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Single Equality & Community Cohesion Policy

A Development Framework for Schools

Boarshaw Community Primary School



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Foreword

Rochdale MBC aims to be recognised as a leader of diversity and equality in its work and as an example of good practice in the delivery of services and employment. This Single Equality and Community Cohesion Policy for Rochdale's schools reflects this ambition and outlines the activities which will deliver this.

Equality of opportunity and social inclusion issues will ensure that all school communities can truly benefit from and contribute to the improvements we are making, which will bring long-term and positive benefits for Rochdale Borough. Therefore the school's Single Equality and Community Cohesion Policy will require ownership by Governors, senior leaders, all staff, the school community and the pupils in order to succeed.

This policy serves essentially two purposes:

1. To set out a school's overall commitment to equality and community cohesion in one central document for past, present and prospective pupils. The Policy therefore contains the school's approach to all relevant protected characteristics of: **Disability, Gender, Gender reassignment, Pregnancy and maternity, Race, Religion or Belief and Sexual orientation.**
2. How the school will manage, plan and include its Single Equality and Community Cohesion Policy within its day to day work.

Schools also have obligations as employers and a service provider against the protected characteristics of Age and Marriage and Civil partnerships. These obligations are not covered in this framework as this policy is concerned with a school's obligations to its pupils (mainly present and prospective pupils and where relevant former pupils and staff). Separate policy guidance covering recruitment and employment is available from Schools Personnel team and the Local Authority.

This Single Equality and Community Cohesion Policy will help schools ensure that they focus more on the outcomes that matter to pupils, community and people who use their services; and that their services are more accessible and delivered effectively. This policy provides a framework for the school to **eliminate prohibited conduct, advance equality of opportunity and foster good relations** in a proactive way.

The Single Equality and Community Cohesion Policy is based on the Equality Act 2010. Much of what is required of schools is already being carried out by them. The main new provisions in the Equality Act 2010 are:

- new disability discrimination provisions (direct disability discrimination, indirect disability discrimination and discrimination arising from disability)
- new protected characteristics
- new positive action provisions

Schools also have a "specific duty" to publish information around their equality objectives in an accessible manner by April 2012.

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

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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 **Boarshaw Community 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.

Boarshaw Community Primary School sees this Single Equality and Community Cohesion Policy as a living document and we will continuously review the action plan in consultation with pupils, staff, parents, carers, governors and all other stakeholders where possible. We believe they need to be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of the policy and action plan to ensure that we meet the needs of people from different backgrounds.

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

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

Local and School context

Population:

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

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

Ethnicity, Identity, Language & Religion:

- The ethnic breakdown of the Borough currently has a majority of 78.6% White British, with the second largest population being Asian or Asian British Pakistani, representing 10.5%.
- Rochdale has the second largest population of Kashmiri residents across England & Wales, occupying 1,658 residents, with Luton UA being the largest.

- 5% of residents do not identify with having any UK national identity, this compares to 8% in England & Wales.
- Rochdale has 3,402 households (3.9%) where no people in the household have English as a main language, similar to Oldham (4.5%) and Bolton (4.6%).
- The largest groups for Religion in Rochdale are 60.6% Christianity, 13.9% Muslim and 18.9% reporting no religion.

Health:

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

Education & Qualifications:

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

Labour Market & Out of Work Benefits

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

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

School Context:

Boarshaw Community Primary School is situated in the town of Rochdale Borough in Middleton.

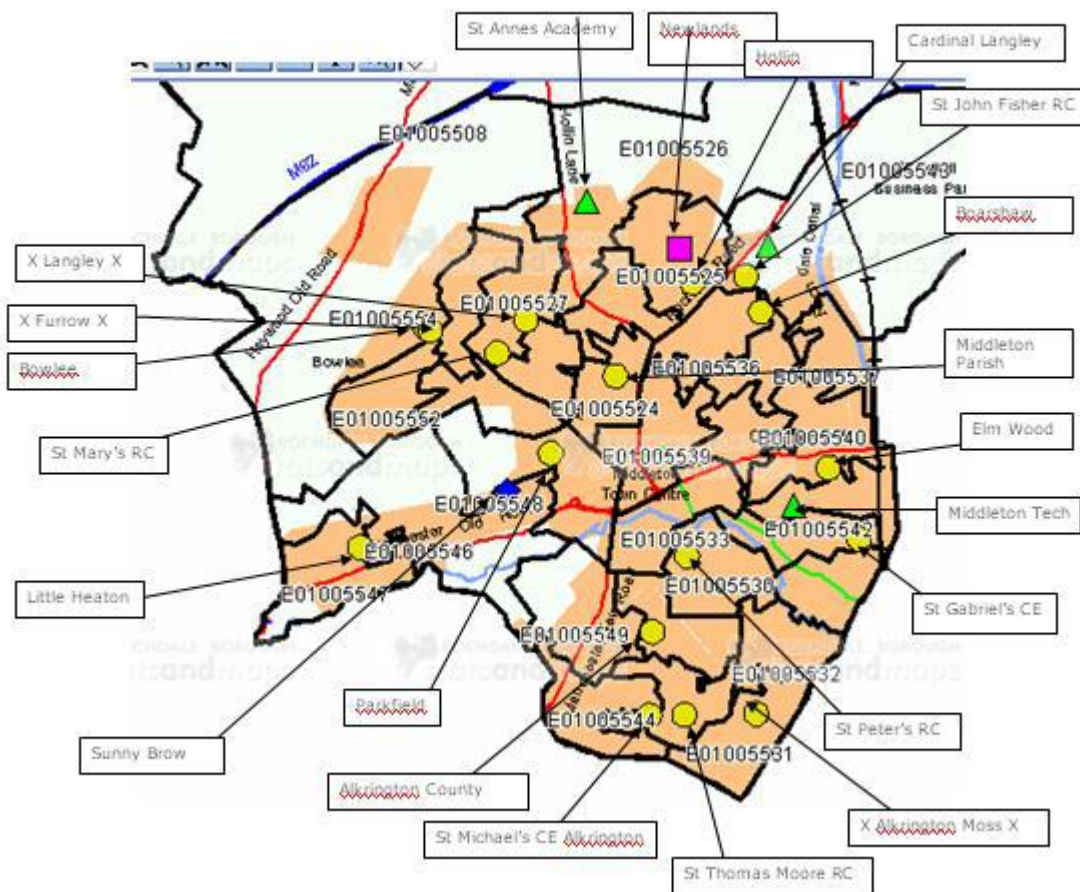
Boarshaw Primary is situated within the Middleton Township.

Number of pupils on roll -

Number of staff on roll –

Pupil groups	Number of pupils	% of pupils
EAL	50	16%
SEND	62	20%
EHCP	6	2%
PP	135	44%
C4C	7	2%
FSM	100	32%

1. Middleton Township



In Rochdale Borough 18 neighbourhoods were identified amongst the 7% most deprived areas nationally (using the 1998 Index of Deprivation), and a further 4 neighbourhoods identified as being “at risk” of decline.

Overall Deprivation IMD for Lower Super Output Areas as RATES.

LSO Areas Name	Rochdale Rank from 135 LSOs (where 1 is the most deprived)	Overall Deprivation Percentage (where 1% is the most deprived)	Deprivation Rank in the Country (where 1 is most deprived)	Township Area
E01005548	55	18.28%	5938	Middleton

The Indices of Deprivation included an overall index of multiple deprivation. This combines seven domain (thematic) measures of deprivation to produce one overall level of multiple deprivation. The data is published at Lower Super Output Area level only.

At district level there are six summary measures and Rochdale is in the 50 most deprived districts in England in each of the measures. Overall Rochdale ranks as about the same relative to other districts compared with the Indices of Deprivation 2000 (which were based on data from 1998/1999). Rochdale borough is one of the most deprived boroughs in England and is ranked between 12th and 46th most deprived in the Indices of Deprivation 2004 measures of deprivation at district level.

There are 32,482 LSOAs in England. Every few years a large amount of data is collated and analysed at LSOA level, allowing all 32,482 to be ranked. In Rochdale out of 135 LSOAs, when ranked 16 are in the 3% most deprived in England, 36 are in 10% most deprived and 57 in 20% most deprived. 12% of the borough’s population (925,800) live in the 3% most deprived LSOAs.

Ethnicity

The vast majority of people in Rochdale Borough (173,400 equivalent to 84%) are from a White British ethnic background. People of a Pakistani background make up the largest minority ethnic group, with nearly 17 thousand people (8.2%).

The latest ethnic population estimates (2006) are a one-off experimental release and are therefore less robust than Census data.

Comparing the two years shows an increase in the proportion of each minority ethnic group except white Irish. The groups with the smallest numbers in the borough tend to exhibit a larger proportional growth, representing increasing diversity.

NRS areas have a larger proportion of people from minority ethnic backgrounds. There are nearly 9 times as many people from a Bangladeshi background and nearly 4 times as many people from a Pakistani background in NRS areas than in Non-NRS areas.

Overall deprivation:

Overall deprivation is a measure of deprivation taking multiple factors into account. The measurement is from of the Indices of Deprivation 2007 (ID 2007), updating the previous 2004 indices. The ID 2007 is published at Lower Super Output Area.

Religion Name	Christian	Muslim	Other Religions	No Religion	Religion not Stated	Total People
ENGLAND AND WALES	71.74	3.1	2.88	14.59	7.69	100
MANCHESTER	74.15	5.04	2.1	11.33	7.37	100
ROCHDALE	72.1	9.37	0.63	10.79	7.11	100
South Middleton	84.46	0.67	0.9	7.81	6.15	100
West Middleton	80.93	1.22	0.3	10.63	6.93	100

Age Name	0 to 15 years	16 to 29 years	30 to 44 years	45 to 59 years	60 to 74 years	75 years plus	All people
ENGLAND AND WALES	20.15	17.51	22.55	18.93	13.28	7.58	100
MANCHESTER	21.24	18.26	22.45	18.35	12.72	6.98	100
ROCHDALE	22.83	17.12	22.15	19.02	12.35	6.53	100
South Middleton	18.79	14.51	21.17	20	17.02	8.51	100
West Middleton	23.97	16.78	20.34	18.13	14.08	6.7	100

Structure of our Single Equality and Community Cohesion Policy

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

Recruitment and employment issues with regard to staff may be referenced but these will be covered in more detail under separate policy.

Therefore, we have set out below:

- The definitions in respect of each of the protected equality characteristics
- Our commitment for each of the protected equality characteristics
- Our headline achievements, aims and objectives for each of the protected equality characteristics

We have then set out our key approaches and tools to help us achieve these aims including:

- Our consultation and involvement strategy
- Our commitment to Equality Impact Assessments
- Our accountability processes for the policy
- Our commitment to publication and public access
- Our monitoring and review processes

Specific Equality Areas

Disability

What do we mean by Disability Equality?

We recognise that a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Our commitment

Boarshaw Community 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.

We are currently supporting pupils and children with disabilities in school, and make reasonable adjustments. We have accessible areas to all school areas and have several accessible toilets, including one with changing facilities. We have designated parking spaces.

Our Aims and objectives

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

- Plan curriculum based activities to raise awareness and improve understanding of disability issues amongst pupils and staff.
- Purchase any auxiliary aids required to ensure that disabled pupils have fair access to lessons.
- Ensure equal opportunities for disabled employees, parent and pupils.
- Promote pupils understanding of disabilities through PSHE lessons, whole school themes, displays and books.
- Work with outside agencies, to support the inclusion of disabled families and pupils.

Gender

Boarshaw Primary is a mixed sex school.

What do we mean by Gender Equality?

We recognise that a person's gender refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to boys or girls.

Our commitment

Boarshaw Community Primary 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.
- Teach pupils about the importance of gender equality.
- Use books and display materials that promote gender equality, ensuring non stereotypical materials are used where possible.

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

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

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

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

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

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

Pregnancy and maternity

What do we mean by pregnancy and maternity?

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

Boarshaw Community 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.

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

Boarshaw Community 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. This information is reported to the LA and governors.

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

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; through assemblies, class visits and visitors in school.
- Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, and ethnic cultural groups.
- Expand access across all communities and in all areas of school activity.
- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture of all your pupils and their families;

- Encouraging pupils and their families of all ethnic groups to participate fully in all aspects of school life;
- Countering myths and misinformation that may undermine good community relations.
- Ensuring resources used promote non stereotypical beliefs or judgements.
- Teach pupils about different races through curriculum activities.

Religion or Belief

Boarshaw Community Primary is not a church school and promotes and understanding and respect of different religions and cultures whilst recognising that we live in a Christian country.

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

Boarshaw Community Primary School is committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect.

Faith-based hate crime has been a new phenomenon in recent years, developing a character that is distinct from race hate crime. We recognise that discrimination, harassment and victimisation on the grounds of religion and/or belief or non-belief may be experienced in a number of ways, including day-to-day interaction with fellow pupils, staff and visitors.

The school seeks to eliminate all forms of discrimination and prejudice based on religion and/or belief or non-belief, either direct or indirect, and is committed to treating staff, pupils and others fairly, regardless of their religion or belief and will not condone unfavourable treatment on this basis.

We will comply with the requirements of the Equality Act 2010 with regard to religion or belief and any incidents of bullying, harassment and/or victimisation on the grounds of religion and/or belief or non-belief will be taken seriously and could provide grounds for disciplinary action that may lead to dismissal or exclusion from the school.

Tackling unlawful discrimination by

- 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.
- 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.
- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the religion or belief of all your pupils and their families;
- Encouraging pupils and their families of all religion or belief groups to participate fully in all aspects of school life;

- Countering myths and misinformation that may undermine good community relations.
- Teach pupils about religion and beliefs, promoting understanding and tolerance.

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

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

The School will combat discrimination faced by lesbians, gay and bisexual (LGBT) people. We want to ensure equality of opportunity for LGBT 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.

We will educate pupils about language that is inappropriate/ appropriate in respect of LGBT.

We will have a trained leader in school to ensure that policies, procedures and the curriculum is up to date and appropriate to the age of the pupils.

We will follow the Stonewall training package and hold an accreditation.

Age

What do we mean by age quality?

This is when you are treated differently because of your age in one of the situations that are covered by the Equality Act.

Age, as a protected characteristic, does not apply to pupils in schools.

Our commitment

We are committed to provide equal opportunities for all of our employees, including educating staff about the direct and indirect discrimination about age.

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.

Marriage and Civil Partnership

What do we mean by this?

This is when you are treated differently at work because you are married or in a civil partnership.

What the Equality Act says about marriage and civil partnership discrimination

The Equality Act says you must not be discriminated against in employment because you are married or in a civil partnership.

In the Equality Act marriage and civil partnership means someone who is legally married or in a civil partnership. Marriage can either be between a man and a woman, or between partners of the same sex. Civil partnership is between partners of the same sex.

People do not have this characteristic if they are:

- single
- living with someone as a couple neither married nor civil partners
- engaged to be married but not married
- divorced or a person whose civil partnership has been dissolved

Our commitment

As a school we will not be discriminatory when providing teaching about marriage and civil partnership. We will accurately state the facts about marriage of same sex couples under the law of England and Wales, in a way that is appropriate to the age and level of understanding and awareness of the pupils. Teaching should be based on facts and should enable pupils to develop an understanding of how the law applies to different relationships.

Community Cohesion

What do we mean by Community Cohesion?

Boarshaw Community Primary School adopts the Department for Education definition of community cohesion to mean working towards a society in which:

- There is a common vision and sense of belonging by all communities the diversity of people's backgrounds and circumstances is appreciated and valued
- Similar life opportunities are available to all.
- 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. It is about developing relationships within and between communities. Working towards a society in which the diversity of people's backgrounds is appreciated and valued,

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.

Teaching, learning and curriculum.

We encourage pupils to respect others and value diversity, to develop the skills to take responsible action. Opportunities are provided across the school for learners to gain confidence through initiatives such as school community teams; these consist of Bully Busters, Fairtrade Team, Sports Council, Wellbeing Warriors, Digital Leaders, Eco team, and our head boy/ head girl and prefect system, so that they can play an active role in their community.

We have created a curriculum and school ethos which values diversity and emphasises common values.

We celebrate:

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

Equality

We provide equal opportunities for all pupils to succeed. We track the progress and attainment of groups and individuals. This information is discussed and is used to organise provision for all pupils to enable them to succeed.

Engagement and Extended Services

We actively involve parents and learners from different backgrounds, working together to promote diversity. Work is done in class to support this and displays around school promote diversity and inclusion.

We offer extended services for families e.g. Early Help, Family Learning, Parenting sessions.

We provide opportunities for pupils to interact with other schools that are diversely different to ours. This is done through school linking projects.

We ensure to engage all pupils and include pupil's voice within different areas of the curriculum.

We work with outside agencies such as Speech and Language Therapy, play therapy, OT, Educational Psychology and Social care to ensure the best possible outcomes for children and families.

We have staff in school that are Mental Health First Aid trained and a designated

Safeguarding & Building Resilience “Learning together to be safe”

Boarshaw Community 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 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.

All staff are trained annual on safeguarding, safer working practices, FGM, Online Safety, Prevent and in house procedures. Information about safeguarding is displayed in the staff room and around school, including the use of pupil safety boards.

We work with the NSPCC; ensuring pupils receive workshops and training. We buy in online safety training for all pupils, staff and parents.

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
-
- making appropriate referrals to the Local Authority for early intervention and support where necessary
- ensuring that staff member(s) or governor(s) responsible for safeguarding are kept fully aware of their responsibilities, by attending relevant training and briefings
- letting staff, parents and pupils know how to voice their concerns
- responding to any allegations appropriately in accordance with appropriate school policies and procedures

Equality Impact Assessment

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

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 Governors who are responsible for carrying out these assessments have attended relevant training or will be attending future training as part of their role.

Examples of policies / practices that schools should impact assess include those relating to:

- *Admissions and Transfer*
- *Attendance*
- *Exclusions*
- *Curriculum*
- *Uniform*
- *National Healthy School Status*
- *Discipline*
- *Sports*
- *Careers/work experience*
- *Anti-bullying, harassment and Discriminatory policy*
- *Domestic Violence and pastoral support*
- *School trips*

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 it on our website
- making it available on request

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.

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*.

The 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 for promoting equality and community cohesion and avoiding unfair discriminatory practices.

This policy links closely with other policies, these include:

- the Inclusion policy
- the SEND Policy
- Bullying and harassment Policy
- Safeguarding and Child Protection Policies

Roles and Responsibilities

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
- 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

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 others with respect and report incidents of discrimination to an adult

All our Parents and Carers are responsible for:

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

Visitors and contractors are responsible for:

- Knowing and following our equality policy

Breaches of the Policy

Breaches of this Single Equality & Community Cohesion Policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their age, disability, gender, gender reassignment, marital status, pregnancy or maternity, race, religion or belief or sexual orientation, they should report this without fail through the School's complaints procedure.

Complaints by staff will be dealt with under the Grievance or Dignity at Work Policies, as appropriate. Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report annually on complaints made and action taken as part of monitoring the Single Equality and Community Cohesion Policy.

Equality & Community Cohesion Policy Action Plan Template 2014 - 2017

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

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

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

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

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

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

D = Disability
PM = Pregnancy and Maternity
SO = Sexual Orientation

G = Gender
R = Race
CC = Community Cohesion

Code

GR = Gender Reassignment
RB = Religion or belief

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

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

D	G	GR	PM	R	RB	SO	CC
Key Actions	Lead Person		Success Criteria / Expected Outcomes	Milestones	Target Date		Monitoring / review

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

D	G	GR	PM	R	RB	SO	CC
Key Actions	Lead Person		Success Criteria / Expected Outcomes	Milestones	Target Date		Monitoring / review

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

D	G	GR	PM	R	RB	SO	CC
Key Actions	Lead Person		Success Criteria / Expected Outcomes	Milestones	Target Date		Monitoring / review

EQUALITY IMPACT ASSESSMENT: PROFORMA

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

9. Are there concerns that the policy <i>could</i> have a differential impact on disability pupil groups?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>What existing evidence do you have for this?</i>			
10. Are there concerns that the policy <i>could</i> have a differential impact on pupils due to gender ?		No <input type="checkbox"/>	
<i>What existing evidence do you have for this?</i>			
11. Are there concerns that the policy <i>could</i> have a differential impact on pupils due to gender reassignment ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>What existing evidence do you have for this?</i>			
12. Are there concerns that the policy <i>could</i> have a differential impact on pupils due to their pregnancy / maternity ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>What existing evidence do you have for this?</i>			
13. Are there concerns that the policy <i>could</i> have a differential impact on pupils due to their race ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>What existing evidence (either presumed or otherwise) do you have for this?</i>			
14. Are there concerns that the policy <i>could</i> have a differential impact on pupils due to their religion or belief ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>What existing evidence (either presumed or otherwise) do you have for this?</i>			
Are there concerns that the policy <i>could</i> have a differential impact on pupils due to their sexual orientation ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>What existing evidence (either presumed or otherwise) do you have for this?</i>			
15. Could the differential impact identified in Questions 9-14 amount to there being the potential for adverse impact in this policy?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

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

EIA ACTION / IMPROVEMENT PLAN

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