

THE CEDAR FEDERATION

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

Public Sector Equality Duty

Reviewed Date: Spring 2021

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

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.

"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, religion or belief, gender reassignment, sex; sexual orientation; pregnancy & maternity; marriage and civil partnerships or age. All opportunities for potential positive impact on individuals, groups and the community are embedded within the ethos, vision and values of the schools."

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

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

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 for all, embraces diversity and will seek to promote the benefits of diversity in all of its activities. The Federation values the differences, needs and contributions that the diverse federation community represents and strives to be an all-inclusive environment where individual differences are respected and encouraged.

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 age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and, sexual orientation,

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 and seeks to build and improve schemes to help challenge and bring down barriers for all pupils, including pupils who have SEND. This includes broadening the range and depth of positive experiences of life both inside and outside the federation and embedding ourselves within our wider communities (local, county, national and international levels).

The Federation will seek to develop a culture that reflects these beliefs to ensure that everyone within the federation community, regardless of protected characteristics are treated equally.

The Federation:

- places an obligation upon its entire staff to respect and act in accordance with Equality and Diversity policies
- extends this positive attitude in respect of equality and diversity to its contractors, pupils and the wider community.

Our aim is to ensure that there are equal opportunities for all pupils, staff, their families and the wider community, regardless of protected characteristic and this forms an integral part of the school improvement plans.

3. Roles and Responsibilities

The governing body 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

- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head of School

The Head of School will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 9.

4. Eliminating discrimination

The schools are aware of their 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.

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 which are connected to a particular characteristic they have
- 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

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing – for example Pupil Premium
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information – for example Pupil Premium
- Make evidence available identifying improvements for specific groups – for example Pupil Premium
- 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 Relationships and Sex and Health Education, RE 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

- 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 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 after school 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.

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

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

8. Federation Priorities

To enable both schools to provide mutual support, challenge, outstanding provision and excellent outcomes for all pupils by:

- continuing to strive for the highest standard in the quality of education
- demonstrating exemplary practice with regard to pupils' personal development, behaviour and welfare, including expanding collaborative work with wider professionals so that appropriate pathways for all pupils are consistently secured
- further strengthening self-evaluation through Peer Review within the federation and with external partners and regular review of achievement / outcomes against similar schools, and for post-19 learners
- equipping all members of the governing body with the highest level of skills required to be both supportive and challenging of leaders in the best interest of pupils and post-19 learners
- raising the profile of The Cedar Federation as a beacon of excellence that become central to the communities of which they serve.

9. Equality Objectives

Ifield School



Equality Objective 1

The school's PRIDE values are personalised and meaningful to each key stage so that pupils are motivated and inspired throughout the school day

Why we have chosen this objective:

This is key priority 4.2 of the School Plan 2020-21.

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. The school's own PRIDE values are linked to British values and could be more explicitly taught to further strengthen these linked values throughout the school so that pupils go on to be highly responsible citizens who contribute to, and benefit from society.

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:

- PRIDE values to be personalised to Key Stages
- Develop a vision statement linked to PRIDE values for PMLD learners
- Devise an assembly schedule that incorporates PRIDE and Fundamental British Values
- Link PRIDE values to the Cornerstones curriculum
- Each Key Stage will establish links with one school from a different locality.
- The school council will be democratically elected, meet regularly and feedback to the school about the contributions they have made to improvement
- The school will appoint prefects and a student leadership team based on a democratic process and focus on those who model the school's values.

Progress we are making towards achieving this objective:

- PRIDE values linked to Cornerstones curriculum
- PMLD pupils' vision development in progress
- Personalisation of PRIDE values to Key Stages in progress
- Assembly schedule for the year in place
- Work in progress to establish where the curriculum enables pupils to work in the community to enrich their experiences and citizenship

Success Criteria:

Pupils will be encouraged to regard people of all faiths, races and cultures with respect. Pupils will be helped to understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which the school will make parents aware of, will support the rule of English civil and criminal law and the school will not teach anything that undermines it.

Equality Objective 2

Ensure that learning meets pupils' needs through relevant curriculum, appropriate resources, suitable interventions and high expectations

Why we have chosen this objective:

This is key priority 1.1 of the School Plan 2020-21.

Over the last academic year the school has introduced a cross curricular approach to curriculum design, increased accreditation and further developed a pathway approach to learning within key stage three. In addition, there have been a range of strategies introduced to meet pupils' individual needs, such as Intensive Interaction. This year, these new initiatives and strategies need to be further embedded to improve consistency and to ensure they have a high level of impact on pupils outcomes, especially in English and mathematics.

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:

- Develop and embed a whole school bespoke progressive approach to teaching and learning in mathematics that is suitable for all abilities
- Develop a systematic approach to teaching reading across the school
- Develop a systematic approach to teaching English across the school
- Ensure that pupil premium funding is used to support pupils' learning across English and maths so that pupils make expected progress
- Ensure all areas of the curriculum add value to pupils' learning through careful long-term and medium term goals and measurable increments towards meeting them are in place.

Progress we are making towards achieving this objective:

- CPD and outline for English delivered to staff in September 2020 with observations and support timetabled throughout the year.
- CPD and outline for maths delivered
- Pupil premium pupils identified as at risk of falling behind have been identified and interventions instigated

Success Criteria:

The needs of all pupils are met through a meaningful and relevant curriculum that is well resourced. Pupils receive interventions that support them to make strong progress. All staff demonstrate high expectations of what pupils can achieve.

- The difference in attainment between PP and non PP pupils will diminish

10. Equality Objectives



King's Farm School

Equality Objective 1

Punctuality and attendance improves from 2019-20 levels

Why we have chosen this objective:

Equality Objective 1 is identified as key priority 3.2 of the School Plan 2020-21.

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:

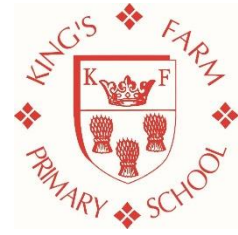
- Where pupils are Identified as persistently late, parents will be invited to attend meetings to identify what can be done to support them to improve punctuality
- Letter to be sent out to parents who do not phone the school to report absence
- Review rewards and incentives offered to improve attendance and punctuality
- Support families to ensure that they have strategies to improve attendance
- Interventions planned to support pupils who refuse to attend school
- Explore the link between poor reading and poor attendance

Progress we are making towards achieving this objective:

- The role of SEASS has been reviewed
- Plans are in place for individual families
- All pupils returned to school in September 2021

Success Criteria:

- Whole school attendance 96%
- Pupil Premium attendance 96%
- SEN attendance 95%
- Punctuality increases to 98%



King's Farm School

Equality Objective 2

The diversity and context of the school is developed and celebrated

Why we have chosen this objective:

Equality Objective 2 is identified as key priority 3.3 of the School Plan 2020-21.

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:

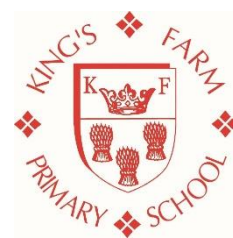
- Plan a cultural event for school parents to take part in
- Ensure that the diversity of the school population is reflected in stories from different cultures in assemblies
- Plan visits to different religious places of worship
- Participate in events such as Festival of Lights and St Gorges Day celebrations organised by Kent Equality Cohesion

Progress we are making towards achieving this objective:

- Black History Month assemblies took place in October 2020
- Our school values promote diversity and all assemblies are themed around these
- EAL advisor has been consulted regarding school priorities and a planned family cultural event
- A curriculum is delivered to celebrate and promote diversity

Success Criteria:

- 100% of pupils embrace and celebrate different religions and cultures
- The school is represented at 100% of events organised by Kent Equality Cohesion Council
- Parents/ Carers from all ethnicities attend school events



King's Farm School

Equality Objective 3

The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND

Why we have chosen this objective:

Equality Objective 3 is identified as key priority 2.9ii in the School Plan 2020-21.

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:

- Differentiate learning intentions to ensure that the curriculum is delivered at an appropriate level for all pupils
- Utilise personalised plans for pupils on the SEN register
- Train more support staff to deliver speech and language interventions
- Ensure tracking and regular assessment of strategies to alleviate over teaching so that targets can be amended as appropriate
- The school to achieve an ASD accreditation

Progress we are making towards achieving this objective:

- Provision maps and personalised plan are in place
- All teaching is good or better
- Speech and language interventions are in place
- The ASD accreditation is underway

Success Criteria:

- The Quality of Education that pupils receive is 100% good or better
- 50% of the Quality of Education will be outstanding

11. 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 in the first instance raise their concern with either the Executive Headteacher or Head of School. The federation will treat seriously all complaints of unlawful (or potentially unlawful) discrimination. Any complaints will be investigated in accordance with the federation’s grievance or complaints policy, whichever is appropriate.

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, religion or belief, gender reassignment, sex; sexual orientation; pregnancy & maternity; marriage and civil partnerships or age. All opportunities for potential positive impact on individuals, groups and the community are embedded within the ethos, vision and values of the schools.

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 2021

Review Date: Spring 2024

Signed by Chair of Governors:.....

Signed by Chair of Finance & Resource Management Committee:

Signed by Executive Headteacher:.....

