

We want every child to be happy, caring and successful.

Single Equality Policy

Introduction

Cedars Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Principles

Our approach to equality is based on the following 7 key principles:

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential
7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Monitoring and Review

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups

that make up our school. This will be communicated with staff, parents, carers and governors by the Head Teacher.

The Headteacher will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in relation to this
- Working closely with the governors
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. SEND, Children in Care, Minority Ethnic pupils (including Traveller and EAL children) and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Learning and teaching
 - Conduct, discipline and exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related bullying and all forms of bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

Policy Commitments

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity.

In addition:

- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils
- All pupils are actively encouraged to fully engage pupils in their own learning to help them to learn

Promoting Equality: The ethos and culture of the school

At Cedars Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.

- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school
- The children are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities)
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through the School Council, pupil surveys and there are regular opportunities to engage with pupils about their learning and the life of the school
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants

- Those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school
- Access to opportunities for professional development is monitored on equality grounds
- Equalities policy and practice is covered in all staff inductions
- All staff are made aware of the equalities policy and practice
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents
- The school reports to governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Cedars Primary School aims to work in partnership with parents/carers and therefore we :

- Take action to ensure all parents/carers are encouraged to participate in the life of the school
- Maintain good channels of communication, e.g. through parent forums, to ensure parents' views are captured to inform practice
- Encourage members of the local community to join in school activities and celebrations
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school's Accessibility Plan or may be stand alone documents)
- The actions, procedures and strategies related to the policy are implemented
- The Teaching and Learning Committee will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents

The Headteacher and Senior Leadership team has responsibility for:

- In partnership with the governing body, providing leadership and vision in respect of equality
- Overseeing the implementation of the equality policy and schemes
- Co-ordinating the activities related to equality and evaluating impact
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in response to any prejudice-related incidents

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination
- Keeping up to date with equalities legislation

Equality Objectives 2020-2021

- The attendance rates of children eligible for pupil premium will be at least in line with the whole school average for 2020-2021.
- For the 2020-2021 school year, children eligible for pupil premium achieve expected progress in writing at the end of key stage 2.

Signed: (Headteacher)

Signed: (Chair of Governors)

Reviewed September 2020