



Single Equality & Community Cohesion Policy 2023-26

Signed by:

_____	Headteacher	Date:	_____
_____	Chair of governors	Date:	_____

Policy Review Date: annually

Contents

- 1- Foreword from Rochdale MBC
- 2- Introduction
- 3- Local and School Context
- 4- Specific Equality Areas:
Definition / Our Commitment / Our achievements / Our aims and objectives –
 - Disability
 - Gender
 - Gender Reassignment
 - Pregnancy and Maternity
 - Race
 - Sexual Orientation
- 5- Community Cohesion
- 6- Publishing and raising awareness
 - Specific Duties
- 7- Monitoring
- 8- Links with other school policies
- 9- Roles and Responsibilities
- 10- Breaches of the policy

Introduction

There were a number of statutory duties that the school was required to meet prior to the Equality Act 2010. As such, with the implementation of this act and the harmonisation of previous legislation, this policy will refer to the Equality Act 2010 and its various provisions as the legislative framework through which this Single Equality and Community Cohesion Policy will operate.

In the development of this Single Equality and Community Cohesion Policy St Patrick's RCP has moved from a focus on an individual response to an approach that builds on **disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation** considerations from the start and at every level of the school, at strategic, policy, management and classroom level. We will demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. This policy will be monitored and delivered through the governors' role, School Improvement and Self Evaluation process.

We will ensure that every pupil irrespective of the protected characteristics is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school include as much as possible a balanced representation of the local and wider community. We believe that this will provide good role models for pupils from all backgrounds.

This Single Equality and Community Cohesion Policy will be linked to a joint action plan which sets out how we intend to implement the policy over the next three years.

St Patrick's RCP 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.

Our school is committed to:

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

School Context:

Contextual Information

PAN: 315								
Year Group	No on Roll	No Baptised Catholics	Boys	Girls	Disadvantaged pupils	Pupils with SEND support	Pupils with EHCP	EAL
Nur PAN	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Rec PAN 45	40	7	24	16	5	2	0	6
Y1	48	17	23	25	21	4	1	5
Y2	43	13	25	18	22	3	2	8
Y3	45	12	19	26	30	8	1	10
Y4	46	24	28	18	29	6	4	12
Y5	37	21	21	16	20	8	0	7
Y6	42	28	23	19	36	5	4	10
Total number	301	122	163	138	163	36	12	58

Data over time	No on Roll	% Baptised Catholics	% Boys	% Girls	% Disadvantaged pupils (Pupil Premium)	% Pupils with SEND support	% Pupils with EHCP	% EAL
2023	300	48%	53%	47%	43%	13.3%	5.7%	17.9%
2022	306	56%	51%	49%	39%	12.1%	4.2%	23.5%
2021	309	x	50%	50%	30%	12.3%	5.2%	21.2%

Structure of our Single Equality and Community Cohesion Policy

This policy document is designed to give a background to St Patrick's RCP 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 publication and public access
- Our monitoring and review processes

Specific Equality Areas

Disability

What do we mean by Disability Equality?

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

Our commitment

St Patrick's RCP 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

- Single-floor layout – exc. Unit 4
- 2 disabled toilets
- Shower / changing facility
- Pupil hoist
- Ramps
- Widened doorways
- Carpeted classrooms (to aid acoustics for hearing impaired pupils)
- Whiteboards in each classroom (to aid asthma sufferers)
- Blinds on all classroom windows (to prevent glare and aid visual quality)
- Disabled parking bay
- Quality First teaching - embracing visual, auditory and kinaesthetic strategies and a differentiated curriculum
- ICT software
- Accredited School Autism Champion

Our Aims and objectives

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

- Celebrate national days of disability e.g. autism
- 1 assembly per year celebrating differences and disability.

Gender

St Patrick's is not a single-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

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

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

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

Our achievements

- We have high expectations for all of our pupils regardless of gender. Performance of pupils from each group is carefully tracked and strategies and support put in place to enable all pupils to achieve in line with expectations.
- We encourage all of our staff and pupils to aspire to be the best. Opportunities exist for all individuals to participate in every activity on offer in school.
- Positive role models are sought out to speak and present to the children (Career's Week, curriculum enrichment, links with Rochdale Hornets, RAFC, Emmaus Federation). These opportunities help to address gender stereotyping in many aspects of school, work and wider society.
- We observe an anti-bullying week each year and raise the issue of unfair treatment of one another on account of our differences. We treat with great seriousness any accounts or reports of bullying and recognise that as a school, we are not immune from such incidents.
- Governors and the Head teacher are sympathetic to the needs and commitments of all staff. Consideration is given to staff with children and other dependents and in certain circumstances, flexible working has been applied.
- Every effort is made to ensure that all sexes are portrayed positively in school.

Our Aims and objectives

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

- Further advance the achievements and opportunities for all children; particularly boys' writing and achievement of girls in maths.
- Offer wider opportunities for all children in sports, performing arts and inter-school competitions.
- Encourage career progression and CPD opportunities for all staff of both genders.

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

Our commitment

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

Pregnancy and maternity

What do we mean by pregnancy and maternity?

Treating a woman (or a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

Our commitment

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

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

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

Our achievements

- Several members of staff have been on maternity leave in recent years. The school applies LA policies to absences and honours appointments and absences related to pregnancies.
- Staff are treated with respect and dignity throughout pregnancy and beyond. Teachers have returned to work following maternity leave and Governors and the Headteacher have accommodated requests for a change to hours and working patterns to better assist work/life balance with a new young family.
- Consideration is given to pregnant members of staff and the work they are able to undertake. Risk assessments are carried out specifically for pregnant staff and risks are immediately eliminated, removed or reduced.

Our aims and objectives

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

Race

What do we mean by Race Equality?

The school adopts the definition of Race as outlined in the Equality Act 2010 as one of the protected characteristics which refer to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Our commitment

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

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

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

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

Our achievements

- Parents, visitors, children and staff are all treated with equal respect and dignity, regardless of race or colour.
- LA reporting arrangements are rigorously adhered to and events of a racist nature are dealt with seriously in school. Reporting of racist incidents demonstrates that such incidents are extremely rare and are dealt with appropriately through the school's behaviour and discipline policy.
- School assemblies, collective worship and 'Statements to Live By' all ensure that fairness and justice and appreciation of one another's uniqueness is acknowledged and celebrated by all.
- The school is very welcoming and children from a broad range of backgrounds integrate well and form strong friendships. We have children from 11 countries other than the UK.
- Visitors from Caritas and SUUBI all contribute to making race and diversity a commonly talked about issue.
- Fairtrade Fortnight and International & Multi-Faith Week all positively promote different races and cultures.
- Fair recruitment procedures ensure that all candidates are given due consideration in view of their capability, experience and suitability, regardless of race.
- Interpreters are used commonly to assist in parents meetings and in particular in circumstances where outside agencies are required to support a child in their learning and development..
- Using the Ethnic Minority and Traveller Achievement Service to try and produce best outcomes for these pupils

Our aims and objectives

- Continuing work in the positive promotion of other nations and races continues: opportunities to engage with schools in ethnically diverse communities within Rochdale including Rochdale Linking Project.
- Further work on British identity and the many nationalities that make up the UK today will continue to be explored through assemblies and curriculum work, to celebrate the diversity and richness of our home.

Sexual Orientation

What do we mean by sexual orientation equality?

The school uses the definition as outlined in legislation as sexual orientation meaning a person's sexual orientation towards:

- persons of the same sex
- persons of the opposite sex, or
- persons of either sex

The school extends the definition of this protected characteristic of sexual orientation to include:

- references to a person who is of a particular sexual orientation, or
- references to persons who share the same sexual orientation

Our commitment

St Patrick's RCP 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

- Use of a standard script for staff to address any homophobic bullying
- As a school community, we celebrate and acknowledge the differences between each one of us and we encourage all stakeholders to treat one another with due respect and understanding.

- Christ is at the centre of all we do and as such, we promote tolerance, understanding and acceptance of one another, whoever we are.
- Bullying incidents are very rare and when they do occur, are treated very seriously.

Our aims and objectives

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

Community Cohesion

What do we mean by Community Cohesion?

St Patrick's RCP adopts the Department for Education definition of community cohesion to mean working towards a society in which:

- There is a common vision and sense of belonging by all communities the diversity of people's backgrounds and circumstances is appreciated and valued
- Similar life opportunities are available to all, and
- Strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

Our commitment

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

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

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

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

Our achievements

Teaching, Learning & Curriculum

- Anti-bullying week is celebrated each year through curriculum activities and assemblies.
- The school's Creative Curriculum focuses strongly on community and the role of self within it.
- The RE & PHSCE curriculums focus sharply on community and looking after one another.
- Opportunities to learn from and with other schools within the locality are exploited. For example, links with St Cuthbert's High School are strong and children from KS2 regularly visit the school to receive lessons in Enterprise, sports and performing arts.
- The school enjoys very strong links with neighbouring schools through collaborative work with School Councils and developing outdoor learning.
- Other faiths are taught through the curriculum and visits which enhance and enrich the children's experience and understanding.

- National events are commemorated and celebrated in school. All serve to promote and celebrate National identity and cements us as a community living together.
- Links with the Emmaus Federation are very strong; HT & DHT work closely with colleagues in other RC schools through collaborative groups, attendance at Emmaus Federation meetings and conferences and coming together for Inset training for staff.

Equality and excellence

Termly Learning and Achievement Conversation to ensure all have opportunities to reach their full potential, removing variations in learning outcomes from different community groups.

Engagement and extended services

- Links with the Emmaus Federation are very strong; HT & DHT work closely with colleagues in other RC schools through collaborative groups, attendance at RC network meetings and conferences and coming together for Inset training for staff and community events for pupils.
- Strong links with Music Service, RANS, EP Service, LA advisors (EMAT Team), Rochdale Hornets and Link 4 Life all contribute to ensuring that pupils have many opportunities to develop a broader perspective of their wider community and their role within it.
- Opportunities are sought for enrichment activities (educational visits and guests into school) to enhance the curriculum as well as helping the children better appreciate its relevance and deepen their understanding.
- Very strong links with St Parick's Parish define the school and the staff and pupils within; celebrations, opportunities for collective worship, fund raising and combined events (Christmas Fair, Parish Events throughout the year) all contribute to reinforcing the message of community and interdependence.
- A strong PTA works closely with school to stage events for social gatherings or fundraising that involve children, staff and parents.
- Fundraising activities punctuate the school year; PTA, Christmas Fair, St Joseph's Penny, international disaster relief, Springhill Hospice etc all communicate to the children the requirement to look after one another. Through such work, the children can see that our neighbour can take the form of any person in need or distress, regardless of their location in the global community.
- A Children's Welfare Officer and Pastoral Manager are employed to provide help and support for any of our parents in need. Drop-in sessions and advice are available to parents and many families have and are benefiting from her work.
- A Caritas children's counsellor is employed by school to offer support through one to one and group sessions. Such sessions have greatly supported the emotional development of some very vulnerable children and their families.

Our aims and objectives

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

We will evidence our effectiveness for OFSTED by demonstrating:

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

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

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

St Patrick’s RCP 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 – *Keeping Children Safe in Education 2023*

This commitment is in line with our school’s current Safeguarding policy and applies to all adults, including volunteers, working in or on behalf of the school.

We recognise that some young people, who are vulnerable to extreme views, may find it difficult to develop a sense of self worth and to view the world in a positive way. We also recognise that their behaviour may be challenging at times, and that some may cause offence or harm to others.

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

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

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
- providing a summary in our prospectus, including our vision and key priorities

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

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

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

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

Information and data, both quantitative and qualitative, will be used to monitor and evaluate the implementation of the action plans including information on the school population, workforce recruitment, retention and progression, special initiatives, progress at key stage levels and targets and future plans will be reported on to ensure effective monitoring.

We will formally review, evaluate and revise this Single Equality and Community Cohesion Policy and Action Plan every three years, to set new priorities and identify new actions. This process will again involve staff, pupils, parents and governors who reflect the full diversity of the school community.

The school has a procedure in place for recording, reporting and responding to racist incidents. The school will continue to comply with the Local Authority procedure for monitoring racist incidents so that the information can be analysed. This procedure is outlined fully in the *guidelines for schools in combating and recording racist incidents*.

Links with other school policies

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

Insert here a list, such as:

- SEND policy
- Racist Incident policy
- Bullying and harassment policy
- Admissions 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 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.

This policy has been approved and adopted by staff and Governors

Signed (Chair of Governors) Date

Signed (Headteacher) Date.....

