

# Christ Church C.E & Lewis Street Primary Schools Equality and Community Cohesion Policy



<b>Date</b>	<b>Spring 2017</b>	
<b>School</b>	<b>Christ Church CE</b>	<b>Lewis Street</b>
<b>Review Date</b>	<b>Spring 2019</b>	<b>Spring 2019</b>
<b>Signed by Designated Governor</b>	<b>L. Boardman</b>	<b>G. Howard</b>

## **This is 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.
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 the school office and the Local Authority.

This Single Equality and Community Cohesion Policy will help the school 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 school is already being carried out. 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 an important part of OFSTED inspections through the Quality of Teaching judgement (Spiritual, Moral, Social & Cultural element) and need to be considered at all times.

## **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

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of this Single Equality and Community Cohesion Policy, Christ Church CE Primary and Lewis Street 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.

Christ Church CE Primary and Lewis Street Primary Schools see 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:

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

### School Context – Christ Church

Christ Church CE Primary School is a broadly average sized primary school and works in partnership with Lewis Street Primary School. The current SLT is part of a partnership across two schools which consist of the Executive Headteacher and two Heads of School from February 2013. The school works in partnership but is not federated. There is an NQT in Year 1; RQT in Year 5 and a teacher new to the school in Reception. The Phase 1 lead has recently left the school due to promotion. This role is currently being overseen by the Head of School. The school has 'Place2be', an onsite therapeutic counselling service for pupils and parents/carers. This is a full time service across the partnership. The school has the Communication Friendly award; the Dyslexia friendly kite mark and the Sainsbury's silver sports kite mark.

The proportion of disadvantaged pupils is above average. Pupils from an ethnic minority group are below average and pupils who speak English as an additional language has risen to 14% (2016) from 11.7% (ROL 2015). The number of pupils with SEND support is broadly in line with national average. Pupil stability is just below national average. The school is in the highest percentile of deprivation nationally. The school meets the government's current floor standards by the end of Year 6. On

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entry data indicates that pupils' attainment is significantly below age related expectations. There continues to be on-going disruption to provision caused by building work.

### School Context – Lewis Street

Lewis Street is a broadly average sized primary school and is moving from a one form entry to a two form entry school. It currently has an additional Reception, Year 1, Year 2 and Year 3 class and will continue to take an additional 30 pupils into Reception every year for the next 3 academic years. This continues to have implications on the development of the school site. The Headteacher of the school is Executive. The current SLT is part of a Partnership across two schools which consist of the Executive Headteacher and two Heads of School. The schools work in partnership but are not federated. There are NQTs in one Year 3 class and Year 5.

The school has a SEMH (Social, Emotional and Mental Health) resource provision called 'The Leaf'. The provision is for EY and Key Stage 1 Salford pupils with an EHCP. The school provides SEMH support to other Salford Schools as part of the Salford Behaviour Strategy. The school has 'Place2be', an on-site therapeutic counselling service for parents, carers and pupils. This is a full time service across the Partnership. The school has the Communication Friendly Award; the Dyslexia Friendly Kite Mark and the Gold sports Kite Mark for the second time.

The proportion of pupils known to be eligible for FSM is well above average at 46.2% (ROL 2016). The school has an above average number of pupils from an ethnic minority group 57.7% (ROL 2016). Most of these speak English as an additional language 52.3% (ROL 2016). The number of pupils with SEND support is just above the national average 13.1% (ROL 2016) compared to 12.1% national. 3.6% (ROL 2016) of SEND pupils have a statement or EHC plan, which is above national average of 1.3%. Pupil stability is below national average. The school is in the highest percentile of deprivation nationally. On entry data into Nursery indicates that pupils' attainment is below age related expectations: 44% of children operating in the 22-36 months band in most areas in September 2016.

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

This policy document is designed to give a background to our schools in respect of the protected characteristics in both education and service provision. Recruitment and employment issues with regard to staff may be referenced but these will be covered in more detail under separate policy.

Therefore, we have set out below:

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

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

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

### Specific Equality Areas

## Disability

What do we mean by Disability Equality?

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

### **Our commitment**

Christ Church CE and Lewis Street Primary Schools (here afterwards known as the Patricroft Partnership), 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 work towards 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**

- Employed member of staff with hearing loss.
- We welcome and include pupils and adults with a disability.
- We make reasonable adjustments to include pupils and adults with a disability.

### **Our future actions**

- To eliminate prohibited conduct.
- To advance equality of opportunity.
- To foster good relationships.

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

- Identifying an area within the main building and the Phase 1 building at Lewis Street, for pupils and adults to access for personal hygiene / changing / privacy purposes.
- Accurate and up to date data on pupils and adults within the school community around disability. Following advice from the Disability Toolkit, use questionnaires listed.  
<http://www.education.gov.uk/childrenandyoungpeople/sen/a0065985/disability-toolkit>
- Reviewing marketing and communication to ensure that positive images of disabled people and their abilities are used in our promotional material and publications.
- Any further curriculum based activities to raise awareness and improve understanding of disability issues amongst pupils and staff.
- Involving disabled people in the development of the policy.

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We will endeavour to consider all aspects of school life, such as 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 the building.

### Gender - we are a co-educational establishment

#### 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

Christ Church CE Primary and Lewis Street Primary Schools are 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:

- To eliminating prohibited conduct.
- To advancing equality of opportunity.
- To fostering good relations.
- We ensure equal numbers of pupils represented on the school council including Head and Deputy Head Boys and Girls.
- Positive discrimination of recruitment is males in line with advancing equality of opportunity for a protected characteristic.
- We analyse pupil progress and achievement by gender.
- Interventions implemented and reviewed where any gender imbalance is identified.
- Curriculum planned and matched to the needs of boys and girls including curriculum resources e.g. topic themes; personal interests; trip and visits and reading books for example.
- PSHE and Sex and Relationships Education are specifically taught through the curriculum and whole school assemblies. These address issues of stereotyping, domestic abuse, bullying and sexual exploitation.
- We would consider making reasonable adjustments to meet the needs of male and female members of staff with caring and domestic responsibilities working part-time or flexible working hours.

#### Our future actions:

- We will provide a Phase 3 (Years 5 & 6) programme of study to address information pupils receive from the internet, films and magazines where different genders are objectified or portrayed in a demeaning way.
- On-going intention to improve any gender imbalance to ensure equality of provision for boys and girls.

## 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**

The Partnership 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**

- School PSHE programme for Sex and Relationship Education in place and will be revisited annually.

This is still a new provision to be considered by our school and at this stage few steps have been taken to promote gender reassignment equality issues. However, in consultation with the school nurse, we will examine the Sex Education Policy and the impact this may have on the curriculum content. We are aware of the specific prohibition contained within the Equality Act 2010 which prohibits discrimination of staff who are absent from employment as a result of gender reassignment and support this.

### **Our future actions:**

- To eliminating prohibited conduct.
- To advancing equality of opportunity.
- To fostering good relations.
- Evaluation of school Sex Education Policy.
- Consultation with school nurse on curriculum content and delivery.
- Awareness Rising amongst school staff towards eliminating prohibited conduct, advancing equality of opportunity and fostering good relations.

## 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**

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The Partnership 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. We conduct maternity risk assessments.

### **Our achievements:**

- Maternity risk assessments available for all staff.
- School specific Maternity Policy.
- PHSE and Science curriculum address pregnancy and maternity/paternity issues.

### **Our future actions:**

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

We will endeavour to make as many reasonable adjustments around pregnancy and maternity which might include offering special treatment to a female in connection with her pregnancy or childbirth, providing alternative teaching provisions for females who become pregnant or are breastfeeding etc... This may include changes to rooms or timetables to accommodate needs of pregnant or breastfeeding mothers etc. NOTE – This can also include visitors to the school.

## 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**

The Partnership 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. We also recognise 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. We will comply with the requirements of the Equality Act 2010 with regard to Race Equality.

### **Our achievements:**

- We follow LA procedures for reporting racist incidents for both pupils and adults.
- We provide a PSHE and citizenship curriculum including whole school assemblies which reinforce inclusion and diversity.
- We display a multi-cultural school family publicly in our school hall (Lewis Street).

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- RAISE data indicates that all minority ethnic groups achieve at or above school and national average.
- School works in collaboration with EMTAS (Ethnic Minority and Traveller Achievement Service).

### Our future actions:

- To eliminating prohibited conduct.
- To advancing equality of opportunity.
- To fostering good relations.
- We will aim to tackle 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.
  - Raise awareness amongst the school Governors.
  - Working in partnership with different racial groups to promote the active participation of different communities in shaping the future of school ensuring the school staff (both permanent and temporary), pupils and their families, governors, as well as our partners and the wider community, fully understand the principles of good race relations.
  - 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 e.g. celebrating EID; cooking demonstrations etc...

## 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

The Partnership has a Church School and a Community School. Both schools are 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.

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### Our achievements

- We have a long and medium term plan to develop an understanding of and respect for the different faiths of our local community and the world. Please refer to RE Long Term Plan 2013-2014.
- We have clear links with world faiths and special days throughout the year. Please refer to RE throughout School document.
- The RE Action Plan is reviewed termly by the RE Lead Teacher and annually by the SLT.
- We endeavour to ensure that RE coverage is appropriate and delivered in all classes and that all staff are confident in the teaching of RE.
- To provide CPD in this area.
- Achievement of EAL groups within school in above national average.
- Appointment of adults representing different cultures and beliefs in school including welfare staff, learning support assistants and teachers.
- We deal with complaints of discrimination and harassment speedily seeking advice from the LA where appropriate. In the last academic year we have received no complaints or reports of discrimination or harassment in respect of religion or belief.
- We 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 our pupils and their families e.g. EID parties.
- We encourage pupils and their families of all religion or belief groups to participate fully in all aspects of school life e.g. family learning.

### Our future actions:

- Eliminating prohibited conduct
- Advancing equality of opportunity
- Fostering good relations
- To ensure that a variety of local places of worship are visited regularly by all children.
- Strengthen and further develop links with SEAL programme where appropriate.
- To keep up to date and aware of any new initiatives in the teaching of RE.
- To continue to develop good practise and share expertise in this area.
- To audit and refresh R.E. resources as appropriate in line with the review of actions plans for both RE and EAL.
- We endeavour to deal with complaints and reports of discrimination and harassment speedily

## 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

The Partnership 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

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dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their sexual orientation. We will endeavour to 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. We recognise the need to protect our 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 deal with complaints of discrimination and harassment speedily seeking advice from the LA where appropriate. In the last academic year we have received no complaints or reports of discrimination or harassment in respect of sexual orientation.

### **Our achievements**

- We have no reports of discrimination and harassment on the grounds of sexual orientation this academic year.
- We have an anti-bullying policy which is reviewed annually. This makes explicit reference to homophobic bullying and harassment which will not be tolerated.

### **Our future actions:**

- Consult Government sex and relationships guidance and advice.
- Raise awareness amongst staff.
- Review and update relevant policies in light of consulting Government guidance and advice.

## **Community Cohesion**

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

The Partnership 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 so that the diversity of people's backgrounds and circumstances is appreciated and valued
- Similar life opportunities are available to all
- Strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community

### **Our commitment**

For a number of years, we have been committed to promoting community cohesion as part of the response to the legal duties outlined in previous legislation. We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new communities and existing communities to adapt and integrate with one another. The school will promote community cohesion within a number of dimensions including:

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

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### Our achievements:

#### *Teaching, learning and curriculum:*

The Partnership encourages pupils to respect others and value diversity, to develop the skills to take responsible action through school assemblies; behaviour policy; SEAL scheme of work; weekly circle time in all classes.

The school participates in initiatives such as:

- Super learning weeks – healthy living; Our City Our Community and Enterprise week
- Anti-bullying week
- The Partnership has a robust teaching and learning policy and interventions for EAL groups.

#### *Engagement and extended services*

The Partnership offers weekly family learning including targeting those families for whom English is an additional language. The Partnership has links with local cluster schools as well as being a member of the Alliance for Learning.

### Our future actions:

- Re-establish links with global communities e.g. China and USA
- Develop link with a school in a developing country e.g. Africa
- Build on what we are already doing to create a sense of shared values
- Encourage an understanding in pupils that they all have a responsibility to their shared future
- Emphasise mutual respect and honesty between different groups including young people and adults
- We will, through our curriculum, make visible to the whole school community the necessity of fairness and trust

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

The Partnership 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 and Salford’s current Safeguarding and Child Protection policies including anti-bullying and safer recruitment policies. 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
- 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 including that of the LA

### **Equality Impact Assessment**

The policy will be reviewed annually to ensure that future actions have been completed and new actions put in place. A new action plan will be produced every three years to ensure the embedding of equalities and diversity to ensure that all protected characteristics are identified in both good practice as well as areas where performance could be improved.

We will consult with the local authority where necessary and our Staff and Governors who are responsible for carrying out these assessments have attended relevant training or will be attending future training as part of their role. All policies will be reviewed in line with this policy to ensure that they support the single equality duties. For example:

- Admissions
- Attendance
- Exclusions
- Curriculum
- Behaviour
- Discipline
- Anti-bullying
- Trips and visits

### **Consultation and Information**

We will consult on the policy with:

- Staff – 121 feedback
- Governors – presentation and feedback at Governors meeting
- Parents / Carers – newsletter directing them to the school office for further information.
- Translations and translators available.
- Pupils – available through School Council

By implementing the above, we are aiming to:

- consult regarding equality objectives
- discover barriers people face in accessing consultation (e.g. people with various disabilities, men / women and people from ethnic communities; people from LGBT and from faith groups)
- seek expert advice
- account for issues of language and communication, venues and times of meetings when carrying out consultation
- improve working relationships between the school and pupils, staff and parents who may have one or more of the protected characteristics

### **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.
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.
3. Placing the policy it on our website.
4. Make it available on request.
5. Provide a summary in our prospectus, including our vision and key priorities.
6. Explain how staff induction procedures include equality and community cohesion information about this 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 Executive Head teacher / Head of School 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 Executive Head teacher/Head of School 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.

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- 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.

### **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.

# Christ Church C.E & Lewis Street Primary Schools

## Equality and Community Cohesion Policy



### **Administrative, Ancillary, Supervisory and Support Staff:**

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

### **All our Pupils are responsible for:**

- Treating others kindly and fairly without prejudice, discrimination, victimisation or harassment.
- Attending and engaging in their own learning as well as helping other pupils to learn.
- Learning to treat each other with respect and report incidents of discrimination to an adult.

### **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.

### **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 Executive Head teacher / Head of School 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.