



Single Equality & Community Cohesion Policy

2014– 2017

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Foreword

Rochdale MBC aims to be recognised as a leader of diversity and equality in its work and as an example of good practice in the delivery of services and employment. This Single Equality and Community Cohesion Policy for Rochdale's schools reflect 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.

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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 **Lowerplace 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.

Lowerplace Primary School sees this Single Equality and Community Cohesion Policy as a living document and we will continuously review the action plan in consultation with pupils, staff, parents, carers, governors and all other stakeholders where possible.

We 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 206,500, 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 minority 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 2009/2010 Mid Year Estimates by RMBC**

School Context:

Lowerplace Primary School is situated in the town of Rochdale Borough in the Kingsway ward and has approximately 480 pupils on roll (510 capacity), aged between 4 and 11.

- The school serves a well-established minority ethnic community, the local catchment area is in a deprived part of Rochdale with a high proportion of young people;
- Local housing comprises a mix of traditional terraced accommodation, semi and detached properties often catering to large, extended families, household overcrowding is high relative to the rest of the Local Authority.
- 68% of pupils are from minority ethnic groups; the majority of pupils are from Pakistani backgrounds and are from practising Muslim families, a small percentage are from dual heritage backgrounds.
- 60% of pupils do not have English as their first language; the majority of pupils are acquiring English as an additional language and enter school with low levels of spoken English.
- Staff make-up is representative of the religious, cultural and ethnic diversity in the wider community and has a disabled representative.
- The Governing Body is representative of the religious, cultural and ethnic diversity in the wider community.
- A proportion of teaching and ancillary staff reflect the culture of the pupils' families and have language skills that enable good communication with those families who do not speak English. The majority of families speak a range of Urdu, Panjabi, Mirpuri and Bengali, staff are able to interpret for these languages. Other languages spoken by parents are catered for by specialist translators or making links with other family members, these include Arabic, Portuguese, Sinhala, Polish and Czech. Many parents are fluent in English and are encouraged to use their first language with their children.
- We have a number of Polish and European families. 26 different languages are currently spoken in school.
- 43% of pupils are eligible for free school meals.
- At the time of writing this policy there are 3 looked after (LAC). This is increasing year on year
- 15% of children have special needs, 7 pupils have a statement of need.
- 52% of pupils are boys.
- The school's religious diversity encompasses Christianity (C of E and Catholic), Muslim, Buddhist and Jehovah's Witnesses.

Structure of our Single Equality and Community Cohesion Policy

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

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

Therefore, we have set out below:

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

Equality of Opportunity

Introduction

This policy statement outlines the commitment of the Staff and Governors of Lowerplace primary 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 and 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/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. 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 recognise that people are of equal worth
- To value differences and diversity
- To eradicate any stereo-typical behaviours

Ethos and Atmosphere

At Lowerplace Primary 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 an 'open, welcoming' atmosphere where 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 assemblies and classroom activities.

Learning Environment

Expectations are consistently high for all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to make progress and improve their attainment.

Parents are also encouraged to share our high expectations. The adults in school provide good, positive role models in their approach to all issues relating to equality of opportunity. The school places a high priority on the provision for pupils with special educational needs and/or disability. We strive to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work. The school provides an environment in which all pupils have equal access to all resources and are actively involved in their own learning.

Curriculum, Resources and Materials

At Lowerplace Primary School we aim to ensure that our subject policies and practices reflect our commitment to equal opportunities. Our planning takes into account the differing needs of pupils and their progress.

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 the school community consistent with health and safety

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 conditions for all pupils 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

Additional Provision

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. This will be undertaken through analysis of:

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

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

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

This Single Equality and Community Cohesion Policy incorporates our commitment and actions on disability equality. It demonstrates our commitment to addressing disability equality in our decision making and the delivery of education.

We are committed to promoting equality of opportunity for disabled pupils, staff and other users of our services so they can have equal access to all our school and its services. This policy is a statement of our commitment and shows clearly how we will work over the next three years to achieve our goal.

We will continue to review our policies, practices and procedures so that they do not adversely affect anyone because of their disability. By also building this into our curriculum, working and procurement processes we will expect others to do the same.

Our achievements:

The Curriculum

The school will seek and respond to the advice of authorities, agencies, bodies and organisations to promote accessibility

- We deliver an inclusive curriculum. Every effort is made to ensure all children take part in every aspect of the curriculum, educational visits and extracurricular activities.
- Pupils of all abilities are provided with the support they need to achieve their potential. Their progress is monitored and regularly reviewed based on teacher assessment, rates of progress and specific needs.
- A range of assessments are used to identify children in need of additional support and basic skills development.
- Lowerplace has a full time Learning Mentor who works sensitively with vulnerable children to raise their self-esteem.
- Individual counselling provision is available for pupils.
- There is a culture within the school of high expectations for all.
- Teacher planning and delivery of the curriculum is differentiated by need for all pupils.
- Planning and resourcing of activities take account of the children's experiences and backgrounds in order to make the learning experiences more meaningful.
- Learning Support assistants support pupils with statements of educational need. Teaching assistants offer additional support for all pupils.
- Intervention strategies are implemented to raise attainment for under achieving pupils.
- Involvement with I Can 'A Chance to Talk' initiative with access to a dedicated Speech and Language Therapist and working towards enhanced level 'Primary Talk'.
- We provide support for parents and their children through Family Learning sessions.
- We aim to promote positive role models through visitors to school eg. Steve Cunningham – visually impaired world record holder.

The 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.

- Links with RANs/outside agencies for learning/inclusive support.

Written Information

- Health Care Plans
- Individual Education Plans
- CAFs
- Transition meetings
- Anti –bullying policy

Our Aims and objectives

- Ensuring our physical environment is fully inclusive by reviewing the accessibility plan.
- Reviewing our curriculum so that it reflects a range of disabilities positively.
- Reviewing marketing and communication to ensure that positive images of disabled people and their abilities are used in our promotional material and publications;
- Planning curriculum based activities to raise awareness and improve understanding of disability issues amongst pupils and staff.
- Purchasing any auxiliary aids necessary to ensure disabled pupils have fair access to lessons.
- Implement strategies to attract or assist disabled people to be represented on a range of partnership bodies, including Governing bodies, senior management team etc.
- Involving 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.

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

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

- Lowerplace has acknowledged any imbalances in pupil intake
- Careful analysis of data to ensure balanced attainment
- Classroom practice/resources that encourage reading and writing for boys
- Sports clubs e.g. Football, drama, singing available for all

Aims and Objectives

- Continuing to develop strategies for improving all pupils' engagement with reading.
- Raising attainment for all pupils' - Increase of pupils gaining L4/5 in Year 6
- Developing parental engagement through Lowerplace parent group for male parents/carers

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

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

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

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

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

Our aims and objectives:

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

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

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

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

Our achievements

Regular risk assessments are carried out on pregnant members of staff.

We have successfully managed 18 maternity leaves, all of which have returned to work after having maternity leave, some of up to one year.

We have provided opportunities for kit (keeping in touch) days for teaching staff and organised return to work meetings prior to return dates.

We have reviewed the school's job share policy and facilitated job share posts fro non Leadership posts.

We have allowed flexible working for teaching assistants returning to work.

Our aims and objectives

To ensure that staff returning to work after maternity leave are re-inducted into the work environment

To ensure that staff are kept up to date with changes in policy and procedure through this induction

To continue to provide liaison days and KIT days for returning members of staff

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

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

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

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

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 achievements:

- Governors and Senior Leaders demonstrate a commitment to continuous improvement and create a school culture in which all staff are confident to take responsibility for implementing the race equality policy/racist events log.
- The school budget and the Extended Schools Deprivation funding is used to target pupils in accordance with their needs.
- The staffing structure is created and deployed effectively to ensure all pupils have access to the curriculum and to ensure that they have every opportunity to learn and achieve success.
- The use of resources is monitored within the school's self evaluation processes for efficiency and effectiveness. The school provides good value for money.
- The anti-bullying policy has been reviewed to include racist bullying and recording of racist incidents.
- New staff are supported by Senior Leaders and induction procedures include awareness of school policies including equality.
- Home languages are recognised and where possible used actively in class to support learning. Dual language books are available in school for pupils and parents to share.
- School has clear assessment procedures to inform next steps in the learning process as well as to summarise achievements and progress made.
- Where possible, pupils new to English are assessed in their mother tongue.
- Bilingual staff are deployed across school to support first and additional language development.
- Displays, resources and other materials around school recognise and celebrate diversity.
- During Key Stage 2 SATs, additional time is requested where appropriate to enable all children to perform to their highest standard and permission is also sought for children with low levels of English to have the mathematics and Science papers read to them.
- The use of tracking systems based on National Curriculum levels and National Expectations highlights any children who are under achieving and is used to identify target groups for additional support.

- School events and activities are planned to enable ethnic minority pupils, staff and parents to be fully involved e.g. Translators are available when necessary, clubs take place before prayer times and meetings are timed to encourage maximum attendance.
- The school prospectus reassures parents that cultural, religious and language needs are taken into account.

Our aims and objectives

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

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

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

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

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

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

Our achievements:

- Taken steps to ensure pupil's religious and philosophical belief needs and requirements are met when it is appropriate to do so e.g. Halal meal options, celebrating religious festivals.

Our aims and objectives

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

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

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

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

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

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

Community Cohesion

What do we mean by Community Cohesion?

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

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

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 the United Kingdom
- the global community.

Through our work on community cohesion we will:

- Equip pupils with the knowledge of how to make a positive contribution, to care for and contribute to the community, to understand human rights and to gain an international perspective of their world.
- Instil a sound understanding of rights and responsibilities will enable pupils to make informed decisions about life choices and how to live in harmony in a cohesive society, as a citizen of the United Kingdom and of the world.
- Help pupils and all members of the school community learn about the cultures, traditions, religions, and languages of the ethnic groups represented in the school and the local community.
- Help pupils and all members of the school community learn about UK history, culture, traditions and the UK's developing and changing nature.
- Ensure that strong and positive relationships exist and continue to be developed in school and its wider community.

Our achievements

Teaching, learning and curriculum

- The school promotes community cohesion by developing its teaching, learning and curriculum to help all pupils learn about and understand others.
- We are 'Investors in Pupils' supporting pupils in taking responsibility for their learning and appreciating the roles of the range of staff in school.
- Pupils know who to approach with their concerns and that their concerns will be taken seriously and acted upon in a fair and sensitive way.
- Through the curriculum and extended schools agenda we develop the skills of participation and responsible action necessary to develop a sense of citizenship at local and national level.
- School Council – pupil representation.
- Pupils are given responsibilities across school such as Playground Pals, Laser Team and Helpers at Lunchtimes. They receive training and support in their role.
- We are a 'Healthy School'.
- Y6 experience adventurous activities.
- All pupils are involved in charity fund raising and organising competitions within school.
- Whole school charity fund raising embraces local, national and international charities.
- Collaboration with other schools.
- We foster links with local feeder High Schools; Kingsway Park, St Cuthberts and Hollingworth Business College.
- We have links with local PCSO's and safety links with cycling proficiency/Crucial Crew.
- Visits to churches, libraries, museums, zoo, sports clubs, residential outdoor pursuits, theatre, cinema, university.
- Participation in competitive sports matches.
- Promotion of and publicity given to community clubs e.g. soccer, rugby, dancing, cricket.

- Regular newsletters and school blogs give information

Equality and excellence

- Data interrogation to identify trends
- Attainment data is analysed by sub groups to ensure all pupils have equality of provision.
- Attendance data is analysed to ensure all pupils have equality of provision.
- Vulnerable children are highlighted during pupil progress and transition meetings to ensure all pupils have equality of provision.
- Comprehensive information is requested from parents about pupils in a sensitive and confidential manner to inform planning and provision.
- Pupils with particular needs have access to personalised support.
- The LA procedures for admission are implemented fairly. Advice and support is available for parents in securing places for their children through Induction/Admissions Parent/Carer-Teacher meetings

Engagement and extended services

- We have an open door policy with regard to family representatives
- Lowerplace runs a Breakfast Club and after school clubs for a wide range of sporting activities to support pupils' learning.
- Our bi-lingual Parent Support Worker provides a link for parents into school and supports school in engaging parents in activities that develop their understanding of how to support their children's learning as well as providing adult learning courses.
- We hold Family Literacy/Numeracy sessions.
- Teaching staff organise drop ins/workshops for parents that enable them to support their children's work at home and at school.
- Parents regularly attend a range of assemblies and topic celebration mornings.
- Parents and community members as well as staff are encouraged to organise and participate in events.
- School works to signpost families to services provided by local SureStart Children's Centres and encourages pupils and their families to access a wide range of services and provision.
- Local community members and former pupils are encouraged to fulfil voluntary and course related placements in school.
- We recognise achievements from different external providers eg. Mosques.
- Local Clergy visit to deliver special assemblies ie: Harvest festival

Our aims and objectives

- Maintaining and varying links with the wider community by enabling a wide range of visits and visitors to school that not only enhance the curriculum but provide opportunities that pupils may not otherwise have.
- Building on our already successful Creative Curriculum to develop a wider range of contextual experiences beyond school and visitors to school.
- Develop our national and international links.

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

Lowerplace Primary School is fully committed to safeguarding the welfare of all children and young people by taking all reasonable steps to protect them and build resilience in accordance with the DfE guidance.

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

Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from child sexual exploitation, drugs, gang violence or alcohol.

The Prevent strategy aims to protect vulnerable people from being drawn into terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist & extremist influences or prejudiced views. We recognise that as with other forms of safeguarding strategies, early intervention is always preferable. Our school is committed to working with other local partners, families and communities, and we will play a key role in ensuring young people and their communities are safe from the threat of terrorism.

We also recognise that our School has a duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Prevent can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, on line safety and extreme political views.

Our School is committed to:

- Establishing a single point of contact in terms of safeguarding.
- Assess risk of students being drawn into terrorism.
- Develop an action plan to reduce the risk.
- Train staff to recognise radicalisation and extremism.
- Refer vulnerable people to Channel.
- Prohibit extremist speakers and events.
- Manage access to extremist material- ICT filters
- Be confident about British Values

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:

- SEND Inclusion policy
- Anti-Bullying 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

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 & Community Cohesion Policy Action Plan 2015 - 2016

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

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

Code

D = Disability

PM = Pregnancy and Maternity

SO = Sexual Orientation

G = Gender

R = Race

CC = Community Cohesion

GR = Gender Reassignment

RB = Religion or belief

**Lowerplace Primary School:Equality Action Plan for
disability, gender, gender reassignment, pregnancy and maternity, race,
religion or belief, sexual orientation and community cohesion**

Eliminate racial discrimination (Tick boxes as relevant to indicate consideration given to protected characteristic)
Promote equality of opportunity
Promote good relations between people of different racial groups

D	G	GR	PM	R	RB	SO	CC
Race Equality				☐			
Focus	Key Actions		Success Criteria / Expected Outcomes	Lead Person	Target Date	Monitoring / review	
Raise awareness of prevent duty	Whole school training on prevent duty		Raised staff awareness	Headteacher	January 2016	SLT Termly	
Curriculum 2014 planning incorporates equality and British Values via PSHE	Planning addresses challenges to stereotyping and promotes inclusion		Pupils experience activities that celebrate diversity	RE Leader / PHSE Leader PHSE Leader	Autumn 2015	Curriculum Team planning /work scrutiny	
Continue to develop links with the wider community	Develop community cohesion visits across the school		Pupils experience links with different schools	RE/PHSE Leader	On-going	Review visits/pupils attended	

Eliminate unlawful discrimination
Eliminate harassment of disabled people that is related to their disabilities
Promote positive attitudes towards disabled people

D	G	GR	PM	R	RB	SO	CC
☐							
Focus	Key Actions		Success Criteria / Expected Outcomes	Lead person	Target Date	Monitoring / review	
Continue to develop multi agency links	Agencies contacted as necessary		Staff responsible for raising concern re pupils requiring support	SENDCo	On-going	At least termly through PLP reviews/transition meetings	
Ensure that access to all buildings is barrier free	Liaise with Impact Team		Pupils with different physical needs can move freely between all three sites.	Headteacher/SBM	Autumn 15	Audits and monitoring	
Environment to reflect a range of British Values	British Values Display		Disability portrayed positively in all key stages	AHTs/PHSE/CC leaders / SENDCo	On-going	Environment audit	

Inclusion of all staff and pupils in school activities e.g. Assemblies/trips.	Risk assessments and support staff/staffing to be available to ensure appropriate levels of confidence and safety.	Evidenced in planning	Teaching staff	On-going	Evolve data		
Eliminate unlawful gender related discrimination & harassment							
Promote equality of opportunity between men and women including boys and girls							
D	G	GR	PM	R	RB	SO	CC
	□						
Focus	Key Actions	Success Criteria / Expected Outcomes	Lead Person	Target Date	Monitoring / review		
Provide positive role models for pupils	Develop families understanding of how they can work with their children to support learning and enable high aspirations	More parents involved with activities in school	Family Worker Whole staff	On-going	Record parental involvement in school		
Continue to develop strategies for improving boys' attainment - reluctant readers/writers	Introduce new reading scheme	Improved attainment evidenced through KPIs and summative assessment	AHT – English Lead Teaching staff	On-going	Planning/work scrutiny Assessment data		
Promote good relations between people of different groups							
D	G	GR	PM	R	RB	SO	CC
					□		
Focus	Key Actions	Success Criteria/Expected Outcomes	Lead Person	Target Date	Monitoring/review		
Develop inter faith provision for all pupils	Develop pupils' understanding of all religions/faiths to eliminate ignorance and foster supportive relationships	Pupils will be able to discuss and share opinions objectively	RE Leader Teaching staff	On-going	Planning/work scrutiny		

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:	