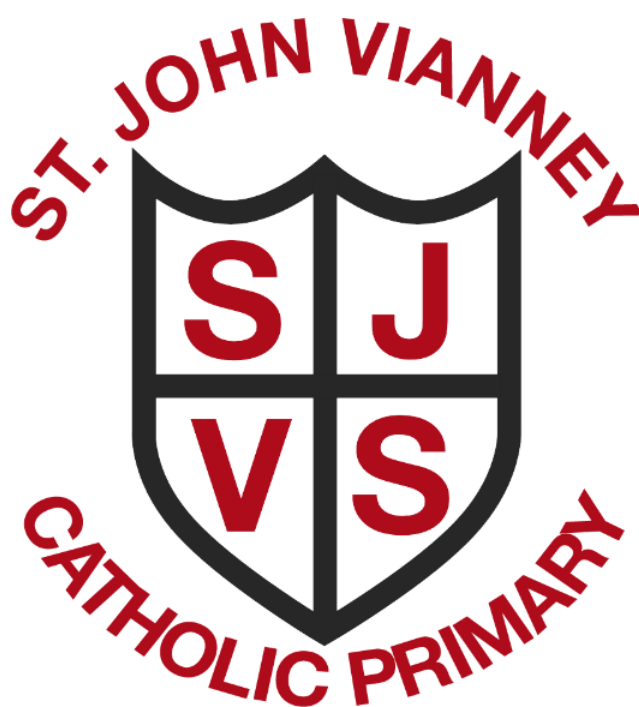


St John Vianney Catholic Primary School



Equality and Community Cohesion Policy 2025-2028



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Introduction and School Context

There were a number of statutory duties that schools were 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, St John Vianney Catholic Primary has moved from a focus on an individual response to an approach that builds on disability, 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 Governor's 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 also contains an action plan that sets out how we intend to implement the policy over the next three years.

St John Vianney Catholic 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 start and their involvement will inform the preparation, development, publication, review and reporting of the policy and action plan to ensure that we meet the needs of people from different backgrounds.

We, at St John Vianney Catholic Primary School, are committed to the public sector duty which came into force from April 2011:

- Eliminating prohibited conduct
- Advancing equality of opportunity
- Fostering good relations

St John Vianney Catholic Primary School is situated in the town of St Helens in Merseyside and has 210 pupils on roll, aged between three and eleven years old. The main catchment comes from the immediate local area and serves an area of severe deprivation as per the IDACI Index. Currently on roll, there are 44% boys and 56% girls; 82% of children are White British with any other white background forming the next highest percentage at 3% and 18 other ethnic groups; 10% of the school have English as an Additional Language and less than 1% of children have high mobility; 24% of children are currently in receipt of Pupil Premium and 20% of children have a Special Educational Need.

There are 32 members of FTE staff in school and 9 Governors on the school Governing Body.

As a school with a predominantly White British intake with limited life experiences, the children have limited knowledge and understanding of other religions, faiths and beliefs which make up modern day Britain. Our curriculum is essential to broadening and deepening children's understanding of Modern Day Britain.

Structure of our Single Equality and Community Cohesion Policy

This policy document is designed to give a background to St John Vianney Catholic 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 and our aims and objectives for each of the protected equality characteristics

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

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

Specific Equality Areas

Disability

What do we mean by Disability Equality?

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

Our Commitment

St John Vianney Catholic 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.

The 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 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 (What we do Well)

- Disabled toilet
- Levelled floor access via the main office
- Ramp to access the building located by our Reception classroom
- Library books with positive SEND images

Our Aims and Objectives (What we Plan to do)

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

- To engage staff in an audit of skills and training in relation to Autism

- Identify specific areas of training needs of staff for Autism with a view to deliver tailored training throughout the academic year 2025-2026
- To add to our curriculum, a celebratory diversity week will be introduced
- Celebrate national disability days – one as a whole school – select one per year group and they deliver an assembly
- Deliver an assembly on embracing a disability or on unseen disabilities
- Ensure displays in classrooms and corridors include positive images on disability where appropriate
- Buy and distribute positive body image / disability books for the library and classrooms

Gender

What do 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

St John Vianney Catholic 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 or 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

- Mixed sports teams
- Careers Day/Week promotes positive role models and breaks down stereotypical imagery
- Science Week and Scientists promote women and ethnic minority groups in their achievements and roles in STEM
- PSHE curriculum, No Outsiders promotes positive discrimination, positive images, breaks down stereotypes and address gender issues such as sexual bullying and exploitation

Our Aims and Objectives

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

- Purchase a range of gender positive literature for the school library

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

St John Vianney Catholic 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 or victimisation directed at anyone because they propose to undergo, are undergoing or have undergone gender reassignment.

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

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

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

Our Achievements

- PSHE curriculum, (previously Jigsaw) promoted diversity and encourages celebration of difference

Our Aims and Targets

- Deliver the No Outsiders initiative to staff through staff training

- Introduce the No Outsiders programme as part of our PSHE curriculum delivery
- Purchase a range of gender reassignment positive literature for the school library

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

St John Vianney Catholic 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 or victimisation directed at anyone because of their pregnancy or maternity.

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

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

Our Achievements

- We refer to the Local Authority guidance and policy
- PSHE curriculum, No Outsiders and Sex and Relationships curriculum (Journey in Love)
- NSPCC Pants initiative has been shared in classrooms and assemblies. School refers parents to this also
- We make reasonable adjustments to accommodate the needs of staff, parents or young people

Our Aims and Targets

- To purchase a range of pregnancy and maternity positive literature for the school library
- We will continue to make reasonable adjustments to meet the needs of staff, parents, visitors and young people

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

St John Vianney Catholic 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 or 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.

Our Achievements

- We report racist incidents as per Local Authority policy and guidance
- Celebration of Science Week to emphasise underrepresentation of ethnic minority groups
- Celebrations of awareness weeks/days eg, Black History Month
- PSHE curriculum, PATHS

Our Aims and Targets

- To broaden understanding of race, religion and belief through curriculum delivery
- In an attempt to eliminate prohibited conduct (following a reported racist incident)
- To raise awareness, foster good relations and further understanding of race issues through a Diversity Week
- To purchase a range of positive literature on racial diversity

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 (eg, 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 (eg, Humanism).

Our Commitment

St John Vianney Catholic 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, 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

- One of our own pupils has supported the delivery of our lessons in the RE curriculum as we explored the Islamic faith
- Had visitors into the school of different faiths to share and celebrate their beliefs
- Year group trips to various places of worship

Our Aims and Targets

- To broaden understanding of race, religion and belief through curriculum delivery through our RE curriculum
- Embed new guidance and up to date materials such as Cornerstones into our curriculum delivery
- To raise awareness, foster good relations and further understanding of religion and beliefs through a Diversity Week

- Purchase a range of books that promote and celebrate different religions and beliefs

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

St John Vianney Catholic 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 the grounds of sexual orientation as required by the Equality Act (sexual orientation) 2010. We are committed to taking a proactive 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.

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 Achievements

- We adhere to the current government Sexual Relationship guidance to support teachers to deal honestly and sensitively with sexual orientation issues and questions
- We have made it explicit within our Anti-Bullying Policy that homophobic bullying and harassment will not be tolerated

Our Aims and Objectives

- Provide staff training through the No Outsiders initiative and materials
- To embed learning and understanding from the No Outsiders training into the curriculum
- Purchase a range of literature that explores positive sexual orientation issues

Community Cohesion including British Values

What do we mean by Community Cohesion including Community Cohesion?

St John Vianney Catholic Primary School adopts the Department for Education definition of community cohesion. We understand it to mean working towards a society in which:

- There is a common vision and sense of belonging by all communities and 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

These values also include those encapsulated in British Values; citizenship, rights respecting schools, cultural capital and our core values.

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 Great Britain
- The global community

Our Achievements

- **Teaching, Learning and the Curriculum**
 - Daily class assemblies which explore all aspects of community cohesion and promote harmony
 - We have a School Council, Head Pupils, Eco Council
 - We participate regularly in initiatives such as Anti-Bullying week, Healthy Schools,
- **Equality and Excellence**
 - We aim to always include everybody
 - We endeavour to ensure that no child is treated differently for a reason which relates to any of the protected characteristics discussed in this policy
- **Engagement and Extended Services**
 - We work closely with extended services for example, mental health, outreach, parental engagement links, with the community and Local Authority Services
 - We celebrate events and invite our local community to share in them

Our Aims and Objectives

- To embrace existing initiatives as well as any new initiatives
- We will audit all of our policies to ensure that no child is treated less favourably and to ensure that all of our policies enable reasonable adjustments to be made

We will evidence our effectiveness by demonstrating:

- 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 and Building Resilience

St John Vianney Catholic 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 DfE guidance - *“Learning together to be safe.”*

This commitment is in line with our school’s current Safeguarding Policy, Child Protection Policy, Online Safety etc 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 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 that are particularly vulnerable to extreme views / radicalisation, and taking appropriate action in accordance with school’s 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

Consultation and Information

- We consulted with staff, parents, pupils and Governors regarding the Equality objectives
- We have a school council
- We gather views of parents and children through questionnaires pupil voice
- SEN Questionnaire to staff
- Staff training audits
- Mental Health Questionnaire to staff

- We make reasonable adjustments to make reasonable adjustments for governors, staff, parents and children who may have communication difficulties
- We aim to involve a range of people and hear a range of views, taking into account their preferred means of communication
- SEND Parent Forum will be introduced in 2025

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:

- 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 supporting 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 objective
- Placing the policy on our website
- Making it available on request
- Providing a summary in our prospectus, including our vision and key priorities

Other arrangements for promoting and raising awareness of our policy may include:

- Highlighting the existence of the policy, key priorities, and who to contact for further information in a staff newsletter
- Sending a letter to parents about the policy
- Discussing staff development activities that we have undertaken or plan to undertake to raise awareness of the legal duties and implication for staff
- Explaining staff induction procedures, including equality and community cohesion information about this policy

- Including information on how to ensure contractors and other service providers are briefed on your vision and expectation for equality
- Sending our policy to local community and voluntary groups if 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. A summary will be provided for parents and will be published on our website. Each will explain how the full report can be obtained. We will inform staff and pupils of our progress.

The SENCo takes the lead on this equality policy and its initiatives.

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 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 information can be analysed. This procedure is outlined fully in the *Guidelines for Schools in Combating and Recording Racist Incidents*.

Links with other Policies

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

- SEND policy
- SEN Information Report
- Bullying and Harassment Policy
- Admissions Policy
- Accessibility 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 responsibility for promoting equality and community cohesion and avoiding unfair discriminatory practices.

The Governing Body will:

- Ensures the school complies with all current equality legislation
- Monitor the implementation of the Single Equality and Community Cohesion Policy 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 the 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
- Support the Headteacher 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 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 and Governors and any other interested stakeholders are aware of this Single Equality and Community Cohesion Policy, the roles and responsibilities in implementing it, and receive training and support in carrying these actions out
- Monitor to ensure effective implementation of Single Equality and Community Cohesion Policy
- 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 the Governors, staff, pupils and parents know about it
- Taking appropriate action in any cases of victimisation, harassment and discrimination in line with the school and Local Authority guidance
- Report racist incident monitoring information to the Local Authority 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 will be identified as the co-ordinator for equality and will be involved in action planning, policy development and monitoring and evaluation

All Staff will:

- Recognise that they have a role and responsibility in their day to day work to:
 - Promote equality, inclusion and good community relations
 - Challenge inappropriate language and behaviour
 - Tackle bias and stereotyping

- Respond appropriately to incidents of discrimination, victimisation and harassment and report these
- Highlight to the Senior Leadership Team any Staff training or development that they require to carry out the above role and responsibilities
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society
- Reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that equality is promoted

All Staff will ensure that pupils are encouraged to:

- Recognise that they have a role and responsibility to themselves and to others so that they understand and are able to:
 - Promote equality, inclusion and good community relations
 - Challenge inappropriate language and behaviour
 - Tackle bias and stereotyping
 - Work to promote anti-bullying strategies
 - Respond appropriately to incidents of discrimination, victimisation and harassment and understand the action needed to report these
- Work within the Rights and Responsibilities Framework that we have adopted as Rights Respecting Schools

Administrative, Ancillary, Supervisory and Support Staff will:

- 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 and harassment
- Attending and engaging in their own learning as well as helping other pupils to learn
- Learning to treat others with respect and report incidents of discrimination to an adult
- Work within the Rights and Responsibilities Framework that we have adopted as Rights Respecting Schools

All our Parents and Carers 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 incidents that occur

Visitors and Contractors are responsible for:

- Knowing and following our Equality Policy

Roles and responsibilities for specific members of staff include those who take responsibility for:

- Coordinating and monitoring equality and community cohesion - SENCo
- Dealing with incidents of discrimination, victimisation and harassment - Headteacher
- Monitoring progress and attainment of learners from different groups and communities – Headteacher, Senior Leadership Team, SENCo
- Monitoring recruitment and career progress of staff from different groups and communities - Headteacher
- Providing reasonable adjustment and support for disabled pupils - SENCo

Breaches of the Policy

Breaches of this Single Equality and Community Cohesion Policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher 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, gender, disability, 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 Policy, 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 actions taken as part of monitoring the Single Equality and Community Cohesion Policy.

Single Equality and Community Cohesion Policy and Accessibility Policy

Date to be Reviewed	July 2028
By	Anne-Louise Friar