



St Paul's C of E Primary School

## Single Equality Policy

2017 - 2020

(Review September 2020)

## FOREWORD

We all have an ethnicity, an age, a sexual identity, a gender. Many of us belong to a faith group, with an increasing number of us recognising that we have a disability. These factors can often mean we want and need different things. It also means that it is important that equalities, fairness, respect and dignity apply to everyone in our school community.

We are committed to proactively working to address inequalities and this is especially important where our teaching and interventions can benefit children and young people for the rest of their lives.

This is the first Single Equality Scheme that St Paul's has produced. It serves a few purposes:-

- It sets out our schools overall commitment to equality, diversity, human rights and community cohesion, which is embedded in all our policies and procedures.
- It aims to ensure that everyone who comes into contact with our school community is valued and respected.
- It aims to promote equality of opportunity and eliminate unlawful discrimination harassment or victimisation across all equality groups.
- It sets out our specific school objectives and outlines how the school will incorporate the scheme within our day-to-day school life.

Our scheme includes our whole school, that is, pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

Whilst the scheme also serves to outline our statutory duties under the Equality Act 2010, more importantly it allows us to focus on making our school an equitable, respectful and fair place, with outcomes that benefit the whole school community.

## INTRODUCTION

This Single Equality Scheme sets out our priorities for action to improve chances, choices and outcomes in the lives of different groups of people in our school community, and how well we are doing to attain them. The Equality Act 2010 consolidates and replaces previous discrimination legislation. The Act covers discrimination, harassment and victimisation because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (gender) and sexual orientation. These categories are referred to as "protected characteristics". (The "protected characteristics" of age and marriage and civil partnership apply to schools as employers, but not with regard to the treatment of pupils or prospective pupils).

Previously public-sector organisations, including schools, were bound by three sets of duties to promote disability, gender and race equality. In April 2011 these were replaced by a single public sector equality duty (known as the PSED or equality duty). The equality duty has two main parts, the "general" equality duty and "specific duties".

The general duty requires public sector organisations, including schools, to show how they are meeting the three aims of the general duty by giving 'due regard' to (or consciously thinking about) the need to:-

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity, between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out, and schools need to comply with these duties and update yearly. These duties are:-

- To publish information to demonstrate how they are complying with the equality duty.
- To prepare and publish one or more specific and measurable equality objectives.

The Act covers all aspects of school life which are to do with how a school treats its pupils and prospective pupils, their parents and carers; its employees; and members of the local community. The Act makes it unlawful for the

responsible body of a school (School Governing Body) to discriminate against, harass or victimise a pupil or potential pupil:-

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

Our equality scheme includes our priorities and actions to comply with the equality duty as well as promoting a culture of human rights, respect and dignity. The duty applies to staff, pupils (existing, prospective and in limited circumstances, former) and people using the services of the school, such as parents and the wider community.

The school will take steps to:-

- Eliminate discrimination and harassment, tackling prejudice
- Avoid and deal with any victimisation that takes place following a complaint relating to equality;
- Have due regard to the promotion of equality and opportunity between all members of the school and wider communities;
- Promote positive attitudes and understanding of the protected groups
- Encourage participation by minority and under-served groups in school life;
- Take steps to take account of people's specific needs even when this requires treating some individuals more favourably than others (especially in the case of disabled people). This includes using positive action measures where needed
- Undertake community impact assessments and develop a Single Equality Scheme and publicise it.

The responsible body for ensuring St Paul's meets its Equality Duty is the Governing Body

## SCHOOL CONTEXT

St Paul's C of E Primary School is a single form school for boys and girls aged 3 - 11. We are a small, friendly school where we try to put Christian values at the heart of everything we do and to create a family atmosphere. The most recent inspection in September 2014 judged the school's effectiveness to be good.

The school population is drawn from one of the most deprived LAs in England. At present, 4% (10) children are Looked After Children and/or children are living with carers other than parents. 6% of all pupils have identified mental health needs (i.e. Autistic Spectrum Disorder, ADHD, Anxiety, Attachment Disorder etc.) and 23% has a speech, language and communication need. The school has 62% Pupil Premium, 28% English as an additional language and 34% Special Educational Needs. The school is made up of 52% boys and 48% girls.

The school's mission statement 'Learning for life' is reflected in the curriculum lessons that are related to daily life skills and in the enterprise week of work. The aim of the school is to develop the children's understanding of the Christian faith and the teaching of Jesus Christ, encouraging them to follow the commandments to 'Love God' and 'Love your neighbour as yourself.' We feel the following values are important - love, peace, hope, trust, joy, gentleness, thankfulness, patience, kindness and forgiveness. We have 8 classes that have up to 30 children in each class. Each class has a teacher and at least 1 teaching assistant to ensure that children receive the support required. We promote active learning and encourage children to discuss ideas and support each other in learning.

Finally, in promoting equality and complying with legislation we apply the principles of relevance and proportionality. We aim to ensure that our actions are proportionate to the equality issues within our school and relevant to our provision and practice. This means we prioritise those actions that enable us to tackle the most significant issues with regard to equality in order to deliver the best equality outcomes. In doing this we focus on provision and practice that have the greatest effect, or potential effect on different stakeholders. We apply the principle of anticipatory duty (we think ahead about how our provision and practice may affect different members of our school, both present and future) in helping us to identify what is relevant. We also anticipate that there will be 'hidden' disabilities and equality issues so we are thorough in identifying factors that lead, or have the potential to lead, to inequality. This may include those experiencing mental health needs, domestic violence, substance abuse,

LACs, young carers. We ask whether our provision and practice affect different groups in different ways and try to implement them in ways that promote equality.

## **SALFORD'S PROFILE**

Salford is a growing and increasingly diverse city. In 2011 'An Equality Strategy for Salford' stated that the population of the city had grown to 233,933 increasing from 217,000 in 2001 and 220,900 in 2006.

Of those 233,933 people:

- 42,300 of these were aged 0 -14 (18.13%)
- 158,500 were aged 15 -64 (67.76%)
- 33,100 were older people aged 65 and over (14.15%)
- There were 116,782 men (49.92%) and 117,151 women (50.08%)

The population in Salford is projected to increase to over 265,000 by 2021 and a total of 295,200 by 2033. For a city that had previously seen population decline, such current estimates and future projections are a significant indication of the growth and opportunity within Salford. This growth has been driven by a number of factors including a growing number of births, as well as migration into the city. Notably, the largest growth between 2001 and 2010 was in young adults between the ages of 20 -29.

The 2011 Census stated that there were 48,417 (20.70%) disabled people

Over 1000 Salford school children or approximately 4.2% have a Statement of Special Educational Needs

Salford is home to a unique mix of Black and Minority Ethnic (BME) communities. The 2011 Census indicates that there is 14.37% (33,606) BME people living in Salford. In the 2011 Census it indicated that the Jewish religion was the highest religion 3.30% after Christianity. This is followed by Muslim at 2.60% and the following religions with less than 1% each - Buddhist, Sikh, Hindu and other religions. 28.50% of people have no religion or recorded religion unknown. Other long standing groups in the city include the Yemeni, Bangladeshi and Pakistani communities in Eccles. Alongside the notable growth in the city's established communities the city's overall ethnic diversity has broadened, with a range of new emerging communities such as Czech and Slovak Roma, Francophone African, and Eritrean. In 2009, 61 different ethnicities were

recorded in the Salford School Census, revealing the astonishing diversity in the younger age group

Collectively, the BME component of the City's population is estimated to have increased from 7.4% in 2001 to 14.37% in 2011. This is corroborated by the data from Salford schools' census which shows that while 96.8% of Salford pupils were White British in 2001, this had fallen to 85.5% in 2010.

Over 30 different languages are spoken by pupils in Salford primary schools and approximately 35 different languages are spoken by pupils in Salford secondary schools.

Salford's faith communities play a significant role both citywide and in local neighbourhoods. The census in 2001 showed that more than 3 out of 4 of Salford citizens stated that they were Christian. In 2001 the Jewish and Muslim faith communities were the second and third largest respectively. The latest census shows that only 64.20% (roughly 3 out of 5 citizens) are Christian.

There is a comparative lack of quantitative data on Lesbian, Gay, Bisexual and Transgender (LGB&T) communities in Salford, but a calculation of the estimated number of LGBT people over the age of 18 in Salford between 1,855 and 8,146. Information on civil partnerships was collected in the 2011 which suggests lesbian and gay people prefer to live within the central Salford wards, in particular within the Ordsall and Langworthy neighbourhood.

In 2015 the national Index of Multiple Deprivation (IMD) ranked Salford the 16th most deprived local authority area in England, declining from 18th in 2010. Research for the Child Poverty Needs Assessment (2011) showed that almost 30% of children in Salford live in workless poverty. More than 6,000 families and over 12,000 children are dependent on out-of-work benefits.

## **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 at St Paul's 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 disability.

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

We are committed to promoting equality of opportunity for disabled pupils, staff and other users of our services so they can have equal access to all our school and its services. This policy is a statement of our commitment and shows clearly how we will work over the next three years to achieve our goal.

We will continue to review our policies, practices and procedures so that they do not adversely affect anyone because of their disability. By also building this into our curriculum, working and procurement processes we will expect others to do the same.

#### **Our achievements**

##### **The Achievement of Disabled Pupils**

This addressed via Value Added and pupil tracking systems used in the school.

##### **Disability in the Curriculum.**

This is addressed through appropriate access arrangements and special consideration re exams and other specialised equipment.

##### **Developing a voice for disabled pupils, staff and parents.**

This is achieved through the participation of the School Council, Annual Reviews, regular contact via phone, regular staff supervision, extensive use of intranet, plus the induction packages for new members of staff.

### **Eliminating harassment and bullying.**

St Paul's has adopted the relevant LA policies on Harassment and Bullying.

### **Employing, promoting, and training disabled staff.**

The adopted LA Recruitment and Selection Policy offers equal opportunities to all regardless of any disabilities. The school's staff development scheme provides all staff with an opportunity to highlight any future training and development needs.

### **Monitoring and assessment.**

All monitoring and assessment processes are firmly embedded into the everyday life of the school. The school collates a wide range of data and tracking of pupil progress. The school's Equality Adviser (Deputy Head teacher) has responsibility for advising and supporting all children who experience significant difficulties identified within this framework.

### **Governance and relations with parents.**

This is addressed in the phone calls, letters and information to parents, termly open mornings, parents evenings etc.

### **Breaks, lunchtime and after school activities and trips.**

The pupils are supervised throughout the school day by teaching and regular support staff. The planning of all out of school activities complies with the LA policy.

### **How the school involves disabled people.**

The school actively encourages all disabled young people to have full access to all aspects of school life e.g. representation on the school council, school prefects etc. A wide range of outside agencies are involved on a regular basis to help all pupils develop skills that they need to lead a successful life in society.

### **Disability in the community**

We have had people in to talk about disabilities and work with the children. Year 5 completed work with Man City - disability in the community and EYFS have had guide dogs in.

## Our Aims and objectives

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

- To promote disability through providing books in the library about disability.
- To maximise accessibility to the school's services and activities for all staff and students, and to ensure no one is treated less favourably on the grounds of their disability ensuring staff and students can move freely around the school.
- To develop a culture of inclusion and diversity in which people feel free to disclose a disability, should they wish to do so, and to discuss any reasonable adjustments in order to promote equal participation in the delivery of the schools services and activities.
- Events to promote disabilities.

## GENDER

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 at St Paul's 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.
- Promote equality of opportunity between women and men in all of our functions.

## **Our achievements**

- Address gender stereotyping directly across the taught curriculum through PSHE, RE, tutorial sessions, and indirectly through the ongoing development of an equality and anti-discrimination culture.
- The school provides opportunities for pupils to change in single sex environments if they wish.
- The school always encourages both male and female parents/carers to parent's evenings and open-days. Male parents/carers are positively encouraged to come into school to experience the school learning environment/talk about where they work, their culture etc. and the school tries to be as flexible as possible to facilitate this.
- The school challenges gender stereotyping i.e. the belief that it is more appropriate for girls to study subjects such as English, food technology and languages whereas boys should study science and technology but not drama.
- Girls are encouraged to participate in rugby, cricket, football and basketball and boys in netball, rounders, badminton and dance.
- There are targeted programmes to improve boys reading across the school - Manchester United Premier League reading stars.
- There are gender specific programmes in place to deliver sexual health education to young men and women as part of the City's drive to reduce teenage pregnancy, sexually transmitted diseases etc. This topic is included in the schemes of work for PSHE and citizenship lessons.

## **Our Aims and objectives:**

- To ensure that displays with positive images relating to gender will be exhibited prominently around the school building - this girl can/ this boy can.
- To ensure that children are able to participate in all aspects of school life and continuously monitor how well children are achieving socially, emotionally and academically.
- Invite role models from different carers in to speak and challenge stereotypes e.g. female soldier, male hairdresser etc.

## **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 at St Paul's 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 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. The school's practices and procedures support the dignity and privacy of transgender people. The school will request a birth certificate from prospective employees but will always stress that this will be optional. By so doing, a transgender person will not have to inadvertently reveal their original sex against their wishes as they may not have been able to obtain a corrected birth certificate.

### **Our achievements**

This is still a new provision to be considered by the school, consequently few steps have been taken to promote gender reassignment equality issues. However, some work has been done through the curriculum in discussing these issues with pupils, notably in sex and relationships sessions as part of the wider PSHE curriculum

### **Our aims and objectives:**

One of our priorities is to ensure that we comply with all aspects of the Equality Act 2010, and specifically that aspect which prohibits discrimination of staff who are absent from employment as a result of gender reassignment, whilst advancing equality of opportunity and fostering good relations.

## **PREGNANCY and MATERNITY**

St Paul's 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.

### **Our aims and objectives**

- To ensure that no one is treated 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.
- 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.

Although this is a new provision to be considered at St Paul's few steps have, at present, been taken to promote equality issues relating to pregnancy and maternity - apart from those already practised in relation to current equality and employment laws

Over the three years of the life of the policy, our aim is to address means by which we can accommodate as effectively as is practicable the needs of this specific group. In our own school situation, this may include:

- 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 so they don't miss out on education.
- Making changes to rooms or timetables to accommodate needs of pregnant or breastfeeding moths.

## **RACE**

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.

Many of our pupils live in areas where there is considerable socio-economic deprivation. Pupils may witness and live with racial prejudice within their local communities. Racist incidents in the school are almost exclusively confined to name calling when pupils are angry or upset and are dealt with as described below. However many pupils bring with them prejudices and misconceptions which they have learnt in their own communities and which emerge during lesson times. These are dealt with as appropriate in the classroom and in the longer term as part of the curriculum.

Our commitment at St Paul's 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 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**

- In line with new suggested policy, one member of staff is from the travelling community; a minority of staff are from other ethnic backgrounds.

- All racist incidents are recorded and monitored through the reporting system of the LA as well as on the internal incident reporting forms.
- The school has high expectations of all pupils and is committed to encouraging and enabling all pupils to achieve the highest standards. All forms of achievement are valued and rewarded by the school, not just academic achievement. The progress, effort and behaviour of all pupils is monitored constantly and recorded on a termly basis. The progress of pupils who are from ethnic minority backgrounds is scrutinised particularly closely to ensure that they are not underachieving.
- The school promotes diversity through its curriculum and openly opposes all forms of racism and discrimination. Any incidents of bullying or racial harassment are investigated and dealt with immediately.
- The school system of sanctions and rewards is operated fairly and consistently by all staff. No pupils are discriminated against and each pupil is treated as an individual in that their individual circumstances, needs and background are taken into consideration when sanctions have to be imposed.
- At all times, both during structured lesson times and less structured social times, opportunities are taken as they arise for staff to promote racial harmony and tolerance both within school and beyond. The principles of racial equality and positive attitudes towards diversity are promoted in all curriculum areas, but particularly in PSHE/ Citizenship, RE, English and Humanities.
- The school is required by the Local Authority to record all racist incidents on provided forms that are sent to the LA on a monthly basis. All staff follow school procedures in the event of a racist incident. Any pupil or member of staff who has been the victim of a racist incident is given support from appropriate members of staff/ senior management. When appropriate his/her parents or carers are informed.
- We have visitors in school to promote race - Africa Day, Music Action org celebrating travellers and refugees.
- Close links with LA (EMTAS) to provide support to new EAL children.
- Provide a curriculum where stereotypes are challenged and pupils are helped to understand, value and respect other cultures, traditions and beliefs.
- We have a race equality policy.

## **Our aims and objectives**

The school's statement of intent, the school aims and the school's equal opportunities statement declare a commitment to ensuring that all pupils can contribute fully and feel valued and that they will learn to develop an understanding of and respect for themselves and others. To this end, our aim is:

- Put a range of good quality books featuring different races in the library.
- Events to promote race equality and diversity.
- Displays around school to promote different races.

Over the three years of the life of the policy, our aim is not just to continue our current positive work, but to actively refine and hone our approaches to ensuring racial equality, by continuing to:

Tackle unlawful discrimination by

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

Work 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.

Support the Community Cohesion work undertaken 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**

### **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 Paul's 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**

- We welcome all children of parent practising the faith of one or other of the world's great religious traditions who are residents in the parish of St Paul's with Christ Church.
- Leave of absence for religious observance will be granted to both pupils and staff should the need arise following an approach made to the Head Teacher.
- Visits to Muslim Mosque, Sikh Gurdwara and a Jewish Synagogue.
- Work addressing tolerance and understanding of Religion or belief is undertaken through the formal curriculum (RE, PSHE, Humanities), and through the informal curriculum during tutorial and nurture sessions.

### **Our aims and objectives**

The school has high expectations of all pupils and is committed to encouraging and enabling all pupils to achieve the highest standards. All forms of achievement are valued and rewarded by the school, not just academic achievement. The progress, effort and behaviour of all pupils will be monitored constantly and recorded on a termly basis. The progress of pupils who have specific religious backgrounds and needs will be scrutinised particularly closely to ensure that they are not underachieving.

We aim to

- Promote and celebrate different faiths within the classroom through RE.
- Having a variety of books to promote different faiths.
- Encouraging dialogue between pupils of different religions or belief groups
- 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.

### **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 Paul's 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 sexual orientation.

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

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

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

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

### **Our achievements**

- The school has implemented government sex and relationship guidance to support teachers to deal honestly and sensitively with sexual orientation issues and questions.

### **Our aims and objectives**

- To promote diversity and challenge homophobia in our school. (LGBT day)
- Posters to promote LGBT role models.

- Skill up teachers so they are equipped to tackle with confidence LGBT bullying.

## **Community Cohesion**

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

St Paul's adopts the Department of 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**

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**

#### **Local Examples**

- Singing at Tesco.
- Singing at care homes.
- Use of local facilities, including sports venues and parks
- Visit church
- Links with mainstream High schools.

- Sports events with schools within the Salford LA.
- Emergency services visits and trips
- Links with local sports clubs.
- Visits to the local library
- Links with the Chinese Art Museum

### **National examples**

- Residential adventure to Lledr hall
- Fund raising for Comic relief, Children in Need etc.

### **International examples**

- participation in world maths day
- intra school world cup day, centring around projects on different countries
- exploration of art across the world
- cooking across the continents
- exploration of poetry from Africa
- food tasting from different ethnic minorities
- themed school dinners from across the world

### **Our aims and objectives:**

- To build on what we are already doing - creating a sense of shared values.
- Locally - To organise one local event per term.
- Nationally - To organise one national event per year.
- International - To organise one international event per year.
- To ensure that all children and parents/carers feel they are being treated fairly and have the same opportunities.

We will continue to support community cohesion by:

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;

- Using our support for the voluntary and community sector to promote good race relations
- Countering myths and misinformation that may undermine good community relations.