Shawclough Primary School

Equality & Community Cohesion Policy

Be ready, be responsible, be respectful.

Being Our Best.

Every Child, Every Day.

Approved by:	Governing Board	**Date:** Autumn 2026/27
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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 by April 2012.

Finally, as schools are already aware, avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life. Furthermore, Equality and Community Cohesion is an important part of OFSTED inspections through the Quality of Teaching judgement (Spiritual Moral Social & Cultural element) and need to be considered at all time.

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 Shawclough 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.

Shawclough 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.

We will seek to meet the public sector duty by:

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

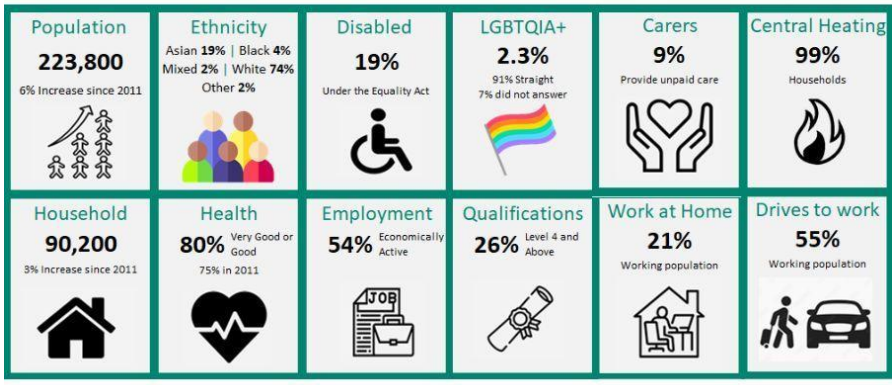
Local and School context

Rochdale Borough population latest figures on Census day 2021.

The census turns millions of forms into statistics we can all use. Here's what we've learnt about the borough of Rochdale:

- The population of the borough of Rochdale has increased to 223,773.
- The number of households in the borough of Rochdale has increased to 90,223.
- 97% of residents in the borough of Rochdale responded to the census.
- The ethnicity of residents in the borough of Rochdale is 74% white, 19% Asian, 4% black, 2%mixed and 2 per cent other ethnicities.
- 19% of residents in the borough of Rochdale are recognised as disabled under the Equality Act.
- 91% of residents in the borough of Rochdale identify as straight, while 2.3 per cent of residents identify as LGBTQIA+, and 7 per cent chose not to answer.
- 80% of residents in the borough of Rochdale are in good, or very good, health.
- 54% of residents in the borough of Rochdale are in work or economically active.
- 26% of residents in the borough of Rochdale hold higher education qualifications of level 4 or above.
- 9% of residents in the borough of Rochdale provide unpaid care.
- Of the working population in the borough of Rochdale, 21% work at home while 55% drive to work.

- 99% of all households in the borough of Rochdale have access to central heating.
- 3% of residents identify as armed forces or ex-armed forces, 34% of these are registered disabled.



School Context:

Shawclough Primary School is situated in the town of Rochdale Borough in Central Rochdale and at the time of writing this policy had 404 pupils on roll aged between 2 and 11. Out of these:

- 54.0% are boys, 46.0% are girls
- 75.5% are from a minority ethic background
- 26.0% possess English as an additional language
- 18.4% are eligible for targeted free school meals funding
- 32.2% are categorised as disadvantaged
-

Shawclough is a two form entry primary school with two additional LA SEN provisions and units. We also have nursery provision.

Many pupils fall within the most deprived areas of England with most children from the immediate wards of Spotland, Falinge and Central Rochdale. These areas of Rochdale have high unemployment, overcrowded households, crime and social disadvantage.

At the time of writing the policy, there are forty-five pupils with Educational Health and Care Plans.

Structure of our Single Equality and Community Cohesion Policy

This policy document is designed to give a background to Shawclough 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

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

Shawclough Primary School is committed to promoting an ethos that safeguards the dignity and wellbeing 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:

- At Shawclough Primary School, we promote and foster an inclusive culture throughout our school.
- Staff and pupils have an awareness of whole school values and ethos.
- We promote positive attitudes towards gender including choice of materials/books for Assemblies, Curriculum and our whole School Library and Class Libraries.
- Staff use adaptive teaching approaches so all children can access the curriculum.
- Our building is wheelchair-accessible and a lift is available to gain access between floors
- We have intervention spaces across the school. A smaller and quieter space for those children that need it.
- We have a quiet break-out spaces around school for those children that need time to self-regulate when in crisis
- We make any necessary adjustments to allow all children to access school and residential visits and trips. Additional staff for visits are provided as necessary, pre-visits are made

by staff to the venue to check accessibility, and staff at the venue are made aware of children's or adult's needs as necessary. Liaison with parents/carers will be carried out prior to the visit to ensure that individual children's needs are met.

- We ensure high-quality first teaching is differentiated and personalised, which will meet the needs of most children.
- SEN provision is underpinned by high-quality teaching
- We ensure that all teachers have high ambitions and set appropriate targets for all children and track progress towards these goals
- Teachers keep under review the additional and different provision made for children.
- We ensure that all teachers know precisely where children with SEN are in terms of learning and development through termly SEN review meetings and up to date provision maps
- Classrooms have visual timetables to support learners
- We work closely with Rochdale Additional Needs Service.
- We have a large selection of books and resources promoting positive images to celebrate children and adults with disabilities.
- We have a range of resources to ensure pupils with SEND have fair access to lessons.
- We use CPOMs to share and gather information regarding children's SEND.
- We make any reasonable adjustments for staff and children with any disability.
- Our catering staff are aware of specific children's specific dietary needs and will prepare separate meals to meet the needs of those individual children, especially those with allergies and children with autism who are adverse to certain textures.
- We hold coffee mornings for parents of children with specific needs and disabilities which are supported by external agencies such as SENDIASS or RANS.
- We meet with parents and children with SEND to give them an opportunity to voice their opinions and discuss progress.

Our Aims and objectives

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

- At Shawclough Primary School we will continue to foster and promote an inclusive culture throughout our school.
- To ensure our library of books are current, relevant and promote diversity in a positive light.
- We intend to celebrate national days in respect of disabilities.
- We will provide information in an accessible format.
- To have a more accessible system to track progress of those children with SEND.
- To continue to review and purchase aids and resources to ensure pupils with SEND have fair access to lessons.
- To continue to work closely with Rochdale Additional Needs Service (RANS) and any other outside agencies that will help us to meet the needs of individual children.

- We will continue to use fair recruitment methods to ensure any positions are accessible to all.
- We will continue to make any necessary adjustments to allow all children to access school and residential visits.
- We will continue to evaluate the building to ensure that the building is accessible to all.
- For adults in school with a disability, we would aim to ensure that access to adaptations to the environment is available should these be necessary. This would be ascertained through discussion with the employee, consultations with Occupational Health and, if following a period of absence, via the Return-to-Work Interview process.

Gender:

Shawclough Primary School is a mixed 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

Shawclough Primary School is committed to promoting an ethos that safeguards the dignity and wellbeing 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 abuse, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions.

Our achievements

- We promote and foster an inclusive culture throughout our school.
- Staff and pupils have an awareness of whole school values and ethos.
- We promote positive attitudes towards gender including choice of materials/books for Assemblies, Curriculum and our whole School Library and Class Libraries.
- We have a new scheme of learning for PSHE (Pol Ed & PSHCE Association) that promotes gender equality and will address both reactive and proactive issues.
- We encourage both male and female pupils to join and regularly participate in our clubs /sports teams.
- We have a whole-school tracking system, which involves regular monitoring, analysis and tracking of the progress of all individual groups of children, including boy/girl attainment

and progress, with outcomes being acted upon as appropriate, including the effective deployment of staff and use of timely and appropriate intervention strategies.

- The school has a range of books that promote and open discussion with regard to same sex relationships, transgender identities and LGBT identities.
- We try to create a safe space for families to speak out about gender inequality within their own home life and support them in addressing this.
- The Pastoral and Safeguarding team also deal with Gender violence and domestic abuse in a sensitive way within the school following safeguarding procedures. The needs of victims are then assessed and met through appropriate support.
- Recording on CPOMs and monitoring of domestic abuse incidents with appropriate actions taken takes place in school.
- We promote opportunities for middle and senior leadership across school.
- We keep up to date with relevant training and ensure all staff have access to this at a variety of times.
- We can offer 30 hours of Nursery provision for working parents with a relevant code.

Our Aims and objectives

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

- Ensuring our school community of governors, staff and children are aware of, proactive in and protected against gender discrimination.
- To continue to promote and foster an inclusive culture throughout our school.
- To ensure our library of books are current, meaningful and promote diversity in a positive
- light.
- To continue partnership work with key external bodies to provide e-safety information for
- parents and children. This includes assemblies and workshops.
- Providing induction and mentoring systems for new staff to ensure sound knowledge of key documents.
- Flexible working conditions for female staff returning to work following pregnancy.
- Parental and adoption leave for staff.
- Flexible leave of absences for staff.

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

Shawclough Primary School is committed to promoting an ethos that safeguards the dignity and wellbeing 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 achievements

- Practice in line with Equality Act 2010.
- To provide a supportive environment within the school community.
- We promote and foster a staff culture of an inclusive environment.

Our aims and objectives:

- To continue to foster and promote an inclusive culture throughout our school.
- To ensure school accesses regular information or changes linked to gender reassignment including training courses, legislation.
- To continue to encourage children to celebrate differences.
- To ensure our library of books are current, relevant and promote diversity in a positive light.
- To ensure that staff receive regular updated training on gender reassignment.

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

Shawclough Primary School is committed to promoting an ethos that safeguards the dignity and wellbeing of everyone and encourages practices that take into account the rights of individuals to

be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their pregnancy or maternity.

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

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

Shawclough Primary School follows the Local Authority's policy regarding pregnancy and maternity

Our achievements

- We promote and foster a staff culture of an inclusive environment
- We have a system in place so staff/pupils are able attend appointments as and when
- needed.
- All staff have access to policies and are well informed of their rights during and after pregnancy.
- We have safe spaces within school that can be made accessible for female visitors/parents to breastfeed.
- For the Health and Safety of any pregnant person, guidance and risk assessments will be completed in consultation with a member of SLT.

Our aims and objectives

- To ensure female members of staff are not discriminated against through or after pregnancy.
- To ensure female visitors/parents always have suitable provision for breast feeding.
- To continue to foster and promote an inclusive culture throughout our school.

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

Shawclough Primary School is committed to promoting an ethos that safeguards the dignity and wellbeing of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We recognise that all in a number of ways may experience race discrimination, harassment and victimisation, including day-to-day interaction with fellow pupils, staff and visitors.

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

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

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

Our achievements

- We promote and foster a staff culture of an inclusive environment.
- We have a zero tolerance towards racism, discrimination and harassment. We take all allegations of racist language seriously and follow up appropriately, including reporting to parents.
- We have a whole school, consistent approach to reporting and dealing with racist Incidents, including keeping accurate records of racist incidents on CPOMs and reporting to the LA.
- We keep accurate records of all ethnic groups.
- We deal with complaints of discrimination and harassment speedily according to Local Authority Guidance, and notify complainants of the outcomes and action taken.
- We encourage interactions and friendships between pupils of different racial groups.
- We prevent racial discrimination and promote equality of opportunity and good relations between members of different racial, and ethnic cultural groups, including links with RUSC schools and joint events.
- We 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.
- We promote activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture of all pupils and their families.
- Our curriculum promotes a natural curiosity and love of learning about people from different cultures and race.
- We encourage pupils and their families of all ethnic groups to participate fully in school life.
- We foster links with local secondary schools to promote further understanding of our local community.
- We have a large range of books that promote positive images of different races.
- We celebrate a variety of religious festivals, such as Christmas and Eid.

Our aims and objectives

- To ensure our library of books are current, meaningful and promote diversity in a positive light.
- To continue to promote and foster a staff culture of an inclusive environment.
- To continue to participate in programmes such as the Children's University initiative and RUSC events.
- To prepare children for life in a culturally diverse society and to celebrate diversity.

Religion or Belief

Shawclough Primary School is not a faith school. The children and staff here follow a variety of different religions. We learn about each other's religions and celebrate the differences.

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

Shawclough 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

- We have recently invested in a new scheme of learning for Religious Education.
- In our RE lessons, we learn about a variety of different religions.
- We teach all children to be aware of and to have empathy and understanding towards all different religions.

- We have a selection of books which promote different religions and beliefs in a positive light.
- We have a member of staff that is our designated Religious Education Subject Leader.
- We collect data and keep records of all religions.
- We strive to facilitate individual needs including that of religious dress.
- We deal with complaints of discrimination and harassment speedily according to Local Authority Guidance, and notify complainants of the outcomes and action taken.
- We celebrate a variety of different religious festivals including Eid and Christmas.
- Children also visit different places of worship.
- The children who attend our school are from a variety of different faiths and we enjoy learning from each other and celebrating differences.
- Staff at our school have different faiths and beliefs; they are entitled to religious observance days to celebrate religious festivals (such as Eid).

Our aims and objectives

- To encourage parents and visitors to come into school and share beliefs and values about their religion; we ensure that all children show respect and empathy towards these religions.
- To continue to support staff, old and new, in delivering the new RE Scheme of learning.
- To 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.
- To continue to educate ourselves as a school and understand and respect the religious beliefs of each new family that joins our school community.

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

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

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

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGB communities, both internally and to the community as a whole.

The school recognises the need to protect pupils and staff from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation). We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of our Equality Impact Assessment processes.

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

Our achievements

- At Shawclough Primary School, we promote and foster an inclusive culture throughout our school.
- Staff and pupils have an awareness of whole school values and ethos.
- We have a member of staff that is our designated PSHE Subject leader.
- Same sex relationships are covered in our PSHE curriculum in an age-appropriate way
- We have a range of books that promote sexual orientation and same sex relationships in a positive light.
- Where appropriate some classes use resources such as BBC or NSPCC websites or films with the children. This has addressed homophobic bullying and harassment.
- We encourage children to celebrate differences
- We ensure that children are aware that using words such as “gay” on the playground will not be tolerated. We ensure that children are aware of what it means, and do not use the term in a derogative way.

Our aims and objectives

- To continue to promote and foster an inclusive culture throughout our school.
- To ensure our library of books are current, meaningful and promote diversity in a positive light.
- To continue to support staff, old and new, in delivering the PSHE Scheme of learning

- To keep staff knowledge up to date through relevant training and information from outside agencies such as Stonewall, Pol Ed and The PSHCE Association.

Community Cohesion

What do we mean by Community Cohesion?

Shawclough 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 that 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

- We are a member of the RUSC cluster of schools this is a group schools who work collaboratively to develop practice and provide opportunities for children, staff and governors from a rich mix of diversity. This includes sports activities, music workshops, and dance festivals, cycling events, school council days and song festivals.
- We have links with the high school which we feed into.
- We have invited local religious leaders of different faiths to come to speak in school or visit different places of worship
- We hold Reward Assemblies and promote a culture of celebration within school which helps to support a shared sense of value and worth amongst all our children, adults and parents.

- The diverse nature of our intake enhances our diversity and strengthens our community spirit at Shawclough.

Our aims and objectives

- The school will promote community cohesion by developing its teaching, learning and curriculum to help all children to learn and understand others. They will learn to value diversity whilst recognising shared values.
- We will develop the skills of participation and responsible action necessary for living together as citizens of England within the United Kingdom.
- Possess a widely shared sense of the contribution of different communities to a shared vision (as far as is possible).
- A strong sense of individual rights and responsibilities within the school community.
- That all children and parents feel they are being treated fairly and have the same opportunities.
- That children trust the school to act fairly.
- We have strong and positive relationships.

Safeguarding & Building Resilience

Shawclough 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.

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.
- developing robust 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.

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.

Specific Duty

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

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

We will also

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

Examples of the types of information we will consider include:

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

We promote and publish our policies by:

- Making them available on request.
- Renewing, amending and agreeing policies with the school's governing body.
- Publishing them on the school website.

Monitoring and evaluating the Single Equality and Community Cohesion Policy

We will regularly monitor and evaluate the implementation of our Single Equality and Community Cohesion Policy Action Plan. We will report annually on our progress and performance. Our annual report will be shared with Governors and our School Improvement Partner. A summary will be provided for parents and published in our prospectus. Both will explain how the full report can be obtained. We will inform staff and pupils of our progress.

The findings of our annual report will be used to update the Single Equality and Community Cohesion Policy Action Plan and inform subsequent Equality and Community Cohesion Policies

We want this Single Equality and Community Cohesion Policy to be a 'whole organisational' document that drives forward equality and achieves improved outcomes. We will therefore ensure that the Action Plan is an integral part of our School Improvement Plan, and, as such, our progress will have regular 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 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.

Links with other school policies

The school policies that link with, and have informed this Single Equality and Community Cohesion:

- School Inclusion and SEN policy
- Behaviour Policy
- Anti Bullying Policy
- Admissions policy
- Staff Management Policies including Guidance For Safe Working and Teacher Standards

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.

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.
- 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.
- Make sure the policy is readily available and that the governors, staff, pupils and their parents know about it.
- Take 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
- 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.
- Review and monitoring curriculum policies and planning in their own subject areas to ensure that equality is promoted.

All Staff will also ensure that pupils are encouraged to:

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

Administrative, Ancillary, Supervisory and Support Staff:

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

All our Pupils are responsible for:

- Treating others kindly and fairly without prejudice, discrimination, victimisation or harassment.
- Attending and engaging in their own learning as well as helping other pupils to learn.
- Learning to treat each 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:

- Knowing and following our equality policy

At Shawclough Primary School to comply with the Online Safety Act 2023, we ensure the following mandatory elements are in place;

- Network Connect and Microsoft Firewell ensure we are compliant with regard to age appropriate monitoring and filtering.
- This includes alerts from Network Connect being reported, logged and kept up-to-date.
- Our link Governor for Safeguarding and Designated Safeguarding Lead (DSL) are aware of monitoring and filtering controls, policies and compliance.
- Children are taught how to identify and report harmful content as part of our curriculum.
- Staff receive relevant and on-going training relating to safeguarding and E-Safety.

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 Headteacher 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 Policies, or as appropriate. Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties.