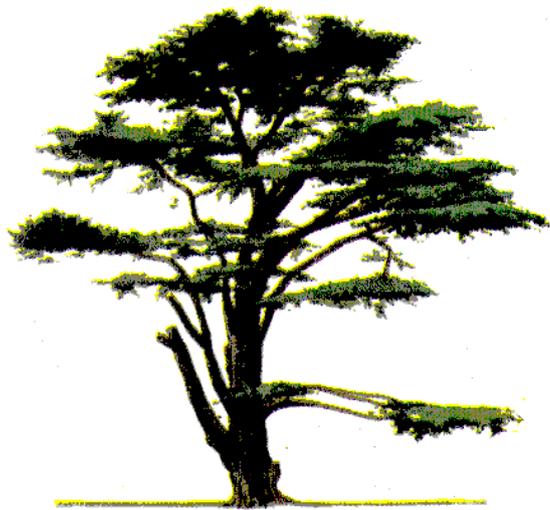


The Cedars Primary School



Single Equalities Policy

This policy was written in:	March 2009
Approved by Governors on:	13 March 2009
This policy was reviewed on:	March 2016

The Cedars Primary School

Single Equalities Policy

Introduction

At The Cedars Primary School we are committed to promoting fairness and equality in everything that the school does; acknowledging the diversity of all people who make up our school community. Equality involves a fair environment in which everyone can participate and is given the opportunity to achieve. Diversity recognises and values differences between individuals and groups to create a positive and inclusive culture for the benefit of the community of the school.

At The Cedars Primary School we believe that every member of the school community has the right to be treated with dignity, understanding, tolerance, respect and fairness and to be in an environment free from abuse, offensive behaviour, prejudice and unfair discrimination. In seeking to eliminate direct or indirect unfair discrimination and to promote equality of opportunity and fair treatment we will actively promote policies and procedures aimed at realising the full potential of every individual. At The Cedars Primary School we will endeavour to maximise resources to ensure that opportunities are open to all. It is our objective to comply with the spirit as well as the letter of the law.

This policy is part of The Cedars Primary School Equalities Scheme.

Unfair discrimination

Unfair discrimination may include harassment, stereotyping, prejudice, bullying and victimisation. This may be direct, where a person is treated less favourably than others would be in similar circumstances or indirect, where a requirement is applied equally to all groups but has a disproportionate affect on the members of one group because a considerably smaller number of members of that group can comply with it. This applies whether intentional or not. There may be actual or perceived grounds for a claim of unfair discrimination. Unfair discrimination also covers and protects a person who is friends with, or associates with, somebody who is covered by said grounds. Direct discrimination is unlawful unless it can be objectively justified. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the issue in question. Unfair discrimination will not be tolerated and may constitute a serious disciplinary offence. In extreme cases it may involve a criminal act which will be reported to the police.

The terms of this policy

This policy does not mean that everyone will be treated equally. Different people may be treated in different ways depending on their requirements.

This policy and any related procedures will be easily accessible and well publicised. This policy intends to comply with all statutes and regulations and the present and future legislation will override this policy if appropriate.

Application of this policy

- This policy applies to all aspects of school life. This includes:-
- Staff recruitment, staff promotion and staff training
- The curriculum, teaching and learning and classroom practice
- Children's admissions and attendance
- Children's attainment and progress
- Children's behaviour, discipline and exclusions
- Children's personal development and pastoral care
- Membership of the Governing Body
- Partnerships with parents and communities

It is intended to apply to the whole school community, including visitors, when appropriate. The Cedars Primary School will promote equality of opportunity and eliminate discrimination in particular with regard to protected characteristics (previously known as equality strands) :

- Disability
- Gender
- Race
- Religion and belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

This policy extends, however, to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families), Children Looked After and those with Child Protection plans.

Teaching and Learning

The Cedars Primary School stresses the importance of equality as a dimension of teaching and learning and requires:-

- Education that combats unfair discrimination that may be caused by intolerance or ignorance.
- Education that values diversity and promotes understanding and respect. In particular we may misinterpret or fail to understand those who are different because of our own cultural conventions.
- Fairness that is demonstrated by effective communication.
- Prevention of stereotyping and lack of awareness and encouragement of positive attitudes towards the differences of individuals.
- To use its best endeavours to provide equal access to the curriculum for all children.
- To use resources, teaching methods and styles that take account of the needs of children with different backgrounds.
- That our school is educationally inclusive and recognises that each child has a voice and we listen and respond appropriately.

Responsibilities

The Governing Body will ensure that the school complies with the appropriate legislation and that this policy and any related procedures are implemented.

The Headteacher will implement this policy and any related procedures, ensuring that all staff are aware of their responsibilities. The Headteacher will report annually to the Governing Body on the operation and effectiveness of this Policy and in particular on the single equality scheme and its action plan and the accessibility plan.

All staff with management roles have additional responsibility ensuring The Cedars Primary School's commitment to equality is reflected in:-

- The attitudes and behaviour of staff for whom they are responsible.
- Arranging appropriate training.
- Their willingness to acknowledge and tackle examples of unacceptable behaviour.

All staff must:-

- Deal with incidents, knowing how to identify failure to provide equality of opportunities, fair treatment and unfair discrimination.
- Lead by example with their attitude and behaviour.
- Be willing to acknowledge and encourage good practice by people they manage.

All staff will undertake appropriate training.

Parents, visitors and contractors should where appropriate be made aware of this policy.

All members of the School community must recognise that each individual has to uphold the law and the principles of fairness and equality.

Monitoring

The Cedars Primary School recognises that genuine equality can only be achieved by monitoring what is actually happening and then using this information to improve future action. The Headteacher and Senior Leadership Team will implement appropriate procedures necessary for the assessment of this Policy. This will include monitoring attainment by gender and ethnicity, and monitoring attendance at school and extra curricular activities by all groups included in this scheme.

Breaches of this policy

All persons who do not comply with this policy may be liable to disciplinary action and/or a complaint being dealt with under the complaints policy of The Cedars Primary School. Complaints will be treated with discretion and confidence wherever possible but anonymity cannot be guaranteed. Any concern relating to this policy should be raised with the Headteacher.

Policy Review

This policy will be reviewed annually.

Roles and responsibilities

This single equalities policy 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 raising the achievement of minority ethnic pupils is the responsibility of the whole school staff, including support staff.

Governors

The governing body will:

- receive progress reports from the head teacher and other school staff on a termly basis, as part of- the head teacher's report to governors.
- Return statistical information to the relevant council officer.

One member of the governing body will have responsibility for monitoring this policy, acting as the designated governor for race equality.

Head teacher

The head teacher will demonstrate through their personal leadership the importance of this policy. She will:

- ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy;
- ensure that, where additional funding is available for raising the achievement of pupils with the specified protected characteristics, the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

Subject Leaders

At The Cedars Primary School subject co-ordinators will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that race equality is promoted.

Teachers and Teaching Assistants and SMSAs

All staff at The Cedars Primary School who have day to day contact with children will familiarise themselves with this policy and know what their responsibilities are to ensure that the single equalities policy is implemented. They will know the implications of the policy for behavioural issues that may arise. They will bear in mind the specific needs of the children whilst upholding the principles of equality outlined in this policy. Teachers will ensure that they understand the implications of the policy for their planning, teaching and learning strategies.

Administrative staff

All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

Pupils

Pupils at The Cedars Primary School come from different starting points in their understanding of and need for a single equalities policy. However, regardless of any barriers to their understanding, all pupils at The Cedars understand that racism, homophobia or discrimination of any kind will not be tolerated whilst at school. This is made clear to pupils on entry and all pupils are aware that racist incidents carry a heavy sanction, as outlined in the school's behaviour policy. Issues of race are discussed through the school's RE, PSHE and C and PATHs curriculums as well as through assemblies and themed events such as "One World Week." There is a clear expectation that children will learn to treat each other with respect and report incidents of a racist nature to an adult. Children are aware that all racist incidents need to be reported to the Local Authority using RB2 forms.

Key areas in promoting race equality

The ethos of the school

At The Cedars Primary School we believe that all of our learners should be enabled to meet their full potential. As a school we endeavour to operate as a cohesive community with strong sense of belonging and common vision.

- This race equality policy reflects the ethos of the school
- The school has an additional policy for dealing with racial harassment which clearly sets out the procedures for handling and reporting complaints and incidents.
- Steps are taken to ensure that everyone associated with the school is kept informed about this racial equality policy and racial harassment policies and procedures, and abides by them.
- The policies and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the school community.

Pupils' achievements and progress

- Pupils' attainment and progress in individual subjects is monitored by ethnic group
- The school develops strategies for tackling differences in the attainment and progress of particular ethnic groups whenever a need is identified.
- When setting targets for individual pupils, teachers will be aware take into account all the needs of the child including their ethnic background.
- The school values the achievements and progress of pupils from all ethnic groups. All pupils have equal access to extra-curricular activities.
- Every pupil is offered the support and guidance they need.

- Staff challenge racism, stereotyping and promote racial equality in education, employment, training and career choice. Steps are taken to ensure that pupils on work experience are not subjected to racism or racial harassment.

Curriculum, teaching and learning (including language and cultural needs)

- This school promotes an inclusive curriculum. We are aware that the community of our school does not necessarily reflect the diversity of the wider community. We try to ensure that our children have an understanding of the diverse communities in which they live.
- Racial equality and ethnic diversity are promoted and racism and discrimination are challenged in all areas of the curriculum. Curriculum planning takes account of the ethnicity, background and language needs of all pupils.
- Teaching methods and styles take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and racial equality. There is acknowledgement of the importance of challenging racism and racial discrimination in all areas of the curriculum.
- At The Cedars Primary School we will work in partnership with Hounslow Language Service in order to meet the needs of our pupils whenever appropriate

Pupil behaviour, discipline and exclusion

- The school's procedures for managing, rewarding and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity.

Racism and racial harassment

- There is a clear policy and established procedures for dealing with incidents of racism and racial harassment which is understood by everyone in the school community.
- The monitoring system used by the school enables the school to report the relevant details to the governing body and to the Local Authority each term.

Staff recruitment and career development

- Recruitment and selection procedures are consistent with the statutory equality legislation.
- Everyone involved in recruitment and selection adheres to this Code.
- Proactive steps are taken to identify, support and provide opportunities for the professional development of staff who have characteristics which are deemed protected..
- steps to ensure that selection for redundancy avoids discrimination.

Parents, governors and community partnership

- Parents are welcome and respected in school..
- Governors are encouraged to play an active role in the life of the school in order to fulfill their monitoring duties.
- The school seeks to support all governors in performing their role, for example, through school induction procedures for new governors
- All parents are regularly informed of their child's progress.
- Proactive steps are taken to involve minority ethnic parents in the school.
- The school's RE curriculum involves trips to local places of worship
- At The Cedars Primary school we make links with groups from within the community whenever possible.

Monitoring the single equality objectives

- The school monitors the impact of this policy and objectives on pupils, parents and staff from different ethnic groups. In particular, the impact of policies on the attainment levels of pupils.
- To monitor our pupils' attainment, we collect information about pupil performance and progress, by ethnic group, analyse it and use it to examine trend wherever possible.
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Monitoring information will help us to see what progress we are making towards meeting our equality objectives.

In particular it will help us to:

- highlight any differences between pupils from different groups
- ask why these differences exist and test the explanations given;
- review the effectiveness of current targets and objectives;
- decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different ethnic groups
- re-think and set targets in relevant strategic plans;

- make links with performance management objectives which will include information about quality as well as quantity; and
- take action to make improvements.

It should be noted that, at The Cedars primary school it is often difficult to identify trends due to the small size of the school, the complex and diverse needs of the children and the limited number of children from each group of people with protected characteristics.

Assessing the impact of this policy

As a school we assess the impact of this and other policies on pupils, staff and parents. In particular:

- involving parents and guardians in the school;
- making sure that the curriculum prepares pupils for life in a diverse society; and dealing with incidences of discrimination.

We will consider the following:

1. Do we help all our pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
2. Which groups of pupils are not achieving as much as they can? Why not?
3. What are we doing to raise standards and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?
4. What are we doing as a school to prepare pupils for living in a diverse society? And take the following action:

- collecting and analysing relevant monitoring and other data;
- talking to pupils, parents and staff to find out their needs and opinions

Appendix 1

The following related policies have been adopted by The Cedars from
The London Borough of Hounslow:
Flexible Working Policy

Policy on Maternity, Adoption and Surrogacy Leave
Special Leave Arrangements (with regard to dependency
leave and religious observation)

Any member of the school community wishing to seek further advice on matters of equality can contact the Equal Opportunities and Human Rights Commission

<http://www.equalityhumanrights.com/>