



**ROCHDALE**  
METROPOLITAN BOROUGH  
**COUNCIL**

## **Single Equality & Community Cohesion Policy**

### **A Development Framework for Schools**



## 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, Sexual orientation;** and
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

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 a 'limiting judgment' in OFSTED inspections and need to be considered at all times.

**For more information contact**

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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 Sandbrook CP School 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.

Sandbrook CP School sees this Single Equality and Community Cohesion Policy as a living document and we will continuously review the policy in consultation with all stakeholders where possible.

We will seek to meet our public sector duty by:

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

## **Local and School Context**

### **Local Context:**

Rochdale Borough serves a total population of 206,100, with 83,401 households in the borough. This is expected to grow to a population over 225,700 by 2035. Rochdale Borough covers 62 square miles, there is a mix of urban and rural areas and over two thirds of the borough is covered by countryside and green areas. It contains four townships (Heywood, Middleton, Pennines and Rochdale). We have excellent links to Greater Manchester and other cities in the region and easy access to magnificent countryside including the Pennines.

Rochdale Borough is ranked one of the most deprived boroughs in the country and is ranked 25th out of a total of 354 using the indices of multiple deprivations. The Borough has challenges with respect to low economic growth, poor life expectancy, higher levels of crime, low skill, high levels of people living in poverty, poor physical environment.

Rochdale Borough is made up of 135 Lower Super Output Areas and of these 16 are in the 3% most deprived in England, 36 are in the 10% most deprived in England and 57 are in the 20% most deprived in England (based on indices of deprivation 2004). Deprivation is highest in parts of West Heywood, West Middleton, Kirkholt, Smallbridge, Firgrove and the centre of Rochdale.

Statistics show that 84% of the Borough's population are from a White British ethnic background. People from a Pakistani background make up the largest minority ethnic group with 8.2% of the population. White Irish make up the second highest group at 1.5%, followed by Bangladeshi's at 1.3%. Overall 25% of the school population are from minority ethnic groups.

Rochdale Borough's population is younger than that of Greater Manchester and England & Wales. The greatest difference is in the 0-15 year olds age group (23% compared with national average of 20%).

Disabled people form approximately 19% of the working age population of the Borough. It is estimated that some 53% of disabled people of working age are unemployed.

There are more females than males in the Borough; with approximately 51.4% women compared with 48.6% males.

Christians form the main religious group in Rochdale with 72% of the total population. The next largest religious group is Muslims with 9.4% of people in the Borough. 1 in 10 people in the borough described themselves as having no religion.

**\* Figures based on 2001 Census Data and 2009 Mid Year Estimates by RMBC**

## **School Context:**

Sandbrook CP School is a community school and we work closely with our local community. We are a triple form intake and the children start the school year that they are 5. Our intake is 90. Sandbrook is situated in the town of Rochdale Borough. Our staff are both male and female.

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

This policy document is designed to give a background to Sandbrook CP 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
- The points to consider regarding equality characteristics

## **Equality of Opportunity**

### **Introduction**

This policy statement outlines the commitment of the Staff and Governors of Sandbrook School to ensure that equality of opportunity is available to all members of the school community. These include: Pupils; Staff; Parents; Governors; Visitors to the school; Students on placement.

### **Definition**

Equal opportunities are the right of everyone to equal chances, and a belief that each individual is respected for who he or she is. Nobody should be discriminated against or receive prejudicial treatment according to the categories identified.

### **Rationale**

Equal opportunities should permeate all aspects of school life, and is the responsibility of every member of the school community to promote equality.

The implementation of the policy is the responsibility of all individuals within the school community. The responsibility for keeping the issue of equal opportunities at a high level of priority at all times and in all areas, is that of the Equal Opportunities Co-ordinator. All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of the following categories: Ethnicity; Gender; Social background; Ability/Disability; Belief, Faith; Religion; Age; Marital status; Nationality/Citizenship; Colour; sexual orientation; reassignment.

### **Purpose and Aims**

To encourage and enable all to develop without discrimination  
To develop a positive self image and to recognize that people are of equal worth  
To value differences and diversity  
To eradicate any stereo-typical behaviours

### **Ethos and Atmosphere**

At Sandbrook CP School we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community. There should be 'openness' of atmosphere which welcomes everyone to

the school. The children are encouraged to greet visitors to the school with friendliness and respect. The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity. Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities. Physical access to certain classes is limited internally but all areas can be accessed

### **Learning Environment**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light. Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils. The adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity. The school places a very high priority on the provision for special educational needs. We strive to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work. The school provide an environment in which all pupils have equal access to all facilities and resources. All pupils are actively involved in their own learning. A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for pupils.

### **Curriculum, Resources and Materials**

At Sandbrook CP School we aim to ensure that our subject policies and practices reflect our commitment to equal opportunities. Our planning takes account of the differing needs of pupils and their progress. We have a commitment to evaluate our curricular outcomes each term to ensure that what we have actually planned takes place.

The provision of appropriate resources and materials within our school is a high priority. These resources should:

- reflect "the reality of an ethnically and culturally diverse society"
- reflect a variety of viewpoints
- show positive images of males and females in society including disabled people
- reflect non-stereotypical images of all groups in a global context
- include materials to raise awareness of equal opportunity issues
- be equally accessible to all members of school community consistent with health and safety
- not include explicitly and implicitly racist or sexist materials

### **Language**

All members of staff use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups
- Creates the conditions for all people to develop their self esteem
- Uses correct terminology in referring to particular groups of people

### **Organisation of Learning**

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity.

Our school environment is not culturally diverse, and we are very conscious of the need to provide first hand experiences for the pupils to encounter people from other cultures. We do this by engaging visitors and arranging suitable visits.

### **Additional Provision**

Where relevant we will endeavour to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:

- Traveller children
- Those families from refugee families
- Pupils whose home language is not a standard form of English
- Pupils for who English is an additional language

While there is a need for pupils to learn to communicate in standard English we believe that their home language should be celebrated and respected.

Wherever possible, practical and affordable the school will attempt to make suitable adaptations and provide appropriate support to increase accessibility.

### **Monitoring and review**

Equality of opportunity is identified as an area requiring careful monitoring and evaluation, and this will be undertaken through analysis of:

- SATs results and screening for specific learning needs
- Participation in extra-curricular activities
- Exclusions and absence
- Continuous assessment of children's learning
- Racist and sexist incidents
- Accessibility

### **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**

Sandbrook CP 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.

## **Points to Consider**

- Marketing and communication to ensure that positive images of disabled people and their abilities are used in our promotional material and publications.
- Curriculum based activities to raise awareness and improve understanding of disability issues amongst pupils and staff.
- Auxiliary aids purchased to ensure disabled pupils have fair access to lessons.
- Strategies to attract or assist disabled people to be represented on a range of partnership bodies, including Governing bodies, senior management team etc.
- Involvement of disabled people in the development of the policy.
- Other aspects of school life - teaching and learning, arrangements to provide information in alternative formats, admissions, trips and visits, participation in extended school activities, lunchtime arrangements and canteen facilities and any accessibility plans to improve physical layout of building.

### **Key Objectives**

1. To reduce and eliminate barriers to accessibility and to enhance school involvement and participation by pupils, community members and visitors.

#### **1. School Activity**

Educational Service – the school will seek and respond to the advice of authorities, agencies, bodies and organisations to promote accessibility.

Other aspects centre upon:

- Providing all pupils with a broad and balanced curriculum differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. This curriculum endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum by:
  - setting suitable learning challenges,
  - responding to pupils' diverse learning needs,
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils,
  - considering the following:  
recreation; movement around the school; special events: sports days, visiting theatre groups or storytellers; extra-curricular activities: breakfast club, after-school clubs: school trips: the way that learning support assistants are deployed: timetabling,
- raising and developing awareness of others' needs.

#### **2. Physical Environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Other aspects centre upon:

improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings;

improvements to toilets, washing and changing facilities;

the provision of ramps and improvements to doorways;

the provision of particular furniture and equipment to improve access.



### **3. Provision of Information**

The school will make itself aware of local services, including those provided through the Local Authority for providing information in alternative formats when required or requested.

Other aspects centre upon:

Recognising and valuing parents' knowledge of the child's ability/disability and its effect on his/her competency/capability to carry out normal activities, and respect for parents' and child's right to confidentiality.

#### **Gender**

This 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**

Sandbrook CP 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.

#### **Points to Consider**

- Monitoring of achievement by gender and associated action.

#### **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**

Sandbrook CP 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.

### **Points to Consider**

- Prohibited conduct and discrimination of staff regarding 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**

Sandbrook CP 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 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**

Sandbrook CP 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.

We will:

- Ensure that the school has clear procedures for dealing with incidents of racial harassment, including reporting, recording and monitoring

- Ensure that procedures for admissions, attendance and discipline are fair and non-discriminatory
- Analyse performance data by ethnicity to determine any underachievement
- Show respect for cultural diversity by reflecting this in teaching and learning activities
- Seek to make links with organisations and prospective visitors that provide positive role models
- Improve communication with parents requiring translated documentation, where requested.

The school will promote equality and challenge racism by:

- Exploiting opportunities to celebrate the richness and diversity of different cultures
- Exploiting opportunities to deal with issues of prejudice
- Celebrating student achievement
- Reviewing texts to ensure appropriateness and inclusiveness
- Ensuring all staff challenge inappropriate racist comments used both in and out of lesson-times
- Banning racist badges, etc. from school

### **Our aims and objectives**

1. To acknowledge the existence of racism and to work towards the elimination of unlawful discrimination
2. To promote equality of opportunity
3. To promote good relations in order to encourage inclusion in the wider educational community
4. To ensure that pupils and staff from all racial groups are encouraged to achieve their full potential
5. To prepare children for a life in a culturally diverse society
6. To create a school in which every person, irrespective of their race, colour, ethnic national origin or citizenship, feel valued and welcomed.
7. To address and raise standards of educational attainment for those groups of students at risk of underachieving.
8. To promote an inclusive curriculum, ethos and learning environment.
9. To celebrate cultural diversity.
10. To promote a climate of understanding, tolerance and harmony.
11. To combat discrimination, prejudice and harassment.
12. To attempt to address the under representation of ethnic minority staff in school.

Tackling unlawful discrimination by:

- Keeping accurate records of all ethnic groups, their backgrounds and needs and how the school responds to them;
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, and notify complainants of the outcomes and action taken;
- Encouraging dialogue between pupils of different racial groups;
- Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, and ethnic cultural groups.

Working in partnership with different racial groups to

- Promote the active participation of different 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 good race 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 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.

### **Our commitment**

Sandbrook CP 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.

### **Points to Consider**

Tackling unlawful discrimination by:

- Keeping accurate records of all religion or belief groups, their backgrounds and needs and how the school responds to them;
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, and notify complainants of the outcomes and action taken;
- Encouraging dialogue between pupils of different religions or belief groups;
- Preventing discrimination, and promoting equality of opportunity and good relations between members of different religions or belief groups.

Working in partnership with different religions or belief groups to:

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

- Promote 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;
- Encourage pupils and their families of all religion or belief groups to participate fully in all aspects of school life;
- Counter myths and misinformation that may undermine good community relations.

## **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**

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

## **Community Cohesion**

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

Sandbrook CP School adopts the Department for Education definition of community cohesion to mean working towards a society in which:

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

## **Our commitment**

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

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

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

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

The school provision supports pupil achievement and development and reinforces the importance of equality, cultural diversity, inclusion, identity and citizenship. Within the curriculum and subject areas the above elements are addressed formally and informally and additionally visits to community establishments and from community members are regular events that have a positive influence. School maintains contact with community members and deploys a multi-agency approach to support families. Extended services are offered or 'signposted' by the school to provide families with a range of opportunities and increased involvement. Collaboration and interaction with other schools and respective pupils is a mechanism used to develop relationships and participation and to facilitate greater mutual understanding and respect. Beyond this, the school strives to extend geographical contact and widen human communication by providing links and experiences that lead to growth in community cohesion.

## **School Actions**

1. Open-door policy regarding family representatives
2. Drop-in sessions for parents
3. Weekly thematic acts of worship and religious festivals celebrated
4. Concerts/performance for family representatives.
5. Induction/Admissions Parent/Carer-Teacher meetings
6. School Council – pupil representation
7. Mixed age – group working – KS2 pupils mentoring FS/KS1 pupils
8. Local Clergy visiting weekly and being the Chaplain for the school.
9. Collaboration with other schools
10. Visits to churches, libraries, museums, zoo, sports clubs, residential outdoor pursuits, mayor inaugurations, theatre, cinema, university.
11. Participation in competitive sports matches
12. Police Community Support Officer visiting regularly.
13. Extensive Charity Fund-raising events
14. Promotion of and publicity given to community clubs e.g. soccer, rugby, dancing, cricket.
15. Regular newsletters, postcards and website give information
16. Data interrogation to identify trends

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

Sandbrook CP 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 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

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

We will monitor and evaluate the implementation of our Single Equality and Community Cohesion Policy. We will report annually on our progress and performance.

The findings of our annual report will be used to update the Single Equality and Community Cohesion Policy and necessary actions 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, and as such, our progress will have 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. The school has a procedure in place for recording, reporting and responding to racist incidents. The school will continue to comply with the Local Authority procedure for monitoring racist incidents so that the information can be analysed. This procedure is outlined fully in the *guidelines for schools in combating and recording racist incidents*.

## **Links with other school policies**

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

- school Inclusion and SEN policy
- Racist Incident policy
- Bullying and Harassment policy
- Admissions policy

## **Roles and responsibilities**

This Single Equality and Community Cohesion Policy and actions will outline 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 actions to check progress and assess impact on staff, pupils and parents
- Ensure that all governors are aware of their legal responsibilities under equality legislation
- Support the Head teacher in implementing any actions necessary

### **The Headteacher will:**

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and co-operation
- 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
- Provide reports for governors on progress and performance
- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this policy
- 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.

### **The Senior Leadership Team will:**

- Drive forward implementation of the Single Equality and Community Cohesion Policy and related actions
- 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



**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.

## EQUALITY IMPACT ASSESSMENT: PROFORMA .SANDBROOK CP SCHOOL

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"/> Pregnancy & Maternity <input type="checkbox"/> Race <input type="checkbox"/> Sexual Orientation <input type="checkbox"/>	Gender <input type="checkbox"/> Reassignment <input type="checkbox"/> Religion of Belief <input type="checkbox"/>	Date:
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 <b>disability</b> 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 <b>gender</b> ?		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 <b>gender reassignment</b> ?	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 <b>pregnancy / maternity</b> ?	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 <b>race</b> ?	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 <b>religion or belief</b> ?	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 <b>sexual orientation</b> ?	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 <b>adverse impact</b> 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:	