any instances of discrimination based on sexual orientation.

Community Cohesion

What do we mean by Community Cohesion?

All Saints' CE Primary 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.

The school provision supports pupil achievement and development and reinforces the importance of equality, cultural diversity, inclusion, identity and citizenship. Within the curriculum and subject areas the above elements are addressed formally and informally and additionally visits to community establishments and from community members are regular events that have a positive influence. School maintains contact with community members and deploys a multi-agency approach to support families. Extended services are offered or 'signposted' by the school to provide families with a range of opportunities and increased involvement. Collaboration and interaction with other schools and respective pupils is a mechanism used to develop relationships and participation and to facilitate greater mutual understanding and respect. Beyond this, the school strives to extend geographical contact and widen human communication by providing links and experiences that lead to growth in community cohesion.

We will evidence our effectiveness through:

- Parent and family sessions
- Parental Partnership Award.
- Community sessions
- Regular themed acts of worship and religious festivals celebrated
- Concerts/performances for family representatives.
- Induction/Admissions Parent/Carer-Teacher meetings
- School Council – pupil representation
- Visits from clergy/ parishioners
- Collaboration with other church schools.
- Visits to places of worship, libraries, museums, local schools.

- Participation in competitive sports matches
- Police Community Support Officer visiting regularly.
- Charity Fund-raising events
- Promotion of community events and awareness raising of family support organisations.
- Regular newsletters, texts and website give information

Safeguarding & Building Resilience

All Saints' CE Primary 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.

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

Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from child sexual exploitation, drugs, gang violence or alcohol.

The Prevent strategy aims to protect vulnerable people from being drawn into terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist & extremist influences or prejudiced views. We recognise that as with other forms of safeguarding strategies, early intervention is always preferable. Our school is committed to working with other local partners, families and communities, and we will play a key role in ensuring young people and their communities are safe from the threat of terrorism.

We also recognise that our School has a duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Prevent can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, on line safety and extreme political views.

Our School is committed to:

- Establishing a single point of contact in terms of safeguarding.
- Assess risk of students being drawn into terrorism.
- Develop an action plan to reduce the risk.
- Train staff to recognise radicalisation and extremism.
- Refer vulnerable people to Channel.
- Prohibit extremist speakers and events.
- Manage access to extremist material- ICT filters
- Be confident about British Values

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

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.

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

We will monitor and evaluate the implementation of our Single Equality and Community Cohesion Policy.

We want this Single Equality and Community Cohesion Policy to be a 'whole organisational' document that drives forward equality and achieves improved outcomes, and as such, our progress will have oversight by the senior leadership team and the governing body.

Information and data, both quantitative and qualitative, will be used to monitor and evaluate the implementation of the aims and objectives 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. 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*.

Links with other school policies

School policies that link with, and have informed this Single Equality and Community Cohesion Policy include:

- SEND policy
- Racist Incident policy
- Anti-Bullying and Harassment policy
- Admissions policy
- Safeguarding policy
- Accessibility policy

Roles and responsibilities

This Single Equality and Community Cohesion Policy and actions will outline 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 the school complies with all current equality legislation.
- Monitor the implementation of the Single Equality and Community Cohesion Policy Community Cohesion and actions to check progress and assess impact on staff, pupils and parents
- Ensure that all governors are aware of their legal responsibilities under equality legislation
- Support the Head teacher in implementing any actions necessary

The Headteacher will:

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and co-operation
- 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
- 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.

The Senior Leadership Team will:

- Drive forward implementation of the Single Equality and Community Cohesion Policy and related actions
- 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.
- Promote the school's ethos and values

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 other with respect and report incidents of discrimination to an adult

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:

- Treating people fairly, respectfully and without discrimination.

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.

Publishing and raising awareness

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

EQUALITY IMPACT ASSESSMENT: PROFORMA

Name of policy to be assessed:		Is this a proposed, new or reviewed policy?	
Department :		Staff Member Responsible:	
What equality groups have been considered in undertaking this EIA?	Disability <input type="checkbox"/>	Gender <input type="checkbox"/>	Date:
	Pregnancy & Maternity <input type="checkbox"/>	Race <input type="checkbox"/>	
	Sexual Orientation <input type="checkbox"/>	Gender Reassignment <input type="checkbox"/>	
		Religion of Belief <input type="checkbox"/>	
1. Briefly describe the aims and purpose of the policy?			
2. Who is intended to benefit from this policy and in what way?			
3. What outcomes are wanted from this policy?			
4. What factors / forces could contribute / detract from achieving the outcomes?			
5. Who implements the policy, and who is responsible for the policy?			
6. What evidence or data has been collected and used to determine the impact on pupil equality groups? Have any data gaps been identified?			
7. Has previous consultation indicated any possible concerns or issues in relation to equality and diversity?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
8. Is there an opportunity to eliminate prohibited conduct,	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

promote equality of opportunity or foster good relations more effectively by altering the policy, or by working with others?			
9. Are there concerns that the policy <i>could</i> have a differential impact on disability pupil groups?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>What existing evidence do you have for this?</i>			
10. Are there concerns that the policy <i>could</i> have a differential impact on pupils due to gender ?		No <input type="checkbox"/>	
<i>What existing evidence do you have for this?</i>			
11. Are there concerns that the policy <i>could</i> have a differential impact on pupils due to gender reassignment ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>What existing evidence do you have for this?</i>			
12. Are there concerns that the policy <i>could</i> have a differential impact on pupils due to their pregnancy / maternity ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>What existing evidence do you have for this?</i>			
13. Are there concerns that the policy <i>could</i> have a differential impact on pupils due to their race ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>What existing evidence (either presumed or otherwise) do you have for this?</i>			
14. Are there concerns that the policy <i>could</i> have a differential impact on pupils due to their religion or belief ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>What existing evidence (either presumed or otherwise) do you have for this?</i>			
Are there concerns that the policy <i>could</i> have a differential impact on pupils due to their sexual orientation ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>What existing evidence (either presumed or otherwise) do you have for this?</i>			

15. Could the differential impact identified in Questions 9-14 amount to there being the potential for <u>adverse impact</u> in this policy?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
16. Can this adverse impact be <u>objectively justified</u> on the grounds of promoting equality of opportunity for one group? Or any other reason? (<i>what are the grounds for objective justification</i>)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
17. Should the policy proceed to a full impact assessment?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
18. Date on which the Full EIA to be completed by.	Date:		

EIA ACTION / IMPROVEMENT PLAN

Key Findings	Actions / Recommendations	Resources	Completion Date	Lead staff
Signature 1 – Head teacher / SLT			Date:	
Signature 2 – Policy lead staff			Date:	