



ROCHDALE
METROPOLITAN BOROUGH
COUNCIL

Single Equality & Community Cohesion Policy

A Development Framework for Schools

***Howard Street Nursery
School***



2015 – 2018

Date agreed:

Date for review:

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Foreword

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

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

This policy serves essentially two purposes:

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

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

Separate policy guidance covering recruitment and employment is available from Schools Personnel team and the Local Authority.

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

The Single Equality and Community Cohesion Policy is based on the Equality Act 2010.

Much of what is required of schools is already being carried out by them. The main new provisions in the Equality Act 2010 are:

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

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

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

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 Howard Street Nursery 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.

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

The Governors and the Staff of Howard Street Nursery School are committed to the elimination of prohibited conduct, the advancement of equality of opportunity and the fostering of good relationships between groups and individuals

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:

We are a maintained Nursery School, which is part of Rochdale Borough Council's Early Years Provision. Howard Street Nursery School is situated in the town of Rochdale Borough on the border with Central Ward and Spotland and Falinge Ward. The school is within walking distance of Rochdale. There are currently 50 children on roll in the nursery school aged between 3 years and 4 years and 40 children on roll on the two year nursery register aged two years.

- The nursery school is co-located with, and works in close partnership with, a Children's Centre.
- The nursery is located in a highly disadvantaged area. An IDACI (Income Deprivation Affecting Children Index) of 5171 for the geographical area of the nursery indicates high levels of deprivation. Children's Centre statistics for LSOA EO1005483 (which is the area surrounding the school) show 132 children living in an area where more than 40% of children are in poverty. A ward Labour Market Profile shows Central Rochdale (where the school is located) as having 48.7% employment compared to 65.2% across Rochdale and 71% nationally.
- The nursery runs 10 sessions per week. 5 morning sessions and 5 afternoon sessions. Provision can be offered flexibly to meet the needs of the parents. The two-year-old provision runs 10 sessions per week, 5 morning sessions and 5 afternoon sessions on a non-flexible basis. All children attending the two-year-old provision have their places funded through access to the 'Golden Ticket' funding.
- A large majority of the children attending Howard Street Nursery are from minority ethnic groups – 78% of children attending the school come from a minority ethnic background (70% of 2 year olds and 84% of children attending the 3/4 nursery.) Almost all minority ethnic pupils speak English as an additional language.
- 20 different languages are currently spoken in the school – 12 languages in the 2 year old provision and 13 in the nursery class.
- 66% of our 3 and 4 year old children speak English as an additional language, 58% of our 2 year old children speak English as an additional language. Some children are living in bi-lingual or even tri-lingual homes.
- Even for those children where English is their first language the vast majority have lower than typical levels of language development, particularly with spoken and expressive language. In the Nursery class there are currently eight children for whom English is their home language. Of these eight, six children (75%) were assessed as being below or significantly below ARE in Communication and Language on entry.
- Local Authority support combined with a strong focus on school improvement have resulted in significant changes and development in standards and provision following the previous inspection.
- The Local Authority have conducted a review of nursery school provision within the authority.
- Current Acting Headteacher in post since April 2015.

The key equality and diversity issue that we face is:

- Developing the children's emerging English literacy skills.
- Enabling parents to understand and access the educational opportunities offered for the children and themselves.
- Ensuring that our positive promotion of Fundamental British Values and our careful planning and provision creates consistent daily opportunities for children and families to build positive relationships, accepting of and celebrating the diverse range of cultures, faiths and ethnicities for the children and families of Howard Street Nursery School.
- Ensuring that we promote positive images of gender equality and positive role models of both genders in an Early Years environment where it is not always easy to recruit male members of staff.

Structure of our Single Equality and Community Cohesion Policy

This policy document is designed to give a background to Howard Street Nursery 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

Howard Street Nursery 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 achievements

We have had policies in place for a number of years and established an ethos of respect and equality for all users of the service.

- All areas of the nursery have disabled access including disabled toilet facilities for parents and visitors.

- Good use of support staff including use of signing and visual support to aid communication.
- 'Hearing loop' installed in the reception area
- Daily risk assessment processes as staff prepare the nursery for the children.
- Regular updating / consulting of risk assessments as appropriate.
- Staff understanding and awareness of necessary risk assessments re food allergies.
- Gates / doors painted different colour as an aid to visual impairment.
- Provision for SEN ensures inclusive practise and support staff are used effectively to provide support and to target and tackle underachievement or barriers to learning. Support for children with SEN very much focuses on supporting parents and whole families not just children in order to create the most supportive learning environment that we can.
- Effective relationships with outside agencies supporting pupils with disability – RANS, CAHMS, NF society, SEN access team – led by HT and SENCO
- All teaching staff specifically trained and qualified to deliver speech and language support.

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 images around school and resources to ensure that positive images of disabled people and their abilities are used.
- Curriculum activities raise awareness and improve understanding of disability issues amongst pupils e.g. through the PSED and Understanding the World curriculum
- Auxiliary aids will be purchased or borrowed to ensure disabled pupils have fair access to lessons.
- Disabled applicants always invited to interview under recruitment and selection procedure.
- Review the changing facilities for use with disabled children.
- As part of the transition process when starting school and ongoing support for parents and families we record any disabilities which we will need to consider and tailor and provide support and adaptations to our provision as appropriate.
- Support and adaptations would be planned for, risk assessed and provided for any members of staff who have a disability.

Gender

We are not a single 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

Howard Street Nursery 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

- Gender monitoring information is gathered on entry and recent cohort analysis shows a higher percentage of boys attending than girls eg 2014-15 N2 cohort – 63% boys.
- Pupil achievement is monitored by gender. Analysis of 2014-15 data shows relatively small gaps between the attainment and progress of boys and girls.
- Gender stereotyping in curriculum delivery is consciously avoided. This is also addressed at interview with students and volunteers to ensure equality of delivery.
- Classroom based sessions reinforce issues such as bullying
- Staff provide positive role models and reinforcement.
- Staff signpost and support parents re domestic violence.

Other points related to staff

- Equal pay is supported.
- Staff with caring and domestic responsibilities working part-time or flexible working hours.

Our Aims and Objectives

- To continue to be supportive of gender equality.
- Continue to ensure that there are no significant gender gaps in attainment at the end of the nursery year.
- Have clear planning in place for how to close the gaps for boys if analysis of data and assessment highlights any significant issues.
- Monitor the involvement of male parents in school activities.
- Develop strategies to encourage an increase in male parent involvement in school activities.
- Attendance of 'Raising Boys Achievement' training and implementation of highlighted examples of good practise to be added to our current good practise in this area.

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

Howard Street Nursery 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 recognise that there is a specific prohibition contained within the Equality Act 2010 which prohibits discrimination of staff who are absent from employment as a result of gender reassignment.

Our aims and objectives:

- We would be supportive of any member of the school community who proposed to or has undergone gender reassignment.

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

Howard Street Nursery 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.

School will adhere to the LA pregnancy and maternity policy which is available on the intranet.

Our Achievements

- All pregnant staff members will undergo a regular planned Risk Assessment to ensure their health and welfare during pregnancy and upon return to work.
- Provision will be made for breastfeeding mothers if required.

Our Aims and Objectives

- To ensure that we accommodate the needs of pregnant or breastfeeding mothers including visitors to the school.

Race

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

Our commitment

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

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

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

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

Our achievements

- Policies have been in place for a number of years. School has established a respectful and welcoming ethos for children and families of all races, colours, cultures and faiths.
- The diverse nature of our school population of children (and families) is celebrated and very clearly promoted to children as a positive opportunity to learn from others.
- Curriculum work addresses race equality issues and promotes harmony and tolerance.
- Children are supported to develop race equality awareness through the EYFS curriculum. In particular promoting and encouraging celebration of all cultures and communities through the EYFS.
- Support from bi-lingual staff to support our EAL families who speak the same language. Where first language support is not available through school based staff we use the interpreting service to aid communication with parents at transition, and for curriculum understanding as necessary.
- Staff encourage parents / carers to access the nursery setting (Children's Centre included) for social events, parent consultations etc.
- Staff recruitment positively welcomes underrepresented ethnic communities –supply staff are used – many from ethnic communities which is seen as a bonus
- In line with LA policy, we record any racist incident in school and report on a termly basis to the LA.
- Ensuring that provision and direct teaching promote the Fundamental British Values of Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance.

Our aims and objectives

Tackling unlawful discrimination by

- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, and notifying complainants of the outcomes and action taken.
- Continue to prevent racial discrimination and to promote equality of opportunity and good relations between members of different racial and ethnic cultural groups.
- 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.
- Expanding access across all communities to all areas of school activity.
- 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 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;
- Using our new assessment system to track the progress of different groups of pupils to ensure that information about performance is monitored and any inequality in terms of opportunities or achievement for pupils of different races are addressed.

Religion or Belief

We are not a faith based school.

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

Howard Street Nursery 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

Curriculum work addresses and promotes tolerance and understanding of others. Children are encouraged to share religious beliefs and experiences while also learning about different beliefs and customs of others. Howard Street Nursery School celebrate a range of cultural festivals throughout the year through stories/books, imaginative role play, concerts, visits and special activities.

We will continue to;

- eliminate prohibited conduct
- advance equality of opportunity
- foster good relations amongst our community

Our aims and objectives

We aim to tackle unlawful discrimination by;

- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, and notify complainants of the outcomes and action taken;

- Prevent discrimination, and to promote equality of opportunity and good relations between members of different religions or belief groups.
- Encourage dialogue between pupils of different religions or belief groups.

We aim to work in partnership to;

- 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.
- Welcome families of different religions into the school and community.
- Promote activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the religion or belief of all pupils and their families.
- Encourage pupils and their families of all religion or belief groups to participate fully in all aspects of school life.
- Counter 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

Howard Street Nursery 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

Howard Street Nursery school recognises the importance of sensitivity, supportiveness and tolerance of individual's sexual orientation.

Our aims and objectives

To review our anti-bullying policy to include sexual orientation issues.

Community Cohesion

What do we mean by Community Cohesion?

Howard Street Nursery 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 where 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

Teaching, learning and curriculum

- Howard Street has a diverse population with pupils from a wide range of different ethnic and socio-economic backgrounds, including many children from very deprived backgrounds. The school understands the community it serves and seeks to ensure that the curriculum and all other aspects of provision are evaluated and improved to meet pupils' needs as much as possible.
- Pupils integrate very well and most friendship groups include children of different ethnicities. Incident reports prepared for the Local Authority show that incidents of racist name calling have not occurred at any time. The standard of behaviour including that relating to race relations is very good.
- As a setting we aim to encourage all who attend to respect others and value diversity; through the EYFS with our children, and through joint activities and celebrations with

other setting partners and the wider community. We will continue to participate in initiatives such as healthy schools.

Equality and excellence

All children have opportunities to reach their full potential, removing variations in learning outcomes from different community groups.

Engagement and extended services

Services are provided which encourage families to interact with people from different backgrounds and build positive relationships. Staff in the nursery school are proactive in sign-posting all parents to participate in Children's Centre activities.

We also provide a range of events to bring together our school community including inviting parents to school taster sessions, end of term celebrations, 'Come and Learn with Us' days.

We work closely with outside support agencies to improve outcomes for pupils with SEN or those who are vulnerable or at risk.

Our aims and objectives

- We will continue to build on well established community partnerships – creating a sense of shared values.
- We will continue to develop an understanding in pupils that they all have a responsibility to their shared future – this links with our Healthy School work and work on promoting Fundamental British Values.
- We will continue to promote mutual respect and honesty between different groups.
- We endeavour to make visible to the whole school community the necessity of fairness and trust.

We will evidence our effectiveness by demonstrating:

- 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

Howard Street Nursery School is fully committed to safeguarding the welfare of all children and young people by taking all reasonable steps to protect them and build resilience in accordance with the DfE guidance – *Keeping Children Safe in Education*

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

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 alongside a clear structure for staff support eg a deputy and a clear process for safeguarding.
- Assess risk of students being drawn into terrorism.
- Develop an action plan to reduce the risk.
- Train staff to recognise radicalisation and extremism and all other safeguarding issues or risks.
- Refer vulnerable people to Channel.
- Prohibit extremist speakers and events.
- Manage access to extremist material - ICT filters.
- Be confident about and ensure constant work and ethos to promote 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.
- 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

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.

- An EIA will be carried out in February each year to enable parents to make a valid judgement.

School will impact assess the following policies / practices

- *Admissions and Transfer*
- *Curriculum*
- *Every Child Matters objectives*
- *National Healthy School Status*
- *Behaviour*
- *Anti-bullying, harassment and Discriminatory policy*
- *School trips/outings*

Consultation and Information

This policy has been written in consultation with staff, governors and parent governors in line with guidance from the LA. The policy is published on the school website.

The consultation is appropriate to the size, remit and resources that are available.

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. It will be available on the school website, on request to parents and will be made freely available to staff in school.

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

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

We will promote and publish our policy by:

- placing it on our website
- making it available on request
- providing a summary in our school booklet
- sending a letter to parents about our policy
- raise awareness of the legal duties and the implications for staff during INSET
- our staff induction procedures including equality and community cohesion information about this policy
- sending our policy to Howard Street Children's Centre

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 school booklet. Both will explain how the full report can be obtained. We will inform staff and pupils of our progress.

We will also share our annual report with Howard Street Children's Centre Advisory Board Meeting or Senior Management meeting as deemed appropriate. The Headteacher will take the lead in writing the annual report and making this available to any interested stakeholder.

The findings of our annual report will be used to update the Single Equality and Community Cohesion 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 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:

- Inclusion and SEN policy
- Racist Incident reports
- Anti-Bullying policy
- Admissions policy
- Safeguarding policy
- Child protection policy
- Fundamental British Values policy

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.
- Monitor achievement of equality targets.
- Check that implementation of the Policy and action plan achieves improved outcomes for equality and community cohesion and people who share an aspect of their identity in relation to the protected characteristics of disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.
- Monitoring equality impact assessments.
- Support the Head teacher in implementing any actions necessary.
- Inform and consult with parents about the policy.
- Have one governor who takes on the role of designated governor responsible for equality and community cohesion monitoring the policy closely.

The Head teacher will:

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation.
- Ensure staff, pupils, parents/carers and any other interested stakeholders are aware of this Single Equality and Community Cohesion Policy, their roles and responsibilities in implementing it, and receive training and support in carrying these actions out.
- Monitor to ensure effective implementation of the Single Equality and Community Cohesion Policy Action plan.
- Provide regular reports for governors on progress and performance

- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this policy.
- Assess and monitor the impact of the policy through developing the action plan.
- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it.
- Taking appropriate action in any cases of victimisation, harassment and discrimination in line with the school and LA guidance.
- Report racist incident monitoring information to the LA on a termly basis.
- Produce a report on progress for governor on an annual basis.

The Senior Leadership Team will:

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

All Staff will:

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

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.

