

Hollin Primary School



Single Equality and Community Cohesion
Policy

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

Schools also have a "specific duty" to publish information around their equality objectives in an accessible manner.

Finally, as schools are already aware, avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life. Furthermore, Equality and Community Cohesion is an important part of OFSTED inspections through the Quality of Teaching judgement (Spiritual Moral Social & Cultural element) and need to be considered at all time.

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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, Hollin 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, i.e. 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 the 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 underachievement. 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.

Hollin 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 believe they need to be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of the policy and action plan to ensure that we meet the needs of people from different backgrounds.

To ensure the School's commitment to the public sector duty which came into force from April 2011 we will aim to: -

- eliminate prohibited conduct
- advance equality of opportunity
- foster good relations

Local and School Context

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

Rochdale Borough is ranked one of the most deprived boroughs in the country and is ranked 25th out of a total of 354 using the indices of multiple deprivations. The Borough has challenges with

respect to low economic growth, poor life expectancy, higher levels of crime, low skill, high levels of people living in poverty, poor physical environment.

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

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

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

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

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

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

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

School Context

NOR – 352

Pupil Premium – 40%

EAL – 17% with 12 out of 17 possible ethnic groups.

SEND – 13.9% at SEND Support

EHCP – 4.2%

High levels of mobility.

High levels of deprivation.

Safeguarding

Children that have or have had Children's Social Care involvement – 26%

Children that have had contact from EHASH – 51%

Children that are, or have been, at CIN level – 18%

Children that are, or have been, at Child Protection – 4%

Children that are, or have had, an Early Help Assessment – 5%

Children that are, or have been, C4C – 3%

Children that are, or have been, adopted – 0.2%

*Hollin Primary School falls within the North Middleton Ward and the Rochdale Local Authority district. In 2019, this LSOA is ranked 5,814 out of 32,844 LSOAs in England; where 1 is the most deprived LSOA. This is amongst the 20% most deprived neighbourhoods in the country. In 2015 this LSOA was ranked 6,830 out of 32,844 – amongst the 30% most deprived neighbourhoods. Rochdale 021D is one of 134 LSOAs in Rochdale local authority district. Using the IMD rank of average summary measure, this local authority ranked 25 in 2015 and 17 in 2019, out of 317 local authorities.

STRUCTURE OF OUR SINGLE EQUALITY & COMMUNITY COHESION POLICY

This policy document is designed to give a background to Hollin 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 a separate policy.

Therefore, we have set out below: -

- The definitions in respect of each of the protected equality characteristics
- Our commitment for each of the protected equality characteristics
- The points to consider regarding equality characteristics

EQUALITY OF OPPORTUNITY

Introduction

This policy statement outlines the commitment of the Staff and Governors of Hollin 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 volunteers.

Definition

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

Rationale

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

The implementation of the policy is the responsibility of all individuals within the School community. 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 Hollin 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 'openness' of atmosphere which welcomes everyone to the School. The children are encouraged to greet visitors to the School with friendliness and respect. The displays around the School are of high quality and reflect diversity across all aspects of equality of opportunity. Provision is made to cater for the spiritual needs of all the children through planning of both assembles and classroom activities. Physical access to the School is good in most areas.

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light. Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils. The adults in the School try to provide good, positive role models in their approach to all issues relating to equality of opportunity. The School places a very high priority on the provision for special educational needs. We strive to meet all pupils' learning needs. The School provide an environment in which all pupils have equal access to all facilities and resources. All pupils are actively involved in their own learning. A range of teaching methods are used throughout. (See the 'Teaching & Learning' & 'Learning Environment' Policies)

Curriculum, Resources and Materials

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

The provision of appropriate resources and materials within our School is a high priority.

These resources should: -

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

Language

All members of staff use appropriate language which: -

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

Organisation of Learning

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

Additional Provision

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

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

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

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

Monitoring and Review

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

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

SPECIFIC EQUALITY AREAS

DISABILITY

What do we mean by Disability Equality?

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

Our commitment

Hollin 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 disability.

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

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

We will continue to review our policies, practices and procedures so that they do not adversely affect anyone because of their disability.

Points to Consider: -

- Marketing and communication to ensure that positive images of disabled people and their abilities are used in our promotional material and publications.
- Curriculum based activities to raise awareness and improve understanding of disability issues amongst pupils and staff.
- Auxiliary aids purchased to ensure disabled pupils have fair access to lessons.
- Strategies to attract or assist disabled people to be represented on a range of partnership bodies, including Governing bodies, senior management team etc.
- Involvement of disabled people in the development of the policy.

Other aspects of School life - teaching and learning, arrangements to provide information in alternative formats, admissions, trips and visits, participation in extended School activities, lunchtime arrangements and dining facilities and any accessibility plans to improve physical layout of building.

GENDER

We are not a single-sexed school; our proportion is Boys 52% / Girls 48%

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

Hollin 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.

Points to Consider: -

- Monitoring of achievement by gender and associated action.

GENDER REASSIGNMENT**What do we mean by gender reassignment?**

We recognise that a person may express their gender in a way that differs from or is inconsistent with the physical gender that they were born with.

Our commitment

Hollin 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 individuals seeking gender reassignment and will provide a supportive environment within our School community.

Points to consider: -

- Prohibited conduct and discrimination of staff regarding gender reassignment.

PREGNANCY & 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

Hollin 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 staff in absences related to pregnancy and maternity.

RACE

What do we mean by Race Equality?

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

Our commitment

Hollin 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 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.
- Promote activities that celebrate our common experience as well as those that

recognise diversity generally and foster understanding and respect for the culture of all your pupils and their families;

- Encourage pupils and their families of all ethnic groups to participate fully in all aspects of school life;
- Counter 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

Hollin 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.

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

Hollin 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?

Hollin 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 Britain
- the global community.

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

School Actions: -

- Open-door policy regarding family representatives
- Drop-in sessions for parents
- Weekly themed acts of worship and religious festivals celebrated
- Concerts/performances for family representatives.
- Induction/Admissions Parent/Carer-Teacher meetings

- School Council – Pupil representation
- Mixed age – group working – Year 5 & 6 pupils being ‘buddies’ to Reception pupils
- Collaboration with other schools
- Visits to churches, libraries, museums, zoos, sports clubs, residential outdoor pursuits & theatres
- Participation in competitive sporting events
- Police Community Support Officer visits.
- Extensive Charity Fund-raising events
- Promotion of and publicity given to community clubs e.g. Beavers
- Regular newsletters, text messages, postcards and website posts to provide information
- Data interrogation to identify trends

Safeguarding & Building Resilience

Hollin 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 & Child Protection’ policy and applies to all adults, including volunteers, working in or on behalf of the School.

Designated Safeguarding Leads at Hollin are: -

- Miss Kate Iddon (Children’s Welfare Officer)
- Mr David Fenton (Headteacher)
- Mrs Paula Keogh (Deputy Headteacher)

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

- Providing a safe environment for children and young people to learn and develop in our school setting.
- Identifying children and young people who are particularly vulnerable to extreme views / radicalisation, and taking appropriate action in accordance with the Schools Safeguarding & Child Protection 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

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
- Assessing the risk of students being drawn into terrorism.
- Developing an action plan to reduce the risk.
- Training staff to recognise radicalisation and extremism.
- Referring vulnerable people to Channel.
- Prohibiting extremist speakers and events.
- Managing access to extremist material - ICT filters
- Being 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.

Equality Impact Assessment

We are reviewing key policies, functions or procedures that have been assessed as relevant to meeting the duties set out under the Equality Act 2010.

The main system by which we will assess the impact of our current policies, functions or procedures will be through carrying out Equality Impact Assessments.

We need to understand whether our policies and services are meeting everyone's needs and that anyone who needs to can get access to them. To do this we undertake Equality Impact Assessments (EIA) to test how we are doing at the moment and what can be done better in the future. An EIA will decide whether a policy or service has a "positive, negative or neutral impact" on some sections of our school and local community. It will also be used to test future policies or services. The impacts will enable us to take into account the needs of different groups of people who share one or more of the protected characteristics defined by legislation.

We will consult with the local authority where necessary and our staff and Governors who are responsible for carrying out these assessments have attended relevant training or will be attending future training as part of their role.

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: -

- 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: -

- Prepare and publish equality objectives in an accessible manner, to meet one or more aims of the general equality duty, and support the local authority in publishing relevant information to demonstrate compliance where necessary.

Examples of the types of information we will consider include: -

- Information that was published before preparing our School objectives.
- Information about the engagement undertaken when developing objectives
- Placing the policy on our website
- Making it available on request
- Providing a summary in our prospectus, including our vision and key priorities
- Staff induction procedures will include equality and community cohesion information about this policy
- Contractors and other service providers will be briefed on our vision and expectations for equality.

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. A summary will be provided for parents and published on the School's Website. Both will explain how the full report can be obtained. We will inform staff and pupils of our progress.

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

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

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

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

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

Links with other school policies

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

- SEND policy
- Safeguarding & Child Protection Policy
- Racist Incident policy
- Anti bullying policy
- Admissions policy

Roles and responsibilities

This 'Single Equality and Community Cohesion' Policy and Action plan outlines the roles and responsibilities of everyone involved and connected with the School, so that each individual knows what is expected of them. Promoting equality and preventing discrimination, victimisation and harassment is the responsibility of the whole school staff, including support staff. All who are associated with the School have a responsibility for promoting equality and community cohesion, and avoiding unfair discriminatory practices.

The Governing body will: -

- Ensure sure the School complies with all current equality legislation.
- Monitor the implementation of the 'Single Equality and Community Cohesion' Policy Community Cohesion and Action Plan to check progress and assess impact on staff, pupils and parents
- Ensure that all governors are aware of their legal responsibilities under equality legislation
- Receive and discuss regular equality and community cohesion reports on progress and performance
- Monitor achievement of equality targets
- Check that the implementation of the Policy and action plan achieve 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.
- Monitor equality impact assessments
- Support the Head teacher in implementing any actions necessary
- Inform and consult with parents about the policy
- Have one governor who takes on the role of designated governor responsible for equality and community cohesion monitoring the policy closely.

The Head teacher will: -

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and 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' 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
- Make sure the policy is readily available and that the governors, staff, pupils and their parents know about it
- Take 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 governors on an annual basis

The Senior Leadership Team will: -

- Drive forward implementation of the 'Single Equality and Community Cohesion' Policy and Action Plan
- Support staff to carry out their role in implementing this policy
- Provide effective leadership on equality, inclusion and community cohesion
- Ensure the 'Single Equality and Community Cohesion' Policy is successfully promoted
- Respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, victimisation or harassment.

- Assist in implementing reviews of the 'Single Equality and Community Cohesion' Policy as detailed in the School Improvement Plan
- One member of the senior management team, (Mrs Sara Thomas, Deputy Head teacher) will be identified as the co-ordinator for equality and community cohesion and will be involved in action planning, policy development and monitoring and evaluation

All Staff will: -

- Recognise that they have a role and responsibility in their day-to-day work to: -
 - promote equality, inclusion and good community relations
 - challenge inappropriate language and behaviour
 - tackle bias and stereotyping
 - respond appropriately to incidents of discrimination, victimisation and harassment and report these
- Highlight to the Senior Leadership Team any staff training or development that they require to carry out the above role and responsibilities.
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society
- 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 other with respect and report incidents of discrimination to an adult
- Working within the School's Christian ethos, recognising that all are made in the image of God and are therefore all equal

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.

Reviewed – March 2023.

To be dated – March 2025