

THE CEDAR FEDERATION

**IFIELD SCHOOL & KING'S
FARM PRIMARY SCHOOL**

Public Sector Equality Duty

Reviewed Date: Spring 2017

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The Cedar Federation
Ifield School & King's Farm Primary School
Public Sector Equality Duty (PSED)

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1. Introduction

The Public Sector Equality Act (PSED) was introduced by The Equality Act 2010

Guidance from the DfE, "The Equality Act 2010 and Schools", May 2014 states:

"In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,*
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,*
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it."*

The PSED requires schools to show they are advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

The Federation believes that equality for all is a basic human right and actively opposes all forms of unlawful and unfair discrimination. It values and celebrates the diversity in society and is striving to promote and reflect that diversity within the Federation.

The Cedar Federation recognises that many individuals and protected groups may experience unlawful discrimination and disadvantage on the grounds of their:

- Race
- Religion or belief
- Pregnancy and maternity
- Disability
- Age
- Caring responsibilities
- Gender
- Gender re-assignment
- Offending background
- Sexual orientation
- Marriage or civil partnership status
- Socio-economic group

These beliefs are reflected in the Federation Aims and Values.

The Cedar Federation welcomes our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations. All Federation policies have due regard to The Cedar Federation Equality Statement to reflect this.

Other policies which demonstrate that The Cedar Federation is compliant with non-discrimination provisions include but are not limited to:

- Accessibility Plan
- Fairness at Work Policy
- SEND Policy & Information Report
- Anti-Bullying Policy
- Transgender Policy

The Cedar Federation meets the diverse needs of its pupil population and makes advances in all aspects of equality through its focus on:

- Securing & maintaining high quality teaching and learning for all pupils
- Ensuring pupils are free from bullying in all its manifestations including all types of prejudice-based bullying
- Building cohesive school communities where pupils thrive

Equality objectives form an integral part of the School Plan.

2. Policy Statement

The Cedar Federation is committed to a policy of equality of opportunity and to diversity in everything it does. The Federation embraces diversity and will seek to promote the benefits of diversity in all of its activities. The Federation will seek to develop a culture that reflects that belief.

The Federation takes positive steps to ensure that all pupils, parents / carers, current and prospective employees are not discriminated against, either directly or indirectly, on the grounds of gender, age, disability, marital status, sexual orientation, creed/religion, ethnic or national origin and social background. The Federation values the differences, needs and contributions a diverse workforce and customer base represents.

The Federation places an obligation upon its entire staff to respect and act in accordance with Equality and Diversity policies.

The Federation extends this positive attitude in respect of equality and diversity to its contractors, pupils and the wider community.

The Federation will be equality and diversity champion and leaders by:

- a) Promoting equality and diversity;
- b) Challenging and eradicating discrimination; and
- c) Providing responsive and accessible services.

Within the overall framework of its statement of purpose and values, the Federation is committed to the principle and practice of equal opportunities and celebrates the diversity of individuals. The Federation understands that these two concepts are not the same but are complementary. Without recognising and, most importantly, valuing differences between people, there cannot be true equality of opportunity. Moreover the Federation promotes individual life-enhancing opportunities that respect all people.

3. Federation Aims and Values

AIMS

Our schools aim to provide an outstanding and supportive learning environment: one which allows everyone to achieve their best, with high self-esteem and respect for others in the community, so that they are able to take their place in society with confidence and pride.

Our schools aim to do this by:

- Sustaining warm, welcoming communities of pupils, parents, staff and governors which offers its members support and every opportunity for personal growth.
- Helping our pupils to develop into confident, independent young people.
- Providing a curriculum which enables pupils to enjoy their learning and achieve their best.
- Teaching pupils to accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality of the schools and to society more widely.
- Responding to individual needs, recognising individual achievement and offering equal opportunities.
- Offering pupils a secure and stimulating environment, which positively encourages the development of self-esteem and self-confidence.
- Working in partnership with our parents and carers, providing an environment where pupils and parents feel that staff are approachable and that they will always make time to listen.
- Continue to be well-managed and value the contribution that each member of our community makes.

VALUES

RESPECTED – SUPPORTED – CHALLENGED - SUCCESSFUL

We believe every individual is unique

This means that we:

- Will respect the rights and needs of all
- Will foster a sense of self-esteem and self-worth
- Want all pupils to succeed
- Want our young people to be happy, confident and who will contribute to their community.

RESPECTED

We believe that regardless of faith, belief or disability, everyone should be accepted and not be the subject of prejudicial or discriminatory behaviour

This means that we will:

- Encourage mutual respect and tolerance of everyone including those with different faiths, beliefs or disability
- Challenge opinions or behaviours in our schools that are contrary to fundamental British values
- Enable students to acquire a broad general knowledge of and respect for democracy, public institutions and services in England;
- Promote an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety

SUPPORTED

We believe that a good learning environment stems from a committed staff who work as a team to support all pupils

This means that we will:

- Provide a happy, secure and stable environment
- Give a high level of support to all individuals
- Work in partnership with parents
- Help our pupils to develop communication, social and self-help skills

CHALLENGED

We believe that pupils succeed best when teachers have high expectations

This means that we will:

- Deliver a curriculum that is broad, balanced and relevant
- Set challenging individual targets to develop determination and courage
- Expect consistent high standards of behaviour
- Provide inclusive opportunities for our pupils to join with their peers within the local community

SUCCESSFUL

We believe that success is important to every individual and to have that success recognised encourages further achievement

This means that we will:

- Measure success in many ways across the range of social and academic achievements
- Ensure areas of success for everyone
- Recognise every achievement however small the step
- Praise and reward success

School values are reinforced throughout the schools using PRIDE Values Taken from the UNICEF Charter, The United Nations Convention on the Rights of the Child and underpin the school reward system.

	PRIDE Values	
<p>Personal excellence You have the right to a good quality education & the responsibility to work to the highest level you can.</p>	<ul style="list-style-type: none"> • Achievement • Assessment on or above target • Classroom participation • Coursework on or above target 	<ul style="list-style-type: none"> • Excellent work • Planning ways to improve • Set realistic goals • Review & evaluate your progress
<p>Respect & Friendship You have the right to your own friends as long as it is not harmful to others.</p>	<ul style="list-style-type: none"> • Helping & caring for others • Protecting the environment • Teaching others to improve 	<ul style="list-style-type: none"> • Making others happy • Work as part of a team • Reach agreements with others
<p>Inspiration You have the right to explore and share your good work with others.</p>	<ul style="list-style-type: none"> • Highly creative thinking • Use positive role models • Model answers to improve work 	<ul style="list-style-type: none"> • Use your initiative • Explore possibilities • Persuade others to take part
<p>Determination & Courage You have the right to reach your potential.</p>	<ul style="list-style-type: none"> • Exceptional effort • Overcoming difficulties • Ask for help 	<ul style="list-style-type: none"> • Ask questions • Show perseverance & commitment
<p>Equality You have the right to your opinion & beliefs and the responsibility to listen to others.</p>	<ul style="list-style-type: none"> • Promoting equality • Being fair & considerate 	<ul style="list-style-type: none"> • Keep a balance point of view • See things from others points of view

We adhere to the Equality Act of 2010 throughout all of our policies and practise to ensure pupils access learning and the school environment.

4. Equality Objectives

Ifield School



Equality Objective 1

Ensure all pupils develop an understanding and appreciation of British Values through the school ethos (mission statement, reward system), assemblies and PHSE lessons;

Why we have chosen this objective:

This is a Key Priority of the School Plan 2016-17.

Equality Objective 1 corresponds with the requirement to foster good relations under one of the three main elements of the PSED.

To achieve this objective we plan to:

Review the PHSE Policy by the end of Term 6, 2017.

Progress we are making towards achieving this objective:

Tutorials
SMSC Curriculum development

Success Criteria:

- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Racially motivated incidents of bullying will reduce.

Equality Objective 2

To sustain outstanding pupil outcomes at Ifield, by ensuring that consistently high expectations are maintained for all pupils

Why we have chosen this objective:

This is a Key Priority of the School Plan 2016-17.

Equality Objective 2 corresponds with the requirement to evidence advancing equality of opportunity under one of the three main elements of the PSED.

To achieve this objective we plan to:

- To ensure EHCP outcomes are an integral part of planning and the delivery across the curriculum, so that pupil's individual needs are met;
- To fully embed the use of the new assessment systems for all subjects so that staff can effectively track pupil progress and ensure that interventions diminish the difference in learning;
- Teachers will integrate evidence of pupil progress, so that it can be used to inform their planning to provide learning opportunities that are appropriate to pupils' individual needs;
- Delivery of meticulous personalised interventions that support pupils' learning and provides challenge across the curriculum;
- To embed Routes for Learning for P1- 3 to track early development milestones as well as provide more holistic learning opportunities across the curriculum;

Progress we are making towards achieving this objective:

Pupil Asset fully implemented

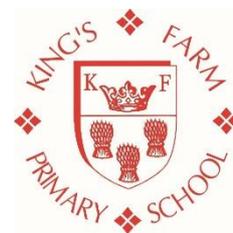
Success Criteria:

- The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.
- For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress is above average across nearly all subject areas.

There is no significant difference in pupil outcomes in respect of Gender. Progress for pupils with EAL will increase. Difference in attainment between PP & non PP will reduce.

King's Farm School
Equality Objective 1

To improve attendance of Pupil Premium and SEN pupils
School Plan Key Issue 3b



Why we have chosen this objective:

Equality Objective 1 is identified by the School Plan 2016-17.

Equality Objective 1 corresponds with the requirement to evidence advancing equality of opportunity under one of the three main elements of the PSED.

To achieve this objective we plan to:

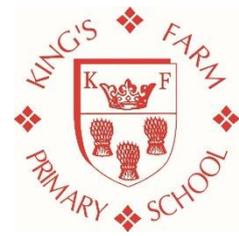
- Ensure all attendance daily monitoring is managed by the Attendance Officer
- SEAAS provide fortnightly
 - updates and briefed of their targets
 - Implement Fast Track Attendance Meeting with Pupil Premium Governor-SEAASS and SLT
- Liaise closely with school SLO
- Weekly monitoring of school attendance
- Investigate and implement school providing transport for our Pupil Premium Persistent Absentees
- Provide support to families identified
- Review attendance incentives and decide upon reallocation of any potential savings

Progress we are making towards achieving this objective:

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Success Criteria:

- July 2017- Pupil Premium attendance 95%



King's Farm School

Equality Objective 2

To promote inclusion and celebrating diversity throughout the school

School Plan Key Issue 3f

Why we have chosen this objective:

Equality Objective 2 is identified by the School Plan 2016-17.

Equality Objective 2 corresponds with the requirement to foster good relations under one of the three main elements of the PSED.

To achieve this objective we plan to:

Assembly schedule devised to promote inclusion and diversity
SEAL implemented across the school

Progress we are making towards achieving this objective:

Success Criteria:

Incidents of racist and homophobic behaviour reduced by 50%

King's Farm School
Equality Objective 3

Improve SEN provision throughout the school
School Plan Key Priority 4h



Why we have chosen this objective:

Equality Objective 3 is identified by the School Plan 2016-17.

Equality Objective 3 corresponds with the requirement to evidence advancing equality of opportunity under one of the three main elements of the PSED.

To achieve this objective we plan to:

- Investigate the use of B squared to measure SEN progress.
- Induct new SENCO and enrol on course
- Set targets for SEN pupils based on National Standards- Ifield support
- Action Plan to be produced
- TA training schedule to be produced
- Ifield Woods to be used for raising self esteem
- Embed Speech and Language provision throughout the school.
- Ensure close Liaison with Nursery programme and NHS Clinic to ensure no duplication
- S&L coffee morning for staff

Progress we are making towards achieving this objective:

Success Criteria:

- 100% children to make good progress.
- 100% children lower than Age Appropriate to make accelerated progress.
- 100% Higher Achieving pupils to be above age appropriate attainment.
- For children with current EHC plans/ or EHC plans applied for this will be measured by the pace they achieve their personal targets.
- For children with EHC plans this will be measured by the pace they achieve their personal targets.

5. How to report a breach of Equality and Diversity

If any individual feels that they have been treated less favourably and not in accordance with this policy, they should report this via the Federation Complaints Procedure. In the first instance, matters may be discussed informally with either the Executive Headteacher or Head of School.

Single Equalities Scheme impact Assessment (Equalities Act 2010)

This policy has been developed to ensure that there is no negative or adverse impact on any individual or group in terms of disability, race, belief, gender, sexual orientation or age. All opportunities for potential positive impact on individuals, groups and the community are embedded within the ethos, vision and values of the school.

The Cedar Federation is committed to achieving Best Value in all decisions made. We use the principles of Best Value as they apply to securing continuous improvement in the Federation.

Date: Spring 2017

Review Date: Spring 2020

Signed by Chair of Governors:.....

Signed by Chair of Finance & Resource Management Committee:

Signed by Executive Headteacher:.....

