

Single Equality & Community Cohesion Policy

A Development Framework for Schools



2024-27

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Foreword

Rochdale MBC aims to be recognised as a leader of diversity and equality in its work and as an example of good practice in the delivery of services and employment. This Single Equality and Community Cohesion Policy for Rochdale's schools reflects this ambition and outlines the activities which will deliver this.

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

This policy serves essentially two purposes:

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

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

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

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

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

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

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

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Introduction

There were a number of statutory duties that the school was required to meet prior to the Equality Act 2010. As such, with the implementation of this act and the harmonisation of previous legislation, this policy will refer to the Equality Act 2010 and its various provisions as the legislative framework through which this Single Equality and Community Cohesion Policy will operate.

In the development of this Single Equality and Community Cohesion Policy Hamer Community Primary 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.

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

This school is committed to the public sector duty as outlined in the document which came into force from April 2011. This policy should be read in conjunction with our values and mission statement:

Hamer Primary – Care, Challenge and Fun!

We care for all our children with love and concern:

We Challenge our children and teachers to be the best learners and citizens they can be:

We have FUN as we learn TOGETHER because our school is the best place to ENJOY hard work!

We believe the formula above is one that will ensure happiness in childhood and prepare our fine young citizens for successful futures. It is the privilege of all our staff to serve the community and we are proud to be YOUR Hamer Community Primary School.

Local and School context

Population:

Rochdale Borough population on Census day 2021 was estimated to be 223,800; 49% Male and 51% Female.

- The breakdown of age population is; 21.8% are under 16, 61.7% are between the ages of 16 and 64, and 16.5% are 65 & over. There are 138,084 residents of work age population (16 to 64).
- Older people aged 65 & over represent 36,927 of the Borough's population
- Rochdale saw the North West's largest percentage-point rise in the proportion of lone-parent households (from 13.0% in 2011 to 14.5% in 2021).

Ethnicity, Identity, Language & Religion:

- In 2021, 74.0% of people in Rochdale identified their ethnic group within the "White" category (compared with 81.7% in 2011), while 3.5% identified their ethnic group within the "Black, Black British, Black Welsh, Caribbean or African" category (compared with 1.3% the previous decade)
- 18.5% of Rochdale residents identified their ethnic group within the "Asian, Asian British or Asian Welsh" category, up from 14.9% in 2011. The 3.6 percentage-point change was the largest increase among high-level ethnic groups in this area.
- 46.9% of people in Rochdale described themselves as Christian (down from 60.6%), while 18.8% described themselves as Muslim (up from 13.9% the decade before)

Health:

- In 2021, 44.1% of Rochdale residents described their health as "very good", increasing from 40.9% in 2011. Those describing their health as "good" rose from 33.7% to 33.8%. These are age-standardised proportions.
- The proportion of Rochdale residents describing their health as "very bad" decreased from 1.9% to 1.5%, while those describing their health as "bad" fell from 6.7% to 5.5%.

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 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 2021/2011 Census**

School Context:

Hamer is a larger than average Community Primary School, which serves an area of high socio- economic disadvantage, from which there are a number of pupils and families who require extensive additional support in order to overcome the many barriers they face.

The school is co-located with Springside Special School and is a PFI site. Some of our facilities are shared and there are site-specific opportunities to celebrate diversity and look beyond the mainstream context in terms of inclusion.

Hamer has a breakfast club, which is managed by the governing board.

The majority of our children enter in the Early Years with achievement that is well below age typical expectations. Many have limited English and present with a variety of speech, language and communication needs. A very large proportion of our children have English as an additional language and the majority have a Pakistani heritage. More recently, we have been welcoming more international new arrivals to our school.

The school is part of a local collaborative of 10 schools (Connect) and we work together to improve outcomes for all of our children. At the most recent Ofsted inspection, in March 2024, the school was judged as being Good.

Summary Information about school taken from the most recent IDSR (2026):

There are close to average numbers on the school role

The number of pupils in receipt of FSM is well above average

Numbers of pupils classed as SEND support is close to average

Numbers of pupils with an EHCP is close to average

Number of pupils classed as EAL is well above average

School stability is classed as close to average

Pupil base deprivation is well above average

School location deprivation is well above average

In house data (September 2026):

The school serves 11 out of a possible 17 ethnic groups. Those with 5% or more are:

67% - Pakistani

10%- White British

6% - Bangladeshi

7% - Any other Asian background

At the time of reviewing this policy (September 2026) our school context information is as follows:

- 149 girls (49%)
- 156 boys (51%)
- 183 EAL (60%) National figure is 23.8% (DfE July 26)
- 165 FSM (54.1%) National figure is 26.5% (Jan 26 census)

56 SEND support (18%) and 14 have an EHCP (5%) National figures: 14.8% SEND support and 6% EHCP (Jan 24 census)

Structure of our Single Equality and Community Cohesion Policy

This policy document is designed to give a background to Hamer Community 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

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

Hamer Community Primary School 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

- Our curriculum is accessible to all.
- All activities are differentiated and all members of the class are considered within this differentiation.
- We have a modern single story building (2006) which is purpose built for ease of access.
- The school is collocated with Springside Special School and there is easy access to all the different areas in school.
- Children who have physical disabilities within school fully access the curriculum and we aim to source resources to ensure we include children with additional needs eg. wheelchair users.
- We effective working relationships with Rochdale Additional Needs Service.
- School provides focused drop-ins for families of children with SEN and disabilities.
- We are continually on a daily basis making reasonable adjustments to meet the needs of all our pupils: we adopt 'can do' attitude and culture for all our children
- Our curriculum is consistently revised and always flexible enough to meet the needs of our pupil
- We always listen to children and consider their views
- Trained external staff provides therapeutic work for identified pupils e.g. 'Can Do Music'
- Aids to support children have been purchased (writing slopes, fidget toys, and weighted blankets etc.)
- We have established a School Council and aim to rebuild our Community Cohesion Partnership following the recent pandemic.
- Teachers ensure all school trips and activities are accessible
- Disability is taken into account in all school policies

Our Aims and objectives

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

- Working in partnership with our collocated school on specific teaching and learning activities and celebrations.
- Embed further our achievements as detailed above.
- Providing appropriate provision for the individual special needs of any disabled child within our school community.
- Ensuring that all children irrespective of any disability has the right to take part in all activities within the school environment, in so far as their individual needs allow them to do so.
- To have the voice of all children heard in our school communities through differentiated approaches and strategies such as the school council.

Gender

Hamer Community Primary School is a mixed sex school.

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

Hamer Community Primary School 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

- We seek to promote non-sexist attitudes in both children and staff by ensuring we use non stereotypical images in school e.g. (the mural in KS2)
- We allow children equal access to opportunities which will equip them for adult life and to achieve challenging expectations
- We work towards the eradication of gender stereotyping
- Through our PSHE work we cover work on gender, gender violence and challenge stereotypical roles
- We monitor attainment and progress across gender groups and set targets and expectations regardless of gender

Our Aims and objectives

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

- Ensuring all staff in school are good role models for children regardless of gender
- Ensuring all children are able to try out new roles in play and learning activities
- Ensuring all classroom tasks are shared equally between girls and boys.
- Ensuring all children get an equal chance to use equipment and resources
- Ensuring all our displays and teaching aids present a non-sexist attitude.
- Ensuring our responses to unacceptable behaviour the same to both boys and girls
- Ensuring men and women from other cultures are presented to children in a non-stereotypical way
- Ensuring all children have equal access to playground space and other play facilities

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

Hamer Community Primary School 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.

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

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

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

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

Our achievements, aims and objectives See risk assessment for pregnant members of staff to ensure their safety.

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

Hamer Community Primary School 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, aims and objectives

We are committed to tackling unlawful discrimination by

- 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;
- Preventing racial discrimination, and promoting equality of opportunity and good relations between members of different racial, and ethnic cultural groups.
- Implementing systems to ensure that any racist incidents are reported to SLT and are dealt with appropriately
- All staff have had training to recognise and report Racist Incidents with clarity and confidence

We are committed to 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.
- Enable all children to access the curriculum. Whilst teaching and learning is delivered in English, the school does have a number of Bi-lingual Staff to support dialogue with parents and carers and International New Arrivals
- School accesses the support of interpreters where needed to ensure that key information is shared and understood by all relevant parties
- Promote 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;
- Encourage pupils and their families of all ethnic groups to participate fully in all aspects of school life;
- Discourage myths and misinformation that may undermine good community relations;

Our Achievements:

- That no child or adult should be treated in any way differently, or in a derogatory manner, because of their race.
- To challenge racism in the context of a caring school community.

In order to fulfil the above, the following types of behaviour are not tolerated:

- Provocative behaviour, i.e. wearing of any racist badges or insignia.
- The use of verbal abuse or name calling of a racist nature.
- The encouragement of others to behave in a racist manner.
- The ridiculing of an individual for cultural differences.
- The telling of racist jokes or stories.
- The exclusion of others because of their culture, ethnicity or race
- Termly monitoring of racist incidents.
- Continuing to build upon our good practice. Continue to source artefacts and pictures which promote other cultures and our multi-cultural society.

- Continuing to ensure our curriculum encompasses the demographics of the school.

Religion or Belief

Hamer Community Primary School is a multi-faith school and has staff and pupils from a variety of religious backgrounds or staff from no faith backgrounds.

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

Hamer Community 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.

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 ensure that children are taught about different faiths and cultures in a positive light.
- We teach R.E throughout the school and follow the Rochdale Syllabus.
- We visit different religious buildings.

Our aims and objectives

We are committed to 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;
- Preventing discrimination, and promoting equality of opportunity and good relations between members of different religions or belief groups.

We are committed to 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;

- Ensuring 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.
- Expanding access across all communities and in all areas of school activity.
- Promote 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;
- Encourage pupils and their families of all religion or belief groups to participate fully in all aspects of school life;
- Discourage myths and misinformation that may undermine good community relations;

Sexual Orientation

Our aims and objectives

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

Hamer Community Primary School 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 LGBT 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 LGBT 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.

Community Cohesion

What do we mean by Community Cohesion?

Hamer Community Primary School adopts the Department for Education definition of community cohesion to mean working towards a society in which:

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

Our commitment

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

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

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

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

Our achievements, aims and objectives

What we have already achieved:

We have previously participated in a Community Cohesion project based on bringing together children from three local primary schools and the town's 6th form college. The children and mentors met together to discuss creating a 'New Town' in the area. This Town had to be a place where they would feel safe, valued and be given respect. The children worked in mixed groups, with the support of mentors and discuss their ideals for a 'New Town'. Positive lists were created of the attitudes, values and behaviours they believe the community should bring to their 'New Town'. These positive attitudes included:



Frequently gives encouragement



Always positive

A natural leader
Frequently gives encouragement
Honest in everything they do
Doesn't give up easily Always positive
Tries to be a peacemaker

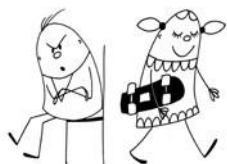


A natural leader



Doesn't give up easily

They also discussed the negatives they do not wish to have in their community, such as:



Borrow things without permission



Allows others to use them

Often unhappy
Borrows things without permission
Uses force to get what they want
Doesn't listen to people's opinions
Allows others to use them
Frequently argues



Uses force to get what they want



Often unhappy

The negatives were also tackled through scenarios, as we tried to teach the children, through discussion and role-play, how to be a good citizen and to empower them to have strategies for dealing with negative behaviours.

The Community Learning Sessions had a clear structure, which eventually led to the children and mentors writing speeches. These speeches were presented to local councillors and the local police, encompassing their views about the Town in which they live. The speeches were written quite passionately and included information about what they felt needed to be changed in their local community. Their three wishes for improvements in the local community were also presented to the councillors and police.

The children were organised into groups (one mentor (sixth form student), with one child from each primary school, to present their speeches and they were taken to a place of cultural heritage, which was the Town Hall in Rochdale. The event was also seen as a networking opportunity between the three education establishments. They were given a tour of the Town Hall, and opportunities for social interaction between the pupils and students took place. Friendships over the three terms flourished and it became an excellent Secondary Transition Project.

The councillors and police responded to all the speeches after they were delivered.

The project's activities were enhanced by the active involvement throughout the year by the police, who joined us for a number of sessions. The project also had a Magistrate and counsellors, who delivered sessions to the children and covered topics such as Young Offenders. Both head teachers attended sessions to ensure the children understand the importance of the project.

Due to the pandemic, work in this area had to be halted and we aim to reinstate this programme moving forwards. In September 2023, Hamer, Marland Hill and Altus have joined together to work on the Aspire project, with children working on many attributes from the Skills Builder template.

Safeguarding & Building Resilience

Hamer Community 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. – Keeping Children Safe in Education.

This commitment is in line with our school's current Safeguarding policy and Child Protection Policy and applies to all adults, including volunteers, working in or on behalf of the school.

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

Consultation and Information

Staff, pupils, governors and parents have been consulted. Policies are available for all parents to view at request and on the Hamer School web page.

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, a review on at least an annual basis. This can include information on the effect that our school policies and practices have on protected groups.

We will also

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

Examples of the types of information we will consider include:

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

We promote and publish our policies by:

- Making them available on request
- Renewing, amending and agreeing policies with the school’s governing body
- Publishing them on the school website

Monitoring and evaluating the Single Equality and Community Cohesion Policy

We will regularly monitor and evaluate the implementation of our Single Equality and Community Cohesion Policy. Our report will be shared with Governors and our School Improvement Partner. The findings of our any report will be used to update the Single Equality and Community Cohesion Policy 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 policy 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 policy 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 every three years, to set new priorities. 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 and homophobic incidents. The school will continue to comply with the Local Authority procedure for monitoring racist and homophobic incidents so that the information can be analysed.

Roles and responsibilities

This Single Equality and Community Cohesion Policy 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 the school complies with all current equality legislation.
- Monitor the implementation of the Single Equality and Community Cohesion Policy Community Cohesion 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 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

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
- 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
- Make sure the policy is readily available and that the governors, staff, pupils and their parents know about it
- Take 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 governors on an annual basis

The Senior Leadership Team will:

- Drive forward implementation of the Single Equality and Community Cohesion Policy
- 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
- Clare John of the senior leadership team will act as the co-ordinator for equality and community cohesion and will be involved in action planning, policy development and monitoring and evaluation.
- Deal with incidents of discrimination, victimisation or harassment.

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
- Review and monitor curriculum policies and planning in their own subject areas to ensure that equality is promoted
- HLTA to continue with responsibility for community cohesion.
- Business Manager/SLT to monitor recruitment and career progress of all staff
- SENCO's must ensure reasonable adjustment and support for disabled pupils is put into place.

All Staff will also ensure that pupils are encouraged to:

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

Administrative, Ancillary, Supervisory and Support Staff

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

All our Pupils are responsible for:

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

All our Parents and Carers are responsible for:

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

Visitors and contractors are responsible for:

Knowing and following our equality policy

Breaches of the Policy

Breaches of this Single Equality & Community Cohesion Policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their age, disability, gender, gender reassignment, marital status, pregnancy or maternity, race, religion or belief or sexual orientation, they should report this without fail through the School's complaints procedure.

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

