



ROCHDALE
METROPOLITAN BOROUGH
COUNCIL



FALINGE
PARK
HIGH
SCHOOL

Single Equality & Community Cohesion Policy

2017-2020

Date agreed: Governors October 2017 – revised from 2016

Date for review: July 2018

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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

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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 Falinge Park High School has moved from a focus on an individual response to an approach that builds on **disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation** considerations from the start and at every level of the school, at strategic, policy, management and classroom level. We will demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. This policy will be monitored and delivered through the governors' role and School Self-Evaluation.

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.

Falinge Park High School sees this Single Equality and Community Cohesion Policy as a living document and we will continuously review the action plan in consultation with pupils, staff, parents, carers, governors and all other stakeholders where possible. We believe they need to be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of the policy and action plan to ensure that we meet the needs of people from different backgrounds.

Falinge Park High School is committed to the public sector duty which came into force from April 2011:

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

Furthermore, the school aims to be a local community school which works with its community and responds to the needs of the community. This is not a diktat from the school, rather an understanding of issues which within the various communities that impact on pupil outcomes. The school aims to foster good relations within all communities we serve, promoting British values and equality of opportunity for all.

Section 3

Local and School context

3.1 Local context

Population:

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

- The breakdown of age population is; 21% are under 16, 64% are between the ages of 16 and 64, and 15% are 65 & over. There are 136,100 residents of work age population (16 to 64).
- Older people aged 65 & over represent 30,816 of the Borough's population; 3,800 are aged 85 & over and 1,200 are aged 90 & over.
- There are 87,552 households across Rochdale Borough and 7,931 are occupied by lone parent households with dependent children. Pensioners make up 5,671 households, representing 6.5% of all households in Rochdale.
- 5,311 households are occupied with no adults in employment with dependent children.
- There are 26,609 households with one or more person with a limiting long-term illness (30.4%)

Ethnicity, Identity, Language & Religion:

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

Health:

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

Education & Qualifications:

- 56% of pupils achieved a good level of development at the end of the early year's foundation stage (age 5).
- In 2016 51% of primary age pupils in Rochdale met the expected standard of reading, writing and maths compared to national 53%.
- In 2016 58.9% of secondary aged pupils in Rochdale achieved Grade C+ in English and Maths
- In 2012, 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

3.2 School Context

3.2.1 Number on roll and area serving

Falange Park High School is situated in the town of Rochdale Borough in Rochdale and has 1192 pupils on roll, aged between 11 and 16 (Spring census January 2017). The school is oversubscribed and has 248 pupils in Year 7. From September 2017 there will be 270 in the new Year 7 and will expand over the next five years so that there is 1350 pupils on roll by 2022.

The school serves the wards of Central Rochdale, Spotland and Falange and Healey although we take pupils from Bamford, Milkstone and Deeplish, Wardle and West Littleborough and Norden.

3.2.2 Primary school intake

We take from a broad range of primary schools as can be seen in the below tables.

Primary School	2016-2017
All Saints	18
Bamford Academy	1
Belfield Community School	2
Broadfield Primary School	1
Caldershaw Primary School	1
Deeplish Academy	1
Greenbank	46
Hamer Community Primary	7
Healey Primary	8
Heybrook Primary	52
Kentmere	11
Lowerplace	2
Marland Hill Community Primary	1
Meanwood Community Primary	4
Norden Community School	3
Sandbrook Primary School	1
Shawclough Community Primary	31
Spotland Primary	46
St Andrew's CE Primary School,	1
St Patrick's RC Primary School	9
St. Peter's CE Primary	1
Tonacliffe Primary School	1
Total	248

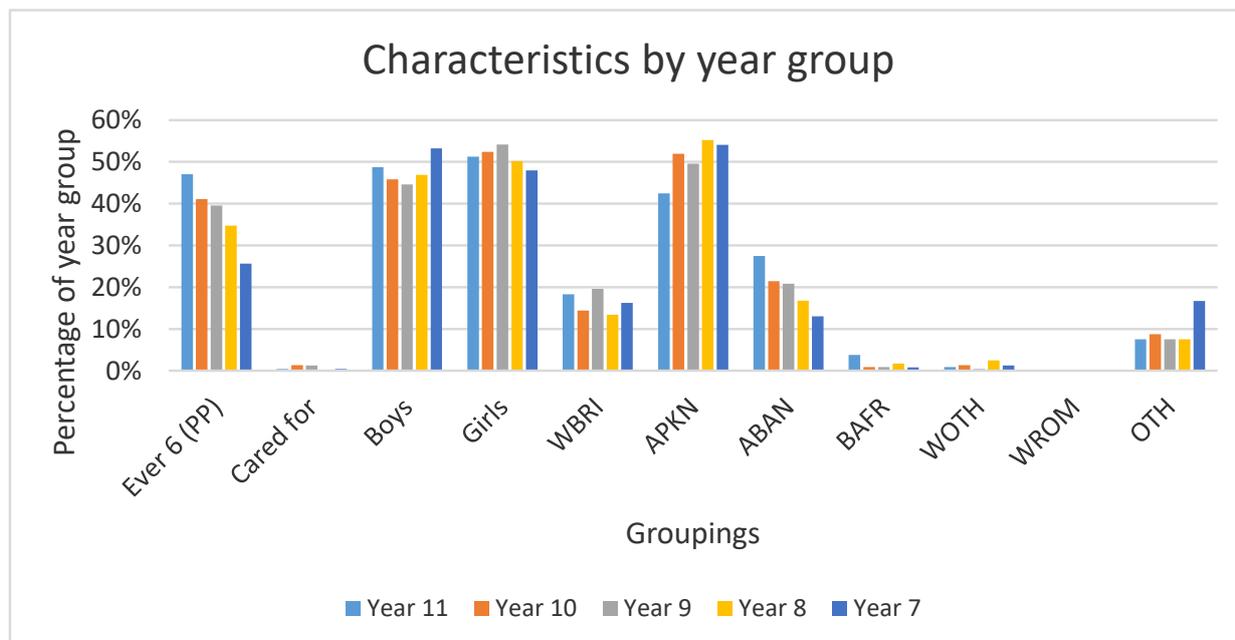
Primary school	2015-2016
All Saints CE Primary	10
Ashfield Valley Primary School	1
Beech House School	1
Belfield Community School	3
Bishop Creighton Primary School	1
Brimrod Community School	1
Broadfield Community School	4
Caldershaw Primary	4
Deeplish Primary Academy	1
Greenbank Primary	45
Hamer Community Primary	8
Healey Primary	11
Heybrook Primary	48
Kentmere Primary Academy	8
Linton Mead Primary School	1
Lowerplace Primary	2
Meanwood Community Primary	3
Moorhouse Primary School	1
Norden Community School	4
Shawclough Community Primary	26
Spotland Primary	37
St Bartholomew's CE Primary	1
St John's RC Primary School	2
St. Peter's CE Primary	1
St Patrick's RC Primary School	2
TOTAL	226

3.2.3 Pupil Profile

Our pupil profile is as follows:

Whole school as of Spring census 2017	1192	Percentage of population
Ever 6	481	40.35
Cared for	8	0.67
Boys	577	48.41
Girls	615	51.59
EHC	10	0.84
SENK	109	9.14
WBRI	198	16.61
APKN	607	50.92
ABAN	239	20.05
BAFR	18	1.51
WOTH	17	1.43
OTH	113	9.48
INA	18	1.51
Asylum seekers	3	0.25

By year group we can see how the profile has changed in Year 7 reflecting demographics within the local area.



	Year 11	Year 10	Year 9	Year 8	Year 7
Ever 6 (PP)	47%	41%	40%	35%	26%
Cared for	0%	1%	1%	0%	0%
Boys	49%	46%	45%	47%	53%
Girls	51%	52%	54%	50%	48%
WBRI	18%	14%	20%	13%	16%
APKN	43%	52%	50%	55%	54%
ABAN	28%	21%	21%	17%	13%
BAFR	4%	1%	1%	2%	1%
WOTH	1%	1%	0%	3%	1%
WROM	0%	0%	0%	0%	0%
OTH	8%	9%	8%	8%	17%

3.2.4 Staffing context

Staffing is representative of the diverse community.

Whole school	2014- 2015	2015- 2016	2016-2017		
Staff	# (%)		September 1st 2016	End of Autumn term	End of Spring term
No. of staff	183	171	172	169	167
Male	52 (28.4%)	49 (28.7%)	47 (27%)	46 (27%)	45 (27%)
Female	131 (71.6%)	122 (71%)	125 (73%)	123 (73%)	122 (73%)
Registered Disabled	2	2	5	5	5
Teaching staff	87	82	82	81	79
Support (pupils) inc HLTAs	38	40	44	42	42
HLTAs	2	1	1	1	1
Support (admin)	35	29	27	27	25
Catering (inc. lunchtime supervisors)	21	19	19	19	20
PTR	13.4	14.6	14.4	15.1	15.1
Asian or Asian British, Any other Asian Background	1 (0.5%)	1 (0.5%)	1 (0.6%)	1 (0.6%)	1 (0.5%)
Asian or Asian British, Bangladeshi	7 (3.9%)	5 (2.9%)	6 (3.5%)	6 (3.5%)	6 (3.6%)
Asian or Asian British, Indian	3 (1.6%)	3 (1.7%)	3 (1.6%)	3 (1.8%)	3 (1.8%)
Asian or Asian British, Pakistani	20 (11.6%)	18 (10.5%)	18 (10.5%)	15 (8.8%)	15 (9%)
Black or Black British, African	1 (0.5%)	1 (0.5%)	1 (0.6%)	1 (0.6%)	1 (0.5%)
Mixed White and Asian	1 (0.5%)	1 (0.5%)	1 (0.6%)	1 (0.6%)	1 (0.5%)
Mixed, White and Black Caribbean	1 (0.5%)	-	-		
White Irish	-	-	1 (0.6%)	1 (0.6%)	1 (0.5%)
White, any other White Background	4 (2.2%)	5 (2.9%)	6 (3.5%)	6 (3.5%)	5 (3%)
White British	145 (79.3%)	137 (80.1%)	135 (78.5%)	135 (80%)	134 (80%)

For teaching staff the statistics are as follows:

Teaching staff	2014-2015	2015-2016	2016-2017	Autumn term	Spring term	National statistics Nov 2015
No. of staff	87	82	83	81	79	
Male	33	30	30	30	29 (36.7%)	37.6%
Female	54	52	53	51	50 (63.3%)	62.4%
Asian or Asian British, Any other Asian Background	1	1	1	1	1 (1.3%)	NO DATA
Asian or Asian British, Bangladeshi	3	1	2	2	2 (2.5%)	0.5%
Asian or Asian British, Indian	2	2	2	2	2 (2.5%)	2.1%
Asian or Asian British, Pakistani	8	7	8	6	6 (7.6%)	1.2%
Black or Black British, African	1	1	1	1	1 (1.3%)	1.1%
Mixed White and Asian	1	1	1	1	1 (1.3%)	NO DATA
Mixed, White and Black Caribbean	1	-	-		-	0.3%
White Irish	-	-	1	1	1 (1.3%)	2%
White, any other White Background	2	3	4	4	3 (3.8%)	4.6%
White British	68	66	63	63	62 (78.4%)	84%
NQTs	4	3	2	2	2	
School Direct	3	2	3	3	3	
<2 years	2	3	2	2	4	
3-6 years	17	15	14	13	12	
7-14 years	25	23	23	24	23	
15-25	24	25	31	29	27	
25+	16	13	8	8	11	

Leadership is broken down as follows:

Senior Leadership 2 x Male; 6 x Female.

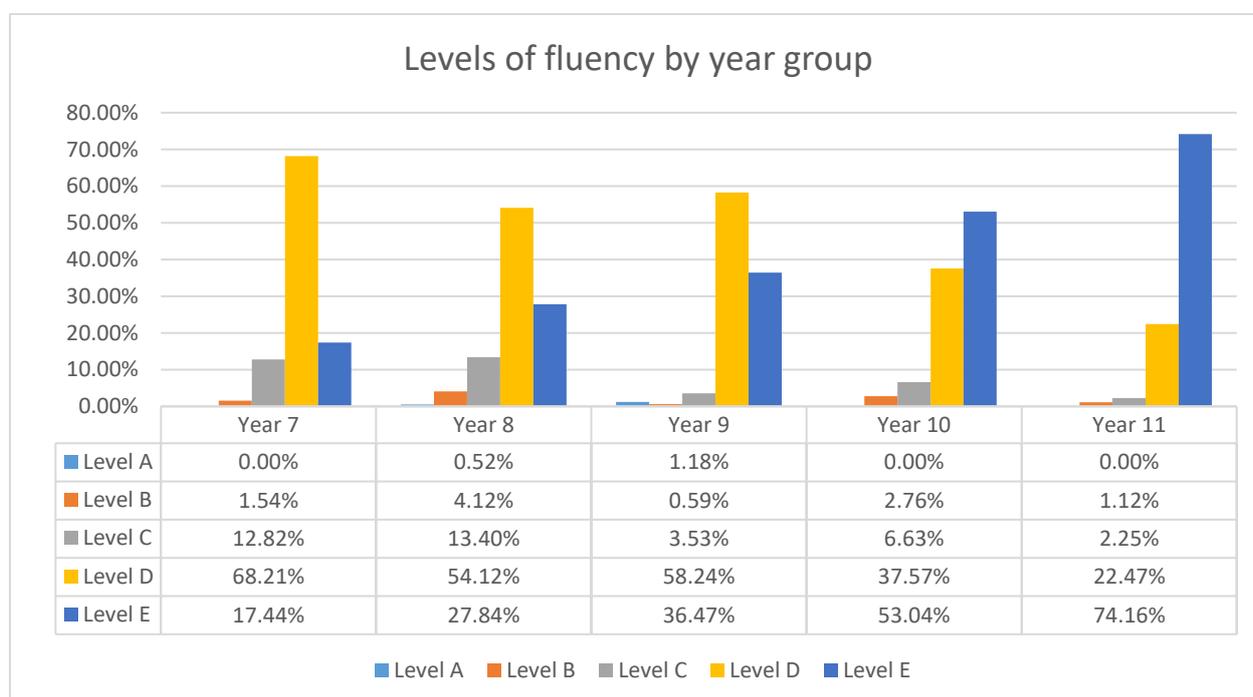
Middle Leaders (inc. associate) 4 x Male; 8 x Female

3.2.5 English First Language/English Additional Language

77% of pupils are identified as EAL. There are over 40 languages spoken in the school. Levels of proficiency in their second language are as follows:

Proficiency code	No of pupils	Percentage of cohort
Level A	3	0.33%
Level B	19	2.07%
Level C	73	7.95%
Level D	445	48.47%
Level E	378	41.18%

The levels of proficiency at A and B are evenly distributed across each year group although there are a higher proportion of pupils at Level B and C in Year 8. As pupils spend time in the school, their level of proficiency increases.



3.2.6 Governing body

There are 16 governors on the governing body. This includes the Headteacher and 3 staff governors. There are 8 female governors and 8 male governors. Three governors are identified as BME.

4 Structure of our Single Equality and Community Cohesion Policy

This policy document is designed to give a background to **Falinge Park High School** in respect of the protected characteristics in both education and service provision.

Recruitment and employment issues with regard to staff may be referenced but as a Local Authority school we follow the guidelines laid out by RBMC.

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

Our key priority in equality and community cohesion is to review our practice against the Equalities award and to make necessary amendments to this policy as we move through the next three years.

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

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

- A supportive environment for all staff.
- Specific support for staff who are registered disabled in line with DDIR requirements and a commitment of resources in supporting staff.
- An inclusive education for all pupils.
- Pupil Equalities Ambassadors.

Our Aims and objectives

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

- Raising pupil and staff awareness of disabilities through Equalities Ambassadors from the pupil body.
- Reviewing marketing and communication to ensure that positive images of disabled people and their abilities are used in our promotional material and publications;
- Purchasing auxiliary aids ensure disabled pupils have fair access to lessons.
- Adapting classrooms and work spaces to support staff. This includes purchasing equipment where appropriate.
- Consulting with staff and pupils to improve the curriculum provision for pupils/staff with a disability.
- Consulting with parents to improve the ease of access for parents with a disability.
- Ensuring no pupil is adversely affected by their disability via exclusion on a trip and visit, including those overseas.

Gender

What do we mean by Gender Equality?

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

Our commitment

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

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

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

Our achievements

- Reducing the gap between boys academic performance against girls.
- Gender violence and domestic violence supported in the curriculum in PSHE and Citizenship lessons and through visiting arts companies.
- Groups of pupils targeted through work with M6 theatre company.
- E-Safety award.
- Promotion of jobs that negate gender stereotypes particularly in STEM areas i.e. groups of girls working alongside IBM in Computing.
- Auditing of staffing against national.
- Flexible working for staff supported.

- Equalities ambassadors formed from pupil body.

Our Aims and objectives

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

- Commitment to addressing negative gender stereotypes.
- Commitment to PSHE and other areas of curriculum addressing areas such as domestic violence, honour based violence, gender violence.
- CSE and related dangers associated with this taught in the curriculum.
- Promote under-represented voices within the school community.
- Tackle sexism through positive role models and address any instances of inappropriate and sexist language.

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

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

- Pupil ambassadors training staff on LGBTQ to raise awareness.
- Pupil ambassadors developing a training programme for pupils.
- Stonewall training for staff.

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

Our aims and objectives:

- Achieve Stonewall accreditation.
- Deliver LGBTQ awareness through compelling tutor time and the curriculum.
- Continue to promote positive role models who have undergone gender reassignment.

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

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

We will also seek to make arrangements for female 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.

Our achievements

- Raising awareness of protected characteristics through assemblies and Headteacher's challenge.
- Successful reintroduction back to working life for all staff returning from maternity leave including a named mentor, phased timetable and HR support.

Our aims and objectives

- A commitment to flexible working for staff returning from maternity.
- A commitment to providing a specific area for those staff who are breastfeeding on return.
- A commitment to allowing fathers discretionary leave to attend pre-natal scans.

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

Falinge Park High School is committed to promoting an ethos that safeguards the dignity and well being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We 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

- Harmonious community in school and in the wider community.
- Diverse staff community compared to national statistics.
- Accurate racial incidents recording to the LA.
- Historical underperforming groups improving academic performance.
- Promoting racial harmony rated as good by pupils and parents and outstanding by staff.
- Equalities ambassadors from pupil community promoting equality of race.
- Headteacher's challenge high profile promotion of equality of race.
- Arts events celebrating cultural and racial diversity.
- Winner of Diversity award.
- Bilingual ambassadors within school supporting parents and the community.
- Supporting community initiatives.
- Annual holocaust event and linked to wider curriculum.

Our aims and objectives

Tackling 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 to 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.
- Undertake a year long cultural diversity project with NESTAC and People's History Museum.

Religion or Belief

We are a secular school and whilst a large majority of pupils follow a faith this does not impact on our statutory requirement to deliver a secular education.

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

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

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

- Developing a harmonious, diverse community.
- Faith events celebrated at different times of the year – open to parents and the community.
- RE taught throughout the school to all pupils.
- Assemblies from different faith groups.
- Uniform policy which respects different faiths whilst maintaining a secular approach to schooling.
- Visits to different faith centres.
- Supporting religious festivals for staff.

Our aims and objectives

Tackling unlawful discrimination by

- Keeping accurate records of all religion or belief 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 religions or belief groups;
- Prevent discrimination, and to promote equality of opportunity and good relations between members of different religions or belief groups.

Working in partnership with different religions or belief groups to

- Promote the active participation of different religion or belief 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 tolerance and good religion or belief relations.
- Expand access across all communities and in all areas of school activity.

Continue to draw attention to hate crime and to teach pupils the legal aspects of hate crime and how they can make a positive stand.

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

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

- Pupil ambassadors training staff on LGBTQ to raise awareness.
- Pupil ambassadors developing a training programme for pupils.
- Stonewall training for staff.

Our aims and objectives

- Achieve Stonewall accreditation.
- Deliver LGBTQ awareness through compelling tutor time and the curriculum.
- Continue to promote positive role models of all sexual orientations.
- Continue to address false perceptions in religion through the excellent delivery of Religious Education to all pupils in all year groups.

Community Cohesion

What do we mean by Community Cohesion?

Falinge Park High School adopts the Department for Education definition of community cohesion to mean working towards a society in which:

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

Our commitment

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

We 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

- Broad and balanced curriculum which promotes British Values.
- SMSC rated as good by pupils, parents and staff with many aspects rated as outstanding.
- Anti-bullying BIG award.
- Harmonious, diverse and tolerant community.
- Excellent community relations with local groups, primary schools and parents.
- Improvements in academic achievement for historical underperforming groups.
- Pupils and parents rate the way we encourage pupils and parents views and listen to them as outstanding.

Our aims and objectives

- Continue to build a sense of the Falinge Family.
- Develop pupils through the curriculum so that that they all have a responsibility to their shared future.
- Emphasise mutual respect and honesty between different groups including young people and adults.
- Promote restorative justice through the new behaviour policy.
- Continue to build the exceptional culture of fairness and trust.
- Continue to celebrate religious and cultural festivals with parents and members of the community.
- Promote a sense of engagement with school through SLT drop ins, EAL drop ins, SEN drop ins.
- Deliver ESOL classes for parents to improve engagement with school.
-

We will evidence our effectiveness 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

Falinge Park High School is fully committed to safeguarding the welfare of all children and young people by taking all reasonable steps to protect them and build resilience in accordance with the DfE guidance.

This commitment is in line with our school's current Safeguarding policy 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.
- 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

Equality Impact Assessment

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. This will take place over the academic year 2017-2018.

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.

Consultation and Information

This initial policy will be used as a working policy to develop our practice. We will be consulting parents, pupils and staff on the effectiveness of this policy with a particular views to:

- our equality objectives
- barriers which may be faced by people from within the protected groups
- working alongside the Equalities award to embed our practice
- how we can promote bilingualism
- developing specific stakeholder groups
- Equalities sitting at Assistant Headteacher level in a Senior staff restructure

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.

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.

An annual report will be written by the Assistant Headteacher for Inclusion and Equalities.

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*.

Roles and responsibilities

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

The Governing body will:

- Ensure sure the school complies with all current equality legislation.
- Monitor the implementation of the Single Equality and Community Cohesion Policy Community Cohesion and Action Plan to check progress and assess impact on staff, 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.

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
- Committing to developing compelling behaviour in all aspects of their school life and in the wider community.

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

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.

