

CEDARS

Short Stay School

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| Policy Title | Equalities |
| Written By | PC |
| Review Committee | Pupil Standards & Support |
| Date Approved | March 2023 |
| Review Date | March 2026 |
| Responsible for Day to Day Management | PC |

CEDARS

Equalities Policy Statement

When the Equality Act 2010 was fully introduced in April 2011 there was no longer a requirement for Cedars to draw up and publish equality schemes or policies. This is our statement about the principles according to which we assess the impact on equality of our policies and practices, and according to which we establish specific objectives.

Legal Framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise these duties are essential for achieving the five outcomes of the Every Child matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding Principles

4. In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers as 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
- whatever their sexual identity

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote;

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status , and an absence of prejudice-related bullying incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good qualities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnicity, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled people
- people from a range of ethnic, cultural and religious backgrounds
- both women and men and girls and boys,
- gay people as well as straight.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and a greater participation in public life of:

- disabled people as well as non-disabled people
- people from a range of ethnic, cultural and religious backgrounds
- both women and men and girls and boys,
- gay people as well as straight.

Principle 8: We base our practice on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender.

Principle 9: Objectives

Each year we formulate and publish specific and measurable objectives, based on the evidence we have collected and published, in relation to:

- disability
- ethnicity, religion and culture
- gender.

5. We recognise that the actions resulting from a policy statement such as this are what make a difference.

6. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

7. We keep each curriculum subject or area review in order to ensure that teaching and learning reflect the seven principles set out in paragraph 4 above.

Ethos and Organisation

8. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:
 - students' progress, attainment and achievement
 - students' personal development, welfare and well-being
 - teaching styles and strategies
 - admissions and attendance
 - staff recruitment, retention and professional development
 - care, guidance and support
 - behaviour, discipline and exclusions
 - working in partnership with parents, carers and guardians
 - working in the wider community.
9. Cedars is opposed to all forms of prejudices which stand in the way of fulfilling the legal duties referred to in paragraphs 1 – 3:
 - prejudices around disability and special educational needs
 - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
 - prejudices reflecting sexism and homophobia
10. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
11. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at Cedars and how they are dealt with.

Roles and Responsibilities

- The Management Committee is responsible for ensuring that Cedars complies with legislation, and that this policy and its related procedures and action plans are implemented.
12. A member of the Management Committee has a watching brief regarding the implementation of this policy.
 13. The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
 14. A senior member of staff has day-to-day responsibility for coordinating implementation of the policy.
 15. All staff are expected to:
 - promote an inclusive and collaborative ethos in their classroom
 - deal with any prejudice-related incidents that may occur
 - plan and deliver curricular and lessons that reflect principles in paragraph 4 above
 - support students in their classes for whom English is an additional language
 - keep up to date with equalities legislation relevant to their work

Information and resources

16. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and their parents and carers.
17. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

18. We respect the religious beliefs and practice of all staff, students and parents and comply with reasonable requests relating to religious observance and practice.

Staff development and training

19. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

20. Breaches of this 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 Management Committee.

Monitoring and evaluation

21. We collect and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
22. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

CEDARS QUALITY OBJECTIVES

EQUALITY OBJECTIVES MARCH 2023 - 2026

| EQUALITY OBJECTIVE | PROTECTED CHARACTERISTIC AND AIM | MEASURABLE PROGRESS | DATE OF COMPLETION | PERSON RESPONSIBLE |
|---|----------------------------------|--|--------------------|---|
| To link with a number of agencies to enhance pupil awareness and understanding of equality and diversity | Gender | A directory of external agencies and a rolling programme of provision. | July 2023 | Headteacher and Deputy Headteacher |
| | Race | | | |
| | Ethnicity | | | |
| | Disability | | | |
| | Age | | | |
| | Religion/Beliefs | | | |
| | Sexual Orientation | | | |
| To celebrate cultural events to increase pupil awareness and understanding of equality and diversity | Gender | A rolling programme of the celebration of cultural events | July 2023 | Headteacher and Deputy Headteacher All staff |
| | Race | | | |
| | Ethnicity | | | |
| | Disability | | | |
| | Age | | | |
| | Religion/Beliefs | | | |
| | Sexual Orientation | | | |
| To ensure that displays around the school regularly promote equality and diversity and are up to date with current National & Local initiatives | Gender | Equality and Diversity are reflected in displays around the school | July 2023 | Headteacher and Deputy Headteacher All staff |
| | Race | | | |
| | Ethnicity | | | |
| | Disability | | | |
| | Age | | | |
| | Religion/Beliefs | | | |
| | Sexual Orientation | | | |

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EQUALITY OBJECTIVES MARCH 2023 – 2026

| EQUALITY OBJECTIVE | PROTECTED CHARACTERISTIC AND AIM | MEASURABLE PROGRESS | DATE OF COMPLETION | PERSON RESPONSIBLE |
|---|----------------------------------|---------------------------------|--------------------|--------------------|
| To use and implement the findings of the SMSC audit, with a particular focus on values in Modern Britain with regards to developing the PSHE curriculum | Gender | Revised PSHE programme of study | June 2023 | Deputy Headteacher |
| | Race | | | |
| | Ethnicity | | | |
| | Disability | | | |
| | Age | | | |
| | Religion/Beliefs | | | |
| | Sexual Orientation | | | |

EQUALITY OBJECTIVES MARCH 2023 – 2026

| EQUALITY OBJECTIVE | PROTECTED CHARACTERISTIC AND AIM | MEASURABLE PROGRESS | DATE OF COMPLETION | PERSON RESPONSIBLE |
|---|----------------------------------|---------------------|--------------------|--------------------|
| To audit the impact of the Equality Statement with regards to Teaching and Learning | Gender | Completed audit | March 2023 | Deputy Headteacher |
| | Race | | | |
| | Ethnicity | | | |
| | Disability | | | |
| | Age | | | |
| | Religion/Beliefs | | | |
| | Sexual Orientation | | | |