



SINGLE EQUALITY AND COMMUNITY COHESION POLICY

We will publish this document on our school website. A hard copy and a range of formats will be made available upon request. We will endeavour to overcome barriers to access consultation, e.g., language and communication, venues and times of meetings when carrying out consultation. Our focus will be on quality of opportunity in respect of the protected characteristics. We will endeavour to draw out potential differences and to consult with a range of stakeholders.

Date agreed: 11th October, 2017

Date for review: October 2018

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September
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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 **St Philip's CE 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.

St Philip's CE 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 are aware of our commitment to the public sector duty which came into force from April 2011 to:

- eliminate prohibited conduct
- advance equality of opportunity
- foster good relations

School Context:

St Philip's CE School is situated in the city centre on the border of Salford and Manchester but is part of Salford Local Authority. There are currently 184 pupils on roll, aged between 3 and 11 years. The catchment area has become increasingly diverse over recent years and the school has grown in size, due to local regeneration. The school is now a one-form entry primary school, having previously been half-form. The school is situated close to Salford University and, as a result, there are a number of parents who are students. This has led to high levels of mobility due to courses ranging from 1 – 4 years. After completing courses, the majority of these parents return to their home countries. This leads to a diverse but highly transient school population.

At the time of writing, St Philips has 184 pupils on roll (168 excl. Nur). 49% of the school population are boys with 51% are girls.

32% (58 pupils) of the school population are in receipt of PP, with 2% (4 children) of the school population LAC.

23% (42 children) of the school population have identified SEN:

- 14% (25 children) are SEN support
- 3% (5 children) have a statement
- 7% (12 children) have an EHCP

There are 16 pupils in Language Resource, which is 9% of the school population.

50% (90 children) do not have English as their first language, with 58% (105 children) not being White British. There are 27 languages spoken by children and their families. There are number of Muslim families that attend school and play an active part of school life as well as parents who regularly attend the local church.

Structure of our Single Equality and Community Cohesion Policy

This policy document is designed to give a background to St Philip's CE 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 a 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 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

St Philip's CE 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

- Step free wheel chair accessible access to the office, hall and KS1;
- wheel chair friendly steps from the yard into school;
- a disabled toilet accessible from the hall;
- wheelchair width doors in all areas;
- disabled parking spaces;
- parking bays for minibuses bringing LR children to school;
- close liaison with the visual impairment teacher;
- liaison with Dr Burffit (paediatrician);
- use of the learning support service;
- SALT Buy-In;
- buy in extra EP time;
- liaison as appropriate with all available professionals and provision of axillary aids and services eg OT, diabetic nurse;
- majority of TAs are Ekklan trained;
- SENs staff have additional post graduate qualifications;
- School has Communication Friendly School award.

Our Aims and objectives

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

- Reviewing marketing and communication to ensure that positive images of disabled people and their abilities are used in our promotional material and publications;
- provision of core resources for each class to help children with specific learning difficulties;
- purchase of large i-pads to assist learning for visually impaired pupils;
- Extend car park to increase disabled access provision;
- blinds in classrooms;
- gain ASC friendly status for school;

Gender

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

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

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

- Eliminate unlawful discrimination and harassment on the grounds of gender, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions.

Our achievements

- Levels of academic achievement are collected and monitored for gender through termly Teacher Review meetings ;
- school adheres to an equal pay and conditions policy as set out by Salford LA;
- endeavour to avoid stereotypical images in school;
- paternity leave is given and reasonable adjustments are made to accommodate staff with parents;
- After School Clubs are accessible for all gender groups

Our Aims and objectives

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

- To remain vigilant to ensure equal opportunities are available to all pupils and staff.
- To continue to train and support staff to use assessment systems to monitor the performance of gender groups.

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

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

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

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

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

Our achievements

This is still a relatively new provision to be considered by school so we are still exploring ways in which we can promote gender reassignment equality issues. However, some work has been done through the curriculum in discussing these issues with pupils through activities such as storytelling, assemblies, PHSE and sex and relationships.

Our aims and objectives:

- To continue to raise awareness of this issue amongst staff and governors.
- To audit the consistency of provision already in place and explore new resources to support further understanding.

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

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

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

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

We follow the Salford LA Maternity Guidance for supporting staff who are pregnant and who are on Maternity Leave.

Our achievements

This is a new provision to be considered by schools so few steps will have been taken so far to promote equality issues relating to pregnancy and maternity.

Our aims and objectives

- To make reasonable adjustments to meet the needs of staff or visitors who have pregnancy or maternity needs, including the provision of time and space as required.
- To provide changing facilities for babies.

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

St Philip's CE School is committed to promoting an ethos that safeguards the dignity and well being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We recognise that race discrimination, harassment and victimisation may be experienced by all in a number of ways, including day-to-day interaction with fellow pupils, staff and visitors.

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

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

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

Our achievements

- Safeguarding training for all staff and governors;
- prevent training;
- two members of staff from ethnic minorities;
- Pakistan headteacher exchange;
- Chinese delegation visit;
- fundraising for international communities;
- holding international afternoons where parents are invited to bring food to share with each other, staff and pupils;
- providing translators for reviews and a translation service for written reports when possible;
- adhere to Salford LA guidelines in reporting any racially motivated incidents;
- promotion of British Values and Christian Values are linked with other religions, faith and beliefs.

Our aims and objectives

Tackling unlawful discrimination by:

- Keeping accurate records of all ethnic groups, their backgrounds and needs and how the school responds to them;
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, and notify complainants of the outcomes and action taken;

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

Working in partnership with different racial groups by:

- Promoting the active participation of different communities in shaping the future of school;
- Ensuring 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.
- Encouraging pupils and their families of all ethnic groups to participate fully in all aspects of school life;
- Countering myths and misinformation that may undermine good community relations;

Religion or Belief

We are a Church of England Aided 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

St Philip's CE 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

- Diversity among staff
- Multi-faith assemblies
- International days
- Interfaith visits and visitors
- Celebration of significant days in other faiths
- Prevent training for staff
- Safeguarding training for staff
- Support for staff to carry out faith practice at key times
- School Cluster activities which include the local Jewish faith school

Our aims and objectives

Our RE inspection highlighted that our schemes of work need more work on other faiths to fulfil our commitment to providing 20% of time spent on other faiths.

Tackling unlawful discrimination by:

- Keeping accurate records of all religion or belief groups, their backgrounds and needs and how the school responds to them;
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, and notify complainants of the outcomes and action taken;

- Encouraging dialogue between pupils of different religions or belief groups;
- Prevent discrimination, and to promote equality of opportunity and good relations between members of different religions or belief groups.

Working in partnership with different religions or belief groups to

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

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
- persons of either sex, OR
- persons identifying as neither sex (gender neutral)

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
- references to persons who share the same sexual orientation. OR
- references to a person who is gender fluid

Our commitment

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

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

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

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

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

Our achievements

- sexual orientation is discussed during sex and relationship lessons for year 6;
- demeaning language around sexual orientation is not allowed;
- the behaviour policy includes an explicit statement that homophobic bullying and harassment will not be tolerated.

Our aims and objectives

- To buy books with positive images of people with different sexual orientations;
- To raise staff awareness of LGBTQ issues through training (Stonewall)
- To train 2 key members of staff to lead further staff development in these issues.

Community Cohesion

What do we mean by Community Cohesion?

St Philip's CE 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.

Additionally, more recently schools have also embraced the principles around the Promoting British Values agenda.

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

- the school community
- the community within which the school is located
- the community of Britain
- the global community
- the promotion of British values

Our achievements

Teaching, learning and curriculum

At St Philip's CE School we:

- encourage pupils to respect others and value diversity,
- plan across all subject areas in order to highlight opportunities to promote community cohesion eg health week,
- provide opportunities for learners to gain the confidence to play a part in their community eg charity activities such a Race for Life and collections for the Wood Street Mission;
- have strong links with local community groups and the local church
- make links with other schools in the area, including a Jewish School
- raise awareness of British Values
- have an active school council and Sparkle Group who promote key messages amongst the children

Engagement and extended services

- All staff and pupils have close ties with church and the team that work there;
- Coffee morning is held every Friday morning to which all parents are welcome and encouraged to attend

- International Days are held at least once a year to celebrate the diverse communities living in the area and attending school;
- visit Islington Mill;
- sing carols in the community (Sainsburys, park);
- All parents are invited to school activities such as Friday celebration assemblies, Church Services and activities in church.

Our aims and objectives

- Develop a partnership with a school or church abroad
- Identify other faith groups in the local area

We will try to evidence our effectiveness for OFSTED by demonstrating:

- a strong sense of individual rights and responsibilities within the school community;
- that all children and parents feel they are being treated fairly and have the same opportunities;
- that children trust the school to act fairly;
- we have strong and positive relationships.

Safeguarding & Building Resilience – “Learning together to be safe”

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

We will review our key policies, functions or procedures relevant to meeting the duties set out under the Equality Act 2010. We need to understand whether our policies and services are meeting everyone's needs and that anyone who needs to can get access to them.

Policies / practices that school should audit include those relating to:

- Admissions and Transfer
- Attendance
- Exclusions
- Curriculum
- Uniform
- National Healthy School Status
- Behaviour
- Sports
- Anti-bullying, harassment and Discriminatory policy
- School trips

Consultation and Information

In compiling this document we have consulted with the following stake-holders:

- parents,
- children,
- staff,
- visitors.

Through:

- staff meetings,
- governing body meetings,
- working groups (special needs, senior management groups, parents),
- questionnaires,
- training opportunities (external advisor),
- expert advice (external advisor LA)

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. This will be available in our Single Equality and Community Cohesion Policy.

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. Our equality objectives are displayed as Actions in our Single Equality and Community Cohesion Policy.

Examples of the types of information we will consider include:

- placing the policy on our website;
- making it available on request in a range of formats;
- providing a summary on our website, including key actions;
- discussion of staff development opportunities that we have undertaken or plan to undertake to raise awareness of the legal duties and implications for staff.

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

We will regularly monitor and evaluate the implementation of our Single Equality and Community Cohesion Policy. We will report annually on our progress and performance. Our annual report will be shared with Governors and our School Improvement Partner. A summary will be provided for parents and published on our website. 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 section 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

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

- School Inclusion and SEN policy and local offer,
- Racist Incident policy,
- Bullying and harassment policy,
- Admissions policy,
- Behaviour policy
- Attendance documentation
- Safeguarding and Child Protection policy.

Roles and responsibilities

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

The Governing body will:

- Ensure sure the school complies with all current equality legislation.
- Monitor the implementation of the Single Equality and Community Cohesion Policy Community Cohesion and Action Plan to check progress and assess impact on staff, pupils and parents
- Ensure that all governors are aware of their legal responsibilities under equality legislation
- Receive and discuss regular equality and community cohesion reports on progress and performance
- Monitor achievement of equality targets
- Check that implementation of the Policy and action plan achieves improved outcomes for equality and community cohesion and people who share an

aspect of their identity in relation to the protected characteristics of disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

- Monitoring equality impact assessments
- Support the Head teacher in implementing any actions necessary
- Inform and consult with parents about the policy
- Have one governor who takes on the role of designated governor responsible for equality and community cohesion monitoring the policy closely.

The Head teacher will:

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- Ensure staff, pupils, parents/carers and any other interested stakeholders are aware of this Single Equality and Community Cohesion Policy, their roles and responsibilities in implementing it, and receive training and support in carrying these actions out.
- Monitor to ensure effective implementation of the Single Equality and Community Cohesion Policy 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

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
- Working within the Rights and Responsibilities framework we have adopted as Rights Respecting School

All our Parents and Carers are responsible for:

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

Visitors and contractors are responsible for:

- Knowing and following our equality policy

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.

In compiling this policy the following documents have been consulted for advice and guidance:

1. The Single Equality Act 2010; advice for school leaders .
2. The Single Equality Act 2010; Technical Guidance for Schools in England.
3. Promoting Fundamental Values as part of SMSC in Schools.
4. The SEND code of practice 2014.
5. Working Together to Safeguard Children 2015/16.
6. Reasonable Adjustments for Disabled Pupils 2012; Technical Guidance.
7. Supporting Pupils at School with Medical Conditions Feb 2014 D

