

St Anne's Academy

Single Equality & Community Cohesion Policy 2017 - 2020

Reviewed and approved by	Endorsed by (if appropriate)	Date of next review
Standards Committee 27 September 2017	Governing Board 31 October 2017	Summer 2018 Annual Report

Single Equality & Community Cohesion Policy

Introduction

Academy Mission Statement

Faith

We keep Christian values at the centre of everything we do.

Ambition

We strive to achieve our best.

Multicultural

We strive to be accepting and supportive of all students and staff and value each and every individual.

Independence

To take responsibility for our own learning.

Lifelong Learners

Developing knowledge and skillset in preparation for life as a global citizen.

Your Future

Nurturing self-esteem to equip individuals with the skills and values for a successful future.

The Academy Mission Statement was created by Academy Student Leadership Representatives in November 2015.

Single Equality & Community Cohesion Policy

A Development Framework for Schools

If your preferred language is not English, or for those who are blind or partially sighted, please contact us on **0161 643 2643** to make arrangements to help you with this document.

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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 schools reflects this ambition and outlines the activities which will deliver this.

Equality of opportunity and social inclusion issues will ensure that all school communities can truly benefit from and contribute to the improvements we are making, which will bring long-term and positive benefits for Rochdale Borough. Therefore the school's Single Equality and Community Cohesion Policy will require ownership by Governors, senior leaders, all staff, the school community and the students in order to succeed.

This policy serves essentially two purposes:

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

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

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

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

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

Schools also have a "specific duty" to publish information around their equality objectives in an accessible manner by April 2012.

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

For more information contact

Sajjad Miah, Equality & Community Cohesion Officer, Early Help & Schools Service

Email: sajjad.miah@rochdale.gov.uk

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

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

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

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

St Anne's Academy sees this Single Equality and Community Cohesion Policy as a living document and we will continuously review the Action Plan in consultation with students, staff, parents, carers, governors and all other stakeholders where possible. We believe they need to be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of the policy and Action Plan to ensure that we meet the needs of people from different backgrounds.

St Anne's Academy is committed to meeting the requirements of the Public Sector Duty which came into force from April 2011 in order to:

- eliminate prohibited conduct
- advance equality of opportunity
- foster good relations

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

Labour Market & Out of Work Benefits

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

* Figures based on snapshot data obtained from 2011 Census

Academy Context:

St Anne's Church of England Academy is a smaller than average Academy situated in the Rochdale Borough town of Middleton and has 725 students on roll as at September 2017, aged between 11 and 18.

St Anne's Church of England Academy is a Faith based Academy jointly sponsored by David and Anne Crossland and the Church of England which serves the local community based mainly in Middleton and Heywood. These communities include some areas of significant deprivation. The Academy student population comprises mainly white, working class families with a small but growing number of Black and Ethnic Minority students. Of the total student population, including Sixth Form:

1. 48% are boys
2. 52% are girls
3. 0.1% identify as a gender other than that in which they were born
4. 16% have Additional Needs with 2% having a significant level of need met by an Education, Health and Care Plan [EHP]
5. 80% are White, British
6. 20% are Black, Asian and Ethnic Minority students
7. 9% of students speak English as an Additional Language [EAL]
8. Examples of languages other than English spoken by Academy students from their cultural backgrounds include Portuguese, French, Spanish, Polish and Farsi
9. 0.3% are young parents
10. 32% are on Free School Meals and 61% attract Pupil Premium, which is over twice the National Average

The Academy staff is comprised of the following:

1. 25% Male
2. 75% Female
3. 2% registered as Disabled
4. The age range of staff employed on permanent contracts by the Academy spans from staff aged 20+ to staff aged 70+
5. 2% currently on Maternity and/or Paternity Leave
6. 2% staff speak English as an Additional Language [EAL]

The Academy Governing Board is comprised of the following:

- 36% Male
- 64% Female
- The age range of members of the Academy Governing Board spans from 40+ to 60+

Structure of our Single Equality & Community Cohesion Policy

This policy document is designed to give a background to St Anne's Academy in respect of the protected characteristics in both education and service provision.

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

Therefore, we have set out below:

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

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

- Our consultation and involvement strategy
- Our accountability processes for the policy
- Our commitment to publication and public access
- Our monitoring and review processes

Specific Equality Areas

Disability

What do we mean by Disability Equality?

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

Our Commitment

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

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

We are committed to promoting equality of opportunity for disabled students, staff and other users of our services so they can have equal access to all Academy services and facilities. 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

- The building is fully accessible for disabled users
- We make reasonable adjustments on a daily basis to meet the needs of our students
- We adopt a 'can do' attitude and culture for all our children
- We seek the advice of professionals where necessary to support our students, staff, parents and other stakeholders
- We have access to both on-site and off-site interpreters and translators
- We encourage families to access local SENDIASS services
- We purchase auxiliary aids and services to enable students to access the curriculum and staff are fully trained in their use
- We make full use of the RANS Service provided by RMBC
- We deliver Assemblies promoting positive images of disability
- We celebrated Paralympians in 2012 and 2016

Our Aims and Objectives [What we PLAN to do]

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

1. **Promote National Disability Day**
2. **Liaise with RANS in accessing needs of individual students**
3. **Buy books for the Learning Resource Centre that promote positive images of disability**
4. **Work towards becoming a Local Authority Autistic Spectrum Conditions [ASC] Hub School**
5. **Work towards becoming a Dyslexia Friendly School in January 2018**

Gender

What do we mean by Gender Equality?

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

Our Commitment

St Anne's Academy is committed to promoting an ethos that safeguards the dignity and wellbeing of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their 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; and
- Promote equality of opportunity between women and men in all of our functions.

Our Achievements

- The Academy 'GILES' Programme includes the provision of Careers Information, Advice and Guidance in which perceptions of stereotypical job roles are challenged and equality within the workforce is promoted. This is reinforced as part of the annual Academy Careers Festival
- There is proportionate representation of staff by gender in Leadership roles
- The Academy Safer Recruitment Policy promotes gender equality
- The Academy engaged with the national campaign, 'This Girl Can'
- Girls' football is promoted
- Appointment of student leadership roles at KS4 includes both genders and election at KS5 regardless of gender
- PSHE covers prejudice and discrimination stereotypes
- Student progress is reported by various groups including gender
- Targeted intervention takes place for appropriate groups regardless of gender
- Support is offered for individuals affected by domestic violence

Our Aims and Objectives [What we PLAN to do]

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

1. Buy books for the Learning Resource Centre that promote positive images of gender
2. Consult with parents at Thursday Coffee Mornings for their feedback

Gender Reassignment

What do we mean by Gender Reassignment?

We recognise that a person may express their gender in a way that differs from or is inconsistent with the physical gender that they were born with.

Our Commitment

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

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

- Make their intention known to someone at the Academy
- 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 Academy will also respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its Academy community.

Our Achievements

This is still a relatively new provision to be considered by schools. However, the following work has been completed:

- Whole Staff training has taken place on Transgender issues
- The Academy has consulted with the LA Community Cohesion Team
- The Academy has consulted with the LA Equality Team
- The Academy has consulted with the Gay, Lesbian, Bisexual & Transgender [LGBT] Association
- Pastoral Leaders have attended targeted CPD and cascaded this to colleagues
- Adjustments have been made throughout the Academy to embrace Transgender students
- Assembly seating is arranged alphabetically or otherwise as opposed to 'boy, girl'
- Support and awareness raising has taken place amongst parents in relation to Transgender issues to encourage the celebration of difference and tolerance
- Targeted work with individual and groups of students has taken place to promote tolerance and reduce bullying for reasons which relate to difference
- A Personalised Integration Programme is available for individual students
- Support is available for parents

We recognise that 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 [What we PLAN to do]:

1. Support the transition of future Transgender students to the Academy at an early stage
2. Support the transition of peer students to the Academy at an early stage
3. Consider a review of Transition documents to include sensitive management of Transgender issues
4. Challenge stereotypes in lessons/corridors – positive use of language/attitudes

Pregnancy and Maternity

What do we mean by Pregnancy and Maternity?

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

Our Commitment

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

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

We will not discriminate against a student or staff in absences related to pregnancy and maternity.

Our Achievements

- The Academy has adopted, and complies with, the RMBC model Maternity Policies for both Teaching and Support Staff
- Pregnancy is covered within the Science curriculum.
- Part time and flexible working arrangements are considered on request for staff and students returning from Maternity Leave.
- Paternity Leave is available for staff and students.
- All reasonable adjustments are made for pregnancy and associated support.
- Pastoral Leaders within the Academy target and support students at risk of pregnancy, during and after pregnancy.
- The School Nurse supports students during pregnancy and those at risk of pregnancy.

Our Aims and Objectives [What we PLAN to do]

1. Provide sessions to raise awareness of pregnancy, protection and stereotypical messages
2. Provide updated resources on pregnancy
3. Year Directors and the Senior Leadership Team continue to work to reduce timetables incrementally as the need arises to maximise achievement for students during and after pregnancy
4. Remain an inclusive Academy by inviting those young persons to attend key dates, celebratory and educational visits

Race

What do we mean by Race Equality?

The Academy adopts the definition of Race as outlined in the Equality Act 2010 as one of the protected characteristics which refer to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Our Commitment

St Anne's Academy is committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We recognise that race discrimination, harassment and victimisation may be experienced by all in a number of ways, including day-to-day interaction with fellow students, staff and visitors.

The Academy also recognises that Black, Asian and Minority Ethnic students and staff may experience discrimination on the basis of race, colour, nationality and ethnic origin. This discrimination can manifest itself in all areas of their lives and can have serious consequences in terms of damaging people emotionally and physically and limiting life choices and opportunities.

The Academy and Governing Board 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 Academy has already made in this area.

We will comply with the requirements of the Equality Act 2010 with regard to Race Equality.

Our Achievements

- Different groups of students are monitored for progress and under achievement.
- The Academy EAL Coordinator provides targeted support to EAL students.
- Intensive support is provided for EAL students including access to the Local Authority Immersion Group.
- All EAL students are rigorously assessed for proficiency in the English language.
- Assemblies take place which focus on racial harmony and community cohesion.
- There is increasing racial diversity throughout the Academy with a positive culture of acceptance and tolerance amongst students.
- Humanities subjects promote an awareness of racial tolerance and include historical context.
- Any student racist incidents are recorded, monitored and reported to the Local Authority.
- The Academy operates a safe and fair Recruitment & Selection Policy and has adopted the RMBC model policy in this respect.

Our Aims and Objectives [What we PLAN to do]

1. **Raise the awareness of Black History Month**
2. **Display key subject related vocabulary and terms on classroom walls**
3. **Consult with parents at Thursday Coffee Mornings for their feedback**

Religion or Belief

St Anne's Church of England Academy is a Faith based Academy however families of all Faiths or no Faith at all are welcome to join the Academy community.

What do we mean by Religion or Belief Equality?

A religion or belief refers to a religious and/or philosophical belief including lack of belief (e.g. Atheism). A religion must be identifiable and have a clear structure or belief system. A belief need not include faith or worship of a God or Gods, but must affect how a person lives their lives or perceives the world (e.g. Humanism).

Our Commitment

St Anne's Academy is committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect.

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

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

We will comply with the requirements of the Equality Act 2010 with regard to religion or belief and any incidents of bullying, harassment and/or victimisation on the grounds of religion and/or belief or non-belief will be taken seriously and could provide grounds for disciplinary action that may lead to dismissal or exclusion from the Academy.

Our Achievements

- The Academy promotes Faith and positive community values. These Christian and British values include: love, friendship, trust, honesty, and forgiveness.
- The Academy Chaplain provides spiritual and pastoral support to students and staff of all Faiths and none.
- All Year Groups attend Faith Assembly once a week.
- The Religious Education curriculum represents the major religions across the UK.
- Faith Form Times are held for all Year Groups at least once a week.
- The Year 9 'Love Thy Neighbour' Project involves an annual Dragon Den's style competition between Forms to select a charity for the Academy to support from the proceeds of the Non-Uniform Day held prior to the Christmas break.
- The Academy also actively supports Middleton Food Bank, particularly around the Harvest season.
- Year 10 students working towards the Archbishop of York Award organise an annual Tea Dance for elderly residents from a local Community Centre [Demesne].
- Student Leadership representatives from Year 10 also support elderly residents from Demesne at the annual Christmas Meal for the Elderly held at the Academy.
- These activities with Demesne and others which take place during the Academy holidays promote inter-generational community cohesion through the development of positive relationships between children and young people and the older generation.
- The Sixth Form Faith Programme includes regular invitations to external motivational speakers to present to students and staff. This promotes a broader cultural awareness and understanding of the wider world and people from different walks of life.
- Sixth Form students organise a Christmas meal for the homeless on an annual basis.

- A group of approximately 45 Academy students have attended the annual Audacious Church Conference held during the summer holidays for the past two years where students have fun and develop their understanding of God.
- A Faith and Community Booklet is produced on an annual basis and circulated to parents, carers and other key stakeholders.
- A Book of Prayers written and illustrated annually by Year 9 students is also printed and issued to parents, carers and key stakeholders.
- The Academy Catering Service accommodates all beliefs.
- Religion, belief or non-belief of students and staff is respected.

Our Aims and Objectives [What we PLAN to do]

- 1. Religious tolerance will be promoted through Faith Form Times.**
- 2. Continue to embrace and celebrate religious activities.**

Sexual Orientation

What do we mean by Sexual Orientation Equality?

The Academy 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 Academy extends the definition of this protected characteristic of sexual orientation to include:

- references to a person who is of a particular sexual orientation, or
- references to persons who share the same sexual orientation

Our Commitment

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

The Academy will combat discrimination faced by lesbian, gay and bisexual (LGB) students and staff. We want to ensure equality of opportunity for LGB individuals across our curriculum provision, services and employment. This represents a significant group within the Academy community.

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

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

Our Achievements

- We have implemented Government Sex and Relationship guidance to support Teachers to deal honestly and sensibly with sexual orientation issues and questions.
- We have made explicit within our Anti-bullying Policy that homophobic bullying and harassment will not be tolerated.
- We have facilitated dialogue and support between staff and students.
- We have made referrals and raised the profile of LGBT services.
- Academy students are very accepting and tolerant of the needs of their peers.
- An Inclusion Room facility is available for LGBT students if required.

Our Aims and Objectives [What we PLAN to do]

- **Signpost LGBT students and staff to local external support agencies**
- **Consult LGBT students and staff for feedback to determine if any other support is required from the Academy**

Community Cohesion

St Anne's Academy adopts the Department for Education definition of community cohesion to mean working towards a society in which:

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

Our Commitment

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

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

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

- the Academy community
- the community within which the Academy is located
- the community of Britain
- the global community

Our Achievements

1. Teaching, Learning and Curriculum

- a) We partake in anti-bullying week
- b) Communication lessons promote harmony within the community
- c) British Values promoted during pastoral assemblies
- d) Staff audit completed to support British Values
- e) The Brilliant Club initiated for year 9 students promoting university study
- f) Work related learning for those at risk of exclusion
- g) Employer engagement festival for all year groups
- h) Work experience for year 10 students
- i) Staff training on British values
- j) Staff training on the Prevent Strategy

2. Equality and Excellence

- a) Pupil Premium funding is used to promote equality and excellence amongst targeted groups.
- b) 'Every Child a Life Saver' training delivered to all Year Groups
- c) 'Prison Me No Way' training delivered to all Year 8 students

3. Engagement and Extended Services

- a) Luncheon club run weekly for members of the aging community.
- b) Christmas lunch provided for members of the aging community.
- c) Members of the Academy visit Demesne community Centre.
- d) Fireworks.
- e) Primary taster days.
- f) Inter school sports leagues.

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 exists within the Academy community.
- All children and parents feel they are being treated fairly and have the same opportunities.
- Children trust the Academy to act fairly.
- We have strong and positive relationships.

Safeguarding & Building Resilience

St Anne's Academy is fully committed to safeguarding the welfare of all children and young people by taking all reasonable steps to protect them and build resilience in accordance with the DfE guidance.

This commitment is in line with our Academy's current Safeguarding Policy and other related policies and applies to all adults, including volunteers, working in or on behalf of the Academy.

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

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

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

How do we know our policy is effective?

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.

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 will test how we are doing at the moment and determine what can be done better in the future. We will also use this information to inform future policies or services. The impact of our policy 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.

Consultation and Information

We involved the following stakeholders in the preparation of this Single Equality and Community Cohesion Policy, including:

- Students
- Staff
- Parents
- Governors

We asked them:

- What barriers they faced in accessing consultation (e.g. people with various disabilities, men / women and people from ethnic communities; people from LGBT and from Faith Groups).
- What expert advice we could take to overcome the barriers.
- How we have accounted for issues of language and communication, venues and times of meetings when carrying out consultation.
- How we have improved working relationships between the Academy and students, staff and parents who may have one or more of the protected characteristics.

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 an Academy, 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 Academy 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 Academy 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

In order to promote and raise awareness of this policy amongst key stakeholders, we will:

- Publish it on the Academy website
- Highlight the existence of the policy, key priorities, and who to contact for further information in a parents’ newsletter
- Make the policy available to all staff and include it as part of Induction procedures for new staff
- Include reference to this policy, its vision and the Academy’s expectations for equality Safety, within information for visitors including contractors and other service providers

Monitoring and evaluating the Single Equality & 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. A summary will be provided for parents and published on our website. Both will explain how the full report can be obtained. We will inform staff and students 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 Academy Improvement Plan, and as such, our progress will have regular oversight by the senior leadership team and the Governing Board.

Information and data, both quantitative and qualitative, will be used to monitor and evaluate the implementation of the Action Plans including information on the Academy population, workforce recruitment, retention and progression, special initiatives, progress at key stage levels and targets and future plans will be reported on to ensure effective monitoring.

We will formally review, evaluate and revise this Single Equality and Community Cohesion Policy and Action Plan every three years, to set new priorities and identify new actions. This process will again involve staff, students, parents and governors who reflect the full diversity of the Academy community.

The Academy has a procedure in place for recording, reporting and responding to racist incidents. The Academy 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 Academy Policies

Academy policies that link with, and have informed this Single Equality and Community Cohesion Policy include:

- SEND Policy
- Racist Incident Procedures
- Grievance Policy
- Admissions Policy
- Safeguarding Policy
- Health and Safety Policy
- Accessibility Plan

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 Academy, so that each individual knows what is expected of them. Promoting equality and preventing discrimination, victimisation and harassment is the responsibility of all Academy staff. All who are associated with the Academy have a responsibility for promoting equality and community cohesion and avoiding unfair discriminatory practices.

The Governing Board will:

- Ensure sure the Academy complies with all current equality legislation.
- Monitor the implementation of the Single Equality and Community Cohesion Policy Community Cohesion and Action Plan to check progress and assess impact on staff, students and parents
- Ensure that all governors are aware of their legal responsibilities under equality legislation
- Receive and discuss regular equality and community cohesion reports on progress and performance
- Monitor achievement of equality targets
- Check that implementation of the policy and Action Plan achieves improved outcomes for equality and community cohesion and people who share an aspect of their identity in relation to the protected characteristics of disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.
- Monitoring equality impact assessments
- Support the Head teacher in implementing any actions necessary
- Inform and consult with parents about the policy
- Have one governor who takes on the role of designated governor responsible for equality and community cohesion monitoring the policy closely.

The Principal will:

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- Ensure staff, students, parents/carers and any other interested stakeholders are aware of this Single Equality and Community Cohesion Policy, their roles and responsibilities in implementing it, and receive training and support in carrying these actions out.
- Monitor to ensure effective implementation of the Single Equality and Community Cohesion Policy Action Plan
- Provide regular reports for governors on progress and performance
- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this policy
- Assess and monitor the impact of the policy through developing the Action Plan
- Making sure the policy is readily available and that the governors, staff, students and their parents know about it
- Taking appropriate action in any cases of victimisation, harassment and discrimination in line with the Academy 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
- One member of the Senior Leadership 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 Academy ethos which reflects our diverse society
- Reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that equality is promoted

All Staff will also ensure that students are encouraged to:

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

Educational and Operational Support Staff will:

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

All our Students are responsible for:

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

All our Parents and Carers are responsible for:

- Supporting our Academy in its implementation of this Single Equality and Community Cohesion Policy
- Following the Academy 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:

- Being aware of and following this 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 Academy policies are dealt with, as determined by the Head teacher and Governing Board.

If a member of the public feels that they have suffered harassment or been treated unfairly by the Academy 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 Academy's complaints procedure.

Complaints by staff will be dealt with under the Grievance Policy, as appropriate. Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report annually on complaints made and action taken as part of monitoring the Single Equality and Community Cohesion Policy.

Single Equality & Community Cohesion Policy Summary Action Plan September 2017

Protected Characteristic	Actions 2017/18
Disability	<ol style="list-style-type: none"> 1. Promote National Disability Day 2. Liaise with RANS in accessing needs of individual students 3. Buy books for the Learning Resource Centre that promote positive images of disability 4. Work towards becoming a Local Authority Autistic Spectrum Conditions [ASC] Hub School 5. Work towards becoming a Dyslexia Friendly School in January 2018
Gender	<ol style="list-style-type: none"> 1. Buy books for the Learning Resource Centre that promote positive images of gender 2. Consult with parents at Thursday Coffee Mornings for their feedback
Gender Reassignment	<ol style="list-style-type: none"> 3. Support the transition of future Transgender students to the Academy at an early stage 4. Support the transition of peer students to the Academy at an early stage 5. Consider a review of Transition documents to include sensitive management of Transgender issues 6. Challenge stereotypes in lessons/corridors – positive use of language/attitudes
Pregnancy & Maternity	<ol style="list-style-type: none"> 1. Raise awareness by providing sessions on pregnancy, protection and stereotypical messages 2. Provide updated resources on pregnancy 3. Year Directors and the Senior Leadership Team continue to work to reduce timetables incrementally as the need arises to maximise achievement for students during and after pregnancy 4. Remain an inclusive Academy by inviting young person to attend key dates, celebratory and educational visits
Race	<ol style="list-style-type: none"> 1. Raise the awareness of Black History Month 2. Display key subject related vocabulary and terms on classroom walls 3. Consult with parents at Thursday Coffee Mornings for their feedback
Religion & Belief	<ol style="list-style-type: none"> 1. Religious tolerance will be promoted through Faith Form Times. 2. Continue to embrace and celebrate religious activities.
Sexual Orientation	<ol style="list-style-type: none"> 1. Signpost LGBT students and staff to local external support agencies 2. Consult LGBT students and staff for feedback to determine if any other support is required

