



## **Single Equality & Community Cohesion Policy**

### **Meanwood Primary School**



**2011 – 2014**

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 two purposes:

1. To set out the 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 and Sexual orientation.

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

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 a 'limiting judgment' in OFSTED inspections and need to be considered at all times.

#### **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 Meanwood 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.

Meanwood Primary School sees this Single Equality and Community Cohesion Policy as a working 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.

## **Local and School context**

### **Local Context:**

Rochdale Borough serves a total population of 206,100, with 83,401 households in the borough. This is expected to grow to a population over 225,700 by 2035. 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 cities 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 84% 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 8.2% of the population. White Irish make up the second highest group at 1.5%, followed by Bangladeshi's at 1.3%. 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 (23% compared with national average of 20%).

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% of the total population. The next largest religious group is Muslims with 9.4% of people in the Borough. 1 in 10 people in the borough described themselves as having no religion.

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

### **School Context:**

Meanwood Primary School is a larger than average primary with an annual intake of 60 pupils into the Reception class. It has a Nursery class with places for 52 part time pupils. The school is well regarded

in the local area and is usually over-subscribed for the Nursery and Reception intakes. The school serves a diverse population with higher than average levels of deprivation. 63% of pupils are from households in the 30% most deprived in the country. 31% of pupils qualify for free school meals. The school is in a mixed area of social housing, privately owned and privately rented housing. 26% of pupils are from minority ethnic groups; this proportion is gradually increasing each year. 14% of pupils speak English as an additional language. Attainment on entry is low; nursery records (Rochdale Early Years Foundation Stage Profile) show that children's attainment is below LA and national averages, particularly in communication, language, literacy and PSE. 19% of pupils have SEN, including 3% with statements.

## **Structure of our Single Equality and Community Cohesion Policy**

This policy document is designed to give a background to Meanwood 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

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

## **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**

Meanwood 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.

#### **Our achievements**

The school buildings are accessible to pupils, staff or visitors with physical disabilities. Ramps are available as an alternative where there are stairs up to doorways. Accessible toilets are available in the Infant, Junior and canteen buildings. A designated disabled parking space has been provided. A number of children with physical or sensory disabilities have been successfully included in all aspects of school life in recent years. Alternative provision is made where necessary to meet the needs of children with disabilities, including opportunities for indoor play provision at breaktimes, differentiated PE lessons, additional support to enable children to participate in trips or residential visits.

### **Our aims and objectives**

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

- Include in the curriculum activities to raise awareness and improve understanding of disability issues amongst pupils and staff.
- Purchase any auxiliary aids needed to ensure disabled pupils have fair access to lessons.

### **Gender**

Meanwood Primary School is a co-educational 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**

Meanwood 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. We 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 and girls and boys in all of our functions.

### **Our achievements**

Monitoring of pupil progress data shows boys and girls perform well and make good progress by the end of Year 6. The gap between boys' and girls' attainment is in line with or less than the national norm by the end of Key Stage 2.

Pupil progress is monitored termly in each year group, including taking into account different levels of attainment or progress by girls and boys. Underperformance of individuals or groups is addressed through targeting additional support to pupils at risk of underachievement.

Children are taught to respect one another through the curriculum, assemblies and through the selection of materials offering a wide range of positive images of girls and boys. Bullying on the basis of gender is not tolerated. Boys and girls are encouraged to work and play collaboratively through a flexible approach to the range of groupings used in the classroom, eg ability, friendship, mixed sex or single sex groups.

Staff are made aware of their right to request flexible working, for example when returning from maternity leave and are aware of the discretionary leave policy which covers time off for a range of personal or family circumstances.

### **Our aims and objectives**

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

- Promote equality of opportunity between girls and boys in all areas of the curriculum, through reviewing on a termly basis the achievements of boys and girls and seeking to address any underachievement identified.

### **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**

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

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

There is a specific prohibition contained within the Equality Act 2010 which prohibits discrimination of staff who are absent from employment as a result of gender reassignment.

### **Pregnancy and maternity**

#### **What do we mean by pregnancy and maternity?**

Pregnancy and maternity includes any woman who 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**

Meanwood 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 also seek to make arrangements for female staff and visitors to the school to ensure that they are not treated less favourably because they are pregnant or breastfeeding. We will not discriminate against staff in absences related to pregnancy and maternity.

### **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**

Meanwood 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 all 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**

The effectiveness with which the school promotes equal opportunity and tackles discrimination is good. There are many examples of good practice in this area. The tracking of the progress of different groups of pupils has been enhanced by the adoption of a new assessment system. The system provides information about the attainment and progress of different groups of children in Years 1 to 6, and is updated termly. This data means that the school is well placed to intervene at an early stage so that differences in the performance of different groups of children are kept to a minimum by the end of Key Stage 2. Good strategies to address underperformance of groups are being developed. Half termly pupil progress reviews look at underperforming groups as well as individuals so that members of staff are aware of the current picture in their year group.

Tracking of racist and other discriminatory incidents from September 2009 indicates a reduction over time, with some more input with children needed to further reduce the occasional incidents of racist name calling between children.

### **Our aims and objectives**

- Promote respectful relationships between pupils so that the number of incidents of children using racist words is further reduced.
- Encouraging pupils and their families of all ethnic groups to participate fully in all aspects of school life;

### **Religion or Belief**

Meanwood Primary School is a community school and 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**

Meanwood 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 achievements**

Pupils' spiritual, moral, social and cultural development is good. The school uses the LA agreed syllabus for RE which studies a range of religions and cultures. Monitoring carried out by the RE co-ordinator indicates that children have very positive attitudes towards learning about religions and beliefs. Festivals of world faiths are marked in assemblies and celebrated in school.

### **Our aims and objectives**

- Ensure the school staff, 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.
- Promoting 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 our pupils and their families;
- Encouraging pupils and their families of all religion or belief groups to participate fully in all aspects of school life;
- Countering 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**

Meanwood 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 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.

### **Community Cohesion**

#### **What do we mean by Community Cohesion?**

Meanwood 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.

### **Our achievements**

Meanwood has a diverse pupil population with pupils from a wide range of different socio-economic and ethnic backgrounds, including many children from very deprived backgrounds. The school understands the community it serves and seeks to ensure that the curriculum and all other aspects of provision are evaluated and improved to meet pupils' needs as much as possible.

Pupils integrate very well and most friendship groups include children of different ethnicities. Incidents of racist name calling are rare and have reduced in the last year as general standards of behaviour have improved. Monitoring of RE teaching through pupil interviews demonstrates that children hold very positive views about learning about different faiths and cultures and are well informed about similarities and differences between religions. Pupils have visited local places of worship from different faiths. The International Schools gold award also recognises the school's strengths in promoting an international dimension to the curriculum.

The school welcomes partnerships with a wide range of other organisations which serve to widen the scope of pupils' experiences at school and in the wider community. An example of this is the Community Kids project, run by Rochdale Boroughwide Housing, in which housing officers work with Year 5 pupils over a number of weeks developing their understanding of "community" and promoting a sense of responsibility towards their local area through taking part in activities such as litter picking and hosting a tea party for people from the local community. Children are given many opportunities to meet and engage with children from other schools, for example through taking part in sports and music events.

Pupil progress data suggests that there are no significant differences in the attainment of different ethnic groups, which indicates that the school is successful in promoting community cohesion within the school community.

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

Meanwood 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 – *Learning Together to be Safe*.

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.

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
- 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

### **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. It will be available on request to parents and will be made freely available to staff in school.

### **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 Action Plan. Progress will be reported to Governors in the Pupil Issues and Curriculum Committee and will inform subsequent Equality and Community Cohesion Policies

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 and identify new actions. This process will again involve staff, pupils, parents and governors who 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*.

### **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 headteacher 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 Headteacher 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 Action plan
- Provide regular 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 through developing the action plan
- Making sure the policy is readily available and that the governors, staff, pupils and their 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
- Produce a report on progress for governor on an annual basis

**The Senior Leadership Team will:**

- Drive forward implementation of the Single Equality and Community Cohesion Policy and Action Plan
- 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 as detailed in the School Improvement Plan
- One member of the senior management team will be identified as the co-ordinator for equality and community cohesion and will be involved in action planning, policy development and monitoring and evaluation

**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

**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 a 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 learning
- Inform staff about any prejudice related incidents that occur

**Visitors and contractors are responsible for:**

- Knowing and following our equality policy

**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.

## Equality & Community Cohesion Policy Action Plan Template 2011 - 2014

Our action plan shows explicit objectives for disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation and community cohesion issues with:

- Clear allocation of lead responsibility
- An indication of expected outcomes or success criteria
- Agreed milestone / indicators of progress towards the objectives
- Target date
- A specified date and process for review

This should be a robust and detailed three-year equality action plan that demonstrates how you will implement your Single Equality & Community Cohesion Policy. You may choose to use the different sections of this policy as headings and transfer the priorities that you have identified, or you may choose to combine priorities together, and use subheadings of your own choosing such as teaching and learning, curriculum, extended services, staff.

With all actions, you will need to give consideration to the public sector duties which are due to be implemented in law from April 2011. These are:

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

You may wish to consider how the action plan will be incorporated into a framework that has the oversight of a governing body, so that progress is checked.

|                     |                              |                         |                  |
|---------------------|------------------------------|-------------------------|------------------|
| <b>Code</b>         | D = Disability               | G = Gender              | GR =             |
| Gender Reassignment | PM = Pregnancy and Maternity | R = Race                | RB = Religion or |
| belief              | SO = Sexual Orientation      | CC = Community Cohesion |                  |

**Equality Action Plan for disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation and community cohesion**

**Eliminate prohibited conduct (Tick boxes as relevant to indicate consideration given to protected characteristics)**

| D           | G           | GR | PM                                   | R          | RB |
|-------------|-------------|----|--------------------------------------|------------|----|
|             |             |    |                                      |            |    |
| Key Actions | Lead Person |    | Success Criteria / Expected Outcomes | Milestones | T  |
|             |             |    |                                      |            |    |
|             |             |    |                                      |            |    |
|             |             |    |                                      |            |    |

**Advance Equality of opportunity (Tick boxes as relevant to indicate consideration given to protected characteristics)**

| D           | G           | GR | PM                                   | R          | RB |
|-------------|-------------|----|--------------------------------------|------------|----|
|             |             |    |                                      |            |    |
| Key Actions | Lead Person |    | Success Criteria / Expected Outcomes | Milestones | T  |
|             |             |    |                                      |            |    |
|             |             |    |                                      |            |    |
|             |             |    |                                      |            |    |

**Fostering Good relations (Tick boxes as relevant to indicate consideration given to protected characteristics)**

| D           | G           | GR | PM                                   | R          | RB |
|-------------|-------------|----|--------------------------------------|------------|----|
|             |             |    |                                      |            |    |
| Key Actions | Lead Person |    | Success Criteria / Expected Outcomes | Milestones | T  |
|             |             |    |                                      |            |    |
|             |             |    |                                      |            |    |
|             |             |    |                                      |            |    |

**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"/><br>Pregnancy & Maternity <input type="checkbox"/> Race <input type="checkbox"/><br>Sexual Orientation <input type="checkbox"/> | Gender Reassignment <input type="checkbox"/><br>Religion of Belief <input type="checkbox"/><br> |
| 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, promote equality of opportunity or foster good relations more effectively by altering the policy, or by working with others?                        | Yes <input type="checkbox"/> | No <input type="checkbox"/> |  |
| 9. Are there concerns that the policy <i>could</i> have a differential impact on <b>disability</b> 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 <b>gender</b> ?   |                              | 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 <b>gender reassignment</b> ?  | 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 <b>pregnancy / maternity</b> ?  | 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 <b>race</b> ?   | 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 <b>religion or belief</b> ?   | 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 <b>sexual orientation</b> ?   | 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 <b>adverse impact</b> in this policy?  | Yes <input type="checkbox"/> | No <input type="checkbox"/> |  |
| 16. Can this adverse impact be <b>objectively justified</b> 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 |
|----------------------------------|---------------------------|-----------|
|                                  |                           |           |
|                                  |                           |           |
|                                  |                           |           |
|                                  |                           |           |
|                                  |                           |           |
| Signature 1 – Head teacher / SLT |                           |           |
| Signature 2 – Policy lead staff  |                           |           |