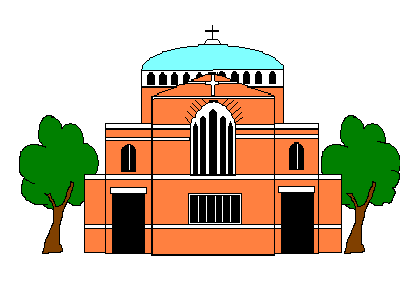


**Single Equality &**

**Community Cohesion Policy**

**A Development Framework for Schools**

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**St John’s Catholic Primary School**

**2015 – 2018**

Date agreed:

Date for review:

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

Tel: 01706 647195

Email: [*office@stjohnsrc.rochdale.sch.uk*](mailto:office@stjohnsrc.rochdale.sch.uk)

or call into the school office.

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**For more information contact**

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**Email:** [**yasin.khan@rochdale.gov.uk**](mailto:yasin.khan@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 John’s Catholic Primary 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, School Improvement and Self Evaluation process.

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

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

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

St John’s Catholic Primary 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.

The basic equality between all human beings has always been fundamental to Catholic belief and teaching. St John’s Catholic Primary School acknowledges and welcomes diversity among pupils, staff, governors and visitors. Our Single Equality & Community Cohesion Policy outlines the commitment of the staff and governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community.

Every member of the school community should feel safe, secure, valued and of equal worth. At St John’s Catholic Primary School, equality is a key principle for treating all people equally, irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010). We promote the principles of fairness and justice for all through the education that we provide in our school, and we implement the CARITAS in Action social justice programme of activities across the school year to educate our pupils in the principles of fairness, equality and dignity for all.

**Local and School context**

**Population:**

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

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

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

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

**Health:**

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

**Education & Qualifications:**

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

**Labour Market & Out of Work Benefits**

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

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

**School Context:**

There are currently 269 pupils on roll, including Nursery. The socio-economic background of the catchment would be classed as disadvantaged; this is supported by the school’s deprivation indicator of 0.51 which is more than double that of the national average of 0.24, and by the percentage of pupils eligible for free school meals (55.2%). Of our pupils, 97.3% fall into the lowest 30% IMD, whilst 57.2% are in the lowest 3% and 90.3% are in the lowest 15% IDACI. A significant number of the pupils at this school are living within the official definition of poverty. We do have working families who are currently not eligible for the Pupil Premium, yet these pupils face the same challenges of deprivation and poverty.

Pupils come from a richly diverse range of ethnic backgrounds with almost four times the national average number of pupils whose first language is not English (75%). The number of pupils from minority ethnic groups is much larger than the national average(85%). The school also includes a small number of Traveller children who live at an established Traveller site close to school. We welcome and support a number of children from asylum seeking families and refugees.

Fifteen percent of pupils are on the SEND register at SEN Support or Statement.

At present we have two Looked After Children in school. Much valuable work is done by the school’s inclusion officer and the school Family Worker to support these pupils and other pupils facing difficulties. Our links with families are further enhanced through our participation in the Families and Schools Together initiative, FAST.

Our school stability factor is beginning to improve as pupil mobility has lessened slightly over the past three years. Classes are full and some are oversubscribed, with a waiting list of children keen to be admitted to St John’s. However, we are still in the lowest quintile for school stability, and must provide a great deal of additional support for a large number of pupils to mitigate the impact of an unstable school population. Many of our new arrivals and in-year transfers are refugees, asylum seekers, traveler children or children who are deemed ‘hard-to-place’; many are EAL children, and a number have missed at least some part of their education prior to joining us.

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

This policy document is designed to give a background to St John’s Catholic Primary School in respect of the protected characteristics in both education and service provision.

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

Therefore, we have set out below:

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

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

**\*\*\*AMEND THE ABOVE BULLET POINT LIST AS NECESSARY\*\*\***

**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 John’s Catholic Primary 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.

**<AMEND AND INCLUDE DIFFERENT POINTS AS NECESSARY>**.

**Our achievements**

An analysis of our latest end of Key Stage results shows that:

* In KS1, SEND pupils do better than similar pupils national in reading and maths
* In KS1, SEND pupils make at least good progress, and often rapid progress, in all subjects.
* In KS2, SEND pupils make at least expected progress from KS1 – KS2, with some making better than expected progress.
* In Y6, all SEND pupils made better than expected progress over the year in reading and writing.

Our newly reviewed SEN register has ensured a clearer focus upon those pupils that meet the new criteria for SEN - planning scrutiny shows that these pupils are catered for through differentiation and the deployment of additional adults.

There are clear criteria for SEN assessment, resulting in a more accurate pitch of activities for the range of pupil levels within a cohort; the spread of ability table on planning sheets has helped teachers to plan accurately for the needs of each child.

The Inclusion Managers have recorded the intervention activities and have analysed the outcomes for pupils – analysis shows clear evidence of accelerated progress for pupils receiving intervention.

The SENCO has delivered training on teaching approaches to enable all pupil to access the curriculum – *talk less teaching, dyslexia awareness, communication friendly spaces*.

**Our Aims and objectives**

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

Providing access equipment – a lift to the first floor, a ramp up to the KS1 entrance – when the budget or additional funding allows

Providing communications in a range of alternative formats.

Ensuring that our marketing and communications portray a positive image of disabled people.

**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 John’s Catholic Primary School is a co-educational school 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**

List achievement so far with male and female pupils – as well as academic, can include any additional achievements such as school council membership etc

|  |
| --- |
| **As an example of the other types of information you can include here for your school, set out information such as:**   * How you gather gender monitoring information. * Your targets for pupil achievement by gender. * Addressing gender stereotyping in subject choices, careers advice and work related learning. * How issues around gender violence and domestic violence are tackled within the school and how the needs of victims are assessed and met. * How you provide classroom based lessons on gender issues such as sexual bullying, sexual exploitation. * How you respond to the information children receive from the internet, films and magazines where different genders are objectified or portrayed in a demeaning way.   **Other points related to staff - to consider if necessary**   * The results of any equal pay audit for your schools. * How you have considered the need to have objectives to close the gender pay gap (and the reasons why you haven’t included one if this is the case). * Staff with caring and domestic responsibilities working part-time or flexible working hours. |

**Our Aims and objectives**

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

INSERT ANY TARGETS YOU MAY HAVE SET FOR THE SCHOOL, ITS PUPILS OR STAFF AS PART OF THIS POLICY

Insert here specific **priorities** you want to take in the 3-year life span of the policy, to promote further gender equality.

**Gender Reassignment**

**What do we mean by gender reassignment?**

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

**Our commitment**

**St John’s Catholic Primary 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**

This is still a new provision to be considered by schools so the chances are few steps will have been taken to promote gender reassignment equality issues. However, some work may have been done through the curriculum in discussing these issues with pupils and if so, this can be mentioned here.

**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:**

Insert here any prioritiesyou want to take in the 3-year life span of the policy, to promote further gender reassignment equality. You should check that your priorities help you to work towards all elements of public sector duty mentioned earlier. – ie. Eliminating prohibited conduct, advancing equality of opportunity and fostering good relations.

**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**

**St John’s Catholic Primary 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.

If you have a specific maternity policy for staff – mention it here and insert any relevant provisions from that policy here

**Our achievements**

This is a new provision to be considered by schools so the chances are few steps will have been taken to promote equality issues relating to pregnancy and maternity. However, some work may have been done through the curriculum in discussing these issues with pupils and if so, this can be mentioned here.

**Our aims and objectives**

Insert here any priorities you want to take in the 3-year life span of the policy, to promote further equality for pregnancy and maternity. You should check that your priorities help you to work towards all 3 elements of public sector duty mentioned earlier. – ie. Eliminating prohibited conduct, advancing equality of opportunity and fostering good relations. Some other examples could be offering special treatment to a female pupil in connection with her pregnancy or childbirth, providing alternative teaching provisions for female pupils who become pregnant or are breastfeeding etc so they don’t miss out on education etc. This can also include changes to rooms or timetables to accommodate needs of pregnant or breastfeeding mothers etc. NOTE – This can also include visitors to the school

## Race

**What do we mean by Race Equality?**

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

**Our commitment**

**St John’s Catholic Primary 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**

Insert here the positive steps you have already taken to promote equality and tackle race issues. For example, you may wish to state your processes for reporting on racist incidents and discrimination and harassment to the LA, and how these have helped reduce such incidents.

You can briefly mention any curriculum work addressing race equality issues, trips etc.

You may have taken positive action to help recruit staff from underrepresented ethnic communities. You may have reduced equality gaps in achievement rates for learners from ethnic communities, for example taking part in the Ethnic Minority and Traveller Achievement Service. Consider all three aspects of the public sector general duty, namely:

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

**Our aims and objectives**

Insert here specific prioritiesyou want to take in the 3-year life span of the policy, to promote further, race equality. You should check that your priorities help you to work towards all three elements of the general public sector duty.

Some examples you may wish to consider are:

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.

**\*\*This can also support the Community Cohesion work you undertake in school by**

* Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture of all your pupils and their families;
* Encouraging pupils and their families of all ethnic groups to participate fully in all aspects of school life;
* Countering myths and misinformation that may undermine good community relations;

**Religion or Belief** YOU NEED TO MAKE CLEAR WHETHER YOU ARE / ARE NOT A FAITH BASED SCHOOL AS THIS PROVISION DOES NOT APPLY TO A SCHOOL WITH A RELIGIOUS CHARACTER

**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**

**<INSERT YOUR SCHOOL NAME** 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**

Insert here the positive steps you have already taken to promote religion or belief equality.

You can mention any curriculum work addressing tolerance and understanding of Religion or belief, interfaith trips etc.

Your school should be familiar with the need to consider the actions outlined by the Equality Act 2006 (Religion & Belief) which required the school to assess the impacts of their policies, functions and procedures on promoting equality for people based on their religion, belief and non-belief. List some of the key findings here…

You may have taken positive action to help recruit staff from underrepresented religious communities. You may have reduced equality gaps in achievement rates for learners from different religious communities.. this will support your work on race equality. Consider all three aspects of the public sector general duty, namely:

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

**Our aims and objectives**

Insert here specific prioritiesyou want to take in the 3-year life span of the policy, to promote further religion or belief equality. You should check that your priorities help you to work towards all three elements of the general duty.

Some examples you may wish to consider are:

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.

**\*\*This can also support the Race and Community Cohesion work you undertake in school by**

* Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the religion or belief of all your pupils and their families;
* Encouraging pupils and their families of all religion or belief groups to participate fully in all aspects of school life;
* Countering myths and misinformation that may undermine good community relations;

For your school you may wish to set out a list of the functions, policies and procedures that will be Equality Impact Assessed in terms of promoting equality with regards to religion or belief.

**Sexual Orientation**

**What do we mean by sexual orientation equality?**

The school uses the definition as outlined in legislation as sexual orientation meaning a person's sexual orientation towards:

* persons of the same sex
* persons of the opposite sex, or
* persons of either sex

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

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

**Our commitment**

**St John’s Catholic Primary 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**

Insert here the positive steps you have already taken to promote sexual orientation equality.

You may have implemented government sex and relationship guidance to support teachers to deal honestly and sensitively with sexual orientation issues and questions

You may have made explicit within your anti-bullying policy that homophobic bullying and harassment will not be tolerated and provided specific training to support staff to implement this policy. You may have undertaken steps to eliminate discrimination and harassment in relation to sexual orientation etc

**Our aims and objectives**

Insert here specific prioritiesyou want to take in the 3-year life span of the policy, to eliminate further, discrimination and harassment and raise awareness of sexual orientation issues.

**Community Cohesion**

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

**<INSERT YOUR SCHOOL NAME** 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**

Insert here the positive steps you have already taken to promote community cohesion. You may choose to follow DfE guidance and group your statements under the following headings:

**Teaching, learning and curriculum**

For example, how you encourage pupils to respect others and value diversity, to develop the skills to take responsible action, how curriculum planning across all subject areas have highlighted opportunities to promote community cohesion. You may want to include opportunities that you have provided for learners to gain the confidence to play a part in their community. You may want to include information on how you have participated in initiatives such as healthy schools, rights respecting school, anti-bullying week etc.

**Equality and excellence**

For example how you ensure all have opportunities to reach their full potential, removing variations in learning outcomes from different community groups.

**Engagement and extended services**

For example, the services you provide that encourage families to interact with people from different backgrounds and build positive relationships, and the links that you have developed with other schools and with the local community.

Your school may have an intake that is predominantly of one ethnic, religious or non-religious background. In these circumstances, you may have identified strategies to encourage learners to mix with other learners from a different background. For example, you may have developed a partnership or twinning with a school serving a different community to your own.

**Refer to any other initiatives you may have mentioned earlier in this document with the other protected characteristics.**

**Our aims and objectives**

Insert here specific prioritiesyou want to take in the 3-year life span of the policy, to promote further community cohesion.

You may wish to consider

* How you build on what you are already doing – creating a sense of shared values.
* How you develop an understanding in pupils that they all have a responsibility to their shared future.
* How you emphasise mutual respect and honesty between different groups including young people and adults.
* How through the curriculum, you make visible to the whole school community the necessity of fairness and trust.

We will evidence our effectiveness for OFSTED by demonstrating:

A widely shared sense of the contribution of different communities to a shared vision - (as far as is possible)

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

**Safeguarding & Building Resilience**

**St John’s Catholic Primary 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 \*\*\*\*\*\*\*\*\* (You may wish to include Child protection policies etc) 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

(Amend, omit or add to list as necessary)

**Equality** **Impact Assessment**

Equality Impact Assessments are a good measure to ensure the embedding of equalities and diversity. Impact assessments should be carried out covering all protected characteristics and they should identify both good practice as well as areas where your performance in ensuring diversity could be improved. Once completed, you will need to complete an EIA on this policy and a proforma is attached at the end of this document.

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

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

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

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

**For your school, set out:**

* A list of the EIAs that have been carried out.
* A list of the EIAs that will be carried out between 2010 -2013.
* The issues identified through the involvement of disabled pupils, staff and parents/ carers, boys and girls, men and women; and people from ethnic communities etc.
* The effects of current policies and practices on disabled pupils and staff and parents /carers boys and girls, men and women; and people from ethnic communities etc.

*Examples of policies / practices that schools should impact assess include those relating to:*

* + *Admissions and Transfer*
  + *Attendance*
  + *Exclusions*
  + *Curriculum*
  + *Uniform*
  + *Every Child Matters objectives*
  + *National Healthy School Status*
  + *Discipline*
  + *Sports*
  + *Careers/work experience*
  + *Anti-bullying, harassment and Discriminatory policy*
  + *Domestic Violence and pastoral support*
  + *School trips*

**Consultation and Information**

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| **For your school, set out:**  A statement of how you have involved stakeholders (i.e. pupils, staff, parents and governors) in the preparation of the Single Equality and Community Cohesion Policy, including:   * Who you consulted regarding your equality objectives. * What barriers people 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 you have taken to overcome the barriers. * How you have accounted for issues of language and communication, venues and times of meetings when carrying out consultation. * How you have improved working relationships between the school and pupils, staff and parents who may have one or more of the protected characteristics. * What consultation you have carried out with local stakeholder groups, e.g. Disability groups, Young People Groups, School Council, community or voluntary groups etc   Evidence of how you have used equalities monitoring information about the various protected characteristics to inform the development of your Policy.  *Advice*  *The extent of consultation should be appropriate to the size, remit and resources that are available. The focus of the consultation must be on equal opportunities and the consultation process must give adequate attention to issues of disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation issues specifically.*  *Questions should be structured in such a way as to bring out any potential differences in views between different equality target groups.*  *The school needs to take into account the preferred means of communication for those whom they are consulting. The school will need to ensure it involves a range of people and hears a range of views. You may need to set priorities that will help to improve the involvement of different groups of people.*  *Schools need to also ensure that they consult with pupils, staff, governors, parents. .* |

**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

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

**Examples of the types of information we will consider include:**

* Information that was published before preparing our school objectives.
* Information about the engagement undertaken when developing objectives
* placing the policy it on our website
* making it available on request
* providing a summary in our prospectus, including our vision and key priorities

You should insert here other arrangements for promoting and raising awareness of your policy. For example, you may want to:

* highlight the existence of the policy, key priorities, and who to contact for further information in a staff newsletter
* send a letter to parents about your policy
* discuss staff development activities that you have undertaken or plan to undertake to raise awareness of the legal duties and the implications for staff
* explain how staff induction procedures include equality and community cohesion information about this policy
* include information on how you ensure contractors and other service providers are briefed on your vision and expectations for equality
* send your policy to local community and voluntary groups if 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.

Insert here who else you intend to share your annual report with. You may want to insert here who will take the lead in writing the annual report and making this available to any interested stakeholder.

The findings of our annual report will be used to update the Single Equality and Community Cohesion PolicyAction Plan and inform subsequent Equality and Community Cohesion Policies

We want this Single Equality and Community Cohesion Policy to be a ‘whole organisational’ document that drives forward equality and achieves improved outcomes. We will therefore ensure that the Action Plan is an integral part of our School Improvement Plan, and as such, our progress will have regular oversight by the senior leadership team and the governing body.

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

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

The school has a procedure in place for recording, reporting and responding to racist incidents. The school will continue to comply with the Local Authority procedure for monitoring racist incidents so that the information can be analysed. This procedure is outlined fully in the *guidelines for schools in combating and recording racist incidents.*

**Links with other school policies**

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

Insert here a list, such as:

* school Inclusion and SEN policy
* Racist Incident policy
* Bullying and harassment policy
* Admissions policy

**Roles and responsibilities**

**Here you will need to set out:**

How the governing body / trust / local authority (whichever applies)

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

An example statement is below that can be modified…..

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.
* Work within the Rights and Responsibilities framework we have adopted as Rights Respecting School

**Administrative, Ancillary, Supervisory and Support Staff**

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

**All our Pupils are responsible for:**

* Treating others kindly and fairly without prejudice, discrimination, victimisation or harassment
* Attending and engaging in their own learning as well as helping other pupils to learn
* Learning to treat each others with respect and report incidents of discrimination to an adult
* Working within the Rights and Responsibilities framework we have adopted as Rights Respecting School

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

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

**Visitors and contractors are responsible for:**

* Knowing and following our equality policy

**You will in the future need to consider how you will include equality requirements within the contracts for services procured by the school.**

You may also want to include roles and responsibilities for specific members of staff, for example post holders who will take responsibility to:

* Coordinate and monitor equality and community cohesion
* Deal with incidents of discrimination, victimisation or harassment
* Monitor progress and attainment of learners from different groups and communities
* Monitor recruitment and career progress of staff from different groups and communities
* Provide reasonable adjustment and support for disabled pupils.

**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.

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| **Equality & Community Cohesion Policy Action Plan Template**  **2014 - 2017** |

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

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

This should be a robust and detailed three-year equality action plan that demonstrates how you will implement your Single Equality & Community Cohesion Policy. You may choose to use the different sections of this policy as headings and transfer the priorities that you have identified, or you may choose to combine priorities together, and use subheadings of your own choosing such as teaching and learning, curriculum, extended services, staff.

With all actions, you will need to give consideration to the public sector duties which are due to be implemented in law from April 2011. These are:

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

You may wish to consider how the action plan will be incorporated into a framework that has the oversight of a governing body, so that progress is checked.

**Code**

D = Disability G = Gender GR = Gender Reassignment

PM = Pregnancy and Maternity R = Race RB = Religion or belief

SO = Sexual Orientation CC = Community Cohesion

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| **Equality Action Plan for disability, gender, gender reassignment, pregnancy and maternity, race,**  **religion or belief, sexual orientation and community cohesion** | | | | | | | | | | | | |
| **Eliminate prohibited conduct (Tick boxes as relevant to indicate consideration given to protected characteristic)** | | | | | | | | | | | | |
| **D** | **G** | | **GR** | | **PM** | **R** | | **RB** | | **SO** | | **CC** |
|  |  | |  | |  |  | |  | |  | |  |
| Key Actions | | Lead Person | | Success Criteria / Expected Outcomes | | | Milestones | | Target Date | | Monitoring / review | |
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| **Advance Equality of opportunity (Tick boxes as relevant to indicate consideration given to protected characteristic)** | | | | | | | | | | | | |
| **D** | **G** | | **GR** | | **PM** | **R** | | **RB** | | **SO** | | **CC** |
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| Key Actions | | Lead Person | | Success Criteria / Expected Outcomes | | | Milestones | | Target Date | | Monitoring / review | |
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| **Fostering Good relations (Tick boxes as relevant to indicate consideration given to protected characteristic)** | | | | | | | | | | | | |
| **D** | **G** | | **GR** | | **PM** | **R** | | **RB** | | **SO** | | **CC** |
|  |  | |  | |  |  | |  | |  | |  |
| Key Actions | | Lead Person | | Success Criteria / Expected Outcomes | | | Milestones | | Target Date | | Monitoring / review | |
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| **Equality Impact Assessment: Proforma** | | | | | | | | | | |
| Name of policy to be assessed: |  | | | | | Is this a proposed, new or reviewed policy? | | |  | |
| Department : |  | | | | | Staff Member Responsible: | | |  | |
| What equality groups have been considered in undertaking this EIA? | Disability |  | Gender | |  | Gender Reassignment | |  | Date: |  |
|  | Pregnancy & Maternity |  | Race | |  | Religion of Belief | |  |  |  |
|  | Sexual Orientation |  |  | |  |  | |  |  |  |
|  | | | | | | | | | | |
| 1. Briefly describe the aims and purpose of the policy? | | | |  | | | | | | |
| 1. Who is intended to benefit from this policy and in what way? | | | |  | | | | | | |
| 1. What outcomes are wanted from this policy? | | | |  | | | | | | |
| 1. What factors / forces could contribute / detract from achieving the outcomes? | | | |  | | | | | | |
| 1. Who implements the policy, and who is responsible for the policy? | | | |  | | | | | | |
| 1. What evidence or data has been collected and used to determine the impact on pupil equality groups? Have any data gaps been identified? | | | |  | | | | | | |
| 1. Has previous consultation indicated any possible concerns or issues in relation to equality and diversity? | | | | Yes | No | |  | | | |
| 1. Is there an opportunity to eliminate prohibited conduct, promote equality of opportunity or foster good relations more effectively by altering the policy, or by working with others? | | | | Yes | No | |  | | | |
| 1. Are there concerns that the policy *could* have a differential impact on **disability** pupil groups? | | | | Yes | No | |  | | | |
| *What existing evidence do you have for this?* | | | |  | | | | | | |
| 1. Are there concerns that the policy *could* have a differential impact on pupils due to **gender**? | | | |  | No | |  | | | |
| *What existing evidence do you have for this?* | | | |  | | | | | | |
| 1. Are there concerns that the policy *could* have a differential impact on pupils due to **gender reassignment**? | | | | Yes | No | |  | | | |
| *What existing evidence do you have for this?* | | | |  | | | | | | |
| 1. Are there concerns that the policy *could* have a differential impact on pupils due to their **pregnancy / maternity**? | | | | Yes | No | |  | | | |
| *What existing evidence do you have for this?* | | | |  | | | | | | |
| 1. Are there concerns that the policy *could* have a differential impact on pupils due to their **race**? | | | | Yes | No | |  | | | |
| *What existing evidence (either presumed or otherwise) do you have for this?* | | | |  | | | | | | |
| 1. Are there concerns that the policy *could* have a differential impact on pupils due to their **religion or belief**? | | | | Yes | No | |  | | | |
| *What existing evidence (either presumed or otherwise) do you have for this?* | | | |  | | | | | | |
| Are there concerns that the policy *could* have a differential impact on pupils due to their **sexual orientation**? | | | | Yes | No | |  | | | |
| *What existing evidence (either presumed or otherwise) do you have for this?* | | | |  | | | | | | |
| 1. Could the differential impact identified in Questions 9-14 amount to there being the potential for *adverse impact* in this policy? | | | | Yes | No | |  | | | |
| 1. Can this adverse impact be *objectively justified* on the grounds of promoting equality of opportunity for one group? Or any other reason? *(what are the grounds for objective justification)* | | | | Yes | No | |  | | | |
| 1. Should the policy proceed to a full impact assessment? | | | | Yes | No | |  | | | |
| 1. Date on which the Full EIA to be completed by. | | | | Date: | | | | | | |

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| **EIA Action / Improvement Plan** | | | | |
| **Key Findings** | **Actions / Recommendations** | **Resources** | **Completion Date** | **Lead staff** |
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| Signature 1 – Head teacher / SLT |  | | Date: | |
| Signature 2 – Policy lead staff |  | | Date: | |