

Kentmere Academy and Nursery

2016-2019

Single Equality & Community Cohesion Policy



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Single Equality and Community Cohesion 2016 – 2019

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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.

All information used in our policies is in accordance with the Data Protection Act 2018 and General Data Protection Regulations (GDPR).

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 Community Cohesion.**

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, Kentmere Academy and 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.

Kentmere Academy and Nursery 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.

Kentmere Academy is committed to the public sector duty which came into force from April 2011:

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

Local and School context

Population:

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

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

Ethnicity, Identity, Language & Religion:

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

Health:

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

Education & Qualifications:

- 56% of pupils achieved a good level of development at the end of the early year's foundation stage (age 5).
- In 2012, 77% of pupils left Primary School attaining national standards (Level 4 & above in English and maths).
- 52% of pupils achieved 5+A*-C including English and maths in 2012 when leaving secondary school.
- Over 31% of the Borough's population aged 16-74 years reported Level 3 or Level 4/5 qualifications, which is an 11% improvement from the previous Census in 2001 (Census 2011).

Labour Market & Out of Work Benefits

- From the population aged 16 to 74, the 2011 Census reported 101,003 residents economically active and 51,739 economically inactive. There are 9,334 unemployed people and from that number 1,614 have never worked.
- In 2012, 62.5% of the Work Age Population (WAP) was in employment, fewer than local (68.8%) and national (70.7%) comparators, although greater proportion of economically inactive residents 'wants a job'.
- There were 7,368 JSA claimants in April 2013; twice the number of males compared to females. This figure represents 5.2% of WAP for Rochdale, compared to 4.2% regionally and 3.7% nationally.
- There are 27,740 total benefits claimants in Rochdale Borough (Nov 2012), representing 20.4% of WAP. ESA and incapacity benefits have the largest number of claimants (13,030).

*** Figures based on snapshot data obtained from 2011 Census**

School Context:

Kentmere Academy and Nursery situated in the town of Rochdale Borough in Smallbridge and has 328 pupils on roll, aged between 3 and 11.

This is a larger than average-sized primary school. The proportion of pupils for whom the school receives the pupil premium is high. The pupil premium is additional funding to support pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority. The proportion of pupils supported through SEN support is above average. The proportion of pupils with a statement of special educational needs is above average. There is a high proportion of pupils from different ethnic groups compared to national averages. These are mainly of Pakistani heritage. The school has a breakfast club which is managed by the governing body.

Structure of our Single Equality and Community Cohesion Policy

This policy document is designed to give a background to Kentmere Academy and 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:

This policy will be shared with Governors on 22nd November 2016. It will be shared with staff on 19th October 2016. The policy will be available to all via the website and will be shared with parents and children.

Our commitment to publication and public access

It is on the Kentmere Academy and Nursery website, available from school upon request and made available in alternative formats upon request.

Our Monitoring and review processes

This policy will be reviewed and updated September 2019

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

Kentmere Academy and 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:

- At Kentmere Academy and Nursery, we ensure that high quality first teaching that is differentiated and personalised will meet the needs of the majority of children.
- SEN provision is under-pinned by high quality teaching and is compromised by anything less.
- We ensure that all teachers should have high ambitions and set stretching targets for all children and track progress towards these goals.

- We ensure that all teachers should keep under review the additional and different provision made for children.
- We ensure that all teachers know precisely where children with SEN are in their learning and development.
- We have two disabled toilets in school
- All classrooms have a visual timetable to support Autistic learners
- All classrooms have their own sensory snack-box (box containing sensory items)
- We have our own school sensory room
- The entire building is wheelchair accessible
- There is a ramp leading into the building
- We have Speech and Language interventions running in school
- We run nurture groups for our children
- We have clicker 6 to support some learners
- We have staff training about supporting children and staff with disabilities
- We have colour overlays to support dyslexic learners
- We make any **reasonable adjustments** for staff and children with any disability

What we're going to do:

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

- We plan to purchase reading books that promote positive images of disabled people and their abilities are used in our promotional material and publications;
- We plan to raise awareness and improve understanding of disability issues amongst pupils and staff by celebrating differences during 'Sunshine Days' and celebrating 'World Autism Awareness week' w/b 27th March
- We plan to meet with parents of children with a disability to discuss our policy with them and anything they think should be added/ improved
- We will provide staff with the opportunity to discuss any disabilities.
- We would endeavour to make every reasonable adjustment possible to meet the needs of staff with any disability shared with us.

Gender

Kentmere Academy and Nursery is 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

Kentmere Academy and 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 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**
 - All staff complete a half termly pupil progress report. This shows the attainment and progress of males in comparison to females. All class teachers ensure that males and females make equal progress/ attainment. If there is seen to be a trend, the class teacher will plan to tackle this. For example, if a trend is spotted that boys are underachieving in reading, these boys would be targeted through carefully planned intervention (such as a reading intervention with books aimed at their interest).
 - Phase leaders complete a similar report, and again look for trends and tackle these appropriately.
 - We have a Head Boy and a Head Girl and an even number of male and female prefects.
 - We have a male and female class council member from each class.
 - We encourage both male and female to join and regularly participate in our wide range of extracurricular clubs.
 - We take year 6 children to 'Crucial Crew' each year. Here they are taught about gender stereotyping and that all jobs are open to both male and female.
 - We watch 'Newsround' in class and discuss any issues with gender that this might bring.
 - The school offers part-time and flexible working hours for staff with caring and domestic responsibilities.
 - The school has celebrated themed sunshine days that have promoted LGBTIQ identities and same sex relationships.
 - The school has sourced books that promote and open discussion with regard to same sex relationships, transgender identities and LGBTIQ identities.

Our Aims and objectives

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

- Purchase books for the school library which promote gender equality.
- Involve children in other year groups (not just year 6) with careers advice and promoting that careers are not gender specific.
- Continue to watch 'Newsround' with the children and discuss any gender issues which might arise.
- Continue to discuss gender equality with the children during whole school 'Sunshine' days.
- We plan to raise awareness and improve understanding of LGBTIQ identities amongst pupils and staff by celebrating differences during 'Trans Day of Visibility' and 'LGBT Awareness Month'.
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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

Kentmere Academy and 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

This is a relatively new provision to be considered by schools. However, some work has been done through the curriculum in discussing these issues with pupils:

- Same sex families
- Same sex marriages
- Civil partnerships
- Whole school 'Sunshine' days- discussing gender reassignment in a positive light.
- Sharing stories with the children which promote gender reassignment and discuss this is a positive light
- We regularly discuss bullying in school through: assemblies, PSHCE lessons, parent assemblies, circle time, talks from external visitors. We additionally promote the need to celebrate differences.
- Children regularly watch 'Newsround' in class and discuss gender reassignment if/when this comes up.
- We have a display boards in school which celebrate differences such as: 'Different Blood, Same Love'.
- Inclusion team have had training on gender reassignment.

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:

- Purchase books from the school library which promotes gender reassignment in a positive light
- Have gender reassignment as a theme in one of our termly 'Sunshine Days'.
- Staff receive regular updated training on gender reassignment.
- Continue to encourage children to celebrate differences.

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

Kentmere Academy and 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 a pupils or staff in absences related to pregnancy and maternity.

Our achievements

- We currently have made provision for a pregnant member of staff to meet her specific needs.
- We allow staff/ pupils to attend appointments as and when needed.

Our aims and objectives

- We will endeavour to make every reasonable adjustment to accommodate the needs of a pregnant/ breastfeeding mother.

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

Kentmere Academy and 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

- We have a zero tolerance to racism, discrimination and harassment.
- We have a whole school, consistent approach to reporting and dealing with racist incidents.
- We celebrate differences at Kentmere Academy and Nursery.
- We encourage parents of different cultures to come into school to celebrate different cultures and languages.
- We foster good relationships with parents and the community.
- We complete half termly pupil progress reports which analyse the progress and attainment of all ethnic groups. Any trends that are noted, are acted upon through intervention staff support.
- We teach and promote British Values here at Kentmere Academy.
- We celebrate a variety of religious festivals, such as Christmas and Eid.

Our aims and objectives

- To purchase books for the school library which promote positive images of different races.
- We plan to provide children with opportunities to experience different cultures and foods from around the world.
- We aim to ensure that all new staff and temporary staff are made aware of our approach and policy for dealing with racist incidents.

Religion or Belief

Kentmere Academy and Nursery is not a faith school. The children and staff here follow a variety of different religions. We learn about each other's religions and celebrate the differences.

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

Kentmere Academy and 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.

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

- In our RE lessons, we learn about a variety of different religions. We teach all children to be aware of and to have empathy towards all different religions.
- All staff have had prevent training.
- We celebrate a variety of different religious festivals including Eid and Christmas.
- We encourage parents and visitors to come into school and share beliefs and values about their religion; we ensure that all children show respect and empathy towards these religions.
- We have had religious leaders from different faiths conducting assemblies at our school.
- We have had visitors deliver workshops for children about respecting different faiths and bullying.
- The children who attend our school are from a variety of different faiths and we enjoy learning from each other and celebrating differences.
- Children from our school have been on school trips to different places of worship.
- Staff at our school have different faiths and beliefs; they are entitled to days out of work to celebrate religious festivals (such as Eid).
- We have regular PSCE lessons and circle time where we discuss different faiths and beliefs and the importance of showing respect and empathy towards them.

Our aims and objectives

- We aim to purchase books which promote different religions and beliefs in a positive light.
- We aim to encourage all classes to visit a place of worship/ have a religious visitor in their classroom- allowing them chance to ask them questions and understand/ empathise with different beliefs and religions.

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

Kentmere Academy and 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

- We regularly have anti-bullying days in school (Sunshine Days), during these days, we discuss sexual orientation and ensure that children are aware that it is unacceptable to judge/ comment on another person's sexual orientation.
- We have shared stories (such as 'And Tango Makes Three') which promote same sex relationships in a positive light.
- We regularly watch 'Newsround' with the children. This has addressed homophobic bullying and harassment.
- At Kentmere we encourage children to celebrate differences.
- We have discussed same sex marriage in PSHE lessons.
- We ensure that children are aware that using words such as 'gay' on the playground will not be tolerated. We ensure that children are aware of what it means, and do not use the term loosely.

Our aims and objectives

- We aim to have workshops with children and parents which teaches empathy and respect towards different sexual orientations.
- We aim to purchase books for the school library which promote different sexual orientations in a positive light.

- We aim to continue to discuss sexual orientation in PSHE lessons and during whole school 'Sunshine Days' to ensure that all children are aware of this and have empathy and respect towards them.

Community Cohesion

What do we mean by Community Cohesion?

Kentmere Academy and 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 regularly invite parents into school to watch class assemblies and to join celebration assemblies.
- We regularly invite parents into school to attend different workshops. We also have translators to assist parents with little English.
- We hold termly parents' evenings and drop in sessions.
- We send home questionnaires to our parents and pupils to ensure we understand their views.
- The school choir have sang in the local nursing home.
- The school brass band have performed in a variety of venues, both locally and nationally.
- We hold sewing classes in school for the local community.
- We have a Rights Respecting Council in school.

- We are participating in the Healthy Schools Award.
- Curriculum planning across all subject areas provide opportunities to promote community cohesion.
- We have gained the LPPA (Leading Parents Partnership Award).
- We promote British values throughout school.
- We have a British values display in all classrooms throughout school.

Our aims and objectives

- To purchase books for the school library which promote community cohesion in a positive light.
- To create links with another local school.

Safeguarding & Building Resilience

Kentmere Academy and 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.

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

Preventing Radicalisation

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

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

We also recognise that our School has a duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Prevent

can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, on line safety and extreme political views.

Our School is committed to:

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

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

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

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are particularly vulnerable to extreme views / radicalisation, and taking appropriate action in accordance with the schools Safeguarding procedures with the aim of making sure they are kept safe both at home and in our school setting.
- making appropriate referrals to the Local Authority for early intervention and support where necessary
- ensuring that staff member(s) or governor(s) responsible for safeguarding are kept fully aware of their responsibilities, by attending relevant training and briefings
- letting staff, parents and pupils know how to voice their concerns
- responding to any allegations appropriately in accordance with appropriate school policies and procedures

All staff at Kentmere Academy and Nursery have regular Prevent training.

Equality Impact Assessment

To ensure that equality exists in our school and to measure the impact that our Single Equality and Community Cohesion Policy has on our practice we use:

- Half termly pupil progress reports and meetings. Every class teacher must report on the progress and attainment of all groups of children (for example, girls, boys, Pakistani, white British, pupil premium, LAC, SEND, etc). They spot any trends and act on them appropriately to ensure that all groups of children make good or outstanding progress.
- We complete termly SEND reports. This report analyses the progress made by SEND children compared to their peers.
- SEND children are set ambitious, achievable targets and they are measured against these targets every half term to ensure that they are making good or outstanding progress.
- Regular staff, parent and child questionnaires to ensure that all stakeholders feel valued and respected in school.

We will monitor all policies to ensure that they comply with single equalities duties and do not treat anyone less fairly. We will regularly assess:

- The issues identified through the involvement of disabled pupils, staff and parents/ carers, boys and girls, men and women; and people from ethnic communities etc.
- The effects of current policies and practices on disabled pupils and staff and parents /carers boys and girls, men and women; and people from ethnic communities etc.

Consultation and Information

The staff of Kentmere Academy and Nursery liaise with parents and governors regularly. Parents, pupils and staff also regularly complete a questionnaire, allowing the voice of all to be echoed through our school policies.

This policy will be shared with all staff on Wednesday 19th October 2016. It will also be shared with the governors on 22nd November 2016. The policy is also available on the school website, from the office staff (if required). It can also be translated or amended for visually impaired upon request.

We have an active school council who represent the views of the children in school and we encourage parents to come into school regularly. We additionally have community liaison officers in our school playground every morning and after school each day. They speak two languages; we encourage parents to discuss and concerns/ views with them.

We are committed to making all **reasonable adjustments** to ensure that equality and community cohesion exists in our school.

Publishing and raising awareness

We recognise that our Single Equality and Community Cohesion Policy is a public document that should be available to any interested stakeholder.

Specific Duty

Under the Equality Act 2010, we recognise that from April 2012, as a school, we also have a “specific duty” to:

1. Publish sufficient information to demonstrate compliance with the general equality duty every four years, with an action plan review on at least an annual basis. This can include information on the effect that our school policies and practices have on protected groups.

We will also

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 plan to promote and raise awareness of our policy in the following ways:

- highlight the existence of the policy, key priorities, and who to contact for further information to all staff during a staff meeting on 19th October 2016
- highlight the existence of the policy, key priorities, and who to contact for further information to all governors during a governors meeting on 22nd November 2016
- send a letter to parents about our policy
- discuss staff development activities that you have undertaken or plan to undertake to raise awareness of the legal duties and the implications for staff
- explain how staff induction procedures include equality and community cohesion information about this policy
- include information on how you ensure contractors and other service providers are briefed on your vision and expectations for equality
- have the policy available on our website and have hard copy available in the school office on request
- we will make any **reasonable adjustments** to make translations and amendments to the policy on request

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:

- School Inclusion and SEN policy
- Local Offer
- SEND information report
- Accessibility plan
- Admissions policy
- Behaviour policy
- Admissions policy

Roles and responsibilities

The governing body at Kentmere Academy and Nursery will:

- Ensure that the school meets the requirements of the Equality Act 2010 through checking pupil progress reports and ensuring that attainment and progress is equal amongst different groups in school and through making regular visits to school and listening with staff, parents and children.
- Ensure that all members of staff understand the importance of the policy and their role in delivering it.
- Link the School's Equality Policy to the School Improvement Plan.
-

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
- 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 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

‘What we plan to do’ can be seen in our Accessibility Plan.

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.

Reasonable adjustments- as a school, we will make any reasonable adjustments possible, within our means, staffing, funding and level of expertise. However, there may be occasions, where despite reasonable adjustments, our provision cannot meet a child's needs.

Signed:



Sarah Isberg (headteacher)

Date: October 2017

To be reviewed by the Governing Body:



Date: October 2017

October 2019