



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

Single Equality Policy

Introduction

We are committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all school stakeholders. We work hard to provide good employment practice as we value and support our hardworking and conscientious school personnel.

We understand that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity and replaces all previous policies and legislation relating to Race Equality, Gender Equality and Disability Equality.

We recognise that this Act brings together into one Act those areas now known as 'protected characteristics' that qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We believe it is our legal duty under the Equality Act 2010 to minimise the distress and disruption to those pupils and school personnel who are transgender by ensuring we eliminate all forms of discrimination, advance equality of opportunity, promote good relations between different people and to support the rights and needs of trans people to live their lives in their true gender.

We all have a responsibility to ensure equality and diversity permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We work hard to build strong and trusting relationships with our pupils and their families. We welcome the diversity of family lifestyles and work with all families and encourage them to take an active inclusive part in the life of this school.

We work closely with outside agencies to meet the diverse needs of pupils such as medical, cultural and dietary requirements.

We ensure all pupils are prepared for living within a diverse society with increasing global connections and controversial issues.

We have high expectations of all pupils from across the ability range by aiming to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting.

We monitor the attainment and achievement of all pupils in order to inform the planning and provision of support to individuals and groups of pupils. We want all pupils to achieve their expected targets.

We ensure equality and diversity is embedded in all areas of the curriculum. We work hard to give pupils opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability. We encourage pupils to develop positive attitudes about themselves as well as to people who are different from themselves.

We ensure that all pupils have equal and full access to learning and that the curriculum is inclusive of pupils with special educational needs and disabilities, and pupils learning English as an additional language.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress.

We are opposed to any member of the school personnel or others connected with the school being victimized, harassed or bullied by another based on assumptions about their status in the afore mentioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

In order to achieve the aims of this policy we will take measures of positive action to encourage or facilitate the employment or training of minority or disadvantaged groups as we recognise that the avoidance of discrimination is not sufficient in ensuring that equality exists in this school.

We work hard to maintain a positive ethos where all members of the school community work well alongside each other developing positive working relationships.

We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to have a sense of pride in themselves and their school.

We want school personnel to see the importance and derive a sense of fulfilment from their work in school but above all we want them to feel valued by everyone in the school community.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To acknowledge that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.
- To value diversity and to provide equality of opportunity and anti-discriminatory practice for all school stakeholders.
- To treat everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- To build strong and trusting relationships with pupils and their families.

- To achieve the highest standards of teaching and learning for all children irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- To ensure equality and diversity is embedded in all areas of the curriculum.
- To ensure that all pupils have equal and full access to learning and that the curriculum is inclusive of pupils with special educational needs and disabilities, and pupils learning English as an additional language.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- responsibility to comply with all aspects of the Equality Act 2010;
- delegated powers and responsibilities to the Headteacher to ensure that this policy is embedded into the culture of the school;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility to set equality objectives every four years;
- responsibility to have in place a school accessibility plan in order to provide full access to the school building/s for all disabled people;
- responsibility for ensuring that the school complies with all equalities legislation;
- organised training for governors in order to ensure that all governors are aware of their legal responsibilities under equality legislation;
- has the responsibility to monitor achievement of equality targets;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents/carers;
- responsibility for the effective implementation and the annual monitoring and evaluation of this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility to annually publish the School's compliance with the Equality Act 2010.

Role of the Headteacher

The Headteacher will:

- provide leadership and vision in respect of equality, diversity, inclusion and community cohesion;
- work hard to ensure that the school is a welcoming and caring community for all stakeholders;
- ensure all stakeholders are treated with dignity and respect and recognising the value of each individual;
- provide a happy and supportive environment in which the unique potential in every child is realised;
- record and deal with incidents of racism, bullying and other inappropriate behaviour;
- seeking advice from appropriate agencies in order to ensure that this policy is kept up to date;
- have high expectations of all pupils from across the ability range;
- provide every opportunity for pupils to succeed by ensuring the highest standards of teaching and learning;
- ensure the curriculum is broad, balanced, differentiated, relevant and exciting;
- annually discuss with school personnel how do we ensure that all our pupils benefit equally from what we offer
- monitor the progress of all pupils in order for them to achieve their expected targets;
- ensure equal opportunities is covered in the school strategic plan;
- monitor and analyse the performance of different groups of pupils within the school;
- regularly reporting to the Governing Body on the standards achieved by different groups within the school;
- highlight and share positive activities that help to tackle educational disadvantage;

- ensure the accessible is carefully monitored and reviewed annually;
- recording, reporting and addressing all racial incidents;
- provide guidance, support and training to all staff;
- ensuring that this policy is embedded into the culture of the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- monitor the effectiveness of this policy
- annually report to the Governing Body on the success and development of this policy.

Role of School Personnel

School personnel will:

- act as positive role models in order to promote equality throughout the school community;
- abide by and adhere to this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination and unequal treatment to the SLT;
- help to create an environment of mutual respect and tolerance;
- maintain an overall school ethos of respect and tolerance for one another;
- promote equality, diversity inclusion and good community relations;
- challenge inappropriate language behaviour; racial harassment and bullying;
- help pupils to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- have high expectations of all pupils;
- provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all pupils;
- use a variety of teaching methods to ensure effective learning takes place for all pupils;
- provide challenge for all pupils;
- promote equality and diversity through curriculum planning;
- ensure planning is differentiated in order to provide full access for all pupils and for each pupil to receive the widest possible opportunity to develop their skills and abilities;
- carefully monitor all groups of pupils to ensure that they make progress and achieve their targets;
- avoid stereotypes or derogatory images in the selection of books or other visual materials;
- provide specialised resources for pupils with disabilities;
- create a positive classroom ethos and is welcoming to both sexes;
- ensure pupils feel valued and have individual targets;
- be open to the views of pupils;
- celebrate a wide range of festivals;
- encourage pupils to share their experiences of different cultures and different religions;
- provide positive classroom displays of pupils work;
- attend appropriate training sessions;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- follow 'The Cedars' Way';
- treat others kindly and fairly without prejudice, discrimination or harassment;
- challenge inappropriate language behaviour;
- tackle bias and stereotyping;
- promote anti-bullying strategies;
- report any prejudiced related incidents that may occur.

Role of Parent/Carers

Parents/carers will:

- be aware of and comply with this policy;
- report any prejudiced related incidents that may occur;
- be asked to take part periodic surveys conducted by the school.

Recruitment Process

We are an Equal Opportunities employer and we adhere to the principles of equal opportunity in all aspects of the recruitment process.

We welcome applications for vacant posts from appropriately qualified persons regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Complaints

The complaints procedures will be used to deal with any discriminatory complaint from any member of the school personnel.

Any case of harassment will be dealt with by the school's disciplinary procedure.

Monitoring and Review

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Equality Objectives 2023-2027

- The attendance rates of children eligible for pupil premium will be at least in line with the whole school average.

Signed: Mrs J Goldsmith (Headteacher)

Signed: Kate Warren (Chair of Governors)

Reviewed October 2023