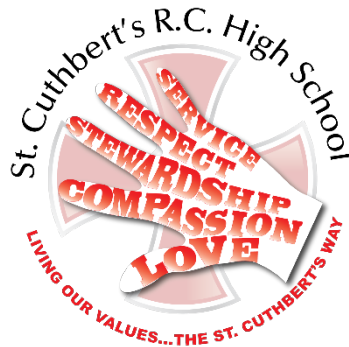




**St. Cuthbert's**  
Roman Catholic High School

# **WHOLE SCHOOL POLICY & PROCEDURES**

## **SINGLE EQUALITY & COMMUNITY COHESION**



### **Mission Statement**

*'The Lord God requires of us that we should help others whenever we can,  
always make the right choices and be the best that we can be in everything that we do'.*

Policy: Single Equality & Community Cohesion

Type: Statutory

Website: Yes

Author: Mr D Shields

Approved: September 2021

Review: September 2022

Full Review: September 2024

Frequency: three years

Delegated: Governors - Full

Notes:

Each year we review the public sector equality duty and update this annually

Each year we review the progress made towards our equality objectives which are revised every 3 years in line with this policy.

## **Contents of the policy**

1. Foreword from Rochdale MBC
2. Introduction
3. Local and School Context including mission statement
4. Involvement of staff, students and parents developing our policy
5. Specific Equality Areas: some need looking at in terms of achievements/ next steps  
Definition / Our Commitment / Our achievements / Our next steps–
  - Disability
  - Gender
  - Gender Reassignment
  - Pregnancy and Maternity
  - Race
  - Religion or Belief
  - Sexual Orientation
6. Community Cohesion
7. Safeguarding and preventing radicalisation
8. Impact assessment
9. Consultation and Information
10. Publishing and raising awareness
  - Specific Duties
11. Monitoring
12. Links with other school policies
13. Roles and Responsibilities
14. Breaches of the policy

## 1. 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 reflects 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 students 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 students. 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 students (mainly present and prospective students and where relevant former students 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 students, 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, including section 149 our Public Sector Equality Duty.

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 by April 2012.

## **Our Public Sector Equality Duty**

We welcome and actively embrace our legal responsibilities under the Equality Act 2010. The Public Sector Equality Duty requires us to pay due regard to the following: 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010. 2. Advance equality of opportunity between people from different groups. This involves considering the need to: a. Remove or minimise disadvantages suffered by people due to their protected characteristics b. Meet the needs of people with protected characteristics c. Encourage people with protected characteristics to participate in public life or in activities where their participation is low. 3. Foster good relations between people from different groups. This involves tackling prejudice and promoting understanding between people from different groups. We understand the principal of the Equality Act 2010 and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

As schools are already aware, avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all students. 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.

### **For more information contact**

Muhammad Abdulaleem  
Equality & Community Cohesion Officer  
[muhammad.abdulaleem@rochdale.gov.uk](mailto:muhammad.abdulaleem@rochdale.gov.uk)

## **2. INTRODUCTION**

We welcome the equality duties on schools, and regard these as essential for achieving the very best for all our learners and our school community. 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.

This 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.

In the development of this Single Equality and Community Cohesion Policy St. Cuthbert's R.C. High 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 students,

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 student 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 student 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 students 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 students 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. Cuthbert's R.C. High School's sees this Single Equality and Community Cohesion Policy as a living document and we will continuously review the action plan in consultation with students, 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.

St. Cuthbert's R.C. High School is committed to ensuring that the public sector duty is complied with by ensuring we:

- eliminate prohibited conduct
- advance equality of opportunity
- foster good relations within the community and school

The overall objective of St. Cuthbert's R.C. High School's this 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 – students, staff, governors, parents and community members. Partners and contractors are also expected to abide by the policy.

*\*In accordance with the Trust Deed of the school and the subsequent distinctive nature of St. Cuthbert's R.C. High School as a Catholic school, the posts of Head teacher and Deputy Head teachers and Head of RE are reserved for practising Catholics. This reflects our Mission to promote excellence in education and pastoral care rooted in and sustained by the life and teachings of Jesus Christ and His Church.*

The policy is available on request from Mrs G Davis, Clerk to the Governors at the school.

If your preferred language is not English, or for those who are blind or partially sighted, please contact us on **01706 647761** to make arrangements to help you with this document.

**Name of School:** St. Cuthbert's R.C. High

**School Head Teacher:** Mr D Shields

**Chair of Governors:** Mr Dave Conlon

**Date policy was created:** November 2009 as the Single Equity Policy

**Approved by the Governors:** September 2021

**Fully revised:** July 2021

**Policy to be reviewed:** September 2024

**Annually review progress towards equality targets and public sector equality duty**

### **3. 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 students achieved a good level of development at the end of the early year's foundation stage (age 5).
- In 2012, 77% of students left Primary School attaining national standards (Level 4 & above in English and maths).
- 52% of students 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).

### **Labour Market & Out of Work Benefits**

- From the population aged 16 to 74, the 2011 Census reported 101,003 residents economically active and 51,739 economically inactive. There are 9,334 unemployed people and from that number 1,614 have never worked.
- In 2012, 62.5% of the Work Age Population (WAP) was in employment, fewer than local (68.8%) and national (70.7%) comparators, although greater proportion of economically inactive residents 'wants a job'.
- There were 7,368 JSA claimants in April 2013; twice the number of males compared to females. This figure represents 5.2% of WAP for Rochdale, compared to 4.2% regionally and 3.7% nationally.
- There are 27,740 total benefits claimants in Rochdale Borough (Nov 2012), representing 20.4% of WAP. ESA and incapacity benefits have the largest number of claimants (13,030).

\* Figures are based on snapshot data obtained from 2011 Census

## **SCHOOL CONTEXT**

### **MISSION STATEMENT**

**The Lord God requires of us that we should help others whenever we can, always make the right choices and be the best that we can be in everything that we do.**



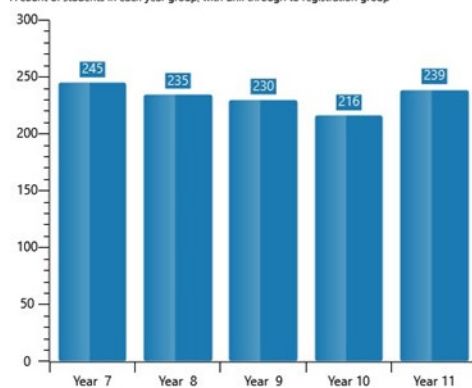
St Cuthbert’s is a Voluntary Aided Catholic School of Salford Diocese. Currently there are 1,165 on roll. The total number of students per year group is demonstrated on the ‘student totals by year group’ below. The standard number of entry is 240 in each year group. Baptised Catholics making up the majority of the intake from 9 parishes of the Rochdale Deanery (see total by religion graph). A growing number of applications are received from children from backgrounds other than Catholic across Rochdale and occasionally beyond.

Data from 2016 indicates that St Cuthbert’s is in the bottom 20% most deprived secondary schools in the England, with attainment at key stage 2 significantly below the national average.

Below are graphs to demonstrate the profile of our students (accurate September 2020)

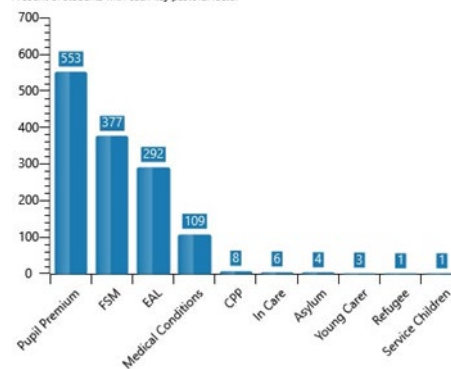
Student Totals by Year Group

A count of students in each year group, with drill through to registration group



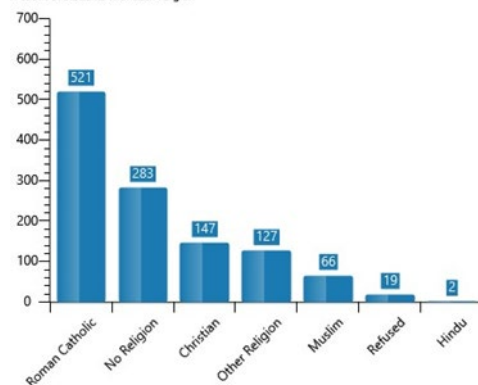
Student Totals by Key Pastoral Factors

A count of students with each key pastoral factor



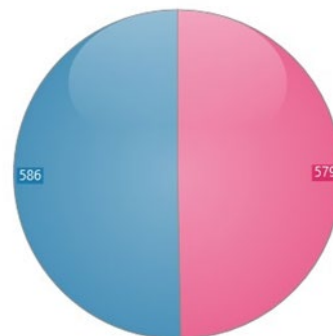
Student Totals by Religion

A count of students with each religion



Student Total by Gender

A count of students by gender



#### 4. INVOLVEMENT OF STAFF, STUDENTS AND PARENTS DEVELOPING OUR POLICY

The involvement of a diverse group of people will be instrumental in shaping this policy and our everyday culture and ethos. We will strive to involve the full diversity of our School and community, recognising that people who share an aspect of their identity in relation to race, disability, gender, age, sexual orientation and religion or belief are best placed to identify key issues for us to address.

In developing our policy we will involve staff, students and parents in the following ways,

as and when appropriate:

- Focus groups
- Involvement of the school council
- Staff training and surveys
- Parental surveys

### **ONGOING INVOLVEMENT**

We have strategies in place to promote the participation of students in decision-making and in making a positive contribution to school life. We will embed equalities into these strategies so that learners from diverse backgrounds are involved in shaping provision and improving practice.

We ensure that outcomes from these involvement activities are acted upon by the school's senior leadership team.

### **INFORMATION GATHERING**

We will collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in equalities. Our approach to equality of opportunity helps us to more effectively monitor our progress and performance, as our students and staff may face more than one barrier to achieving their full potential.

### **STUDENTS**

We will gather information on students, disaggregated by gender, race and disability, on;

- Admissions
- Attendance
- Achievement and progression
- Rewards and sanctions
- The views of the student body, including the Student Council and wider Student surveys
- Take up of extended school provision and extracurricular activities
- Other equality information for example complaints and incidents of race discrimination or bullying

### **STAFF**

We will gather information on staff. We will monitor, by race, disability and gender:

- Staff recruitment and retention
- CPD
- Promotion
- Disciplinary, grievance and competency
- Outcomes of appraisals and review processes
- Student surveys

Priorities will be determined and demonstrated in the School Strategic Improvement Plan for Personal Development

### **Structure of our Single Equality and Community Cohesion Policy**

This policy document is designed to give a background to St. Cuthbert's R.C. High 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
- Our next steps for each of the protected equality characteristics

## **5. 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. Cuthbert's R.C. High School** is committed to promoting an ethos that safeguards the dignity and wellbeing of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their disability.

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

We are committed to promoting equality of opportunity for disabled students, 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**

- Accessible toilet facilities are available in school for adults and children. Lifts provide access to all main teaching blocks.
- Disabled access.
- Door exit buttons are situated at low levels. Disabled changing

facilities.

- Designated disabled car parking in each car park
- Inclusive curriculum based activities to raise awareness and improve understanding of disability issues amongst students and staff.
- Assistive technology can be provided for those who require it. If a child needs assistive technology we may apply to the authority for an assessment.
- Increased the extent to which disabled students can access and participate in the curriculum and provide long term alternative arrangements where necessary.
- Any auxiliary aids that are required are purchased to ensure disabled students have fair access to lessons.
- Disabled students will have full access to all excursions, trips and the curriculum, Any withdrawal from subjects is rare and carefully considered to meet student's needs.
- Students with disabilities have a care plan and/or a student passport which is shared with staff through class charts and is reviewed at least once a year.
- Any strategies to attract or assist disabled people to be represented on a range of partnership bodies, including Governing bodies, senior management team etc.
- There are equal opportunities for disabled employees.
- Marketing and communication include positive images of disabled people and their abilities.
- Improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided;
- We have an equality pupil council who look at various equality issues within school.

Please see the accessibility policy, report and plan for further details on accessibility.

### **Our next steps**

- Ongoing training for staff to ensure best practice for students with disabilities, especially as student's needs change and for students with low incidence disabilities.
- Ensure greater staff awareness of students needs and support through annually reviewing the student passports and individual care/ health care plans.
- Further curriculum based activities to raise awareness and improve understanding of disability issues amongst students and staff within the personal development curriculum.
- Continue to ensure disabled students have continued full access to all trips
- Continue to ensure disabled students have fair access to lessons. (If auxiliary aids are required then they are purchased to support access.)
- Continue to monitor and develop the building and equipment to ensure that they are serviced, safe and accessible..
- Continue to review and improving the physical environment of schools to enable disabled students to take better advantage of education, benefits,

- facilities and services provided;
- Continue to develop the curriculum to promote tolerance and understanding of diversity and equality.

## **GENDER**

### **St. Cuthbert's R.C. High school is not a single sex school.**

#### **What do we mean by Gender Equality?**

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

#### **Our commitment**

St. Cuthbert's R.C. High 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**

- All aspects of the curriculum are open to all students
- Gender violence and domestic violence are covered as part of the curriculum
- Gender issues such as sexualised bullying and sexual exploitation are covered as part of the curriculum
- Excellent safeguarding, pastoral and additional support available within school for gender violence and domestic violence.
- Staff swiftly respond to the information children receive from the internet, films and magazines where different genders are objectified or portrayed in a demeaning way and will adapt and cover these issues as part of the curriculum as necessary. Where appropriate and necessary this may be worked on individually with the pastoral or safeguarding team.
- School council has a mix of male and female students
- Gender issues are analysed each year when analysing results.
- Gender issues are considered in student progress meetings.
- We have an equality pupil council who look at various issues, including gender equality, within school.

**Other points related to staff:** The school works closely with the authority and within the authority guidelines for with regards to pay and grading.

- Flexibility for staff regarding part time working.
- Parental Leave for parents of children under 5 years old (18 if disabled).
- We have committed to guaranteeing that all fair recruitment procedures are followed in relation to any advertised post congruent with our foundation as a Catholic school.
- School ensures that all fair recruitment procedures are followed in relation to any advertised posts

### **Our next steps**

- Development of a PSHE programme which covers gender issues as part of this package.
- Continue to develop the curriculum to promote tolerance and understanding of diversity and equality.

## **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. Cuthbert's R.C High School is committed to promoting an ethos that safeguards the dignity and wellbeing of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because 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:**

- When students decide to disclose meetings are arranged with both students and their parents/ careers to identify how they would like to move forwards and what they would like to happen within school.
- Bespoke packages through the safeguarding and pastoral teams where appropriate are put into place.
- Ensure access to appropriate facilities as determined by the student and family e.g. toilets, changing facilities.
- School respects the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.
- We have an equality pupil council who look at various issues within school

- We have a LGBTQ+ focus group within school made up of students and staff to work collaboratively to improve the support within school.
- Specific staff training to support understanding of LGBTQ+

**Other points related to staff:**

- School does not discriminate against staff who are absent from employment as a result of gender reassignment.
- School ensures that all fair recruitment procedures are followed in relation to any advertised posts.
- School respects the confidentiality of those seeking gender reassignment and provides a supportive environment within our school community.

**Our next steps:**

- Eliminating prohibited conduct, advancing equality of opportunity and fostering good relations.
- Ensuring students are exposed to positive images for gender reassignment
- Continue to develop support for students and staff who identify as gender reassigned.
- Continue to develop opportunities within the curriculum to allow for developing understanding of and discussion about gender reassignment, including through our relationship education and personal development curriculum.
- Continue to develop the curriculum to promote tolerance and understanding of diversity and equality.
- Continue to focus on staff training and understanding to improve understanding of LGBTQ+ communities
- Continue to work towards the Rainbow Flag Award
- Continue to work with the school council equality focus group and the LGBTQ+ focus group to continue to develop support for young people.

**PREGNANCY AND MATERNITY**

**What do we mean by pregnancy and maternity?**

Treating a woman (or a female student 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. Cuthbert's R.C. High 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 students or staff to ensure that they are not treated less favourably because they are pregnant or breastfeeding.

We will not discriminate against students or staff in absences related to pregnancy and maternity. We also will uphold the rights of males to take Paternity Leave as appropriate

under the local Authority Scheme.

The school supports, and fully complies with, Rochdale Teachers' Maternity Scheme and the Rochdale Teachers' Adoption Scheme. These same principles are also afforded to support staff.

Comprehensive risk assessments carried out regularly for staff or students who are pregnant and on their return to work.

### **Our achievements**

- We eliminate prohibited conduct, advance equality of opportunity and foster good relations.
- Staff are able to return to work for 10 'keeping in touch days' days before their official return date. Any returning teacher who is still breast feeding must be made provision for.
- Any parent or visitor who needs to breast feed in school will be given a private place to do so.
- Any pregnant female student will be supported in our inclusion centre and can access both mainstream education and an alternative curriculum, dependent on the individual's needs.
- School supports, and fully complies with, Rochdale Teachers' Maternity Scheme and the Rochdale Teachers' Adoption Scheme. These same principles are also afforded to support staff

### **Our next steps**

- Continuing to seek ways to eliminate prohibited conduct, advance equality of opportunity and foster good relations.
- To provide an identified quiet space for any person wishing to breast feed.
- Support staff returning from Maternity Leave by providing the opportunity to take up to 10 KIT (keeping in touch days) days before their official return date.
- Continue to develop the curriculum to promote tolerance and understanding of diversity and equality.

## **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. Cuthbert's R.C. High School is committed to promoting an ethos that safeguards the dignity and wellbeing of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We recognise that race



discrimination, harassment and victimisation may be experienced by all in a number of ways, including day-to-day interaction with fellow students, staff and visitors.

The School also recognises that Black, Asian and Minority Ethnic students 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**

- Our curriculum promotes tolerance and understanding of diversity and equality
- Any racist or discriminatory incidents or harassment reported to staff are dealt with sensitively and promptly.
- We analyse performance data and school based data to determine any underachievement.
- We seek to make links with organisations and prospective visitors that provide positive role models.
- Ensure the school staff (both permanent and temporary), students and their families as well as our partners and the wider community fully understand the principles of tolerance and equality,
- Curriculum based activities to raise awareness and improve understanding of race equality amongst students and staff.
- Have a clear code of conduct and expectations of behaviour which promotes equality and tolerance of diversity.
- Improve communication with parents requiring translated documents these area available on request.

### **Our next steps**

- Continue to develop the curriculum to promote tolerance and understanding of diversity and equality.
- Promoting activities that celebrate our common experience as well as those that recognise diversity and foster understanding and respect for the culture of all your students and their families;
- Develop and update our EAL policy.
- Develop EAL student information sheets for students identified as new to English or at an early acquisition stage
- Continue to develop the curriculum and strategies to support learners who are at early stages of language acquisition.
- Ongoing training for staff to ensure best practice for EAL students.

- Continue to work with the Traveller Achievement Service to support the attendance and academic progress of students from traveller backgrounds.
- The equality council are setting up focused drop in sessions for students to come and discuss concerns/ issues/ difficulties in relation to race.
- Increased curriculum changes to reflect the different and changing demographics at school and in society

## **Religion or Belief –**

St. Cuthbert's R.C. High School is a Roman Catholic school. We welcome all students and adults into our community in accord with our inclusive ethos as a Catholic school and its distinctive Mission and Foundation.

### **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**

St Cuthbert's RC High 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 students, 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, students 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.

**We recognise that as religious school we are not required to complete this section but in the interests of tolerance and inclusion we have identified the following achievements and next steps.**

### **Our achievements;**

- Have school chaplains and opportunities to participate in the Catholic faith whether Catholic or not.
- Curriculum work addressing tolerance and understanding of Religion or belief.

- School has taken positive action to help recruit staff from underrepresented religious communities.
- Promotes and encourages people's religion or beliefs – whether Catholic or other or non-belief.
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, and notify complainants of the outcomes and action taken;
- Prevent discrimination, and to promote equality of opportunity and good relations between members of different religions or belief groups.
- Keeping accurate records of all religion or belief groups, their backgrounds and needs and how the school responds to them
- Ensure the school staff (both permanent and temporary), students and their families as well as our partners and the wider community fully understand the principles of tolerance and good religion or belief relations.

### **Next steps**

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the religion or belief of all your students and their families;
- Encouraging students and their families of all religion or belief groups to participate fully in all aspects of school life;
- Promote the active participation of different religion or belief communities in shaping the future of school;
- Countering myths and misinformation that may undermine good community relations
- Expand access across all communities and in all areas of school activity.
- Encouraging dialogue between students of different religions or belief groups.

## **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. Cuthbert's R.C. High School is committed to promoting an ethos that safeguards the dignity and wellbeing of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their sexual orientation.

The School will combat discrimination faced by lesbians, gay and bisexual (LGBT+) people. We want to ensure equality of opportunity for LGBT+ 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 LGBT+ communities, both internally and to the community as a whole.

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

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

#### **Our achievements**

- We signpost support services for any member of our school community who may need support.
- We make referrals for support appropriately
- Staff and students who are LGBT+ are well represented within the school community.
- Student voice indicates that students feel our school is welcoming to any student or member of staff who is LGTB+.
- We have an equality pupil council who look at various issues within school
- We have a LGBTQ+ focus group within school made up of students and staff to work collaboratively to improve the support within school.
- Specific staff training to support understanding of LGBTQ+

#### **Our next steps**

- Eliminating prohibited conduct, advancing equality of opportunity and fostering good relations.
- Continue to develop support for students and staff who are LGBTQ+.
- Continue to develop opportunities within the curriculum to allow for developing understanding of and discussion about gender reassignment to further students' knowledge and understanding.
- Continue to develop the curriculum to promote tolerance and understanding of diversity and equality, including through our relationship education and personal development curriculum.
- Continue to focus on staff training and understanding to improve understanding of LGBT+ communities.
- Continue to work towards the Rainbow Flag Award
- Continue to work with the school council equality focus group and the LGBTQ+ focus group to continue to develop support for young people.

## **6. COMMUNITY COHESION AND BRITISH VALUES**

### **COMMUNITY COHESION**

#### **What do we mean by Community Cohesion?**

St. Cuthbert's R.C. High 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 are committed to promoting British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs within school.

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**

- We promote rights and responsibilities throughout school based upon our core values, Values of Service, Respect, Stewardship, Compassion and Love.
- Promote British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs within school through the curriculum and around school.
- Continuing to build on what we are already doing – creating a sense of shared values.
- Through teaching, learning and curriculum, and the quality of relationships inherent in our culture and ethos students are encouraged to respect others and value diversity, to develop their skills to take responsible action. Curriculum planning across all subject areas has highlighted opportunities to promote community cohesion.
- St. Cuthbert's R.C. High School has Healthy School status and encourages healthy eating and living.
- We participate in anti-bullying week. We believe that everyone in our school has the right to be Safe, Happy and Successful. We have a robust anti bullying policy in place and all allegations of bullying are investigated immediately.

- The curriculum provides a broad range of experiences that contribute well to the students' achievement and to their spiritual, moral, social and cultural development. The principles of British values are inherent in what we do. Christian values and SMSC values are taught within RE and throughout the wider curriculum. The religious nature of our school helps in this respect and gives a great deal of attention to aspects of fairness; tolerance, especially of others' views and show pride and respect for being part of British society.
- Our students engage in fundamental human questions of about the purpose and meaning of life, where they come from, where they are going. This enables them to challenge their place in the world and their contribution to it.
- We encourage our children to act in a moral manner such as following the example of Jesus by encouraging students to make decisions based on what God would want us to do. This enables them to become British citizens who are guided by their moral conscience.
- The children at St. Cuthbert's R.C. High School acknowledge that they have an opportunity to make a positive contribution to society. This provides our children with opportunities to put their faith into action by fundraising for charities. The whole school community also contributes to charities such as CAFOD, St Joseph's Penny and Local Food Banks.
- The students learn about the Catholic culture, e.g. teaching students the ways in which we do things as Catholics, the rites, rituals, customs and practices. The children also learn about other faiths such as Islam, Judaism, Hinduism and Sikhism. This has an impact for our children as they know why they can command respect for their own faith and they in turn respect the culture of others in society.
- School actively promotes equality and excellence, we strive to ensure all have opportunities to reach their full potential, and remove variations in learning outcomes from different community groups.

#### **Our next steps**

- Develop an understanding in students that they all have a responsibility to their shared future. To emphasise mutual respect and honesty between different groups including young people and adults. Through the curriculum and the school community
- Through the curriculum, make visible to the whole school community the necessity of fairness and trust.
- To make the world a better place for everyone. To have strong and positive relationships
- To develop, launch and implement a "Respect" campaign for all students, providing structure and guidance on making a positive contribution to our local and wider communities.

## **7. SAFEGUARDING AND PREVENTING RADICALISATION**

### **Safeguarding & Building Resilience**

St. Cuthbert's R.C. High 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 and Child Protection policy 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 students by

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are particularly vulnerable to extreme views / radicalisation, and taking appropriate action in accordance with the schools Safeguarding procedures with the aim of making sure they are kept safe both at home and in our school setting.
- making appropriate referrals to the Local Authority for early intervention and support where necessary
- ensuring that staff member(s) or governor(s) responsible for safeguarding are kept fully aware of their responsibilities, by attending relevant training and briefings
- letting staff, parents and students 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 students and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which

can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Prevent can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, on line safety and extreme political views.

Our school is committed to

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

We recognise that some young people, who are vulnerable to extreme views, may find it difficult to develop a sense of self-worth and to view the world in a positive way. We also recognise that their behaviour may be challenging at times, and that some may cause offence or harm to others.

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

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

## **8. IMPACT ASSESSMENT**

The aims and objectives (our next steps) of this policy will be reviewed regularly and their impact assessed to evaluate the implementation of our Single Equality and Community Cohesion Policy to ensure its effectiveness.

We will continue to review our policies and practices in relation to meeting our duties set out under the Equality Act 2010. 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.



## **9. CONSULTATION AND INFORMATION**

The school will use a variety of ways to collect data and views for the review of the Equality, Diversity and Community Cohesion Policy:

- Questionnaires Comments from website Staff meetings
- Parents meetings
- Monitoring and evaluation data Results and assessment data
- School council
- Governing Body meetings

## **10. WORKING IN PARTNERSHIP**

We recognise that achieving equality, inclusion and good community relations involves working effectively and in partnership with others, including parents, community groups and local organisations.

We do this by;

- Working with Rochdale Additional Needs Service to support students with additional needs that are currently on roll.
- Information on Parents' Evenings and meetings is advertised for all and is specifically targeted to our hard to reach groups.
- We have formed strong links with our feeder primaries through our Transition programme and the use of the LINC.
- Promoting Healthy Schools initiatives by increasing opportunities to support parents
- Training staff on specific equality issues, as appropriate, for example on LGBT issues.

## **PUBLISHING AND RAISING AWARENESS**

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

### **Specific Duty**

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

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

We will also

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

### **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 it on our website

- making it available on request
- providing a summary in our prospectus, including our vision and key priorities

## **12. 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.

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 policy is reviewed as part of the 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, students, 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*.

## **12. LINKS WITH OTHER SCHOOL POLICIES**

School policies that link with, and have informed this policy include:

- Inclusion and SEN Policy
- Racist Incident Policy
- Anti-Bullying Policy
- Pay Policy
- Admissions Policy
- Safeguarding Policy, including Prevent
- Staff Code of Conduct
- Behaviour Policy

- Curriculum Policy
- Appraisal Policy
- Maternity and Paternity Leave Policy

### **13. 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, students 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 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 cooperation
- Ensure staff, students, parents/carers and any other interested stakeholders are aware of this Single Equality and Community Cohesion Policy, their roles and responsibilities in implementing it, and receive training and support in carrying these actions out.
- Monitor to ensure effective implementation of the Single Equality and Community Cohesion Policy Action plan
- Provide regular reports for governors on progress and performance
- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this policy
- Assess and monitor the impact of the policy through developing the action plan

- Making sure the policy is readily available and that the governors, staff, students 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
- Reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that equality is promoted

**All Staff will also ensure that students 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 we have adopted as Rights Respecting 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 Students 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 students to learn
- Learning to treat each other's with respect and report incidents of discrimination to an adult
- Working within the Rights and Responsibilities framework we have adopted as Rights Respecting School

**All our Parents and Carers are responsible for:**

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

**Visitors and contractors are responsible for:**

- Knowing and following our equality policy

**14 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.

**Action plan – to be shared with governors, staff and parents.**

| <b>Area of single equality</b> | <b>Next steps</b>   | <b>Review Planned</b> |
|--------------------------------|---|-----------------------|
| Disability                     | <ul style="list-style-type: none"> <li>• Ongoing training for staff to ensure best practice for students with disabilities, especially as student’s needs change and for students with low incidence disabilities.</li> <li>• Ensure greater staff awareness of students needs and support through annually reviewing the student passports and individual care/ health care plans.</li> <li>• Further curriculum based activities to raise awareness and improve understanding of disability issues amongst students and staff within the personal development curriculum.</li> <li>• Continue to ensure disabled students have continued full access to all trips</li> <li>• Continue to ensure disabled students have fair access to lessons. (If auxiliary aids are required then they are purchased to support access.)</li> <li>• Continue to monitor and develop the building and equipment to ensure that they are serviced, safe and accessible.</li> <li>• Continue to review and improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided;</li> <li>• Continue to develop the curriculum to promote tolerance and understanding of diversity and equality.</li> </ul> |                       |
| Gender                         | <ul style="list-style-type: none"> <li>• Development of a form time programme which covers gender issues as part of this package.</li> <li>• Continue to develop the curriculum to promote tolerance and understanding of diversity and equality.</li> </ul>  |                       |

|                         |   |  |
|-------------------------|---|--|
|                         | <ul style="list-style-type: none"> <li>• Continue to use the equality focus group in the school council to obtain students views and continue to improve equality within school</li> </ul>  |  |
| Gender reassignment     | <ul style="list-style-type: none"> <li>• Eliminating prohibited conduct, advancing equality of opportunity and fostering good relations.</li> <li>• Ensuring students are exposed to positive images for gender reassignment</li> <li>• Continue to develop support for students and staff who identify as gender reassigned.</li> <li>• Continue to develop opportunities within the curriculum to allow for developing understanding of and discussion about gender reassignment, including through our relationship education and personal development curriculum.</li> <li>• Continue to develop the curriculum to promote tolerance and understanding of diversity and equality.</li> <li>• Continue to focus on staff training and understanding to improve understanding of LGBT+ communities</li> <li>• Continue to work towards the Rainbow Flag Award</li> <li>• Continue to work with the school council equality focus group and the LBGTQ+ focus group to continue to develop support for young people.</li> </ul> |  |
| Pregnancy and maternity | <ul style="list-style-type: none"> <li>• Continuing to seek ways to eliminate prohibited conduct, advance equality of opportunity and foster good relations.</li> <li>• To provide an identified quiet space for any person wishing to breast feed.</li> <li>• Support staff returning from Maternity Leave by providing the opportunity to take up to 10 KIT (keeping in touch days) days before their official return date.</li> <li>• Continue to develop the curriculum to promote tolerance and understanding of diversity and equality.</li> </ul>  |  |
| Race                    | <ul style="list-style-type: none"> <li>• Continue to develop the curriculum to promote tolerance and understanding of diversity and equality.</li> </ul>  |  |



|                    |  |  |
|--------------------|--|--|
|                    | <ul style="list-style-type: none"> <li>• Promoting activities that celebrate our common experience as well as those that recognise diversity and foster understanding and respect for the culture of all your students and their families;</li> <li>• Develop and update our EAL policy.</li> <li>• Develop EAL student information sheets for students identified as new to English or at an early acquisition stage</li> <li>• Continue to develop the curriculum and strategies to support learners who are at early stages of language acquisition.</li> <li>• Ongoing training for staff to ensure best practice for EAL students.</li> <li>• Continue to work with the Traveller Achievement Service to support the attendance and academic progress of students from traveller backgrounds.</li> <li>• The equality council are setting up focused drop in sessions for students to come and discuss concerns/ issues/ difficulties in relation to race.</li> </ul> |  |
| Religion           | <ul style="list-style-type: none"> <li>• Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the religion or belief of all your students and their families;</li> <li>• Encouraging students and their families of all religion or belief groups to participate fully in all aspects of school life;</li> <li>• Promote the active participation of different religion or belief communities in shaping the future of school;</li> <li>• Countering myths and misinformation that may undermine good community relations</li> <li>• Expand access across all communities and in all areas of school activity.</li> <li>• Encouraging dialogue between students of different religions or belief groups.</li> </ul>  |  |
| Sexual orientation | <ul style="list-style-type: none"> <li>• Eliminating prohibited conduct, advancing equality of opportunity and fostering good relations.</li> <li>• Continue to develop support for students and staff who as LGBTQ+.</li> <li>• Continue to develop opportunities within the curriculum to allow for developing</li> </ul>  |  |

|  |   |  |
|--|---|--|
|  | <p>understanding of and discussion about gender reassignment to further students' knowledge and understanding.</p> <ul style="list-style-type: none"> <li>• Continue to develop the curriculum to promote tolerance and understanding of diversity and equality, including through our relationship education and personal development curriculum.</li> <li>• Continue to focus on staff training and understanding to improve understanding of LGBT+ communities.</li> <li>• Continue to work towards the Rainbow Flag Award</li> <li>• Continue to work with the school council equality focus group and the LBGTQ+ focus group to continue to develop support for young people.</li> </ul>                             |  |
| <p>Community cohesion and British values</p> | <ul style="list-style-type: none"> <li>• Develop an understanding in students that they all have a responsibility to their shared future. To emphasise mutual respect and honesty between different groups including young people and adults. Through the curriculum and the school community</li> <li>• Through the curriculum, make visible to the whole school community the necessity of fairness and trust.</li> <li>• To make the world a better place for everyone. To have strong and positive relationships</li> <li>• To develop, launch and implement a “Respect” campaign for all students, providing structure and guidance on making a positive contribution to our local and wider communities.</li> </ul> |  |