

**St Andrew's CE Primary School &
Nursery**

**Single Equality
&
Community Cohesion Policy**



2017

Contents

1. Foreword from Rochdale MBC

2. Introduction

3. Local & School Context

4. Specific Equality Areas

Definition / Our Commitment / Our achievements / Our aims and objectives –

- Disability
- Gender
- Gender Reassignment
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sexual Orientation

5. Community Cohesion

6. Equality Impact Assessment

7. Consultation and Information

8. Publishing and raising awareness

- Specific duties

9. Monitoring

10. Links with other school policies

11. Roles and Responsibilities

12. Breaches of the policy

13. Action Plan

Forward from Rochdale MBC

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 from 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 and Cultural element) and need to be considered at all times.

For more information contact

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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, **St Andrew's CE Primary School & Nursery** 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, and beyond.

St Andrew's CE 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.

As a school we believe in eliminating prohibited conduct, advancing equality of opportunity and fostering good relations between all stakeholders and the wider community.

Local and School Context

Local Context

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

St Andrew's CE Primary School & Nursery is situated in the town of Rochdale Borough in the Pennine Township and has 304 pupils on roll, aged between 3 and 11.

St Andrew's serves a widespread community, from a variety of socio-economic backgrounds, but with an increasing percentage of the children coming from local authority housing within the Wardle area. This is further supported by the growing number of children eligible for Free School Meals. Currently we have 38% of children eligible for FSM which is in line with LA but higher than national average.

The vast majority of the school population is White British, with 23% of children coming from ethnic minority backgrounds, mainly of Pakistani heritage but with a proportion of Black African, Bangladeshi, White and Asian, and Eastern European. The number of homes where English is not the first language is decreasing; but the mobility of the school population continues to be high, with a stability of 82%.

St Andrew's is a growing school. As part of a local authority enlargement programme the PAN has increased from 30 to 45. This is having a staggered effect through school and has yet to reach Year 5 and Year 6. Our nursery has provision for 26 places for 3 and 4 year olds. Classes with lower cohorts have increased over the last few years. Numbers of boys and girls are consistent.

There are currently 25 children on our register for Special Educational Needs, which, at 8% is lower than local and national figures. One child has a statement of educational need and 24 children are SEN Support.

St Andrew's is a caring school, providing a safe, calm and stimulating environment within a Church of England Christian setting. The school has a mission statement and clear aims, with 4 core Christian, humanitarian values (Respect, Honesty, Friendship and Forgiveness) which underpin all aspects of school life. Children's emotional health and well being is fundamental to achievement and aspiration, therefore our nurturing provision and consistent approach to behaviour

management. We provide an Active Thinkers Active Learners curriculum which supports our belief in developing Character Education.

Although children enter school in reception well below expected levels, with on entry profiles and end of Foundation Stage data below local and national, children are now making value added progress through Reception, Year 1 and 2, and achieve good results at the end of Key Stage 2. Careful and rigorous tracking of pupil progress indicates that children from disadvantaged and vulnerable groups do well, with no significant areas of concern.

The active and informed governing body provide support and challenge for all aspects of school life through regular meetings with link staff and 4 committees which meet termly in addition to the full GB meetings. These are: Finance, Budget Scrutiny, Curriculum and Learning & Achievement.

School is a member of the IPLCN Collaborative Company, which consists of 8 other Rochdale primary schools, one Rochdale special school and one Oldham primary school. The IPLCN provides opportunities for staff, governors and children to work together, sharing good practice and supporting one another.

Structure of our Single Equality and Community Cohesion Policy

This policy document is designed to give a background to **St Andrew's CE Primary School & Nursery** 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

St Andrew's CE Primary School & Nursery 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 achievements

A committed and diverse team of governors, teachers and support staff with a wide range of expertise and skills work closely together to ensure the needs of all children are met; we work closely with parents and liaise with outside agencies as appropriate to support the needs of our more vulnerable children.

Our aims and objectives

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

- Assemblies related to disabilities including Epilepsy, Visual Impairment, Autism and Tourette's
- Nurture provision both proactive and reactive
- Consistent staff briefing agendas which provide the opportunity for sharing information
- Anti-Bullying week
- Work with other agencies including Rochdale Additional Needs Service
- Provided auxiliary aids for registered blind and deaf children, including planned teaching of Braille
- Participation in IPLCN events with Springside Special School including sports, music and dance events and student council days
- Development of Character Education and ATAL curriculum to encourage resilience, risk taking and collaboration
- Core values and behaviour management which values all
- Curriculum which is rich and broad in its approach to 21st century living
- Careful tracking of attainment and progress of vulnerable groups
- An environment which physically takes into account disability issues, including a lift

Reference also: Inclusion Policy, Safeguarding Policies (including Visitors to School) and Child Protection Policy

Gender: St Andrew's 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

St Andrew's CE 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.

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

(Ref also: Teachers' Pay Policy, Appraisal and Capability Policy, Safe Working Practice Guidance)

- Promoting positive attitudes towards gender including choice of materials/books for Assemblies, Curriculum and Library
- Awareness of whole school values and ethos
- Whole school tracking, regular monitoring, analysis and tracking of the progress of all individual groups of children including boy girl attainment and progress with outcomes being acted upon as appropriate including the effective deployment of staff and use of timely and appropriate intervention strategies
- PHSCE Curriculum and Character Education including use of Circle Time (both reactive and proactive)
- Year 6 Leadership Team, School Council Membership and Eco schools team membership (balanced)
- Nurture provision
- Sports and Team events (balanced, for example in the IPLCN Sports Event)
- Music opportunities including band, guitars, recorders, hand bells and choir

- Monitoring of orange behaviour forms: ref Head Teacher's termly reviews with analysis of location, type, groups
- Monitoring of domestic violence incidents with appropriate actions taken
- Partnership work with key external bodies including CEOPs and Child line to provide e-safety information for parents and children. This includes assemblies and workshops
- Weekly briefing where information is safely and confidentially discussed to the benefit of our vulnerable families
- Induction and mentoring systems for new staff to ensure sound knowledge of key documents
- Up-to-date safeguarding training
- Flexible working conditions for female staff returning to work following pregnancy
- Parental and adoption leave for staff
- Flexible leave of absences for staff
- Opportunities for middle and senior leadership

Our aims and objectives

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

Ensuring our school community of governors, staff and children is aware of, proactive in and protected against gender discrimination

Gender Reassignment

What do we mean by gender reassignment?

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

Our commitment

St Andrew's C of E Primary School & Nursery 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

- Practice in line with Equality Act 2010.
- To provide a supportive environment within the school community

Our aims and objectives

- To ensure school accesses regular information or changes linked to gender reassignment including training courses, legislation

Pregnancy and Maternity Ref also: New & Expectant Mother Risk Assessment (Health & Safety File)

What do we mean by pregnancy and maternity?

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

Our commitment

St Andrew's C of E Primary School & Nursery 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.

Our achievements

- Ensuring female staff are well informed of their rights during and after pregnancy
- Commitment to flexible working

Our aims and objectives

- Ensuring female members of staff are not discriminated against through or after pregnancy
- Ensuring female visitors/parents have suitable provision for breast feeding

Race

What do we mean by Race Equality?

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

Our commitment

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

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

The school and governing body does not tolerate any form of race discrimination which it recognises is unacceptable, discriminatory and unlawful, and is proactive in ensuring that people whatever their race, are treated fairly. This commitment is consistent with the significant progress that the school has already made in this area.

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

Our achievements (see School Context above for school diversity)

Tackling unlawful discrimination by-

- Keeping accurate records of all ethnic groups, their backgrounds and needs and how the school responds to them
- Keeping accurate records of racist incidents (ref. trail) including reporting to the LA
- Taking all racist language seriously and following up appropriately including links with parents
- 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, including links with IPLCN schools and joint events
- 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
- 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 school life
- Link with secondary school to promote further understanding of our local community

Our aims and objectives

- Review reporting system , including liaison with Sue Astin and Yasin Khan from the LA
- Ensure accurate records of all ethnic groups, their backgrounds and their needs, with effective and efficient actions taken where needed
- Ensure any complaints are dealt with speedily including liaison with Chair of Governors and following local authority guidance
- Encourage dialogue between pupils of different racial groups including IPLCN schools and potential MAT partnership with Kentmere Primary School
- Prevent racial discrimination, and promote equality of opportunity and good relations between members of different racial, and ethnic cultural groups including links with IPLCN and MAT

Through community cohesion and 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.
- Promoting activities that celebrate our common experiences as well as those that recognise diversity generally and foster understanding and respect for the culture of all our 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

St Andrew's CE is a voluntary controlled Church of England School

Sexual Orientation

What do we mean by sexual orientation equality?

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

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

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

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

Our commitment

St Andrew's C of E Primary School & Nursery 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

- Review of Relationships and Sex Education Policy to ensure guidance supports and guides teachers to deal sensitively with sexual orientation issues and questions including same sex parenting/families
- Close links with parents/carers to ascertain their views through the Focus Group
- Review of Behaviour, Rewards and Bullying Prevention Policy to ensure homophobic bullying and harassment is not tolerated, and that reporting systems are efficient, monitored, analysed and fed back to governors and staff

Our aims and objectives

Ref. also RSE, PSHCE, Behaviour, Rewards & Bullying Prevention Policies

- Ensure all policies and practice actively work to eliminate discrimination and harassment, and raise awareness of sexual orientation issues.

Community Cohesion

What do we mean by Community Cohesion?

St Andrew's C of E Primary School & Nursery 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

We welcome the opportunity of being a member of the IPLCN (Inspirational Professional Learning Community Network), a group of 11 schools who work collaboratively to develop practice and provide opportunities for children, staff and governors from a rich mix of diversity, including one 100% EAL school and one Special School, to come together. This includes sports activities, music workshops, dance festivals, cycling events, school council days and song festivals.

We welcome the many opportunities of working with our main feeder secondary school, Wardle Academy, including Band, Choir, Swimming, Science and links between Year 6 and the high school.

We have close links with Manchester Diocese, and with St Andrew's Church with opportunities for celebrating faith days and events in Church, and being a part of the wider Church Community. We are an active member of the Rochdale Anglican Heads Federation and take part in joint development projects including representing the Heads at the Character Education Conference at Church House, Westminster.

Our Vice Chair of Governors is a local councillor which affords us many opportunities for developing community spirit. We invite our 'neighbours' into school events and involve them in changes to the school, for example the recent building work. We liaise with our local services including Fire and Police, including taking part in the Junior Police Project.

Our aims and objectives

1. The school will promote community cohesion by developing its teaching, learning and curriculum to help all children to learn and understand others. They will learn to value diversity whilst recognising shared values
2. The school will promote awareness of human rights. All will apply and defend them
3. We will develop the skills of participation and responsible action necessary for living together as citizens of England within the United Kingdom
4. We will promote equity and excellence to ensure equal opportunities for all to succeed and do well
5. We will provide access and participation in learning and in wider activities while working to eliminate variations in outcomes for different groups
6. We will provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations. This will include, where appropriate, links with different schools and communities
7. Where we can, we will offer access to provision of extended services. This will create opportunities for pupils, families and the wider community, to take part in activities and receive services which build positive interaction and achievement for all groups
8. We are consulting with Wardle Trust to become part of a multi-academy trust with Wardle Academy (secondary) and Kentmere Primary School.

Reference-

Curriculum Maps

Eco Schools and Healthy Schools Policies

IPLCN Professional Network Mission Statement

PSHCE Policy

Behaviour, Rewards and Bullying Prevention Policy

Core values

School prospectus and website

The school also permeates and promotes-

- The teaching of human rights and of rights and responsibilities of themselves and others, and of valuing and respecting diversity, is part of the personal and social development of each child
- The development of Character Education is prominent in our 3 year improvement plan and underpins all aspects of school life alongside British values
- Collective worship, class, key stage and family assemblies drive our strong sense of community and family. The children know.... 'at St Andrew's we care', they know to be kind to one another and how our core values are our guidelines
- Children take part in anti-bullying week and various charitable events including Christmas Jumper Day, Children in Need, Remembrance Service
- School prays and responds to world-wide crises, remembering those in need and leaders making key decisions
- To reinforce respect there is a 'no shouting' policy (unwritten but there), children are spoken to with kindness and understanding; they are given time to explore their feelings
- Children have roles and responsibilities within their own classroom and across school including Year 6 Leadership Team, Student Council and Eco Action teams, Head Boy/Girl, Play Leaders, and Prefects. These roles give children the opportunity to become more actively involved in decisions affecting activities in school. Children other than School Councillors are also involved in the decision making process in order to engage them, build a sense of community and ensure their needs are met, for example, through assemblies, informal chats
- The children in Year 6 make a positive contribution to the school community in a variety of ways; they are keen to take responsibility for supporting and caring for younger children in school and do this very well
- The extent to which the children participate in sporting opportunities with other local schools, support a range of charities, and are involved in activities with the Church community, together with the increased opportunities the children are having to interact with people from different backgrounds both within and outside of school, shows the contribution the children make to the school, local and wider community and in promoting community cohesion
- The children are encouraged to voice their opinions and respect the opinions of others through the PSHCE curriculum/circle time/English, History and RE curriculum
- An Eco- School Action Team , involving children from all Year groups, discusses issues and makes decisions that will ensure St Andrew's becomes a more stimulating place to learn while reducing the environmental impact of the school on the community including the design and build of the Horticultural Area
- The School Choir and Band play at certain community events, for example, opening the Church Autumn Fair and for the local Care Home

- Younger children participate in environment walks including trips to the local Spar and Post Office
- Year 6 children participated in a Community Project with Wardle High School to encourage good citizenship – presented to local councillors at the Town Hall
- Local community members are invited in to school on a regular basis for example, Open Day and Enterprise Week
- Excellent governing body leadership and relationships including governors actively working in school with children and parents
- The rationale behind our intention to join Wardle Trust is based on community

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
- A caring environment which actively promotes the core values
- A strong sense of community and respect
-

Safeguarding & Building Resilience – “Keeping children safe in education”

St Andrew’s CE Primary School & Nursery 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 policies and applies to all adults, including volunteers, working in or on behalf of the school.

Staff training records are monitored to ensure all staff have consistent messages, including annual Safe Working Conditions training by the Head Teacher. The single central record is up-to-date, visitor policies and procedures tight and rigorous induction procedures undertaken.

Ref. Safe guarding Policy and audit (J Hodgson, September 2016)

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 (HT/DHT)
- Assessing risk of pupils being drawn into terrorism
- Developing an action plan to reduce the risk
- Training staff to recognise radicalisation and extremism
- Referring vulnerable people to Channel
- Prohibiting extremist speakers and events
- Managing access to extremist material, including ICT filters and regular monitoring
- Being 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 to learn and develop in our school setting
- identifying children 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
- maintaining 'form filling' expectations which are regularly reviewed including analysis of names, patterns etc.

Equality Impact Assessment

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 considering 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.

Ref. EIA 2013-2016 including positive impact of commitment to diversity through staff and governor recruitment, review of orange forms (with racist and bullying type incidents) and analysis of school tracking information (benchmarked against IPLCN, local and national data)

Consultation and Information

Staff, pupils, governors and parents have been consulted. Policies are available for all parents to view at request.

Ref.

Head Teacher's KS2 Assemblies

Staff briefing minutes

Governing Body minutes (Curriculum/Learning & Achievement)

Focus group agenda

Parent surveys

Recruitment and selection procedures

Form filling procedures including termly reviews

Advice from LA (Sue Astin and Yasmin Khan)

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 a 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 the policy on our website
- Making it available on request
- Providing a summary in our prospectus, including our vision and key priorities

Staff awareness building will be promoted through planned professional development opportunities including staff training days, and through regular planned staff meetings and staff briefings. External consultants will be brokered in to support key messages.

Ref.

Staff training agendas, minutes, providers

Staff Handbook and Induction procedures

Visitors and external contractors' procedures

Letters/newsletters to parents

GB minutes

Monitoring and evaluating the Single Equality and Community Cohesion Policy Action Plan

We will regularly monitor and evaluate the implementation of our Single Equality and Community Cohesion Policy Action Plan. We will report annually on our progress and performance. Our annual report will be shared with governors and our school improvement partner. A summary will be provided for parents and published in our prospectus. Both will explain how the full report can be obtained. We will inform staff and pupils of our progress.

The report will be written by the Head Teacher/Deputy Head Teacher and will be quality assured through the IPLCN network and potentially the Wardle Trust.

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

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

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

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

The school has a procedure in place for recording, reporting and responding to racist incidents. The Orange Form System was introduced following the review and rewriting of the school's Behaviour, Rewards and Bullying Prevention Policy, a mainstay of school ethos. Orange forms go directly to the Head Teacher (and DHT) for action and analysis. This is in addition to Class Behaviour Books which go to Key Stage Meetings for monitoring. 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 Policies include:

- School Inclusion and SEN policy
- Racist Incident policy
- Behaviour, Rewards and Anti Bullying Policy
- Admissions policy
- Staff Management Policies including Pay, Appraisal and Capability, Unsatisfactory Performance

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 the school complies with all current equality legislation
- Monitor the implementation of the Single Equality and Community Cohesion Policy 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 co-operation
- 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 governors on an annual basis

The Senior Leadership Team will:

- Drive forward implementation of the Single Equality and Community Cohesion Policy and Action Plan
- Support staff to carry out their role in implementing this policy
- Provide effective leadership on equality, inclusion and community cohesion
- Ensure the Single Equality and Community Cohesion Policy is successfully promoted
- Respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, victimisation or harassment
- Assist in implementing reviews of the Single Equality and Community Cohesion Policy as detailed in the School Improvement Plan
- One member of the senior management team will be identified as the co-ordinator for equality and community cohesion and will be involved in action planning, policy development and monitoring and evaluation

All Staff will:

- Recognise that they have a role and responsibility in their day-to-day work to:
 - promote equality, inclusion and good community relations
 - challenge inappropriate language and behaviour
 - tackle bias and stereotyping
 - respond appropriately to incidents of discrimination, victimisation and harassment and report these
- Highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities.
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society
- Reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that equality is promoted

All Staff will also ensure that pupils are encouraged to:

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

Administrative, Ancillary, Supervisory and Support Staff

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

All our Pupils are responsible for:

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

All our Parents and Carers are responsible for:

- Supporting 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

Progress of vulnerable groups will be tracked by the senior and middle leadership teams (Strategy Team). The Head Teacher and Chair of Governors will monitor recruitment and career progression of all staff, and work with external agencies to ensure reasonable adjustment to support disabled staff, parents, visitors and 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 the 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.