

Single Equality and Community Cohesion Policy

Introduction

The Equality Act 2010 combines previous equality legislation in England, Scotland and Wales and includes a new Public Sector Equality Duty which replaces the separate duties covering race, disability and gender. The new duty combines the previous public sector equality duties into one duty *and* extends the areas of discrimination covered.

The previous Public Sector Equality Duties were:

- the Race Equality Duty which came into force in May 2002
- the Disability Equality Duty which came into force in December 2006
- the Gender Equality Duty which came into force in April 2007.

Following the introduction of these duties public authorities became legally obliged to promote equality of opportunity and eliminate discrimination for service users and staff, rather than waiting for individuals to complain.

To extend the areas of equality covered and combine them into one duty, the new duty covers a series of “protected characteristics”. People who share these characteristics are regarded as being members of certain “protected groups”. The protected characteristics are:

- race
- disability
- pregnancy and maternity
- age
- religion or belief
- sex
- sexual orientation
- gender reassignment

In the development of this Single Equality and Community Cohesion Policy Biddick Hall Junior 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 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.

Biddick Hall Junior School sees this Single Equality and Community Cohesion Policy as a living document which includes our aims and objectives for the next three years: we will continuously review the action plan in consultation with pupils, staff, parents, carers, governors and all other stakeholders where possible. Through the preparation, development,

publication, review and reporting of the policy and proposed actions we aim to ensure that we meet the needs of people from different backgrounds.

Structure of our Single Equality and Community Cohesion Policy

This policy document is designed to give a background to Biddick Hall Junior 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.

Background to our school

Biddick Hall Junior School has an approximately equal number of boys and girls on roll, with a great preponderance of students of British, white ethnicity. There is a small number of students from other ethnic origins and a very small number whose first language is other than English. The school is physically accessible in most areas. Disability access is a high priority consideration within any new building or premises modification scheme.

What are the key issues for our school?

- The minority representation of students with ethnicity other than white British in the school student population and in the area as a whole creates a major challenge to the school in maintaining a high profile for the theme of cultural diversity.
- To prepare students adequately for life in a global and multi-cultural society it is important that they are made aware of the cultural diversity which exists with more direct prominence in other geographical locations. Students will have opportunities to study issues relating to intolerance, prejudice, discrimination and racism.
- The absence of first-hand experience can lead to deep seated prejudice, which must be challenged. However, the very act of challenging unacceptable attitudes may bring negative views to the surface, give them a platform and appear to promote avoidable conflict. It therefore has to be handled with the greatest sensitivity, though leaving racist comments or actions unchallenged is not an option.
- Our curriculum and extra-curricular activities will be available to all our students irrespective of cultural or religious background.
- The performance of students from ethnic minorities varies significantly from individual to individual, according to their own aptitudes and circumstances. We seek to support each learner to achieve his or her best at whatever level he or she may be working. In some instances this may require additional intervention (such as EAL) whilst in others no specific support may be needed. Our regular school tracking systems will identify support needs.
- Languages other than English will be valued and promoted.
- All staff will be expected to dress in ways which conform to the professional expectations of their role.
- The special dietary needs of all students will be met as far as is practical.
- We will monitor student progress closely to ensure there is not institutionalised or indirect discrimination. However, we will use discretion in reporting the outcomes of such monitoring to protect the confidentiality of individuals who might otherwise be identified.
- We will collect ethnicity data to enable us to identify trends and patterns and to inform planning and decision-making.

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. This can happen suddenly, for example as a result of an accident, or gradually as a result of a condition such as arthritis.

In the Disability Discrimination Act (DDA) this is called an impairment. The DDA now recognises around 400 impairments including:

- Mobility impairments (requiring aids such as sticks or wheelchairs to move about).
- Sensory impairments (hearing or sight loss).
- Mental ill health (including depression, stress, Alzheimer's disease and schizophrenia).
- Cognitive developmental impairments (including learning disabilities, dyslexia, and autism).
- Muscular impairments (including spinal injuries).
- Asthma
- Cancer
- HIV/AIDS
- Phobias
- Arthritis
- Acquired brain injuries

Our commitment

Biddick Hall Junior School is committed to promoting an ethos that safeguards the dignity and well being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their disability. This Single Equality and Community Cohesion Policy incorporates our commitment and actions on disability equality. It demonstrates our commitment to addressing disability equality in our decision making and the delivery of education.

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

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

The school has an Access Plan which was published in Spring 2012. This was based on a review of access priorities as the site existed at that time and set out how some of these might be addressed. The plan identifies key issues with respect to the school and its key purpose (Mission Statement) of "enabling all students to learn to their full potential." It falls within the framework of the Inclusion and SEN policies which have as their purpose the provision of effective education for all students who attend the school. The Access Plan endeavours to ensure that the school conforms to the requirements of specific disability legislation.

The plan is general in scope and refers to the following operating principles:

- Budgetary constraints determine a limit to what can be achieved at any given time
- Need is variable and erratic, so response should be targeted to achieve best value
- The early identification of forthcoming need is at the heart of an effective plan

- All projects must conform to best practice in this regard both in themselves and with regard to ensuring they make the best possible contribution to addressing related deficiencies in the premises as a whole

In the light of this the Access Plan has been regarded as a working document, supplemented by detailed plans for specific improvements to address particular needs as and when they are identified.

The Access Plan identifies the key person responsible for identifying forthcoming need as the SENCO who will seek to identify, through the SEN review and liaison process, whether students with particular disabilities will be entering the school. The SENCO will inform the Headteacher of any such students where modifications may be required. This needs identification must be done at the earliest opportunity, preferably several years in advance of admission. This will enable the necessary steps to be taken to prepare accessibility where it may prove problematic.

Recruitment and Retention of disabled staff

Our school welcomes a diverse workforce and we wish for an ethos where potential and existing staff feel able to disclose any impairment that they have. This is not just for data collection purposes, but in order for the school to make any reasonable adjustments for this member of staff. All disclosures will be treated sensitively and confidentially.

Disability and special educational needs

Not all students who are defined as disabled will have special educational needs. For example, those with severe asthma or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability.

- Learners with disabilities/special needs/learning difficulties....
 - will have complete access to all the facilities and resources available in the school
 - are fully integrated and educated with non-disabled students
 - will receive additional support to ensure that their needs and aspirations are met in full
 - will be given extra help and support to ensure that they fulfil their potential
 - will be provided with an education appropriate to their age, aptitude and ability
 - will have access to the same broad, balanced and relevant curriculum as other students
 - will be involved in decisions being made about their care and education

What impact have we already had on disability equality in our school?

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| <ul style="list-style-type: none"> • Students with specific disabilities have been supported, both through general and specific modifications, to experience the full range of school opportunities. • The Access Plan has informed premises developments including, for example, modifications to premises to have improved wheelchair access and facilities • Modifications have enabled teachers to continue working when faced with disability. |
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Our Aims and objectives

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

- Keeping detailed records of the academic progress being made by disabled students
- Making every effort to ensure that disabled students are not bullied

- Ensuring disabled members of the school community have access to all aspects of school life including trips, visits, participation in extended school activities, access to lunchtime and playtime, information in alternative formats, if required,
- Throughout the curriculum, staff will use every opportunities to explore how people can challenge stereotypes about disabilities, to raise awareness and improve understanding of disability issues amongst pupils and staff
- Staff will take part in regular training about disabilities/special needs/learning difficulties
- Staff will work in partnership with parents and primary carers to ensure that disabled students benefit fully from their time spent in school
- Resources will be targeted and utilised effectively and efficiently to ensure that disabled students fulfil their potential
- The school is committed to early identification of students with emotional and behavioural difficulties before such difficulties lead to underachievement, disaffection and exclusion
- The school is committed to early intervention, target-setting and regular monitoring of disabled students
- Parents Meetings and Governors' Meetings will be used to highlight ways in which the school has enhanced the opportunities of disabled students

Gender

What do we mean by Gender Equality?

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

Our commitment

Biddick Hall Junior 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.

What impact have we already had on gender equality in our school?

- The gap between boys' and girls' progress and achievement is monitored closely and shows that there was no significant difference between the attainment of boys and girls in 2011.
- Strategies are put in place to target individuals and groups whose progress may be causing concern. This includes both boys and girls.
- Individual subjects are aware of the curriculum bias of schemes of work, and where appropriate ensure there is compensatory emphasis. This may be achieved on occasion through specific materials and topics, for example, boy friendly books in English.
- CPD in enhancing teaching and learning focuses on classroom strategies which will promote effective learning by *all* students. We believe that good practice in engaging boys also has a beneficial impact on girls' learning.
- The school promotes, and has achieved, the Healthy Schools Award, which promotes emotional and mental well-being as well as good physical health.

- Pupils who use sexist language or exhibit gender prejudice are challenged about their attitude.
- All staff members are employed on an equal basis, and, within employment legislation and established terms and conditions of work, are entitled to maternity or paternity leave and will be considered for career breaks, job sharing or part-time work on an equal footing.
- Expectations of behaviour, including uniform standards, are not differentiated by gender.
- Appointments to posts will be on the basis of merit.

Our Aims and objectives

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

- seeking to combat stereotyping in subject choice and future ambition, in promoting an enterprising approach to life and learning, which values all contributions equally, irrespective of whether they are made by a boy or a girl.

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

Biddick Hall Junior 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:

To ensure that no individual is treated differently due to the expression of a different/inconsistent gender from that they were born with.

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

Biddick Hall Junior 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 pupil or staff in absences related to pregnancy and

maternity.

Our aims and objectives

- Make appropriate changes to rooms or timetables to accommodate the needs of pregnant or breastfeeding mothers, including 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

Biddick Hall Junior 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.

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

Our aims and objectives

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;
- 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.

Extend the Community Cohesion work undertaken in school by

- 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 our 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 Equality

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

Biddick Hall Junior 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 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;
 - Prevent discrimination, and to promote 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.
- Support the Race and Community Cohesion work undertaken in school by
 - Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the religion or belief of all your pupils and their families;
 - Encouraging pupils and their families of all religion or belief groups to participate fully in all aspects of school life;
 - Countering myths and misinformation that may undermine good community relations;

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

Biddick Hall Junior School is committed to promoting an ethos that safeguards the dignity and well being of everyone and encourages practices that take into account the rights

of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their sexual orientation. The School will combat discrimination faced by lesbians, gay and bisexual (LGB) people. We want to ensure equality of opportunity for LGB people across our curriculum provision, services and employment. We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGB communities, both internally and to the community as a whole. The school recognises the need to protect pupils and staff from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation). We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of our Equality Impact Assessment processes.

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

Our aims and objectives

To ensure that no individual is treated differently due to their sexual orientation.

Community Cohesion

What do we mean by Community Cohesion?

Biddick Hall Junior School adopts the Department for Education definition of community cohesion to mean working towards a society in which:

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

Our commitment

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

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

- the school community
- the community within which the school is located
- the community of Britain
- the global community.
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Our aims and objectives

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

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

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

We recognise that some young people, who are vulnerable to extreme views, may find it

difficult to develop a sense of self worth and to view the world in a positive way. We also recognise that their behaviour may be challenging at times, and that some may cause offence or harm to others. We will therefore always take a considered and sensitive approach in order that we can support all of our pupils by

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

Publishing and raising awareness

We recognise that our Single Equality and Community Cohesion Policy is a public document that should be available to any interested stakeholder.

Specific Duty

Under the Equality Act 2010, we recognise that from April 2012, as a school, we also have a “specific duty” to:

1. Publish sufficient information to demonstrate compliance with the general equality duty every four years, with an action plan review on at least an annual basis. This can include information on the effect that our school policies and practices have on protected groups. We will also
2. Prepare and publish equality objectives in an accessible manner, to meet one or more aims of the general equality duty, and supporting the local authority in publishing relevant information to demonstrate compliance where necessary.

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

We will regularly monitor and evaluate the implementation of our Single Equality and Community Cohesion Policy Action Plan. We will report annually on our progress and performance. Our annual report will be shared with Governors and our School Improvement Partner.

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

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

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

The school has a procedure in place for recording, reporting and responding to racist incidents.

The school will continue to comply with the Local Authority procedure for monitoring racist

incidents so that the information can be analysed. This procedure is outlined fully in the *guidelines for schools in combating and recording racist incidents*.

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

The Head teacher will:

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

The Senior Leadership Team will:

- Drive forward implementation of the Single Equality and Community Cohesion Policy and Action Plan
- Support staff to carry out their role in implementing this policy

- Provide effective leadership on equality, inclusion and community cohesion
- Ensure the Single Equality and Community Cohesion Policy is successfully promoted
- Respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, victimisation or harassment.
- Assist in implementing reviews of the Single Equality and Community Cohesion Policy as detailed in the School Improvement Plan

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
- Review and monitor 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

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 at Work Policies, as appropriate. Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties.

The policy will be monitored every three years by the governing body.