



St Mary's R.C. Primary School Single Equality & Community Cohesion Policy

Vision:

We believe that every child is a gift from God, therefore, we aim to provide an outstanding and happy Catholic education which develops the 'whole child' whilst enabling them to reach their full potential.

Mission statement:

We love God ... so we follow the examples of Jesus

We love learning ... so we always do our very best in everything

We love each other ... so we treat each other as we want to be treated

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North West Diocesan Statement of Equal Opportunities in Employment

The principle of equal opportunity for all is consistent with social justice and with the Christian ideal of recognising the dignity and worth of all who work or wish to work in our schools. The Governing Body is, therefore, committed to employment procedures which comply with civil law and do not discriminate on grounds of age, gender, race, colour, nationality, religion, sexual orientation, gender reassignment, pregnancy and maternity and ethnic origin or disability.

We recognise and value the current and future contribution to our school of staff who, while not sharing our Catholic faith, make a strong and sincere commitment to the schools Christian values and Mission Statement.

Some teaching posts include specific responsibility for providing leadership and direction in the religious life and Catholic identity of the school. In other appointments, where two or more candidates for teaching posts are equally strong in the context of the criteria for appointment, preference may be given to a candidate who is Catholic.

In addition, the Governing Body recognises that the school and our Catholic teachers are called to be witnesses to Christ's teachings. We, therefore, reserve the right as employers to take into consideration any personal behaviour or circumstances which are outside the recognised norms of the Church and which are genuinely within an individual's control. In doing so, we will seek always to give witness to the Christian pastoral principles of love, respect and reconciliation.

1. Purpose of the Policy

This Equality & Diversity Policy sets out our commitment to tackling discrimination and promoting equality of opportunity and good relations and explains what this means for the whole school community. This Policy has been written to meet the school's legal duties in relation to race, gender, disability and community cohesion. The Policy also meets legislation on age, religion or belief and sexual orientation.

This Equality & Community Cohesion Policy brings together our Race, Disability and Gender Equality Policy and the duty to promote community cohesion and states how we propose to meet the general and specific requirements under the race, disability and gender equality duty.

The overall objective of St Mary's R.C. Primary School's Equality & Community Cohesion Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

The principles of this Policy apply to all members of the extended school community – pupils, staff, Governors, parents and community members. Partners and contractors are also expected to abide by the Policy.

The Policy will be linked to a joint action plan which sets out how we intend to implement the Policy over the next twelve months. Progress against the action plan and the Policy itself will be regularly reviewed so that it continues to develop.

Name of School: St Mary's R.C. Primary School

Head Teacher: Mrs Carmel Ruane

Date Policy Created: 17th October 2014

Approved by the Governors:

Next review Date: October 2015

2. Introduction

We welcome the equality duties on schools and regard these as essential for achieving the five outcomes of the Every Child Matters framework.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school.

We recognise that equality will only be achieved by the whole school community working together – our learners, staff, Governors and parents in particular. Throughout this Policy, ‘parents’ can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

This Equality & Community Cohesion Policy provides a framework for our school to promote equality, inclusion and good community relations and to tackle prejudice, discrimination and their causes in a holistic and proactive way.

Our Equality & Community Cohesion Policy is based on the core principles that its effectiveness will be determined by:

- active involvement with key stakeholders, not just in developing this Policy but also in its review and implementation
- proactive leadership
- prioritising activities that produce specific, tangible improved outcomes
- removal of attitudinal and cultural barriers

We have incorporated our individual Policy for race equality and our disability and gender equality schemes into one overarching Equality & Community Cohesion Policy to create a coherent framework for promoting equality and diversity within our school. We have identified a set of priorities to promote equality, inclusion and community cohesion. Our Policy includes a plan of actions to address these priorities over the next three years.

We recognise that improving outcomes such as attendance or attainment for a specific group of pupils will help to improve our outcomes for all. Our commitment to equality is thus a fundamental part of our drive towards excellence.

3. Equality & Community Cohesion Statement

We will not tolerate less favourable treatment of anyone on the grounds of race, disability, gender, sexual orientation, gender reassignment, age, religion or belief and socio-economic circumstances.

Through this Policy, St Mary's R.C. Primary School seeks to ensure that no member of the school community, or any person through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age or socio-economic background.

Equality and diversity is more than just meeting legal obligations, or targets. It's about making a difference to the lives of the people we serve, treating all people with dignity and respect and recognising the value of each individual. This means an ongoing commitment to ensuring that our services meet the varied and individual needs of children and young people in our school.

We will make sure that our employment practices are fair and promote equality. We will actively value the wide variety of lifestyles and cultures, locally and nationally. We will prepare children and young people for living in a diverse society with increasing global connections and controversial issues. We will ensure that the principles of this Policy are reflected in all our Policies, practices, procedures and services and are part of everything we do.

4. The Legal Context

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. All schools have duties to promote race, disability and gender equality.

In the development of this Single Equality and Community Cohesion Policy, St Mary's R.C. Primary School has moved from a focus on an individual response to an approach that builds on **disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation** considerations from the start and at every level of the school, at strategic, Policy, management and classroom level. We will demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. This Policy will be monitored and delivered through the Governors' role, School Improvement and Self Evaluation process.

We will ensure that every pupil, irrespective of the protected characteristics, is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school include, as much as possible, a balanced representation of the local and wider community. We believe that this will provide good role models for pupils from all backgrounds.

This Single Equality and Community Cohesion Policy will be linked to a joint action plan which sets out how we intend to implement the Policy over the next three years.

St Mary's R.C. 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.

As a school, we are fully committed to the public sector duty which came into force from April 2011 and as such will endeavour through Policy and practice to eliminate prohibited conduct, advance equality of opportunity and foster good relations for all members of our school community.

Schools have a duty to promote **community cohesion**, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups. There are no statutory requirements for schools to have a Policy or action plan for promoting community cohesion. However, we have incorporated our priorities into our Single Equality & Community Cohesion Policy and Action plan to make it easier to monitor our progress and performance in meeting the requirements of this duty.

Although there are no equivalent promotional duties in relation to age, sexual orientation and religion or belief, we must ensure that we do not discriminate on these grounds. This Policy includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

5. Local and School Context

Local Context:

Population:

Rochdale Borough population on Census day 2011 was estimated to be 211,699; 49% Male and 51% Female.

The breakdown of age population is; 21% are under 16, 64% are between the ages of 16 and 64 and 15% are 65 & over. There are 136,100 residents of work age population (16 to 64).

Older people aged 65 & over represent 30,816 of the Borough's population; 3,800 are aged 85 & over and 1,200 are aged 90 & over.

There are 87,552 households across Rochdale Borough and 7,931 are occupied by lone parent households with dependent children. Pensioners make up 5,671 households, representing 6.5% of all households in Rochdale.

5,311 households are occupied with no adults in employment with dependent children.

There are 26,609 households with one or more person with a limiting long-term illness (30.4%).

Ethnicity, Identity, Language & Religion:

The ethnic breakdown of the Borough currently has a majority of 78.6% White British, with the second largest population being Asian or Asian British Pakistani, representing 10.5%.

Rochdale has the second largest population of Kashmiri residents across England & Wales, occupying 1,658 residents, with Luton UA being the largest.

5% of residents do not identify with having any UK national identity, this compares to 8% in England & Wales.

Rochdale has 3,402 households (3.9%) where no people in the household have English as a main language, similar to Oldham (4.5%) and Bolton (4.6%).

The largest groups for Religion in Rochdale are 60.6% Christianity, 13.9% Muslim and 18.9% reporting no religion.

Health:

2% of Rochdale residents categorised their health as 'very bad', which is greater than regional and national comparators.

There are 44,359 residents reporting a long-term health problem or disability and 23,981 are of working age (16 to 64).

10.7% of residents reported their day-to-day activities as being 'limited a lot' (22,630 residents).

23,260 carers across Rochdale provide unpaid care, with 6,105 providing 50 or more hours per week.

Education & Qualifications:

56% of pupils achieved a good level of development at the end of the Early Year's Foundation Stage (age 5).

In 2012, 77% of pupils left Primary School attaining national standards (Level 4 & above in English and Maths).

52% of pupils achieved 5+A*-C including English and Maths in 2012 when leaving secondary school.

Over 31% of the Borough's population aged 16-74 years reported Level 3 or Level 4/5 qualifications, which is an 11% improvement from the previous Census in 2001(Census 2011).

School Context (Information provided as correct in October 2014 Census):

St Mary's R.C. Primary School, situated in the Borough of Rochdale, has 201 pupils on roll, aged between 4 and 11 and currently have 33 children attending our school Nursery.

School Information

Of the children who are of compulsory school age as of 1.9.2014:

- 5% of pupils have a free school meal entitlement
- 14.4% of pupils are entitled to Pupil Premium
- 9% of pupils have English as an additional language

22 pupils have Special Educational Needs.

Statements / EHC Plans	SEN Support
2	20

Gender mix (Including Nursery)

Girls	Boys
106	128

Ethnicity (Including Nursery)

Any other Asian bckgnd	Any other Black bckgnd	Any other White bckgnd	White British	White / Asian
2	1	19	211	1

Religion (Including Nursery)

Christian	Muslim	No Religion	Other Religion	Roman Catholic	None Provided
14	3	4	7	193	13

Free School Meals (Excluding Nursery)

Free School Meals	Non Free School Meals
10	191

Pupil Premium Entitlement (Excluding Nursery)

Ever 6 Children	Non Ever 6 Children
29	172

English as an Additional Language (Including Nursery)

EAL Children	Non EAL Children
21	213

The Attainment Gap in the Percentage of Pupils Achieving a Level 4 or More in English and Mathematics at Key Stage 2 2014

Establishment Name	% of Cohort FSM Eligible	% of FSM Pupils L4+ in English and Maths	% of Non FSM Pupils L4+ in English and Maths	Gap
St Mary's Roman Catholic Primary School				

Description of St Mary's R.C. Primary School

- We are a Roman Catholic Primary School with Nursery provision.
- Since the last inspection, a new Headteacher and Assistant Headteacher have been appointed to add to the existing strong leadership of the school.
- There are strong links with Church and parish which enrich pupils' religious, spiritual, moral and social education.
- The school's Church links contribute a valuable dimension to its Catholic ethos.
- The NOR is 201 with 234 including Nursery and all EYFS and KS1 classes are oversubscribed.
- This school is a popular choice with parents and is over-subscribed.
- The school is 1-form entry, 8 classes, and with a PAN of 30, all learners are taught in single age classes.
- The percentage of pupils known to be eligible for free school meals is 5%.
- Pupil attainment on entry to the Nursery is generally in line with national average.
- The school makes very good provision for pupils with SEN and they perform well for their ability.
- RAISEOnline gives our school deprivation indicator as below national (bottom 40%).
- Attendance of children at St. Mary's is consistently above National Average.
- The school holds numerous awards including Healthy Schools, Activemark, Golden Grin and we have received the Extended School Award.
- The school is building strong community links with neighbouring schools, R.C. Network and Rochdale LA.

Structure of our Single Equality and Community Cohesion Policy

This Policy document is designed to give a background to St Mary's R.C. Primary School in respect of the protected characteristics in both education and service provision.

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

Therefore, we have set out below:

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

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

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

Specific Equality Areas

Disability

What do we mean by Disability Equality?

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

Our Commitment

St Mary's R.C. 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. By also building this into our curriculum, working and procurement processes we will expect others to do the same.

Our Achievements

We have in place an up-to-date Accessibility Plan. This addresses the need for areas to be accessed by all and for pupils and staff to learn and work in a safe and comfortable environment.

We are a very inclusive school, accommodating children with mild to moderate disabilities that are thriving in school. There have been no exclusions in the last 2 years.

Christ's example defines everything that we do in school; each person is treated as special and we believe that we are all made in God's image. Our Mission Statement underpins our care of one another and every aspect of the work that we do.

Our Aims and objectives

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

- Representing disabled and able bodied people equally and positively in school documentation and marketing tools.
- Introduced 'Statements to Live By' that focus on the value of one another. These are communicated to parents as well as through work in school.
- Children and staff are encouraged to take a full and active part in the many groups and activities that take place in school; School Council, Bully Busters, Teacher Talk Time, Paired Readers, After School Clubs, Play Leaders etc.

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

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

We recognise that stereotypes exist for both genders and some can lose opportunities because of these stereotypes and welcome the requirements of the Equality Act 2010 with specific provision for Gender Equality and we will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of gender, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions.

Our Achievements

- We have high expectations for all of our pupils regardless of gender. Performance of pupils from each group is carefully tracked and strategies and support put in place to enable all pupils to achieve in line with expectations.
- We encourage all of our staff and pupils to aspire to be the best. Opportunities exist for girls and boys to participate in every activity on offer in school.
- Positive role-models are sought out to speak and present to the children (Mission Week, curriculum enrichment, Parish Priest, Fire Service, etc). These opportunities help to address gender stereotyping in many aspects of school, work and wider society.
- The Bully Buster team works hard to combat bullying behaviour and attitudes. Comprising of a group of Y6 children, they have canvassed opinion about safety and meet regularly to discuss issues in and beyond school. They also make sure that children's concerns are addressed as soon as possible so are visible on the yard at all times.
- Governors and Headteacher are sympathetic to the needs and commitments of all staff. Consideration is given to staff with children and other dependents and, in certain circumstances, flexible working has been applied.
- Every effort is made to ensure that both sexes are portrayed positively in school.

Our Aims and Objectives

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

- Further advance the achievements and opportunities for all children, particularly boys' writing.
- Offer wider opportunities for boys and girls in sports, performing arts and inter-school competitions.
- Encourage career progression and CPD opportunities for all staff of both genders.

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

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

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

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

Pregnancy and Maternity

What do we mean by pregnancy and maternity?

Treating any female 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 Mary's R.C. 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 anyone within St. Mary's school to ensure that they are not treated less favourably because they are pregnant or breastfeeding.

We will not discriminate against anyone in absences related to pregnancy and maternity.

Our Achievements

- Several members of staff have been on maternity leave in recent years. The school applies LA policies to absences and honours appointments and absences related to pregnancies.
- Staff are treated with respect and dignity throughout pregnancy and beyond. Teachers have returned to work following maternity leave and Governors and the Headteacher have accommodated requests for a change to hours and working patterns to better assist work/life balance with a new young family.

- Consideration is given to pregnant members of staff and the work they are able to undertake. Risk assessments are carried out specifically for pregnant staff and risks are immediately eliminated, removed or reduced.

Our Aims and Objectives

- We will endeavour to continue to support staff through pregnancy and maternity leave and to comply with LA and Diocesan requirements and Policies.

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 Mary's R.C. 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.

Our achievements

- Parents, visitors, children and staff are all treated with equal respect and dignity, regardless of race or colour.
- LA reporting arrangements are rigorously adhered to and events of a racist nature are dealt with seriously in school. Reporting of racist incidents demonstrates that such incidents are extremely rare and are dealt with appropriately through the school's Behaviour and Discipline Policy.
- There have been no racial incidents from children since January 2014.
- School assemblies, collective worship and 'Statements to Live By' all ensure that fairness and justice and appreciation of one another's uniqueness is acknowledged and celebrated by all and a belief that we are all made in the image and likeness of God is strongly evident throughout school.

- The school is very welcoming and children from a broad range of backgrounds integrate well and form strong friendships. We have children from 6 countries other than the UK.
- Children have taken part in celebrating 'Black History Month' and within this have come to understand the struggles that some have gone through to ensure equality for all.
- Fair recruitment procedures ensure that all candidates are given due consideration in view of their capability, experience and suitability, regardless of race.
- Interpreters would be used, where necessary, to assist in parent meetings and, in particular, in circumstances where outside agencies are required to support a child in their learning and development.

Our Aims and Objectives

- Continuing work in the positive promotion of other nations and races continues.
- Work on British identity and the many nationalities that make up the UK today will continue to be explored through assemblies and curriculum work, to celebrate the diversity and richness of our home.

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 Mary's R.C. 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 respect and accept individual's rights regarding sexual orientation, will tackle homophobia and will challenge any stereotyping, 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 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 Achievements

- Bullying of any description is dealt with seriously in school. Homophobic name-calling and abuse is dealt with in line with the Behaviour Policy but also through the RE & PHSCE curriculum.
- As a school community, we celebrate and acknowledge the differences between each one of us and we encourage all stakeholders to treat one another with due respect and understanding.
- Christ is at the centre of all we do and, as such, we promote tolerance, understanding and acceptance of one another, whoever we are.
- Bullying incidents are very rare and when they do occur, are treated very seriously.
- We follow a SRE programme 'In the Beginning' which educates the children about sex and relationships and underpins the Church's teaching about self respect and sense of worth.

Our Aims and Objectives

- We will continue to rigorously monitor incidents of bullying or name-calling that are of a homophobic or sexual nature and deal with them through discipline, education and discussion.

Community Cohesion

What do we mean by Community Cohesion?

St Mary's R.C. Primary 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.

Our Achievements

Teaching, Learning & Curriculum

- Anti-bullying week is celebrated each year through curriculum activities and assemblies and within our 'Being Healthy' weeks. The Bully Busters work hard year round to ensure that the issue of bullying is always under scrutiny.
- The school's Creative Curriculum focuses strongly on community and the role of self within it. Therefore, topics such as our Local History or World Wars examine social responsibility and the impact of events on the community. We also have focus weeks in which we learn about historic or current affairs relevant to our lives (e.g. WW1 week leading up to Remembrance Day 2014)
- The RE & PHSE curriculums focus sharply on community and looking after one another.
- Opportunities to learn from and with other schools within the locality are exploited. For example, links with St Cuthbert's High School and other local feeder high schools are strong and children from KS2 regularly visit the school to receive lessons in Enterprise, Sports and Performing Arts.
- The school enjoys links with neighbouring schools through collaborative work with School Councils.
- Other faiths are celebrated and taught throughout the curriculum.
- National events are commemorated and celebrated in school; Queen's Diamond Jubilee, Olympic Games, Tour De France, World Cup and Patron Saints days etc. All serve to promote and celebrate national identity and cements us as a community living together.
- Links with the R.C. Network are very strong; Headteacher works closely with colleagues in other R.C. schools through collaborative groups, attendance at R.C. network meetings and conferences and coming together for Inset training for staff and community events for pupils (Arts Festival, Relay of Prayer).

Equality & Excellence

- Vulnerable groups of children make very good progress in school.
- Children on FSM make good progress overall and clear provision is put in place to ensure the gap is narrowed between FSM and Non FSM children.
- Boys and girls both achieve well and teaching strategies are embedded throughout to engage and motivate boys in writing.
- SEN children make very good progress in school, often from very low starting points.

Engagement & Extended Services

- Links with the R.C. Network are very strong; HT works closely with colleagues in other R.C. schools through collaborative groups, attendance at R.C. network meetings and conferences and coming together for Inset training for staff and community events for pupils (Arts Festival, Relay of Prayer).

- Strong links with the Parish, Music Service, RANS, EP Service and LA advisors all contribute to ensuring that pupils have many opportunities to develop a broader perspective of their wider community and their role within it.
- Opportunities are sought for enrichment activities (educational visits, focus days and guests in school) to enhance the curriculum as well as helping the children better appreciate its relevance and deepen their understanding.
- Very strong links with St Mary's Parish define the school and the staff and pupils within; celebrations, opportunities for collective worship, fund raising and combined events (Family Nights, Young Family Masses, Easter Bonnet Parades, etc) all contribute to reinforcing the message of community and interdependence.
- A strong FPTA works closely with school to stage events for social gatherings or fundraising that involve children, staff and parents.
- Fundraising activities punctuate the school year; FPTA, Christmas Fair, St Joseph's Penny, St Mary's Church, international disaster reliefs, CAFOD and local foodbank, etc all communicate to the children the requirement to look after one another. We support local, national and global charities. Through such work, the children can see that our neighbour can take the form of any person in need or distress, regardless of their location in the global community.

Our Aims and Objectives

- Through continuing combined working, we will continue to build on the strong relationships and sense of community within and beyond school.
- Build up links further with our wider community.

We will evidence our effectiveness for OFSTED 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.
- That we have strong and positive relationships.

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

St Mary’s R.C. 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 – ‘*Keeping Children Safe in Education*’ and ‘*Keeping Children Safe in Education*’

This commitment is in line with our school’s current Safeguarding Policy and 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
- 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

Ensuring Equality Throughout

Publishing and Raising Awareness

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

Specific Duty

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

1. Publish sufficient information to demonstrate compliance with the general equality duty every four years, with an action plan review on at least an annual basis. This can include information on the effect that our school Policies and practices have on protected groups.

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

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

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 Officer. A summary will be provided for parents and published in our prospectus. 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:

- Inclusion & SEN Policy
- Racist Incident Reporting
- Behaviour Policy
- Anti-Bullying Policy

- Admissions Policy – this Policy outlines the criteria by which school places are allocated, giving preference to children who are Baptised Catholics.

Roles and Responsibilities

The Governing Body will:

- Ensure that the school meets the requirements of the Equality act 2010
- Intend to monitor the delivery of the Schools Single Equality and Community Cohesion Policy and Action Plan
- Ensure that all members of staff understand the importance of the policy and their role in delivering it
- Link the Equality Policy to the School Development Plan and school improvement priorities

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

The Governing Body will:

- Ensure sure the school complies with all current equality legislation
- Monitor the implementation of the Single Equality and Community Cohesion Policy Community Cohesion and Action Plan to check progress and assess impact on staff, pupils and parents
- Ensure that all Governors are aware of their legal responsibilities under equality legislation
- Receive and discuss regular equality and community cohesion reports on progress and performance
- Monitor achievement of equality targets
- Check that implementation of the Policy and Action Plan achieves improved outcomes for equality and community cohesion and people who share an aspect of their identity in relation to the protected characteristics of disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation
- Monitoring equality impact assessments
- Support the 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 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 out these actions
- 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
- One member of the senior management team will be identified as the co-ordinator for equality and community cohesion and will be involved in action planning, policy development and monitoring and evaluation

All Staff will:

- Recognise that they have a role and responsibility in their day-to-day work to:
 - promote equality, inclusion and good community relations
 - challenge inappropriate language and behaviour
 - tackle bias and stereotyping
 - respond appropriately to incidents of discrimination, victimisation and harassment and report these
- Highlight to the Senior Leadership Team any staff training or development that they require to carry out the above role and responsibilities
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society
- 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

- Work within the Rights and Responsibilities framework and we will adopt this as a school

Administrative, Ancillary, Supervisory and Support Staff

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

All our pupils are responsible for:

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

All our Parents and Carers are responsible for:

- Supporting our school in its implementation of this Single Equality and Community Cohesion Policy
- Following the school Policy through their own behaviour
- Ensuring their children attend and engage in the learning
- Inform staff about any prejudice related incidents that occur

Visitors and contractors are responsible for:

- Knowing and following our Equality Policy

Roles and Responsibilities

Members of staff and stakeholders will take responsibility for the following:

- The Headteacher will coordinate and monitor equality and community cohesion
- All staff will deal with incidents of discrimination, victimisation or harassment
- The Headteacher and SLT will monitor progress and attainment of learners from different groups and communities
- The Headteacher and Governors will monitor recruitment and career progress of staff from different groups and communities
- The Governing Body and Headteacher will make reasonable adjustment and provide support for disabled pupils

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 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, 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 Complaints 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 action taken as part of monitoring the Single Equality and Community Cohesion Policy.

This policy has been approved and adopted by staff and Governors

Signed (Chair of Governors) Date

Signed (Headteacher) Date

Subject Target No 1 Target: To strengthen the sense of community for the children, parents, staff and parish through:

Eliminate prohibited conduct relevant to:							
Disability	Gender	GR	PM	Race	Religion	SO	CC
X	X	X		X	X	X	X
Key Objectives	Leadership	Support	Resources	Success Criteria	Completion Date		
1. Broaden impact of Bully Busters, Playground Pals and Chaplains through Assemblies, whole school initiatives. 2. Embed 'Statements to Live By' – the programme underpins the RE & PHSCE curriculum directly tackles issues of prejudice and personal responsibility.	Head teacher SLT All Staff	Pupils Parents	Statements to Live By Meeting time Questionnaires	1. To have raised issues of bullying and different types through Assemblies and class presentations. Pupil questionnaires will demonstrate that children understand different types of bullying, how to tackle bullying behaviour and who to turn to in such circumstances. 2. Statements to Live By will continue to be issued each week and will form the basis for class based circle time and class/whole school collective worship.	1. Summer 2015 2. Summer 2015		

Advance Equality of Opportunity:							
Disability	Gender	GR	PM	Race	Religion	SO	CC
	X						
Key Objectives	Leadership	Support	Resources	Success Criteria	Completion Date		
<p>3.Ensure that both girls' and boys' attainment is equal in all areas.</p> <p>4.Continue to provide opportunities for staff development & CPD.</p>	<p>Headteacher SLT</p>	<p>Staff Governors</p>	<p>Staff meeting time New books for library – more boy friendly.</p>	<p>3.Boys' attainment at end of KS2 is comparable with girls. Pattern is evident across the school with boys' attainment close to girls.</p> <p>4.Staff development is in line with school priorities. Succession planning is developed and capacity built upon to ensure school is able to move forward.</p>	<p>Summer 2014 On-going</p>		

Fostering Good Relations:							
Disability	Gender	GR	PM	Race	Religion	SO	CC
				X	X		X
Key Objectives	Leadership	Support	Resources	Success Criteria	Completion Date		
5.Develop links with a multi-cultural/multi faith school to enhance understanding of different faiths.	Headteacher Deputy Headteacher	Parents Governors	Meeting time Extended schools funding/pupil premium (to facilitate opportunities for families on low incomes)	5.Communication with a contrasting school. Projects undertaken together leading to a better understanding and sympathy with another school in a different context.			

Monitoring and Evaluation

Key Monitor	Monitoring Strategy	Date	Evaluation	Date reported to Governors
Head				

Review

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