

# Single Equality & Community Cohesion Policy

## A Development Framework for Schools



**2019 – 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, Sexual orientation**; and
2. How the school will manage, plan and include its Single Equality and Community Cohesion Policy within its day to day work.

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

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

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

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

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

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

**For more information contact**

## 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 Brownhill Learning Community 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.

Brownhill Learning Community 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.

This plan is drawn up in accordance with the planning duty in the Equality Act 2010: Schedule 10, Paragraph 3. It draws on the guidance set out in "The Equality Act 2010 and schools", issued by the DfE in May 2014. Paragraph 4.29 explains that schools must implement accessibility plans that aim to:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to disabled pupils We recognise the need to provide adequate resources for implementing this plan and will regularly review it.

This document will outline our current status and future plans. The key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

A DEFINITION OF DISABILITY Children and young people have a disability under the Equality Act 2010 if they have: "... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities." Equality Act 2010 Further information is provided in the "Special educational needs and disability code of

practice: 0 to 25 years” June 2014: “Long-term is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have Special Educational Needs, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.” ROLES Accessibility at Brownhill Learning Community is a shared responsibility. The Governing Body has a strategic role in agreeing the school’s plans and priorities. The Headteacher is responsible for implementing the school’s Accessibility plan and ensuring that regular reviews take place. This responsibility can be delegated by the Headteacher to an appropriate senior Accessibility employee with the school. The upkeep and maintenance of physical access facilities is the responsibility of the site management.

**WHAT WE DO NOW Physical Access:** We moved into our new school buildings in January 2014. The whole of the new constructed school building is wheelchair accessible, with the exception of the Year 11 site. There is a hearing induction loop in the reception and hall / performance area. All rooms are decorated to address requirements in their Light Reflectance Values (LRV) to contrast in colour and luminance between walls and ceilings and between walls and floors as well as doors and walls. All fixtures, fittings and controls are identified by texture and colour and luminance contrast.

**Access to the curriculum:** Disabled pupils and pupils with SEN are completely integrated within our school. They take part in mainstream lessons with the support of teachers and where allocated Teaching Assistants. Option choices at the end of KS3 are open to all but advice and guidance is provided to all pupils based on their strengths and skills and to secure the best possible outcomes for them.

**Access to available information:** differentiated materials can be provided for pupils with sensory impairments or dyslexia. The school is supported by Teams from Rochdale Additional Needs Service who provide advice and guidance and where appropriate monitoring visits for children and young people with disabilities.

**WHAT WE NEED TO DO Physical access:** the school will continue to take account of the needs of pupils and visitors with disabilities when planning and undertaking future improvements and refurbishments of the site and premises. Considerations will be given in areas such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

**Access to the curriculum:** the school will review its provision to provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. The school endorses the key principles in Section 4: Inclusion of “The national curriculum in England: Key stages 3 and 4 framework document” July 2014.

**Access to available information:** the school will constantly review its provision and the accessibility of information to disabled pupils. It will support the development of the role of a Teaching Assistant Level 3 with responsibility for pupils with sensory impairments and ASD to improve liaison with external agencies and direct support for pupils with disabilities

## **Local and School context**

### **Population:**

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

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

- Older people aged 65 & over represent 30,816 of the Borough's population; 3,800 are aged 85 & over and 1,200 are aged 90 & over.
- There are 87,552 households across Rochdale Borough and 7,931 are occupied by lone parent households with dependent children. Pensioners make up 5,671 households, representing 6.5% of all households in Rochdale.
- 5,311 households are occupied with no adults in employment with dependent children.
- There are 26,609 households with one or more person with a limiting long-term illness (30.4%)

#### **Ethnicity, Identity, Language & Religion:**

- The ethnic breakdown of the Borough currently has a majority of 78.6% White British, with the second largest population being Asian or Asian British Pakistani, representing 10.5%.
- Rochdale has the second largest population of Kashmiri residents across England & Wales, occupying 1,658 residents, with Luton UA being the largest.
- 5% of residents do not identify with having any UK national identity, this compares to 8% in England & Wales.
- Rochdale has 3,402 households (3.9%) where no people in the household have English as a main language, similar to Oldham (4.5%) and Bolton (4.6%).
- The largest groups for Religion in Rochdale are 60.6% Christianity, 13.9% Muslim and 18.9% reporting no religion.

#### **Health:**

- 2% of Rochdale residents categorised their health as 'very bad', which is greater than regional and national comparators.
- There are 44,359 residents reporting a long-term health problem or disability and 23,981 are of working age (16 to 64).
- 10.7% of residents reported their day-to-day activities as being 'limited a lot' (22,630 residents).
- 23,260 carers across Rochdale provide unpaid care, with 6,105 providing 50 or more hours per week.

#### **Education & Qualifications:**

- 56% of pupils achieved a good level of development at the end of the early year's foundation stage (age 5).
- In 2012, 77% of pupils left Primary School attaining national standards (Level 4 & above in English and maths).
- 52% of pupils achieved 5+A\*-C including English and maths in 2012 when leaving secondary school.
- Over 31% of the Borough's population aged 16-74 years reported Level 3 or Level 4/5 qualifications, which is an 11% improvement from the previous Census in 2001 (Census 2011).

#### **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 based on snapshot data obtained from 2011 Census**

#### **School Context:**

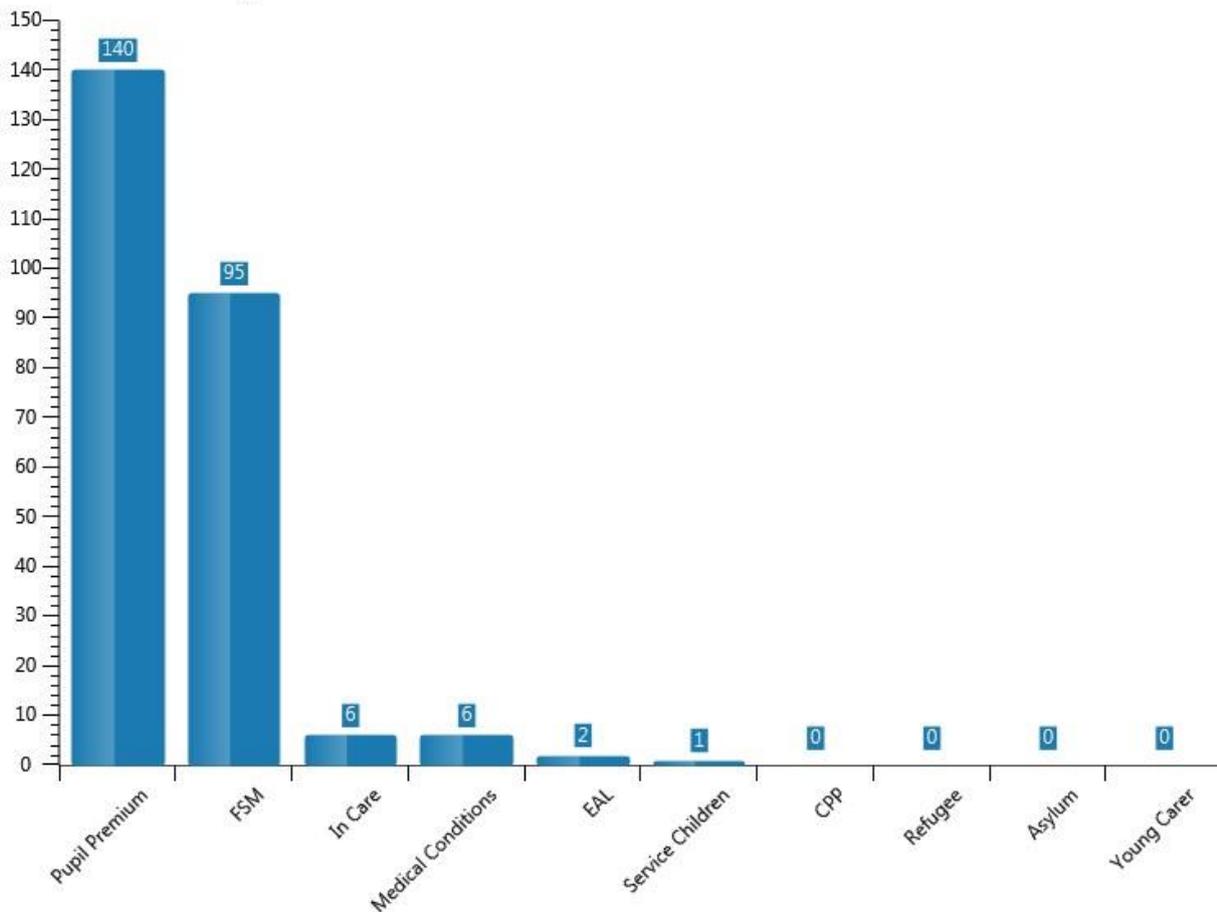
Brownhill Learning Community is situated in the town of Rochdale Borough and has 214 pupils on roll, aged between 4 and 16.

Brownhill Learning Community takes pupils from across the entire borough and from all aspects of the Community as described on the previous page.

The graph below gives a breakdown of the current pupil population in regard to key characteristics of the makeup of the school.

### Student Totals by Key Pastoral Factors

A count of students with each key pastoral factor



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

This policy document is designed to give a background to Brownhill Learning Community 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 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**

Brownhill Learning Community 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**

Brownhill Learning Community is the lead provider in the Local Authority for pupils with ASC. It provides a safe and secure environment across all 3 sites where pupils can access a full and rich curriculum. The school supports pupils from primary through to them starting post 16 placements in local colleges.

#### **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
- We will ensure that all trips and activities are fully inclusive
- As all buildings develop the physical layout will be improved to allow access for all, most notably the Year 11 Centre
- How you plan to improve equal opportunities for disabled employees

### **Gender**

Brownhill Learning Community is a mixed sex school and is committed to gender equality.

### **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**

Brownhill Learning Community 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 information on pupil performance in examinations as displayed on the website.
- We are and accredited CIAG provider
- School employs a welfare team to support victims of domestic violence
- School follows RMBC guidance on equal pay
- School follows RMBC on work – Life Balance

### **Our Aims and objectives**

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

Ensuring that all members of the Brownhill Learning Community achieve their full potential regardless of their gender.

## **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**

Brownhill Learning Community 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 Aim**

If the situation arises our aim is to give access to school Councillor/Welfare Team for emotional support, signposting to specialist services for support/advice.

## **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**

Brownhill Learning Community 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 pupils or staff in absences related to pregnancy and maternity.

[Maternity policy for staff](#)

[Teenage Pregnancy Provision](#)

### **Our achievements**

We have consistently supported both staff and pupils through pregnancies. We supplement risk assessment regarding Team Teach, as well as access to the curriculum.

### **Our aims and objectives**

To provide a safe, supportive environment, where staff and pupils feel able to access their learning/work. For pupils, we link into the teenage pregnancy midwife

## **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**

Brownhill Learning Community 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**

- PHSE covers race and Ethnicity as a central topic
- All racist incidents are recorded and acted upon  
They are logged in pupil files and reported to the local Authority
- Brownhill Learning Community is committed to Equal Opportunities for Employers
- We have a diverse range of pupils on roll matching the diversity of the Borough
- We use the Local Authority to support integration of pupils of different backgrounds, including interpreters

### **Our aims and objectives**

- Ensure that we do not discriminate against any pupil or member of staff on grounds of race. The Brownhill Learning Community follows the Local Authority guidance on race
- Staff will immediately challenge and issues of racial discrimination
- We ensure cultural diversity needs are met
- The school endeavours to celebrate experiences in the local community
- All pupils regardless of race are actively encouraged to participate in the full life of school

### **Religion or Belief**

Brownhill Learning Community is not a faith based 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 commitment**

Brownhill Learning Community is committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect.

Faith-based hate crime has been a new phenomenon in recent years, developing a character that is distinct from race hate crime. We recognise that discrimination, harassment and victimisation on the grounds of religion and/or belief or non-belief may be experienced in a number of ways, including day-to-day interaction with fellow pupils, staff and visitors.

The school seeks to eliminate all forms of discrimination and prejudice based on religion and/or belief or non-belief, either direct or indirect, and is committed to treating staff, pupils and others fairly, regardless of their religion or belief and will not condone unfavourable treatment on this basis.

We will comply with the requirements of the Equality Act 2010 with regard to religion or belief and any incidents of bullying, harassment and/or victimisation on the grounds of religion and/or

belief or non-belief will be taken seriously and could provide grounds for disciplinary action that may lead to dismissal or exclusion from the school.

### **Our achievements**

- School has UNICEF award – Rights RESPECTING schools
- Through the introduction of ASDAN that runs alongside the PHSE curriculum, in KS3 the COPE course, encourages students to explore religious beliefs and equality through visits to the community mosques and churches
- The Brownhill Learning Community follows the RMBC guidance on the Equity Act 2006
- The Brownhill Learning Community follows the RMBC guidance on recruitment of staff
- All KS3 & 4 pupils follow ENABLE programme. Staff have received INSET to deliver the course. The course is designed to empower pupils and tackle discrimination

### **Our aims and objectives**

- The school records and logs race/ethnicity of pupils on arrival
- Tackle discrimination when it arises, recording and logging information in pupil files and pass to appropriate person in the Local Authority
- Growing relationships links into all aspects of the local community
- All staff are subject to conditions as set out in teacher's terms of employment. Mentors are covered by working conditions agreed by the Local Authority RMBC
- The PHSE curriculum challenges myths and misinformation to promote community relationships.

## **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**

Brownhill Learning Community 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**

- The school follows RMBC guidance on equality and employment.
- The school follows RMBC guidance on bullying in the workplace

### **Our aims and objectives**

Brownhill Learning Community is committed to providing a safe environment where both staff and pupils are treated with dignity and respect.

## **Community Cohesion**

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

Brownhill Learning Community adopts the Department for Education definition of community cohesion to mean working towards a society in which:

- There is a common vision and sense of belonging by all communities the diversity of people's backgrounds and circumstances is appreciated and valued
- Similar life opportunities are available to all, and
- Strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

### **Our commitment**

For a number of years, we have been committed to promoting community cohesion as part of the response to the legal duties outlined in previous legislation.

We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new communities and existing communities to adapt and integrate with one another.

The school will promote community cohesion within a number of dimensions including:

- the school community
- the community within which the school is located
- the community of Britain
- the global community.

### **Our achievements**

#### **Teaching, learning and curriculum**

Pupils at Brownhill Learning Community receive a broad and balanced curriculum, to meet the needs of pupils and fulfil national expectation. Due to the nature of Brownhill Learning Community, teachers are encouraged to respond to local, national and world events to promote cohesion within the locality. PHSE provides a key role in enabling pupils to make sense of the wider world and break down misconceptions.

#### **Equality and excellence**

The curriculum and extra-curricular activities at Brownhill Learning Community are open to all pupils. Staff strive to support young people to develop their potential, by supporting academic progress, as well as pupils to develop socially through sporting or leisure activities.

## **Engagement and extended services**

Brownhill Learning Community employs both a welfare team and a youth team to encourage intersection between families and the school. The school also operates the growing relationship initiative to foster links with parents ([Growing Relationships](#)). The youth service promote a wide range of activities both in and out of school and school holidays to engage all pupils. Activities range from primary school play schemes to outdoor adventurous activities for upper school pupils.

## **Our aims and objectives**

Brownhill Learning Community aims to create an environment where all pupils and staff alike can achieve their full potential. All parties strive to create a positive learning experience where young people recognise and understand their responsibility for the future. This is based on mutual respect and honesty between all parties and a curriculum which underpins this.

We will evidence our effectiveness for OFSTED by demonstrating:

A widely shared sense of the contribution of different communities to a shared vision

- A strong sense of individual rights and responsibilities within the school community.
- That all children and parents feel they are being treated fairly and have the same opportunities.
- That children trust the school to act fairly.
- We have strong and positive relationships.

## **Safeguarding & Building Resilience**

Brownhill Learning Community 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.

## **Preventing Radicalisation**

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from child sexual exploitation, drugs, gang violence or alcohol.

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

We also recognise that our School has a duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Prevent

can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, on line safety and extreme political views.

Our School is committed to:

- Establishing a single point of contact in terms of safeguarding.
- Assess risk of students being drawn into terrorism.
- Train staff to recognise radicalisation and extremism.
- Refer vulnerable people to Welfare Team.
- 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

## **Equality Impact Assessment**

Equality Impact Assessments are a good measure to ensure the embedding of equalities and diversity. Impact assessments should be carried out covering all protected characteristics and they should identify both good practice as well as areas where your performance in ensuring diversity could be improved.

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

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

We need to understand whether our policies and services are meeting everyone's needs and that anyone who needs to can get access to them. To do this we undertake Equality Impact Assessments (EIA) to test how we are doing at the moment and what can be done better in the future. An EIA will decide whether a policy or service has a "positive, negative or neutral impact" on some sections of our school and local community. It will also be used to test future

policies or services. The impacts will enable us to take into account the needs of different groups of people who share one or more of the protected characteristics defined by legislation.

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

*Examples of policies / practices:*

- *Admissions Policy*
- *Attendance Policy*
- *Exclusion Policy*
- *Curriculum*
- *Healthy Eating Policy*
- *Behaviour Policy*
- *Careers/work experience Policy*
- *Anti-bullying Policy*
- *Violence and Aggression Policy*
- *Educational Visits and Trips Policy*

These policies are available on Staff Share (O :)> Staff Handbook>Policies and Procedures

### **Consultation and Information**

- The school wrote the policy with guidance from Rochdale RMBC to ensure that it is fit for purpose.
- SLT shared the policy with all stakeholders before publishing.
- SLT will share the policy with Governors
- The policy will be displayed on the school website.

### **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

**Other arrangements for promoting and raising awareness:**

- Staff can access key policies through the website
- Parents and governors can view policy through the website
- Policy is shared with RMBC
- Policy is given/explained to staff through Inset and briefings

**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](#)
- [Bullying and Harassment Policy](#)
- [Admissions Policy](#)
- [Violence and Aggression Policy](#)

**Roles and responsibilities**

This Single Equality and Community Cohesion Policy and Action plan outlines the roles and responsibilities of everyone involved and connected with the school, so that each individual knows what is expected of them. Promoting equality and preventing discrimination, victimisation and harassment is the responsibility of the whole school staff, including support staff. All who

are associated with the school have a responsibility for promoting equality and community cohesion, and avoiding unfair discriminatory practices.

- The school works within the guidelines stipulated by Rochdale RMBC
- All staff will receive a copy of the policy electronically and have access to it in the shared drive.

**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 Head teacher 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
- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it
- Taking appropriate action in any cases of victimisation, harassment and discrimination in line with the school and LA guidance
- Report racist incident monitoring information to the LA on a termly basis
- Produce a report on progress for governor on an annual basis

**The Senior Leadership Team will:**

- Drive forward implementation of the Single Equality and Community Cohesion Policy and Action Plan
- Support staff to carry out their role in implementing this policy
- Provide effective leadership on equality, inclusion and community cohesion
- Ensure the Single Equality and Community Cohesion Policy is successfully promoted

- Respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, victimisation or harassment.
- Assist in implementing reviews of the Single Equality and Community Cohesion Policy as detailed in the School Improvement Plan
- One member of the senior management team will be identified as the co-ordinator for equality and community cohesion and will be involved in action planning, policy development and monitoring and evaluation

**All Staff will:**

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

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

**The Centre Managers are responsible for:**

- All incidents of victimisation, discrimination or harassment to be recorded, stored on pupil files and shared with appropriate bodies, for example, Rochdale RMBC
- Pupil trackers to be monitored
- The school to follow RMBC's guidance on recruitment and progression

**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.

## Equality & Community Cohesion Policy Action Plan Template 2014 - 2017

Our action plan shows explicit objectives for disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation and community cohesion issues with:

- Clear allocation of lead responsibility
- An indication of expected outcomes or success criteria
- Agreed milestone / indicators of progress towards the objectives
- Target date
- A specified date and process for review

D = Disability

PM = Pregnancy and Maternity

SO = Sexual Orientation

G = Gender

R = Race

CC = Community Cohesion

### Code

GR = Gender Reassignment

RB = Religion or belief

**Equality Action Plan for disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation and community cohesion**

**Eliminate prohibited conduct (Tick boxes as relevant to indicate consideration given to protected characteristic)**

<b>D</b>	<b>G</b>	<b>GR</b>	<b>PM</b>	<b>R</b>	<b>RB</b>	<b>SO</b>	<b>CC</b>
Key Actions	Lead Person		Success Criteria / Expected Outcomes	Milestones	Target Date		Monitoring / review

**Advance Equality of opportunity (Tick boxes as relevant to indicate consideration given to protected characteristic)**

<b>D</b>	<b>G</b>	<b>GR</b>	<b>PM</b>	<b>R</b>	<b>RB</b>	<b>SO</b>	<b>CC</b>
Key Actions	Lead Person		Success Criteria / Expected Outcomes	Milestones	Target Date		Monitoring / review

**Fostering Good relations (Tick boxes as relevant to indicate consideration given to protected characteristic)**

<b>D</b>	<b>G</b>	<b>GR</b>	<b>PM</b>	<b>R</b>	<b>RB</b>	<b>SO</b>	<b>CC</b>
Key Actions	Lead Person		Success Criteria / Expected Outcomes	Milestones	Target Date		Monitoring / review

## EQUALITY IMPACT ASSESSMENT: PROFORMA

Name of policy to be assessed:		Is this a proposed, new or reviewed policy?	
Department :		Staff Member Responsible:	
What equality groups have been considered in undertaking this EIA?	Disability <input type="checkbox"/> Gender <input type="checkbox"/> Pregnancy & Maternity <input type="checkbox"/> Race <input type="checkbox"/> Sexual Orientation <input type="checkbox"/>	Gender <input type="checkbox"/> Reassignment <input type="checkbox"/> Religion of Belief <input type="checkbox"/>	Date: <input style="width: 100%;" type="text"/>
1. Briefly describe the aims and purpose of the policy?			
2. Who is intended to benefit from this policy and in what way?			
3. What outcomes are wanted from this policy?			
4. What factors / forces could contribute / detract from achieving the outcomes?			
5. Who implements the policy, and who is responsible for the policy?			
6. What evidence or data has been collected and used to determine the impact on pupil equality groups? Have any data gaps been identified?			
7. Has previous consultation indicated any possible concerns or issues in relation to equality and diversity?			
	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
8. Is there an opportunity to eliminate prohibited conduct, promote equality of opportunity or foster good relations more effectively by altering the policy, or by working with others?			
	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

9. Are there concerns that the policy <i>could</i> have a differential impact on <b>disability</b> pupil groups?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>What existing evidence do you have for this?</i>			
10. Are there concerns that the policy <i>could</i> have a differential impact on pupils due to <b>gender</b> ?		No <input type="checkbox"/>	
<i>What existing evidence do you have for this?</i>			
11. Are there concerns that the policy <i>could</i> have a differential impact on pupils due to <b>gender reassignment</b> ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>What existing evidence do you have for this?</i>			
12. Are there concerns that the policy <i>could</i> have a differential impact on pupils due to their <b>pregnancy / maternity</b> ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>What existing evidence do you have for this?</i>			
13. Are there concerns that the policy <i>could</i> have a differential impact on pupils due to their <b>race</b> ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>What existing evidence (either presumed or otherwise) do you have for this?</i>			
14. Are there concerns that the policy <i>could</i> have a differential impact on pupils due to their <b>religion or belief</b> ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>What existing evidence (either presumed or otherwise) do you have for this?</i>			
Are there concerns that the policy <i>could</i> have a differential impact on pupils due to their <b>sexual orientation</b> ?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<i>What existing evidence (either presumed or otherwise) do you have for this?</i>			
15. Could the differential impact identified in Questions 9-14 amount to there being the potential for <b>adverse impact</b> in this policy?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

16. Can this adverse impact be <i>objectively justified</i> on the grounds of promoting equality of opportunity for one group? Or any other reason? ( <i>what are the grounds for objective justification</i> )	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
17. Should the policy proceed to a full impact assessment?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
18. Date on which the Full EIA to be completed by.	Date:		

**EIA ACTION / IMPROVEMENT PLAN**

Key Findings	Actions / Recommendations	Resources	Completion Date	Lead staff
Signature 1 – Head teacher / SLT			Date:	
Signature 2 – Policy lead staff			Date:	