

Cedars Manor School



Equality Information & Objectives Policy

“Everyone is an insider, no matter what their beliefs, whatever their colour, gender or sexuality” Desmond Tutu (2004)

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The Cedars Manor community believes that together, we will prepare each and every child for a bright future in an ever-changing world. We believe that by planting the seeds for a successful future our children, staff, parents and community can achieve educational excellence and shape the future through our ‘B’ values:

Be Ready - Be Respectful - Be Safe - Be Responsible - Be Resilient - Be Courageous

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

3. Roles and responsibilities

The governing board will:

- › Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will:

- › Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- › Ensure they're familiar with all relevant legislation and the contents of this document
- › Attend appropriate equality and diversity training
- › Report back to the full governing board regarding any issues

The headteacher will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governors
- › Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every

The school has an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- › Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- › Taking steps to meet the particular needs of people who have a particular characteristic
- › Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- › Publish attainment data each academic year showing how pupils with different characteristics are performing
- › Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- › Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- › Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- › Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- › Making pupils aware of our behaviour and anti-bullying policies
- › Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- › Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- › Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- › We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years – we've chosen July 2030 to be our deadline for this.

	Objective	Actions	Progress
1.	Undertake an analysis of recruitment data and trends with regard to race, gender and disability and report on this to the staffing and pay sub-committee of the governing board.	<ul style="list-style-type: none">• Analyse current recruitment data for possible trends and report to governors yearly• Review branding including website in relation to how we promote ourselves as a school and a place to work• Review adverts, questions and interviewing	<ul style="list-style-type: none">• In a primary school where predominantly, the staff are female. At Cedars 4 are male compared to 42 female staff members.• 2 members of staff have a registered disability.• 12 different ethnic groups are represented amongst the staff community.
2.	Implement the Menopause policy as a protective characteristic in line with the equality Act to ensure that reasonable adjustment/adaptations are made in case-by-case basis to alleviate any disadvantage.	<ul style="list-style-type: none">• Review staffing needs on a case-by-case basis• Referrals to OH for staff with long term symptoms and act on advice• Risk assessments in discussions with staff to be produced• Recording of reasonable adjustments with agreed review data.	
3	Ensure that all children leave Cedars Manor School happy, respectful and tolerant, prepared for life in modern Britain.	<ul style="list-style-type: none">• Celebrating religions and festivals pertinent to our community and beyond.• Provide children with the opportunity to study core texts in English that represent the school's diverse community	

		<ul style="list-style-type: none"> Assemblies celebrate differences and The Fundamental British Values are woven into school life Provide teachers with a curriculum and resources that support them to deliver quality PSHE/RSE lessons that promote their personal development. 	
4.	<p>Improve the provision and achievement for identified groups of pupils to close any gaps between them and their peers: Disadvantaged, EAL, SEN and any other group identified with a protected characteristic.</p>	<ul style="list-style-type: none"> Develop and implement innovative strategies and high quality first teaching informed by research practice Allocate additional support / intervention according to need determined by progress rates, audit of needs and assessment tracking data. Track progress half termly and termly Identify barriers to learning Deliver specific interventions where necessary Focussed staff CPD Utilise expertise from outside school – learning hubs, counselling staff Pupil Premium Strategy to identify funding to support these vulnerable groups of learners and impact of leader's actions. EAL action plan including impact analysis SEND action plan and impact analysis. 	

9. Monitoring arrangements

The Curriculum, Inclusion and Achievement Committee of the governing board and the Headteacher will update the equality information we publish, described in sections 4 to 7 above at least every year.

School-specific equality objectives will be reviewed by The Curriculum, Inclusion and Achievement Committee of the governing board and the Headteacher at least every 4 years.

This document will be reviewed by The Curriculum, Inclusion and Achievement Committee of the governing board and the headteacher at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN information report
- SEND policy
- Pupil Premium Strategy