



# **ST MARY'S RC PRIMARY SCHOOL MIDDLETON**

## **SINGLE EQUALITY & COMMUNITY COHESION POLICY AND ACTION PLAN**

**2020 - 2023**

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

- The single equality act 2010: advise for school leaders
- The Equality Act 2010: technical guidance for schools in England (Equality and Human Rights Commission)
- Promoting Fundamental values as part of SMSC in schools (Department for Education 2014)
- SEND Code of Practice 2014
- Working together to Safeguard Children (2016)
- Reasonable Adjustments for disabled pupils (2012): Technical guidance. (Equality and Human Rights Commission)
- Supporting Pupils at School with medical Conditions (2014): Statutory Guidance (Department for Education)
- Equality Act 2010, Guidance note for Catholic Schools, Catholic Education Service

## North West Diocesan Statement of Equal Opportunities in Employment

The principle of equal opportunity for all is consistent with social justice and with the Christian ideal of recognising the dignity and worth of all who work or wish to work in our schools. The Governing Body is therefore committed to employment procedures which comply with civil law and do not discriminate on grounds of age, gender, race, colour, nationality, religion, sexual orientation, gender reassignment, pregnancy and maternity and ethnic origin or disability.

We recognise and value the current and future contribution to our school of staff who while not sharing our Catholic faith make a strong and sincere commitment to the schools Christian values and Mission Statement.

Some teaching posts include specific responsibility for providing leadership and direction in the religious life and Catholic identity of the school. In other appointments, where two or more candidates for teaching posts are equally strong in the context of the criteria for appointment, preference may be given to a candidate who is Catholic.

In addition, the Governing Body recognises that the school and our Catholic teachers are called to be witnesses to Christ's teachings. We therefore reserve the right as employers to take into consideration any personal behaviour or circumstances which are outside the recognised norms of the Church and which are genuinely within an individual's control. In doing so, we will seek always to give witness to the Christian pastoral principles of love, respect and reconciliation.

### **1. Purpose of the Policy**

This Equality & Diversity policy sets out our commitment to tackling discrimination and promoting equality of opportunity and good relations, and explains what this means for the whole school community. This policy has been written to meet the school's legal duties in relation to race, gender, disability and community cohesion. The policy also meets legislation on age, religion or belief and sexual orientation.

This Equality & Community Cohesion Policy brings together our race, disability and gender Equality policy and the duty to promote community cohesion and states how we propose to meet the general and specific requirements under the race, disability and gender equality duty.

The overall objective of St Mary's Primary School's Equality & Community Cohesion Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members. Partners and contractors are also expected to abide by the policy.

The policy will be linked to the whole school development plan which sets out how we intend to implement the policy. Progress against the action plan and the policy

itself will be regularly reviewed and annually audited it so that it continues to develop.

## **2. Introduction**

We welcome the equality duties on schools, and regard these as essential for achieving the five outcomes of Every Child Matters framework:

- To stay safe
- To enjoy and achieve
- To make a positive contribution
- To be healthy and happy
- To ensure economic wellbeing

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school.

We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular. Throughout this policy, ‘parents’ can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

This Equality & Community Cohesion Policy provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way.

Our Equality & Community Cohesion Policy is based on the core principles that its effectiveness will be determined by:

- active involvement with key stakeholders, not just in developing this Policy but also in its review and implementation
- proactive leadership
- prioritising activities that produce specific, tangible improved outcomes
- removal of attitudinal and cultural barriers

We have incorporated our individual policies for race equality, and our disability and gender equality schemes into one overarching Equality & Community Cohesion Policy to create a coherent framework for promoting equality and diversity within our school, in line with The Single Equality Act 2010. We have identified a set of priorities to promote equality, inclusion and community cohesion. Our Policy includes a plan of actions to address these priorities over the next three years.

We recognise that improving outcomes such as attendance or attainment for a specific group of pupils will help to improve our outcomes for all. Our commitment to equality is thus a fundamental part of our drive towards excellence.

### **3. Equality & Community Cohesion Statement**

We will not tolerate less favourable treatment of anyone on the grounds of race, disability, gender, sexual orientation, gender reassignment, age, religion or belief and socio-economic circumstances.

Through this Policy, St Mary's Primary School seeks to ensure that no member of the school community, or any person through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age or socio-economic background.

Equality and Diversity is more than just meeting legal obligations, or targets. It's about making a difference to the lives of the people we serve, treating all people with dignity and respect, recognising the value of each individual and promoting British Values. This means an ongoing commitment to ensuring that our services meet the varied and individual needs of children and young people in our school.

We will make sure that our employment practices are fair and promote equality. We will actively value the wide variety of lifestyles and cultures, locally, nationally and internationally. We will prepare children and young people for living in a diverse society with increasing global connections and controversial issues. We will ensure that the principles of this policy are reflected in all our policies, practices, procedures and services and are part of everything we do, as a Catholic faith based family.

The protected characteristics under the school's provisions are:

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

It is unlawful for a school to discriminate against an applicant or pupil in relation to:

- admissions
- the provision of education
- access to any benefit facility or service
- exclusions
- any other detriment

The forms of discrimination that are unlawful under the school's provisions are:

- direct discrimination
- indirect discrimination
- failure to make reasonable adjustments (for disabled people)
- pregnancy and maternity

There are exceptions within the act that apply to certain types of schools, in relation to:

- curriculum content
- collective worship
- schools with designated Religious ethos

### **St Mary's RC Primary School** **Mission Statement**

***“As the family of St. Mary's, learning and growing in God's love, joyfully, we pray, play and respect all, changing our world forever.”***

St Mary's School exists to serve its Parish and Community by promoting excellence an academic, aesthetic and spiritual learning.

*The school will provide a Catholic Christian setting in which children can grow, not only in knowledge and understanding, but also in faith.*

*Within the faith setting the school will promote excellence in those valuable aspects of academic, aesthetic and social learning that help to mature the individual in God's image.*

*The school will aim to help each child to develop a moral conscience, to appreciate the concept of truth, goodness and justice, both in themselves and in society based on the values of the Gospel.*

Our Admissions Policy, as a faith based school, will reflect our Catholic ethos.

## **4. The Legal Context**

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.  
All schools have duties to promote race, disability and gender equality.

In the development of this Single Equality and Community Cohesion Policy St Mary's 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. (from 2020-2023)

St Mary's 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 and promote British Values.

As a school we are fully committed to the public sector duty which came into force from April 2011 and as such will endeavour through policy and practice to eliminate prohibited conduct, advance equality of opportunity and foster good relations for all members of our school community.

Schools have a duty to promote **community cohesion**, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups. There are no statutory requirements for schools to have a policy or action plan for promoting community cohesion. However, we have incorporated our priorities into our Single Equality & Community Cohesion Policy and Action plan to

make it easier to monitor our progress and performance in meeting the requirements of this duty.

Although there are no equivalent promotional duties in relation to age, sexual orientation and religion or belief, we must ensure that we do not discriminate on these grounds. This Policy includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

We have also actioned our requirement to produce an Accessibility Plan.

## **5. Local and School Context**

### **a) Local Context:**

Population:

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

The breakdown of age population is; 21% are under 16, 64% are between the ages of 16 and 64, and 15% are 65 & over. There are 136,100 residents of work age population (16 to 64).

Older people aged 65 & over represent 30,816 of the Borough's population; 3,800 are aged 85 & over and 1,200 are aged 90 & over.

There are 87,552 households across Rochdale Borough and 7,931 are occupied by lone parent households with dependent children. Pensioners make up 5,671 households, representing 6.5% of all households in Rochdale.

5,311 households are occupied with no adults in employment with dependent children.

There are 26,609 households with one or more person with a limiting long-term illness (30.4%)

Ethnicity, Identity, Language & Religion:

The ethnic breakdown of the Borough currently has a majority of 78.6% White British, with the second largest population being Asian or Asian British Pakistani, representing 10.5%.

Rochdale has the second largest population of Kashmiri residents across England & Wales, occupying 1,658 residents, with Luton UA being the largest.

□ 5% of residents do not identify with having any UK national identity, this compares to 8% in England & Wales.

□ Rochdale has 3,402 households (3.9%) where no people in the household have English as a main language, similar to Oldham (4.5%) and Bolton (4.6%).

□ The largest groups for Religion in Rochdale are 60.6% Christianity, 13.9% Muslim and 18.9% reporting no religion.

#### Health:

□ 2% of Rochdale residents categorised their health as 'very bad', which is greater than regional and national comparators.

□ There are 44,359 residents reporting a long-term health problem or disability and 23,981 are of working age (16 to 64).

□ 10.7% of residents reported their day-to-day activities as being 'limited a lot' (22,630 residents).

□ 23,260 carers across Rochdale provide unpaid care, with 6,105 providing 50 or more hours per week.

#### Education & Qualifications:

□ 56% of pupils achieved a good level of development at the end of the early year's foundation stage (age 5).

□ In 2012, 77% of pupils left Primary School attaining national standards (old Level 4 & above in English and maths).

□ 52% of pupils achieved 5+A\*-C including English and maths in 2012 when leaving secondary school.

□ Over 31% of the Borough's population aged 16-74 years reported old Level 3 or Level 4/5 qualifications, which is an 11% improvement from the previous Census in 2001(Census 2011).

#### Labour Market & Out of Work Benefits

□ From the population aged 16 to 74, the 2011 Census reported 101,003 residents economically active and 51,739 economically inactive. There are 9,334 unemployed people and from that number 1,614 have never worked.

□ In 2012, 62.5% of the Work Age Population (WAP) was in employment, fewer than local (68.8%) and national (70.7%) comparators, although greater proportion of economically inactive residents 'wants a job'.

□ There were 7,368 JSA claimants in April 2013; twice the number of males compared to females. This figure represents 5.2% of WAP for Rochdale, compared to 4.2% regionally and 3.7% nationally.

□ There are 27,740 total benefits claimants in Rochdale Borough (Nov 2012), representing 20.4% of WAP. ESA and incapacity benefits have the largest number of claimants (13,030).

## **b) School Context:**

**St Mary's RC Primary School is situated in Rochdale Borough and has 422 pupils on roll, aged between 4 and 11 (456 including nursery).**

## **School Information**

The school is larger than average and all classes average 30 pupils per class. Most pupils are of white British heritage but it was noted at the time of the last inspection that the proportion of ethnic minority pupils was rising. The proportion of pupils eligible for FSM and in receipt of pupil premium funding is well above the national average (FSM at St. Mary's being 24.12%, with the National Average being 13.6%) as is the proportion of pupils with special educational needs and/or disabilities. St Mary's was graded as "Good" in the last OFSTED inspections (February 2016 and February 2020).

## **St Mary's RC Primary and Nursery School Equality & Community Cohesion Information**

### **Description of St Mary's RC Primary School**

- We are a Roman Catholic Primary School with FT & PT Nursery provision.
- Since the last inspection, two new Assistant Head teachers have been appointed from internal candidates, ensuring continuity and stability of leadership.
- There are strong links with the church and parish which aids enrichment of the religious, spiritual, moral and social education of our pupils.
- The school's church links contribute a valuable dimension to its Catholic ethos.
- The NOR is 456(including nursery) and places in KS2 are currently over-subscribed. The school is popular with parents across the local area.
- The school is 2 form entry, 15 classes, and with a PAN of 30, all learners are taught in single age classes.
- The children come from an area of very high economic disadvantage with high unemployment and crime statistics. This has an impact on low starting points /

baselines, but children are given the right tools and interventions to limit the impact that this can bring to their attainment.

- The percentage of pupils known to be eligible for free school meals is 24.12%
- The school and grounds have little vandalism thanks to the security provided by the perimeter fence, which has been added to and maintained as need requires.
- The majority of pupils show significant language delay when assessed on entry into school. We are in one of the most deprived areas in Rochdale, being in the second quintile for FSM.
- The school makes excellent provision for pupils with SEN and they perform well for their ability but the school still has an above average number on the SEN register.
- The school has achieved: Healthy Schools Award, Platinum School Games Mark, Youth Sports Trust Gold Quality Mark, Gold Arts Mark, Silver Eco-Schools Award and Silver Primary Science Quality Mark.
- The school makes very good provision for pupils from ethnic minority and EAL backgrounds.

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

This policy document is designed to give a background to St Mary's Primary School in respect of the protected characteristics in both education and service provision.

Recruitment and employment issues with regards to staff may be referenced – as a school we follow Rochdale's guidance.

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

Our aims and objectives (what we plan to do) for each of the protected 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 Mary's RC 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**

- We have in place an up to date Accessibility Plan which addresses the need for areas to be accessed by all and for pupils and staff to learn and work in a safe and comfortable environment.

- Disability-based name-calling (ableism) and abuse is rare and is dealt with in-line with the Behaviour Policy but also through the curriculum, in particular RE, RSE, SMSC and PSHE. All incidents are recorded using the school's internal CPOMS reporting system. LA reporting arrangements are rigorously adhered to on a termly basis.
- Children's Welfare Officer/Councillors are employed by the school to support any children that may have anxieties or need emotional support.
- We have introduced the Ten-Ten weekly collective worship and RSE programmes which focus on the value of one another.

Children and staff are encouraged to take a full and active part in the many groups and activities that take place in school: Eco Team, Pupil Voice, Anti-Bullying Team, Young Interpreters, Paired Readers, after school clubs, Community Ambassadors, Sports Leaders, Debate Mate, Rock Kids, School Choir, etc.

Positive role models are sought out to speak and present to the children (sports for all events, curriculum enrichment, enterprise week, science week, Jamali Maddix, B-Word anti-bullying company, M6 Theatre Company, 10-10 Theatre Company, ALTRU Theatre Company, NSPCC workshops).

Offer wider opportunities in sports, particularly for our more vulnerable groups

The Anti-bullying team, The High-Fivers, work hard to combat bullying behaviour and attitudes. Comprising of a group of Y5 children, they have presented assemblies, displayed posters and messages around school, canvassed opinion about safety and meet regularly to discuss issues in and beyond school, during play time they actively ensure children are ok and given the opportunity to voice any worries in our outdoor classroom.

- The G.I.F.T (Growing In Faith Together) team, are responsible for supporting the Catholic life of St. Mary's, leading prayer and worship and helping teachers, developing prayer areas in school, taking care of other pupils, helping parents when they are in school, and working with our parish priest.
- Governors and Head Teacher are sympathetic to the needs and commitments of all staff. Consideration is given to staff with children and other dependents and in certain circumstances, flexible working has been applied.

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- Every effort is made to ensure that children with disabilities are portrayed positively in school via small world toys, books in the school libraries and reading areas in classrooms, quality first teaching texts.

We are a very inclusive school, accommodating children with mild to moderate disabilities that are thriving in school.

Christ's example defines everything that we do in school; each person is treated as special and we believe that we are all made in God's image. Our Mission Statement underpins our care of one another and every aspect of the work that we do.

### **Our Aims and objectives (What we intend to do)**

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

- Represent disabled and able-bodied people equally and positively in school documentation and marketing tools.

## **Gender**

### **What do we mean by Gender Equality?**

We recognise that a person's gender refers to the fact that they identify as being male or female or something else.

### **Our commitment**

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

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

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

### **Our achievements**

- We have high expectations for all of our pupils regardless of gender. Performance of pupils from each group is carefully tracked and strategies

and support put in place to enable all pupils to achieve in line with expectations.

- Gender-based name-calling and abuse is rare and is dealt with in-line with the Behaviour Policy but also through the curriculum, in particular RE, RSE, SMSC and PSHE. All incidents are recorded using the school's internal CPOMS reporting system. LA reporting arrangements are rigorously adhered to on a termly basis.
- We encourage all of our staff and pupils to aspire to be the best. Opportunities exist for all children to participate in every activity on offer in school.
- The RSE Co-ordinator has been on Gender training and has delivered INSET to the staff on this and RSE. RSE is taught throughout school from EYFS to Year 6, using Diocesan-endorsed scheme. Positive role models are sought out to speak and present to the children (sports for all events, curriculum enrichment, enterprise week, science week with female and male key speakers, Jamali Maddix, B-Word anti-bullying company, M6 Theatre Company, 10-10 Theatre Company, ALTRU Theatre Company, NSPCC workshops).

These opportunities help to address gender stereotyping in many aspects of school, work and wider society.

Offer wider opportunities for all children in sports, particularly for our more vulnerable groups.

The Anti-bullying team, The High-Fivers, work hard to combat bullying behaviour and attitudes. Comprising of a group of Y5 children, they have presented assemblies, displayed posters and messages around school, canvassed opinion about safety and meet regularly to discuss issues in and beyond school, during play time they actively ensure children are ok and given the opportunity to voice any worries in our outdoor classroom.

- The G.I.F.T (Growing In Faith Together) team, are responsible for supporting the Catholic life of St. Mary's, leading prayer and worship and helping teachers, developing prayer areas in school, taking care of other pupils, helping parents when they are in school, and working with our parish priest.
- Every effort is made to ensure that all children are portrayed positively in school via small world toys, books in the school libraries and reading areas in classrooms, quality first teaching texts, and are represented in our School Council, Anti-Bullying Team and GIFT team.
- Children's Welfare Officer/Councillors are employed by the school to support any children that may have anxieties or need emotional support.

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## **Our Aims and objectives**

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

- Further advance the achievements and opportunities for all children; particularly boys' writing and reading.
- Greater community links to enable stronger links with the families and school.

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

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

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

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

### **Our achievements**

- Our library has a variety of texts that focus on the different families that we have in our community
- Classes have small world toys – these enable children to identify with different family units
- Name-calling and abuse is rare and is dealt with in-line with the Behaviour Policy but also through the curriculum, in particular RE, RSE, SMSC and PSHE. All incidents are recorded using the school's internal CPOMS reporting system. LA reporting arrangements are rigorously adhered to on a termly basis.
- Different family units are celebrated throughout the school with a display for all parents to see as they enter the reception classrooms. Parents are asked to add their own photos of their family units to this display to support the children's understanding from an early age. – **IS THIS STILL THE CASE?**
- The RSE Co-ordinator has been on Gender training and has delivered INSET to the staff on this and RSE. RSE is taught throughout school from EYFS to Year 6, using Diocesan-endorsed scheme.
- Children's Welfare Officer/Councillors are employed by the school to support any children that may have anxieties or need emotional support.
- We have high expectations for all of our pupils regardless of gender. Performance of pupils is carefully tracked and strategies and support put in place to enable all pupils to achieve in line with expectations.
- We encourage all of our staff and pupils to aspire to be the best. Opportunities exist for all our pupils to participate in every activity on offer in school. Positive role models are sought out to speak and present to the children (sports for all events, curriculum enrichment, enterprise week, science week with female and male key speakers, Jamali Maddix, B-Word anti-bullying company, M6 Theatre Company, 10-10 Theatre Company, ALTRU Theatre Company, NSPCC workshops).

These opportunities help to address stereotyping in many aspects of school, work and wider society.

Offer wider opportunities for all pupils in sports, particularly for our more vulnerable groups

The Anti-bullying team, The High-Fivers, work hard to combat bullying behaviour and attitudes. Comprising of a group of Y5 children, they have presented assemblies, displayed posters and messages around school, canvassed opinion about safety and meet regularly to discuss issues in and beyond school, during play time they actively ensure children are ok and given the opportunity to voice any worries in our outdoor classroom.

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pupils, helping parents when they are in school, and working with our parish priest.

- Every effort is made to ensure that both sexes are portrayed positively in school via small world toys, books in the school libraries and reading areas in classrooms, quality first teaching texts, both female and male are represented in our School Council, Anti-Bullying Team and GIFT team.
- Children's Welfare Officer/Councillors are employed by the school to support any children that may have anxieties or need emotional support.

### **Our Aims and Objectives**

- To continue with further training in this area, delivering INSET where appropriate
- To continue to fund further resources such as texts focusing on individuality

### **Pregnancy and maternity**

#### **What do we mean by inequality in 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 Mary's RC 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 pupils or staff to ensure that they are not treated less favourably because they are pregnant or breastfeeding.

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

#### **Our achievements**

- Several members of staff have been on maternity leave in recent years. The school applies LA policies to absences and honours appointments and absences related to pregnancies.
- Children's Welfare Officer/Councillors are employed by the school to support any children that may have anxieties or need emotional support.

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- Staff are treated with respect and dignity throughout pregnancy and beyond. Teachers have returned to work following maternity leave and Governors have accommodated requests for a change to hours and working patterns to better assist work/life balance with a new young family. Consideration is given to pregnant members of staff and the work they are able to undertake. Risk assessments are carried out specifically for pregnant staff and risks are immediately eliminated, removed or reduced.

### **Our aims and objectives**

- We will endeavour to continue to support staff through pregnancy and maternity leave and to comply with LA and Diocesan requirements and policies.

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

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

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

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

### **Our achievements**

- Parents, visitors, children and staff are all treated with equal respect and dignity, regardless of race or colour.

- Racist name-calling and abuse is rare and is dealt with in-line with the Behaviour Policy but also through the curriculum, in particular RE, RSE, SMSC and PSHE. All incidents are recorded using the school's internal CPOMS reporting system. LA reporting arrangements are rigorously adhered to on a termly basis.
- School assemblies and collective worships ensure that fairness, justice and appreciation of one another's uniqueness is acknowledged and celebrated by all.
- The school is very welcoming and children from a broad range of backgrounds integrate well and form strong friendships.
- Visitors from Diocese, SPEECH BUBBLE, Caritas, Jamali Maddix, Altru Theatre, Ten-Ten theatre and Rock Kids all contribute to making race a commonly talked about issue.
- Anti-Bullying Week, E-Safety Week, Healthy School Week, Black History Month and our commitment to Multi-Faith teaching and planning positively promote different races and cultures.
- British Values are taught throughout the school, both implicitly and explicitly.
- Small world toys in the early years are connected with different nationalities and races.
- Books in each classroom and the school library celebrate diversity.
- The school has links with an Imam from a local mosque. The children in key stage two have the opportunity to visit the mosque, experience Muslim traditions and share commonalities between Islam and Christianity.
- School takes part in a 'linking project' in year 5, with non-Catholic schools.
- Fair recruitment procedures ensure that all candidates are given due consideration in view of their capability, experience and suitability, regardless of race.
- We have formed a 'Young Interpreters' group, whereby children who have English as an additional language support younger EAL children
- We have Polish members of staff who are able to translate information to our Polish parents where necessary.
- Outside interpreters are used commonly to assist in parent's meetings and in particular in circumstances where outside agencies are required to support a child in their learning and development.
- Children's Welfare Officer/Councillors are employed by the school to support any children that may have anxieties or need emotional support.
- Close links with Rochdale's EMA department ensures that children's home languages can be assessed to support a child's academic progression/pastoral welfare in school.

### **Our aims and objectives**

- Continuing work in the positive promotion of other nations and races continues
- Further work on British identity and the many nationalities that make up the UK today will continue to be explored through assemblies and curriculum work, to celebrate the diversity and richness of our home.

## 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**

St Mary's RC 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, bisexual, transgender and queer (LGBTQ+) people. We want to ensure equality of opportunity for LGBTQ+ 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 LGBTQ+ 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.

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**

- Homophobic name-calling and abuse is rare and is dealt with in-line with the Behaviour Policy but also through the curriculum, in particular RE, RSE, SMSC and PSHE. All incidents are recorded using the school's internal CPOMS reporting system. LA reporting arrangements are rigorously adhered to on a termly basis.
- As a school community, we celebrate and acknowledge the differences between each one of us and we encourage all stakeholders to treat one another with due respect and understanding.
- Christ is at the centre of all we do and as such, we promote tolerance, understanding and acceptance of one another, whoever we are.
- We have scrutinised our RSE programme and now use 'Life to the Full', a Diocesan-approved scheme, which educates the children about sex and relationships and underpins the Church's teaching about self-respect and sense of worth.
- Children's Welfare Officer/Councillors are employed by the school to support any children that may have anxieties or need emotional support.
- The RSE Co-ordinator has been on Gender training and has delivered INSET to the staff on this and RSE.
- Our library has a variety of texts that focus on the different families that we have in our community
- Classes have small world toys – these enable children to identify with different family units
- Different family units are celebrated throughout the school with a display for all parents to see as they enter the reception classrooms. Parents are asked to add their own photos of their family units to this display to support the children's understanding from an early age.

- We have high expectations for all of our pupils. Performance of pupils is carefully tracked and strategies and support put in place to enable all pupils to achieve in line with expectations.
- We encourage all of our staff and pupils to aspire to be the best. Opportunities exist for all our pupils to participate in every activity on offer in school.

Positive role models are sought out to speak and present to the children (sports for all events, curriculum enrichment, enterprise week, science week with female and male key speakers, Jamali Maddix, B-Word anti-bullying company, M6 Theatre Company, 10-10 Theatre Company, ALTRU Theatre Company, NSPCC workshops).

These opportunities help to address stereotyping in many aspects of school, work and wider society.

Offer wider opportunities for all pupils in sports, particularly for our more vulnerable groups and boys and girls

The Anti-bullying team, The High-Fivers, work hard to combat bullying behaviour and attitudes. Comprising of a group of Y5 children, they have presented assemblies, displayed posters and messages around school, canvassed opinion about safety and meet regularly to discuss issues in and beyond school, during play time they actively ensure children are ok and given the opportunity to voice any worries in our outdoor classroom.

- The G.I.F.T (Growing In Faith Together) team, are responsible for supporting the Catholic life of St. Mary's, leading prayer and worship and helping teachers, developing prayer areas in school, taking care of other pupils, helping parents when they are in school, and working with our parish priest.

### **Our aims and objectives**

- We will continue to rigorously monitor incidents of bullying or name calling that are of a homophobic or sexual nature and deal with them through discipline, education and discussion.

## **Community Cohesion**

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

St Mary's R.C. Primary 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.
- Promote British Values

## **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. This promotes British Values.

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**

### **Teaching, Learning & Curriculum**

- Anti-bullying week is celebrated each year through curriculum activities and assemblies. The Anti-Bullying Team work hard year-round to ensure that the issue of bullying is always under scrutiny.
- Name-calling and abuse is rare and is dealt with in-line with the Behaviour Policy but also through the curriculum, in particular RE, RSE, SMSC and PSHE. All incidents are recorded using the school's internal CPOMS reporting system. LA reporting arrangements are rigorously adhered to on a termly basis.
- The school's Creative Curriculum focuses strongly on community and the role of self within it. Therefore, topics examine social responsibility and the impact of events on the community.
- The RE, RSE, PHSCE and social teaching curriculum focus sharply on community and looking after one another.
- Opportunities to learn from and with other schools within the locality are exploited wherever possible.
- Sport and Prayer Ambassadors represent the school effectively at Church and Community events within the school's very strong network cluster. e.g. They have visited other schools and welcomed children from these Middleton schools into St Mary's where they have planned and delivered presentations and activities about prayer and aspiration.
- The school enjoys very strong links with neighbouring schools through collaborative linking work with school councils and sharing sporting and arts provision.
- Other faiths are taught through the curriculum and visits enrich the children's experience and understanding.
- National events are commemorated and celebrated in school, for example: Queen's Diamond Jubilee, Olympic Games, Remembrance Day and Patron Saints Days. All serve to promote and celebrate National identity and cement us as a community living together.

- Links with the RC Network are very strong - staff work closely with colleagues in other RC schools through collaborative groups, attendance at RC network meetings and conferences and coming together for Inset training.
- Staff are encouraged to complete the Catholic Certificate in Religious Studies (CCRS).

### **Engagement & Extended Services**

- Links with the RC Network are very strong - staff work closely with colleagues in other RC schools through collaborative groups, attendance at RC network meetings and conferences and coming together for Inset training.
- St. Mary's works with many providers and agencies. The Head Teacher and Deputy Head Teacher actively seek to improve standards and experiences of pupils through the use of freelance specialists, specialist organisations and through collaborations with schools locally or through the Rochdale Catholic Head Teacher Network and the Rochdale Catholic Federation. These include the Manchester Education Arts Initiative, Artists in Schools, Rochdale College, Rochdale AFC, Manchester United FC, Manchester City FC, Tempus Fugit, Middleton Cricket Club, LEAF, Children's Forum, visiting writing specialists, visiting poets and writers, Cardinal Langley High School, schools in the area as well as local organisations such as the Langley Dance Group, Sure Start, MAFWACA and the Middleton Langley Drama Workshop.
- Opportunities are sought for enrichment activities (educational visits and guests into school) to enhance the curriculum as well as helping the children better appreciate its relevance and deepen their understanding.
- Very strong links with St Mary's Parish define the school and the staff and pupils within. Celebrations, opportunities for collective worship, fund raising and combined events (Christmas Fair, Parish Concert) all contribute to reinforcing the message of community and interdependence.
- Fundraising activities punctuate the school year. For example, Christmas Fair, St Joseph's Penny, Remembrance and international disaster appeals all communicate to the children the requirement to look after one another. Through such work, the children can see that our neighbour can take the form of any person in need or distress, regardless of their location in the global community.
- Family Support Workers are utilised to provide help and support for any of our parents in need. Our Children's Welfare Officer also offers advice and support to parents and many families have and are benefiting from her work.
- Counsellors are employed by school to offer support through one to one and group sessions for the children and one-to-one sessions for parents. Such sessions have greatly supported the emotional development of children and their families.

### **Our aims and objectives**

- Through continuing combined working, we will continue to build on the strong relationships and sense of community within and beyond school.

We will evidence our effectiveness for OFSTED by demonstrating:

A widely shared sense of the contribution of different communities to a shared vision

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- 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 Mary’s RC 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 Child protection policies 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
- regular updated training on relevant issues:
  - FGM
  - Gender reassignment
  - LGB (lesbian, gay, bisexual...)
  - Anti-Terrorism – Prevent

## **Equality Impact Assessment**

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

The main system by which we will assess the impact of our current policies, functions or procedures will be through carrying out Equality Impact Assessments.

We need to understand whether our policies and services are meeting everyone's needs and that anyone who needs to can get access to them. To do this we undertake Equality Impact Assessments (EIA) to test how we are doing at the moment and what can be done better in the future. An EIA will decide whether a policy or service has a "positive, negative or neutral impact" on some sections of our school and local community. It will also be used to test future policies or services. The impacts will enable us to take into account the needs of different groups of people who share one or more of the protected characteristics defined by legislation.

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

### **In school:**

- Children and parents have been canvassed about the safety of the children in school. Results of School Council, Governor and school issue questionnaires have all been very positive and where improvements can be made with regard to behaviour and safety, further enquiry has taken place.
- As policies within school are due for renewal, due consideration will be given to each policy's impact on the equality agenda.

### **Consultation and information**

- Staff discussion takes place regularly to ensure that staff know and understand policy and practice. Key policies are introduced to staff and their endorsement sought. (Behaviour & Discipline, Staff Sickness Absence, Safeguarding & Child Protection Policies).
- Staff are accountable to the Governors through subject leader reports and occasionally presentations.
- Parent questionnaires and correspondence are regularly carried out and the feedback has been overwhelmingly positive. Where concerns have been expressed the school has acted hastily in tackling problems.

### **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 with links to this document

## **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. 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 incidents of discrimination. The school will continue to comply with the Local Authority procedure 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**

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

- SEN Policy
- Anti-Bullying Policy
- Admissions Policy
- Safeguarding Policy
- Data Protection Policy
- RSE policy

### **Roles and responsibilities** The

Governing Body will:

- Ensure that the school meets the requirements of the Equality Act 2010.
- Intend to monitor the delivery of the School's Single Equality and Community Cohesion Policy and Action Plan.
- Ensure that all members of staff understand the importance of the policy and their role in delivering it.
- Link the Equality Policy to the School Improvement Plan and school improvement priorities.

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 that the school complies with all current equality legislation.
- 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 through support and challenge
- 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.
- Monitor 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.
- Receive regular and updated training on relevant issues

**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
- 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
- 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 coordinator 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
- Review and monitor 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 and support British Values

**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

### **Roles and Responsibilities**

Members of staff and stakeholders will take responsibility for the following:

- The Headteacher will coordinate and monitor equality and community cohesion
- All staff will deal with incidents of discrimination, victimisation or harassment
- The Head teacher and SLT will monitor progress and attainment of learners from different groups and communities
- The Head teacher and Governors will monitor recruitment and career progress of staff from different groups and communities
- The Governing Body and Head teacher will make reasonable adjustment and provide support for disabled pupils.

### **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.

This policy has been approved and adopted by staff and Governors

Signed ..... (Chair of Governors)      Date .....

Signed ..... (Headteacher)      Date .....

Parts of this updated in April 2022 to reflect change of context and achievements  
Next review: January 2023