

Single Equality & Community Cohesion Policy



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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 Primrose Hill 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.

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

We are committed to meeting this public sector duty to:

- eliminate prohibited conduct

- advance equality of opportunity
- foster good relations

School Context:

Primrose Hill School situated in Salford in Ordsall and has approx 437 pupils on roll, aged between 3 and 11.

Primrose Hill Primary School is an above average-sized primary school. The proportion of pupils who are supported by pupil premium funding is well above the national average (50%). The pupil premium is additional government funding provided for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority. The proportion of disabled pupils and those with special educational needs supported through SEN support or an EHCP is above average (22%). The pupils are mainly of White British heritage, although the proportion who speak English as an additional language is increasing (35%). The school has a growing number of pupils from different ethnic backgrounds with 27 different home languages amongst pupils. Many pupils stay here for three or four years whilst their parents attend local universities. Mobility is therefore high. There are families from a diverse range of religions and beliefs. The school runs a breakfast club for a small charge and many after-school clubs.

Primrose Hill Primary School is committed to providing an appropriate and high quality education to all children living in our local area. We believe that all children, including those identified as having special Educational Needs and/or Disability (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. The proportion of disabled pupils and those who have special educational needs supported through 'SEN support or an EHCP' is above the national average.

We believe that all children should be equally valued in school. We will strive to ensure that children with SEND are not treated less favourably and to develop an environment where all children can flourish and feel safe, healthy and happy. We want children to achieve their best, engage fully in the activities of the school and make successful transitions into adulthood.

Primrose Hill Primary School is an inclusive school. We aim to engender a sense of community and belonging, and to offer new opportunities to learners which take account of their valued life experiences and needs.

Attainment on entry is below national age-related expectations.

We believe in equality of opportunity for all learners whatever their age, gender, ethnicity, special educational need, attainment and background. We pay particular attention to the provision for and achievement of different groups of learners, particularly those that are vulnerable in some way which may include.

- Girls and boys, men and women

- Minority ethnic and faith groups
- Travellers, asylum seekers and refugees
- Learners who needs support to learn English as an additional language (EAL)
- Learners with special educational or additional needs including dyslexia, ASD, ADHD
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the local authority
- Others such as those who are sick, those who are young carers, those who are in families under stress
- Any learners who are at risk of disaffection or exclusion

Structure of our Single Equality and Community Cohesion Policy

This policy document is designed to give a background to Primrose Hill 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 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

Primrose Hill 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 (what we already do)

- Modern purpose built accessible disability friendly new build.
- Care suite with rise and fall changing bed and ceiling hoist.
- Lift to access upper floor.
- JIGSAW PSHE – bought in inclusive PSHE curriculum embracing disability.
- Specific work taken place with members of staff (reasonable adjustments for parents and staff) to enable understanding and management of disability.
- Individualised training
- Buy books/posters positive images
- Invite parents to share their experiences
- Awareness days

Our Aims and objectives (what we plan to do)

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

- Buy books/posters positive images- ongoing
- Support/promote Paralympics - ongoing
- Awareness days - ongoing
- Invite parents to share their experiences- ongoing

- National Autism Day – invite parents in
- Coffee mornings – inviting parents - ongoing

Gender

What do we mean by Gender Equality?

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

Our commitment

Primrose Hill 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 (what we already do)

- We offer mixed sex sports clubs.
- JIGSAW PSHE – bought in inclusive PSHE curriculum which talks about gender with children.
- We track achievements of children and compare boy/girl data to ensure our curriculum is being accessed by all children.
- Aim to update curriculum covering gender stereotypes, changing gender roles, cultural and religious issues through new PSHE curriculum
- Books – ensure there are a variety of books which show non-gender stereotypes – ongoing
- British Values lessons

Our Aims and objectives (what we plan to do)

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

- Deliver staff training on the above - ongoing
- Books – ensure there are a variety of books which show non-gender stereotypes - ongoing

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 (sex).

Our commitment

Primrose Hill 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.

Our achievements (what we already do)

This is still a relatively new provision to be considered by our school but we have taken some steps to promote gender reassignment equality issues.

- We have included LGBT issues in our JIGSAW PSHE Prog.
- Award focuses on the prevention of homophobic and transphobic bullying.
- Uniform policy is inclusive – no gendered items forced upon individuals.
- 🚩 Review all policies- see where appropriate to add gender re-assignment.
- 🚩 Staff training via Rainbow Flag
- 🚩 Raising awareness – purchasing LGBT books.

Our aims and objectives (what we plan to do):

- Raising awareness – purchasing LGBT books – ongoing
- UPDATED JIGSAW PSHE – bought in inclusive PSHE curriculum
- We're looking at re-embarking upon the Rainbow Flag which aims to support LGBT inclusion.
- The Rainbow Flag Award involves pupils, teachers and parents/carers.
- The Rainbow Flag

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

Primrose Hill 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.

Primrose Hill School follow Salford City Council's Maternity Policy which is available to all staff on the YourZone website.

Our achievements (what we already do)

- We make every reasonable adjustment to accommodate the needs of pregnant visitors, staff and parents/carers including support when returning to work.
- We comply with the staff/Salford pay and conditions policy and leave of absence policy.
- Reasonable adjustments are made to accommodate staff requesting part-time working.
- JIGSAW programme teaches sex education including pregnancy and related issues.
- 🚦 UPDATED JIGSAW PSHE – bought in inclusive PSHE curriculum
- 🚦 Keeping in touch days with class, raising awareness and continuity.

Our aims and objectives (what we plan to do)

- To evaluate and improve our induction back into work following 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

Primrose Hill 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 (what we already do)

Good practice

- Racist incident reporting protocol
- Promoting British Values
- Regular safeguarding training
- Pupil Progress meetings highlight equality gaps in achievement rates for learners. Plans put on place to ensure children overcome these gaps.
- Celebrate a diverse range of religious festivals.
- Teach regular RE lessons.
- Good EAL induction – baseline on arrival, information gathering with translator if necessary, translators for SEN meetings and parents evenings.
- ✚ Increase parental links
- ✚ Annual events –Eid etc
- ✚ To promote activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture of all your pupils and their families;
- ✚ To encourage pupils and their families of all ethnic groups to participate fully in all aspects of school life;
- ✚ To counter myths and misinformation that may undermine good community relations;
- ✚ British Value lessons

Our aims and objectives (what we plan to do)

- Increase parental links
- Annual events –Eid etc
- To promote activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture of all your pupils and their families;
- To encourage pupils and their families of all ethnic groups to participate fully in all aspects of school life;
- To counter myths and misinformation that may undermine good community relations;

ALL ONGOING

Religion or Belief

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

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

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

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

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

Our achievements (what we already do)

- RE- follow the Salford syllabus – carefully planned
- Flexibility to accommodate staff and children who want to take religious observance.
- JIGSAW Programme
- Activities – festival celebrations – opt in / out
- Dietary provision is available for children of particular faiths.
- Christian assemblies

- Accommodating children fasting – extra breaks and lunch provision.
- Space available for prayer if needed.
- ✚ 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.
- ✚ More visits and visitors.
- ✚ Pupil voice – sharing faiths or religion.

Our aims and objectives (what we plan to do)

- 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.
- More visits and visitors.
- Pupil voice – sharing faiths or religion.

ALL ONGOING

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

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


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

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

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

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

Our achievements (what we already do)

- JIGSAW inclusive PSHE
- Staff training on LGBT – terminology
- Books in class including LGBT families
- Provisions made for children re: mothers/father's day cards
-  Change anti-bullying policy – explicit homophobic bullying and harassment reporting policy

Our aims and objectives (what we plan to do)

- Assemblies to be held celebrating difference
- Specific staff training to be selected from Rainbow Flag menu

- Rainbow Flag Award – working towards
- Welfare staff/site staff/office staff – LGBT terminology training
- How to respond to HBT bullying/comments policy/shared practice to be developed with staff

Community Cohesion and British Values

What do we mean by Community Cohesion?

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

- There is a common vision and sense of belonging by all communities the diversity of people's backgrounds and circumstances is appreciated and valued
- Similar life opportunities are available to all, and
- Strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."
- We will promote the 5 British Values of democracy, rule of the law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Our commitment




For a number of years, we have been committed to promoting community cohesion as part of the response to the legal duties outlined in previous legislation.

We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new communities and existing communities to adapt and integrate with one another.

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

- the school community
- the community within which the school is located
- the community of Britain
- the global community.

Our achievements (what we already do)

- CPD British Values
- Assemblies on the subject of British Values
- Displays promoting British Values and Community Cohesion
- School council - voting / voting booth
- Link with the school nurse
- Charity fundraising
-  British value lessons delivered throughout the school year.
-  School litter picking group with parents and staff raising community spirit.
-  More links with the local community.

Our aims and objectives (what we plan to do)

- More links with the local community – ongoing
- Stronger emphasis on anti-bullying week - ongoing
 - Working towards the Rainbow Flag Award

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

Primrose Hill 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.

We will therefore always take a considered and sensitive approach in order that we can support all of our pupils by

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are particularly vulnerable to extreme views / radicalisation, and taking appropriate action in accordance with the schools Safeguarding procedures with the aim of making sure they are kept safe both at home and in our school setting.
- making appropriate referrals to the Local Authority for early intervention and support where necessary
- ensuring that staff member(s) or governor(s) responsible for safeguarding are kept fully aware of their responsibilities, by attending relevant training and briefings
- letting staff, parents and pupils know how to voice their concerns
- responding to any allegations appropriately in accordance with appropriate school policies and procedures
- keeping our safeguarding policies and procedures up to date
- by providing continual ongoing training for all staff
- introducing cpoms(secure online) recording system
- raise awareness of COPS

Consultation and Information

We involved and consulted with the following stakeholders; our parents, our children, our staff and our governors.

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. We will post the document on our schools website and it will be made available in a range of formats on request.

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.

We may raise and promote awareness of our policy in a number of other ways. For example

- highlight the existence of the policy in a staff briefing
- send a letter to parents about your policy
- discuss staff development activities that you have undertaken or plan to undertake to raise awareness of the legal duties and the implications for staff
- explain how staff induction procedures include equality and community cohesion information about this policy
- we will monitor the impact of our policy on staff, parents/carers and children
- we will consider relevant training for staff

How we will monitor and evaluate 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 on our website.
- We will inform staff and pupils of our progress regularly.

- 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 culture, and as such, our progress will have regular oversight by the senior leadership team and the governing body.
- 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 school has a procedure in place for recording, reporting and responding to homophobic and transphobic incidents.

Links with other school policies

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

Insert here a list, such as:

- **School SEND policy**
- **Medical Needs policy**
- **Anti-Bullying policy**
- **Admissions policy**
- **Safeguarding and Child Protection Policy**
- **E-Safety policy**

Roles and responsibilities

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

The Governing body will:

- Ensure sure the school complies with all current equality legislation.
- Monitor the implementation of the Single Equality and Community Cohesion Policy Community Cohesion and Action Plan to check progress and assess impact on staff, pupils and parents
- Ensure that all governors are aware of their legal responsibilities under equality legislation

- Receive and discuss regular equality and community cohesion reports on progress and performance
- Monitor achievement of equality targets
- Check that implementation of the Policy and action plan achieves improved outcomes for equality and community cohesion and people who share an aspect of their identity in relation to the protected characteristics of disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.
- Monitoring equality impact assessments
- Support the Head teacher in implementing any actions necessary
- Inform and consult with parents about the policy
- Have one governor who takes on the role of designated governor responsible for equality and community cohesion monitoring the policy closely.

The Head teacher will:

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- Ensure staff, pupils, parents/carers and any other interested stakeholders are aware of this Single Equality and Community Cohesion Policy, their roles and responsibilities in implementing it, and receive training and support in carrying these actions out.
- Monitor to ensure effective implementation of the Single Equality and Community Cohesion Policy Action plan
- Provide regular reports for governors on progress and performance
- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this policy
- Assess and monitor the impact of the policy through developing the action plan
- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it
- Taking appropriate action in any cases of victimisation, harassment and discrimination in line with the school and LA guidance
- Report racist incident monitoring information to the LA on a termly basis
- Produce a report on progress for governor on an annual basis

The Senior Leadership Team will:

- Drive forward implementation of the Single Equality and Community Cohesion Policy and Action Plan
- Support staff to carry out their role in implementing this policy
- Provide effective leadership on equality, inclusion and community cohesion
- Ensure the Single Equality and Community Cohesion Policy is successfully promoted
- Respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, victimisation or harassment.
- Assist in implementing reviews of the Single Equality and Community Cohesion Policy as detailed in the School Improvement Plan
- One member of the senior management team will be identified as the co-ordinator for equality and community cohesion and will be involved in action planning, policy development and monitoring and evaluation

All Staff will:

- Recognise that they have a role and responsibility in their day-to-day work to:
 - promote equality, inclusion and good community relations
 - challenge inappropriate language and behaviour
 - tackle bias and stereotyping
 - respond appropriately to incidents of discrimination, victimisation and harassment and report these
- Highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities.
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society
- Reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that equality is promoted

All Staff will also ensure that pupils are encouraged to:

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

Administrative, Ancillary, Supervisory and Support Staff

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

All our Pupils are responsible for:

- Treating others kindly and fairly without prejudice, discrimination, victimisation or harassment
- Attending and engaging in their own learning as well as helping other pupils to learn
- Learning to treat each others with respect and report incidents of discrimination to an adult
- Working within the Rights and Responsibilities framework we have adopted as Rights Respecting School

All our Parents and Carers are responsible for:

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

Visitors and contractors are responsible for:

- Knowing and following our equality policy

Breaches of the Policy

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

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

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

