



Single Equality and Community Cohesion Policy **October 2020-2022**

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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 pupils in order to succeed.

This policy serves essentially two purposes:

1. To set out a school's overall commitment to equality and community cohesion in one central document for past, present and prospective pupils. The Policy therefore contains the school's approach to all relevant protected characteristics of: **Disability, Gender, Gender reassignment, Pregnancy and maternity, Race, Religion or Belief, and Sexual orientation;**
2. How the school will manage, plan and include its Single Equality and Community Cohesion Policy within its day to day work.

Schools also have obligations as employers and a service provider against the protected characteristics of Age and Marriage and Civil partnerships. These obligations are not covered in this framework as this policy is concerned with a school's obligations to its pupils (mainly present and prospective pupils and where relevant former pupils and staff). Separate policy guidance covering recruitment and employment is available from Schools Personnel team and the Local Authority.

This Single Equality and Community Cohesion Policy will help schools ensure that they focus more on the outcomes that matter to pupils, community and people who use their services; and that their services are more accessible and delivered effectively. This policy provides a framework for the school to **eliminate prohibited conduct, advance equality of opportunity and foster good relations** in a proactive way.

The Single Equality and Community Cohesion Policy is based on the Equality Act 2010. Much of what is required of schools is already being carried out by them. The main new provisions in the Equality Act 2010 are:

- new disability discrimination provisions (direct disability discrimination, indirect disability discrimination and discrimination arising from disability)
- new protected characteristics:
- new positive action provisions

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

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

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Introduction

There were a number of statutory duties that the school was required to meet prior to the Equality Act 2010. As such, with the implementation of this act and the harmonisation of previous legislation, this policy will refer to the Equality Act 2010 and its various provisions as the legislative framework through which this Single Equality and Community Cohesion Policy will operate.

In the development of this Single Equality and Community Cohesion Policy, Bamford Academy 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.

Bamford Academy 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.

- eliminating prohibited conduct
- advancing equality of opportunity
- fostering good relations

Local and School context

Population:

Rochdale Borough population in 2015 was estimated to be 214,195; 49% Male and 51% Female.

- The breakdown of age population is; 21% are under 16, 63% are between the ages of 16 and 64, and 16% are 65 & over. There are 134,650 residents of work age population (16 to 64).
- Older people aged 65 & over represent 34,300 of the Borough's population; 4,200 are aged 85 & over and 1,470 are aged 90 & over.
- There are 93,000 households across Rochdale Borough (2015 Mosaic Profile). Of these, 5,691 are occupied by young families (under 35) with a further 29,239 by older families (aged 36-65). Older people households make up 23,153 households, representing 25% of all households in Rochdale.
- 5,311 households are occupied with no adults in employment with dependent children. (2011 Census)
- There are 26,609 households with one or more person with a limiting long-term illness (30.4%) (2011 Census)

Ethnicity, Identity, Language & Religion (Census 2011):

- 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:

- Life expectancy in Rochdale is lower than the England average with males expected to live to the age of 77.2 and females 80.7.
- The biggest contributors to the gap in life expectancy between the borough and England are circulatory disease for males and cancer for females.
- Lifestyles and unhealthy behaviours are a major issue in the borough, smoking prevalence is high (22%), as are levels of excess weight in adults (69.7%).
- 23,260 carers across Rochdale provide unpaid care, with 6,105 providing 50 or more hours per week.

Education & Qualifications:

- In 2016 63% of pupils achieved a good level of development at the end of the early year's foundation stage (age 5).
- 51% of pupils reached the expected standard at Key Stage 2 (Level 4 & above in reading, writing and maths), just 1% below the national comparator.
- 56% of pupils achieved 5+A*-C including English and maths in 2016 when leaving secondary school.
- A high proportion of borough residents have no qualifications (13.9%) and just 66.1% have at least NVQ Level 2 qualifications.

Labour Market & Out of Work Benefits

- The employment rate for 16-64 year olds in the borough is 61.7%, which is lower than regional and national averages. 7.3% are unemployed and 67.5% are economically active
- Of those who are economically inactive, 13,100 are long-term sick (30.2%) whilst 11,600 (26.8%) want a job.

- There are 15,200 workless households in the borough, containing an estimated 7,000 children.
- There are 21,800 total benefits claimants in Rochdale Borough (May 2016), representing 16.2% of the working age population. ESA and incapacity benefits have the largest number of claimants (12,390).

School Context:

Bamford Academy situated in Bamford in the town of Rochdale Borough in and has approximately 340 pupils on roll, aged between four and eleven.

Other information:

- The linguistic diversity of staff includes Spanish, Romanian, Arabic, Urdu and Punjabi speaking staff members
- We have a relatively small percentage of free school meal pupils however this masks the true number of entitlement as parents do not often claim
- pupil population is approximately 50% British White, 50% other ethnicities
- pupils with English as an additional language is small in number
- pupils with Special Educational Needs and disability requirements are increasing and school data would indicate a changing community
- Bamford Academy is a mixed gender school
- The religious diversity profile at the school is mixed Christian and Muslim.

Structure of our Single Equality and Community Cohesion Policy

This policy document is designed to give a background to Bamford Academy 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

Bamford Academy 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 ensure that high quality first teaching that is differentiated and personalised will meet the needs of the majority of children.
- SEN provision is under-pinned by high quality teaching and is compromised by anything less.
- We ensure that all teachers should have high ambitions and set stretching targets for all children and track progress towards these goals.
- We ensure that all teachers know precisely where children with SEN are in their learning and development.
- We have one disabled toilet in school
- All classrooms have a visual timetable to support Autistic learners
- All classrooms have their own sensory snack-box (box containing sensory items)
- The building is wheelchair accessible
- We have Speech and Language interventions running in school
- We run nurture groups for our children
- We have staff training about supporting children and staff with disabilities
- We have colour overlays to support dyslexic/Irlen learners
- We make any reasonable adjustments for staff and children with any disability.

We have focused on access and have spent a great deal of money and have been supported by Rochdale Council through funding to make significant changes to the school. We have a disabled toilet, and disabled parking at the front of school. We have enlarged specific doors to ensure fee access for wheel chair users.

Our Aims and objectives

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

- Reviewing marketing and communication to ensure that positive images of disabled people and their abilities are used in our promotional material and publications;
- Any further curriculum based activities to raise awareness and improve understanding of disability issues amongst pupils and staff.
- Any auxiliary aids you may purchase to ensure disabled pupils have fair access to lessons.
- Any strategies to attract or assist disabled people to be represented on a range of partnership bodies, including Governing bodies, senior management team etc.
- We plan to purchase reading books that promote positive images of disabled people and their abilities are used in our promotional material and publications;
- We plan to raise awareness and improve understanding of disability issues amongst pupils and staff by celebrating differences and celebrating 'World Autism Awareness Week
- We plan to meet with parents of children with a disability to discuss our policy with them and anything they think should be added/ improved
- We will provide staff with the opportunity to discuss any disabilities.
- We would endeavour to make every reasonable adjustment possible to meet the needs of staff with any disability shared with us.

Gender

Bamford Academy 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

Bamford Academy 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

Both girls and boys attain and achieve well at Bamford Academy. We endeavour to ensure that any barriers to learning are removed or reduced thereby promoting fair access to the curriculum.

- We gather gender monitoring through parental questionnaires
- We seek to ensure that gender gaps in learning are diminished
- We actively seek to address gender stereotyping in all aspects of the school environment and through learning
- We provide classroom based lessons on gender issues such as sexual bullying, sexual exploitation, etc.
- We actively combat and respond to the information children receive from the internet, films and magazines where different genders are objectified or portrayed in a demeaning way.

- We encourage both male and female to join and regularly participate in our wide range of extracurricular clubs.
- We take year 6 children to 'Crucial Crew' each year. Here they are taught about gender stereotyping and that all jobs are open to both male and female.
- The school offers part-time and flexible working hours for staff with caring and domestic responsibilities.
- Equal pay audits have taken place for staff through the Local Authority to ensure parity of pay
- We have used positive discrimination and developed objectives to close the gender pay gap and disability rights
- Staff with caring and domestic responsibilities working part-time or flexible working hours.

Our Aims and objectives

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

- Ensure the curriculum tackles these issues
- Visitors to school are representative of the community in which we live
- Materials in school depict gender, disability and cultures in open and considerate manner

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

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

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

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

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

Our achievements

We acknowledge the specific prohibition contained within the Equality Act 2010 which prohibits discrimination of staff who are absent from employment as a result of gender reassignment.

This is a relatively new provision to be considered by schools. However, some work has been done through the curriculum in discussing these issues with pupils:

- Same sex families

- Same sex marriages
- Civil partnerships
- We regularly discuss bullying in school through: assemblies, PSHCE lessons, parent assemblies, circle time, talks from external visitors. We additionally promote the need to celebrate differences.
- We have a display boards in school which celebrate differences
- Inclusion team have had training on gender reassignment.

Our aims and objectives:

We seek to address gender reassignment within the curriculum through acceptance and empathy of others by:

- Staff receiving regular updated training on gender reassignment.
- Continuing to encourage children to celebrate differences.

Pregnancy and maternity

What do we mean by pregnancy and maternity?

Treating a woman (or a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

Our commitment

Bamford Academy is committed to promoting an ethos that safeguards the dignity and well being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their pregnancy or maternity.

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

We will not discriminate against a pupil or staff in absences related to pregnancy and maternity. We follow the Local Authority maternity policy and risk assessment guidance documents.

Our achievements

This provision is being addressed through RSE education sessions with upper key stage two pupils.

- We currently have made provision for pregnant members of staff to meet their specific needs.
- We allow staff/ pupils to attend appointments as and when needed

Our aims and objectives

We will offer special treatment where necessary to female staff in connection with their pregnancy or childbirth, providing alternative teaching provisions for female staff who become pregnant or are breastfeeding. This could also include changes to rooms or timetables to accommodate needs of pregnant or breastfeeding mothers.

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

Bamford Academy 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

Our processes for reporting on racist incidents and discrimination and harassment to the LA, and how these have helped reduce such incidents.

- We have a zero tolerance to racism, discrimination and harassment.
- We have a whole school, consistent approach to reporting and dealing with racist incidents.
- We celebrate differences at Bamford Academy
- We encourage parents of different cultures to come into school to celebrate different cultures and languages.
- We foster good relationships with parents and the community.

Curriculum areas and assemblies address racial equality. Our work within Fairtrade and UNICEF promote the need for recognition of equality and race.

Our aims and objectives

We will:

Tackle unlawful discrimination by

- Keeping accurate records of all ethnic groups, their backgrounds and needs and how the school responds to them;
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, and notify complainants of the outcomes and action taken;
- Encouraging dialogue between pupils of different racial groups;
- Prevent racial discrimination, and promote equality of opportunity and good relations between members of different racial, and ethnic cultural groups.

Working in partnership with different racial groups to

- Promote the active participation of different communities in shaping the future of school;

- Ensure the school staff (both permanent and temporary), pupils and their families as well as our partners and the wider community fully understand the principles of good race relations.
- Expand access across all communities and in all areas of school activity.
- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture of all your pupils and their families;
- Encouraging pupils and their families of all ethnic groups to participate fully in all aspects of school life;
- Countering myths and misinformation that may undermine good community relations;

Religion or Belief

Bamford Academy is a non denominational school.

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 achievements

- In our RE lessons, we learn about a variety of different religions. We teach all children to be aware of and to have empathy towards all different religions
- All staff have had prevent training
- We celebrate a variety of different religious festivals including Eid and Christmas.
- We encourage parents and visitors to come into school and share beliefs and values about their religion; we ensure that all children show respect and empathy towards these religions
- We have had religious leaders from different faiths conducting assemblies at our school
- We have had visitors deliver workshops for children about respecting different faiths and bullying
- The children who attend our school are from a variety of different faiths and we enjoy learning from each other and celebrating differences
- Children from our school have been on school trips to different places of worship.
- Staff at our school have different faiths and beliefs; they are entitled to days out of work to celebrate religious festivals (such as Eid)
- We have regular PSHE and P4C lessons and circle time where we discuss different faiths and beliefs and the importance of showing respect and empathy towards them.

Commitment

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 aim to purchase books which promote different religions and beliefs in a positive light.
- We aim to encourage all classes to visit a place of worship/ have a religious visitor in their classroom- allowing them chance to ask them questions and understand/ empathise with different beliefs and religions.

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

Bamford Academy is committed to promoting an ethos that safeguards the dignity and well being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their sexual orientation.

The School will combat discrimination faced by lesbians, gay, and bisexual (LGB) people. We want to ensure equality of opportunity for LGB people across our curriculum provision, services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGB communities, both internally and to the community as a whole.

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

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

Our achievements

Sexual orientation equality is promoted through our RSE, curriculum and assembly work. We have implemented government sex and relationship guidance to support teachers to deal honestly and sensitively with sexual orientation issues and questions.

Our anti-bullying policy clearly states that homophobic bullying and harassment will not be tolerated and provided specific training to support staff to implement this policy. We have undertaken steps to eliminate discrimination and harassment in relation to sexual orientation.

- We regularly have anti-bullying days in school during these days, we discuss sexual orientation and ensure that children are aware that it is unacceptable to judge/ comment on another person's sexual orientation.
- We have shared stories which ensure same sex relationships are represented fairly and proportionately
- At Bamford Academy we encourage children to celebrate difference
- We have discussed same sex marriage in PSHE lessons
- We ensure that children are aware that using words such as 'gay' on the playground will not be tolerated. We ensure that children are aware of what it means, and do not use the term loosely.

Our aims and objectives

We aim to ensure that pupils are tolerant members of society and within the school context in relation to discrimination, and harassment in relation to sexual orientation issues.

- We aim to continue to discuss sexual orientation in PSHE lessons and during whole school assembly to ensure that all children are aware of this and have empathy and respect towards them.

Community Cohesion

What do we mean by Community Cohesion?

Bamford Academy 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

- We regularly invite parents into school to watch class assemblies and to join celebration assemblies
- We regularly invite parents into school to attend different workshops. We also have translators to assist parents with little English
- We hold termly parents' evenings and drop in sessions

- We send home questionnaires to our parents and pupils to ensure we understand their views
- The school choir have sang in the local nursing home
- We have a School Council which campaigns for children's rights
- We are participating in the Healthy Schools Award.
- Curriculum planning across all subject areas provide opportunities to promote community cohesion
- We promote British values throughout school

Teaching, learning and curriculum

At Bamford Academy, our golden values are Respect, Positivity and Perseverance.

We expect pupils to respect others and value diversity, to develop the skills to take responsible action, and curriculum planning across all subject areas have highlighted opportunities to promote community cohesion. Opportunities have provided for learners to gain the confidence to play a part in their community. We are a designated healthy school and have held the International Award for outstanding curriculum development for over a decade.

Equality and excellence

We have ensured all pupils have opportunities to reach their full potential, removing variations in learning outcomes from different community groups.

Engagement and extended services

The services we provide encourage families to interact with people from different backgrounds and build positive relationships, the links we have developed with other schools and with the local community. We have links with India (twined with Mangalore) and are twinned with schools in Mexico and South America.

We will evidence our effectiveness for OFSTED by demonstrating:

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

Safeguarding & Building Resilience

Bamford Academy 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 policy and applies to all adults, including volunteers, working in or on behalf of the school.

Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into

terrorism (“the Prevent duty”). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from child sexual exploitation, drugs, gang violence or alcohol.

The Prevent strategy aims to protect vulnerable people from being drawn into terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist & extremist influences or prejudiced views. We recognise that as with other forms of safeguarding strategies, early intervention is always preferable. Our school is committed to working with other local partners, families and communities, and we will play a key role in ensuring young people and their communities are safe from the threat of terrorism.

We also recognise that our School has a duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Prevent can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, on line safety and extreme political views.

Bamford Academy 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 pupils by

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are particularly vulnerable to extreme views / 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 pupils know how to voice their concerns
- responding to any allegations appropriately in accordance with appropriate school policies and procedures.

All staff at Bamford Academy have regular Prevent training.

Equality Impact Assessment

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

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

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

We will monitor all policies to ensure that they comply with single equalities duties and do not treat anyone less fairly. We will regularly assess:

- The issues identified through the involvement of disabled pupils, staff and parents/ carers, boys and girls, men and women; and people from ethnic communities etc.
- The effects of current policies and practices on disabled pupils and staff and parents /carers boys and girls, men and women; and people from ethnic communities etc.

Consultation and Information

The staff of Bamford Academy liaise with parents and governors regularly. Parents, pupils and staff also complete an annual questionnaire, allowing the voice of all to be echoed through our school policies.

This policy will be shared with all staff and it will also be ratified with the governors. The policy is also available on the school website, from the office staff (if required). It can also be translated or amended for visually impaired upon request.

We have an active school council who represent the views of the children in school and we encourage parents to come into school regularly. We additionally have a community liaison officer in our school playground every morning and after school each day. We encourage parents to discuss and concerns/ views with them.

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

We plan to promote and raise awareness of our policy in the following ways:

- highlight the existence of the policy, key priorities, and who to contact for further information to all staff during a staff meeting
- highlight the existence of the policy, key priorities, and who to contact for further information to all governors during a governors meeting
- send a letter to parents about our policy
- discuss staff development activities that you have undertaken or plan to undertake to raise awareness of the legal duties and the implications for staff
- explain how staff induction procedures include equality and community cohesion information about this policy
- include information on how you ensure contractors and other service providers are briefed on your vision and expectations for equality
- have the policy available on our website and have hard copy available in the school office on request
- we will make any reasonable adjustments to make translations and amendments to the policy on request

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

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

- School Inclusion and SEN policy
- Racist Incident policy
- Anti Bullying policy
- Admissions policy
- Local Offer
- SEND Information Report
- Accessibility Plan

Roles and responsibilities

The governing body at Bamford Academy

- Ensures that the school meets the requirements of the Equality Act 2010
- Intends to monitor the delivery of the Schools Single Equality and Community Cohesion Policy and Action plan
- Will ensure that all members of staff understand the importance of the policy and their role in delivering it
- Link the School's Equality Policy to the School Improvement Plan

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 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 Principal will:

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- Ensure staff, pupils, parents/carers and any other interested stakeholders are aware of this Single Equality and Community Cohesion Policy, their roles and responsibilities in implementing it, and receive training and support in carrying these actions out.
- Monitor to ensure effective implementation of the Single Equality and Community Cohesion Policy Action plan
- Provide regular reports for governors on progress and performance
- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this policy
- Assess and monitor the impact of the policy through developing the action plan
- Ensure 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
- Reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that equality is promoted.

All Staff will also ensure that pupils are encouraged to:

- Recognise that they have a role and responsibility to themselves and others so that they understand and are able to:
 - promote equality, inclusion and good community relations
 - challenge inappropriate language and behaviour
 - tackle bias and stereotyping
 - work to promote anti-bullying strategies
 - respond appropriately to incidents of discrimination, victimisation and harassment and understand the action needed to report these.

Administrative, Ancillary, Supervisory and Support Staff

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

All our Pupils are responsible for:

- Respecting and 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
- Treating each other with respect and reporting 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
- Informing staff about any prejudice related incidents that occur

Visitors and contractors are responsible for:

- Knowing and following our equality policy

Breaches of the Policy

Breaches of this Single Equality & Community Cohesion Policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Principal 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.

Next Review Date: October 2022