

**Single Equality & Community Cohesion Policy**

**A Development Framework for Schools**

***Norden Community***

***Primary School***

2018- 2021

Date agreed: December 2018

Date for review: December 2021

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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

1. How the school will manage, plan and include its Single Equality and Community Cohesion Policy within its day to day work.

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

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

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

* + new disability discrimination provisions (direct disability discrimination, indirect disability discrimination and discrimination arising from disability)

 new protected characteristics:

* + new positive action provisions

Schools also have a “specific duty” to publish information around their equality objectives in an accessible manner.

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

# 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 **Norden Community 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.

**Norden Community 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.

Norden Community Primary School is committed to the public-sector duty which came into force from April 2011 to:

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

**Local and School context**

**Population:**

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

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

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

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

**Health:**

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

**Education & Qualifications:**

* 56% of 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:**

**Norden Community Primary School** is situated in the town of Rochdale Borough in Rochdale and has 440 pupils on roll, aged between 3 and 11 (November 2018) of which 35 are children aged 3+ in our Nursery class. There are 12 single age classes altogether in school.

Norden Community Primary School draws pupils from an increasingly wide variety of backgrounds. The proportion of pupils who are eligible for free school meals is 9%. The majority of pupils are of White British heritage 54(%). The number of pupils who have learning difficulties and/or disabilities is 5.9% and the number of children on Education Health Care Plans is average at 13 (2.95%). There are 43 (9.7%) asthma plans and 3 (0.7%) Health care plans for more serious medical conditions e.g. epilepsy and diabetes.

Norden Community Primary School is a Two form entry school with a Planned Admission Number (PAN) of 60.

Young families aspire to live in Norden. Housing surrounding the school is private and detached, but original housing is semi-detached and chalet bungalow type. There is terraced housing in Norden village and new build apartments of one / two bed size. More parents are now in rented accommodation and there is a rising proportion of separated families.

**Gender**

|  |  |
| --- | --- |
| Girls | 216 |
| Boys | 224 |
| Gender Reassignment | 0 |
| **TOTAL** | 440 |

**Pupils with a Disability**

|  |  |
| --- | --- |
| Disability | 26 |

**Ethnicity**

|  |  |
| --- | --- |
| **Description** | **Number of Pupils** |
| White British | 236 |
| Pakistani | 143 |
| White and Asian | 13 |
| Any other Asian Background | 11 |
| Any other White Background | 8 |
| Bangladeshi | 7 |
| Any other mixed background | 5 |
| White and Black Caribbean | 5 |
| White and Black African | 3 |
| Indian | 2 |
| White Irish | 2 |
| Black African | 1 |
| Traveller of Irish Heritage | 1 |
| Any other Ethnic Group | 1 |
| Information not obtained | 2 |
| **TOTAL** | 440 |

**Staff Characteristics**

|  |  |  |
| --- | --- | --- |
| Gender | Male: 7 | Female: 75 |
| Age | 20s- 5 30s- 18 40s- 30 50s- 20 60s- 8 70- 1 | |

# 

# Structure of our Single Equality and Community Cohesion Policy

This policy document is designed to give a background to **Norden 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

**Norden 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. 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 Aims and objectives

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

* Reviewing marketing and communication to ensure that positive images of disabled people and their abilities are used in our promotional material and publications;
* Any further curriculum based activities to raise awareness and improve understanding of disability issues amongst pupils and staff.
* Any auxiliary aids you may purchase to ensure disabled pupils have fair access to lessons.
* Any strategies to attract or assist disabled people to be represented on a range of partnership bodies, including Governing bodies, senior management team etc.
* We have not involved disabled people in the development of the policy, but would look to do so next time.
* We are always looking for ways to improve equal opportunities for disabled employees.

We consider all aspects of school life, such as teaching and learning, arrangements to provide information in alternative formats, admissions, trips and visits, participation in extended school activities, lunchtime arrangements and kitchen facilities and any accessibility plans to improve the physical layout of building.

# Gender

Norden Community Primary School is a co-ed school which educates both girls and boys from the age of 3 to 11.

**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

**Norden 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. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their gender or sexual orientation.

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

At Norden Primary School boys and girls achieve equally by the end of Ks1 and KS2 We carefully tailor our curriculum to appeal to all children and likewise when purchasing resources etc.

The School Council and Eco Council have an equal representation of gender.

We have Anti Bullying week where each different age group concentrates on a different aspect e.g., gender, race or disability etc. Science week and Sports week.

|  |
| --- |
| * The TLRs gather gender monitoring information for Maths and English and present to the staff and governors. * Targets for pupil achievement by gender come from results of termly assessments. * All children are given the same opportunities in terms of curriculum and clubs including sporting events. * Assemblies and PSHE lessons address issues around gender violence and domestic violence are tackled within the school. We always invest in quality fiction texts which cover issues and which are age appropriate to Primary school children. * We provide classroom based lessons on gender issues such as sexual bullying and sexual exploitation. * We respond to the information children receive from the internet, films and magazines in PSHE lessons, assemblies if appropriate and in class discussions. Further up the school children may have to write a balanced argument about issues such as these. Where different genders are objectified or portrayed in a demeaning way and children bring specific examples to our attention we will respond quickly and effectively.     **Points related to staff**   * All staff roles have been through the equal pay process.   We have several part time staff who have caring 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:

* Continuing to ensure there are no significant gender gaps in attainment at the end of each key stage.
* Ensuring that all pupils regardless of gender make at least 2 levels progress in English and Maths in KS2
* Increase the number of regular male volunteers in school and to encourage male volunteers to listen to children read.
* Develop strategies to attract and assist male volunteers to be represented on a range of partnership bodies, including the Governing body.

# 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

**Norden 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. 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

We hold a number of quality texts in school and use these in our work with children and to challenge stereotypical views by both children and adults. We keep records of homophobic bullying and the actions taken to redress this.

In keeping with the equality act 2010 we would not discriminate against a person who was absent as a result of gender reassignment.

We have several members of staff and governing body trained in Safer Recruitment. We follow all the guidance to recruit fairly, ensuring the best candidate for the role is successful.

**Our aims and objectives:**

* We would ensure that in all our policies and procedures will eliminate prohibited conduct, advance equality and foster good relations with anyone who had either undergone gender reassignment or were starting the process of gender reassignment.
* To provide a supportive environment where discussion of gender reassignment with pupils can take place through the curriculum when and where appropriate.

# 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

**Norden 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. 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 pupils or staff in absences related to pregnancy and maternity.

We will follow the policies and guidance issues by Rochdale LA

# Our achievements

* Pregnant staff members are supported by school.

# Pregnant staff are made aware of school policies.

# Risk assessments are recorded and discussed with staff member.

# Meetings held formally and informally to ensure safe working practices.

# Our aims and objectives

* To ensure staff members are fully aware of policies.
* Staff supported when necessary and are made aware of statutory rights.
* Where practical, ensure flexible working enabling a good work life balance for new parents without detriment to learning.

**Paternity**

Please see the Shared Parental Leave policy.

# 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

**Norden 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. We recognise that race discrimination, harassment and victimisation may be experienced by all in a number of ways, including day-today 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 board does not tolerate any form of race discrimination which it recognises is unacceptable, discriminatory and unlawful, and is proactive in ensuring that people whatever their race, are treated fairly. This commitment is consistent with the significant progress that the 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

We have developed a curriculum which develops the children’s understanding of different races, colours, nationalities and ethnic groups. We do this through activities such as:

• Celebrations of other cultural festivals

* Our PSHEE curriculum learns to value others and develop a respect for all.
* Assemblies celebrate and promote different races, colours, nationalities and ethnic groups.
* We also develop their understanding through dance, art and different stories from other cultures.
* Curriculum leader has excellent relationship with the local authority, ensuring guidelines and statutory requirements are implemented in school.

In all appointments, we strive to meet all three aspects of public sector duty:

* Eliminating prohibited conduct
* Advancing equality of opportunity
* Fostering good relations

Any racist incidents are logged with the headteacher who then informs the LA. Where required, parents are asked to come in and discuss these issues with support from the appointed LA officer.

# Our aims and objectives

Over the three-year period of this policy we will promote further, race equality and work towards all three elements of public sector duty by:

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.

Develop our Community Cohesion work 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**

Norden Community Primary School is a Community Primary school without specific characteristics, our school curriculum for RE meets the requirements of the locally agreed Rochdale RE syllabus which reflects the religious make-up of the surrounding communities.

**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

**Norden 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

* *Children at Whittaker Moss are able to access a broad and balanced curriculum, looking at many different religions, (based on the Rochdale Agreed Syllabus).*
* *Through the R.E. curriculum and visits to various places of worship we promote tolerance and understanding of Religion or belief. Year 3 visit a Mosque, Year 4 a Hindu temple, Year 5 a Synagogue and Year 6 the Buddhist Centre and Manchester Cathedral. Key Stage 1 visit the local church.*
* *Various different festivals are celebrated with the whole school including; Eid, Diwali, Christmas, Easter and Harvest.*
* *We have members of different communities including our own coming into school to share aspects of their culture with the children.*
* *Enabled staff and pupils to have leave in order to observe a religious festival e.g. Eid*
* *We have several members of staff and governing body trained in Safer Recruitment. We follow all guidance to recruit fairly, ensuring the best candidate for the role is successful.*

# Our aims and objectives

Over a three-year period of this policy we will promote further, race equality and work towards all three elements of public sector duty by:

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.

Develop our Community Cohesion work 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;

# 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

**Norden 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. 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

* We have made explicit within your anti-bullying policy that homophobic bullying and harassment will not be tolerated.
* The PSHE leader has attended and shared Stonewall training with staff
* Our PSHE curriculum promotes a positive attitude to diversity and inclusion.
* Our PSCHE/SRE curriculum has been developed to address issues around differences between people for example:
* Looking at what makes a family, looking at the stereo-typical family of Mum, dad and two children is not necessarily the norm.
* Y6 SRE curriculum touches on same sex relationships and what these mean.
* We take homophobic language as a serious issue and it is tackled by all staff.

# Our aims and objectives

Our policies and practices will continue to be reviewed in order to meet the aspects of public sector duty:

• eliminating prohibited conduct

• advanced equality opportunity

# Community Cohesion

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

**Norden 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 Aims and objectives**

**Teaching, learning and curriculum**

* To continue to work on our PSHEE curriculum to create a sense of shared values
* To annually review our curriculum to ensure that it promotes awareness of diversity, shared values, exploration of identity and human rights where appropriate.

**Equality and excellence**

* To promote mutual respect and honesty between different groups, including young people and adults through our positive behaviour policy.
* To continue to develop an understanding in pupils that they all have a responsibility to contribute towards their shared future.

**Engagement and extended services**

* To continue to enable all children to access a wide range of extra-curricular activities, visits and visitors.
* To continue to raise money for local, national and international charities.

We will evidence our effectiveness for OFSTED by demonstrating:

A widely shared sense of the contribution of different communities to a shared vision -

• 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**

**Norden 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.

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

**Preventing Radicalisation**

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from child sexual exploitation, drugs, gang violence or alcohol.

The Prevent strategy aims to protect vulnerable people from being drawn into terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist & extremist influences or prejudiced views. We recognise that as with other forms of safeguarding strategies, early intervention is always preferable. Our school is committed to working with other local partners, families and communities, and we will play a key role in ensuring young people and their communities are safe from the threat of terrorism.

We also recognise that our School has a duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Prevent can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, on line safety and extreme political views.

Our School is committed to:

* Establishing a single point of contact in terms of safeguarding.
* Assess risk of students being drawn into terrorism.
* Train staff to recognise radicalisation and extremism.
* Refer vulnerable people to Channel.
* Prohibit extremist speakers and events.
* Manage access to extremist material- ICT filters
* Be confident about British Values

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

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

* providing a safe environment for children and young people to learn and develop in our school setting, and
* identifying children and young people who are particularly vulnerable to extreme views / radicalisation, and taking appropriate action in accordance with the schools

Safeguarding procedures with the aim of making sure they are kept safe both at home and in our school setting.

* making appropriate referrals to the Local Authority for early intervention and support where necessary
* ensuring that staff member(s) or governor(s) responsible for safeguarding are kept fully aware of their responsibilities, by attending relevant training and briefings
* letting staff, parents and pupils know how to voice their concerns
* responding to any allegations appropriately in accordance with appropriate school policies and procedures

# Equality Impact Assessment

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.

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.

# 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 on our website
  + making it available on request
  + providing a summary in our prospectus, including our vision and key priorities

# 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. 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.

The findings of our annual 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.

Information and data, both quantitative and qualitative, will be used to monitor and evaluate the implementation of 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. 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:

* school Inclusion and SEN policy
* Racist Incident policy
* Bullying and harassment policy
* Admissions policy
* SRE
* PSHE & C
* Drugs Education
* Safeguarding
* Child Protection

# Roles and responsibilities

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

**The Governing body will:**

* Ensure sure the school complies with all current equality legislation.
* Monitor the implementation of the Single Equality and Community Cohesion Policy Community Cohesion and Action Plan to check progress and assess impact on staff, pupils and parents
* Ensure that all governors are aware of their legal responsibilities under equality

legislation

* Receive and discuss regular equality and community cohesion reports on progress and performance
* 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

o challenge inappropriate language and behaviour

o 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 o challenge inappropriate language and behaviour

o tackle bias and stereotyping o 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 a 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 other with respect and report incidents of discrimination to an adult
* Working within the Rights and Responsibilities framework we have adopted as a 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

**In the future, we will consider how we will include equality requirements within the contracts for services procured by the school.**

We will consider the 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.

**Norden Primary School**

**Single Equality Scheme Action Plan: Disability**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Our Aims and Objectives** | **Success Criteria** | **Actions** | **Responsibility** | **Monitored by** | **Timescale** | **Evaluation** |
| To review marketing and communication to ensure that positive images of disabled people and their abilities are used in our promotional material and publications | Disabled staff and pupils represented in school promotional materials including the school website | Promotional materials to be reviewed for content | The Headteacher  The SENCO | DB | July 2019  Review 2012  Review 2021 |  |
| To raise awareness and improve understanding of disability issues amongst pupils and staff. | Staff and pupils to be aware of the disability issues affecting | Staff to take part in INSET training;  Outside agencies to liaise with school to provide information and training where appropriate on specific pupils  Pupils to take part in PSHE lessons | The SENCO  Class teachers  The Headteacher | DB | July 2019  Review 2012  Review 2021 |  |
| To identify auxiliary aids to ensure disabled pupils have fair access to lessons. | School to make reasonable adjustments to ensure that all stakeholders have appropriate access to the building, curriculum and information | Equipment to be identified and purchased in order to ensure reasonable adjustments are made | The School SENCO | DB | July 2019  Review 2012  Review 2021 |  |

**Norden Primary School**

**Single Equality Scheme Action Plan: Pregnancy and Maternity**

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| --- | --- | --- | --- | --- | --- | --- |
| **Our Aims and Objectives** | **Success Criteria** | **Actions** | **Responsibility** | **Monitored by** | **Timescale** | **Evaluation** |
| To ensure staff members are fully aware of policies. | Accessibility to an up to date policy | Up to date policy on the o:drive | SLT | GS/FW | 2021 |  |
| Staff supported when necessary and are made aware of statutory rights. | Staff feel supported and have the opportunity to voice concerns in informal and formal meetings | Up to date policy on the o:drive  SLT available to discuss further. | SLT | GS/FW | 2021 |  |
| Where practical, ensure flexible working enabling a good work life balance for new parents without detriment to learning. | Staff are able to request flexible working and feel their situation is considered with individual circumstances. | All requests are considered fully and individual cases taken into consideration. | SLT | GS/FW | 2021 |  |

**Norden Primary School**

**Single Equality Scheme Action Plan: Race**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Our Aims and Objectives** | **Success Criteria** | **Actions** | **Responsibility** | **Monitored by** | **Timescale** | **Evaluation** |
| Tackling unlawful discrimination | Records are kept appropriately and actions recorded | Keep accurate records (backgrounds and needs) of all ethnic groups and how the school responds to them. | SLT | GS/FW | 2021 |  |
| Working in partnership with different racial groups | * Well planned curriculum * Designated days to encourage awareness and knowledge of other cultures * Assemblies | Promote the active participation of different communities in shaping the future of the school – Assemblies, curriculum and trips. | SLT | GS/FW | 2021 |  |
| Develop our Community Cohesion work | Pupil and parent questionnaires evidence a common understanding of communities and cultures within them. | 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 our pupils and their families.  Encourage all pupils and families to participate fully in all aspects of school life. | SLT | GS/FW | 2021 |  |

**Norden Primary School**

**Single Equality Scheme Action Plan: Religion or Belief**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Our Aims and Objectives** | **Success Criteria** | **Actions** | **Responsibility** | **Monitored by** | **Timescale** | **Evaluation** |
| Tackling unlawful discrimination. | To eliminate decimation.  To follow local authority guidance. | Keep accurate and written records.  Follow Local Authority Guidance.  Encourage dialogue between pupils of different religion or belief.  Visits to places of worship.  Promote equality. | Head  SMT | Head  SMT |  |  |
| Working with different religions or beliefs. | All pupils to have an awareness of all religions and beliefs. | Encourage dialogue between pupils of different religion or belief.  Promote equality.  Visits to places of worship. | Head  SMT  JH | Head  SMT  JH |  |  |
| Developing our community cohesion work. | Expand access of the school across all communities. | Encourage dialogue between pupils of different religion or belief.  Promote equality.  Visits to places of worship.  Promote activities that celebrate common experiences.  Encourage pupils and families of all religions to participate in school life.  Review PE provision to offer sports which appeal to all.  Countering myth and misinformation. | Head  SMT  JH | Head  SMT  JH |  |  |

**Norden Primary School**

**Single Equality Scheme Action Plan: Sexual Orientation**

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| --- | --- | --- | --- | --- | --- | --- |
| **Our Aims and Objectives** | **Success Criteria** | **Actions** | **Responsibility** | **Monitored by** | **Timescale** | **Evaluation** |
| Our policies and practises will continue to be reviewed in order to meet the aspects of public sector duty. | Our policies and practises will continue to be up to date. | Eliminating prohibited conduct.  Advanced equality opportunity. | Head  SMT | Head  SMT |  |  |
| To provide specific training to support staff to tackle and prevent homophobic bullying or harassment. | Training will be provided. | Training will be given. | Head  SMT | Head  SMT |  |  |