

**THE CEDAR FEDERATION**

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

**Public Sector Equality Duty**

Reviewed Date: Spring 2021 – Updated objectives page 8 through to end (Feb 2023)

Review Date: Spring 2024

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

**CONTENTS**

1. Introduction	Page 3
2. Policy Statement	Page 4
3. Roles and responsibilities	Page 4
4. Eliminating discrimination	Page 5
5. Advancing equality of opportunity	Page 5
6. Fostering good relations	Page 5
7. Equality considerations in decision-making	Page 6
8. Federation Priorities	Page 6
9. How to report a breach of Equality & Diversity	Page 7
10. Ifield School Equality Objectives	Page 8
11. King's Farm School Equality Objectives	Page 11

## 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. 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:.....

*Equality Objectives*

*To embed the school's culture so that pupils and their families are supported to further develop positive attitudes, such as self-advocacy and expression, and model the school values.*

**Why we have chosen this objective:**

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

This is key priority 2.1 of the School Plan 2022-2023.

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.

Each pupil will have a functional communication system in place that is transferrable for their next stage of their education and beyond. That each pupil can regulate their emotions and behaviour throughout their day. That pupils demonstrate self-expression, helpfulness and kindness in both formal and informal situations.

**To achieve this objective we plan to:**

- Weekly Key Stage assemblies promoting positive attitudes and the school's PRIDE Values in line with British Values which will be accessible and meaningful to all need type groups.
- Ensure that pupils' speaking and listening is promoted within the curriculum so that pupils are developing competent oracy skills across the current academic year and at termly School Council meetings.
- Ensure that pre-verbal pupils and AAC users have the resources and strategies to express opinions and make choices throughout the school day across the current academic year.
- Conduct pupil learning walk with prefects to identify accessibility issue and potential improvements to the school environment.
- Ensure that pupils are able to discuss their aspirations at least yearly from Year 8 as part of the Annual Review process and at Parents' Evening in term 6. Pupils in Local Authority Care will attend their PEP meetings three times per year. These will be recorded to ensure that the school supports the pupil appropriately to make good choices as they move forward.
- Ensure that pupils are able to keep themselves safe and that this is supported by a meaningful curriculum. DSL's meet with class teachers to request individual interventions for pupils who have been involved with online safety concerns and relationship difficulties.
- Pupils are able to contribute to section A of the Annual Review paperwork through the use of talking mats or other visual supports.
- Communication passports created for pupils who are moving on from Ifield to support their transition into adulthood.
- PRIDE reward system to be consistently embedded and closely monitored throughout the current academic year.



---

**Progress we are making towards achieving this objective:**

Progress to be reviewed termly against the School Plan.

**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.

**Ifield School- Equality Objective 2**

*To embed a rich, creative and ambitious curriculum that is personalised, provides breadth and challenge to enhance the progress that all pupils make so that they succeed in life.*

**Why we have chosen this objective:**

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

This is key priority 1.1 of the School Plan 2022-2023

Since September this academic year, the school has continued to develop the personalised curriculum that each pupil receives in line with their individual learning needs. Leaders have developed four unique pathways (Sense, Explore, Discover and Innovate) for teaching and learning, which will be assigned to pupils after their Reception year and will be continually reviewed throughout their academic career. In addition, there have been a range of personalised approaches introduced to meet pupils' individual needs, such as Intensive Interaction. This year, these new initiatives and strategies will be further embedded to ensure progression and sequencing, so that there is a high level of impact on pupils' outcomes in all curriculum areas.

**To achieve this objective we plan to:**

Further embed and develop the consistent approach to the teaching and learning of English, including phonics and mathematics across all key stages, via cross-curricular and experiential opportunities, in line with the new Ifield pathways.

Fully implement the curriculum pathways linked to each pupil and ensure that pupils have access to a highly personalised curriculum, as evidenced in planning, observations, evidence in books and Evidence for Learning.

Consistent implementation of the Foundations for Literacy approach to be implemented across the school and pathways to support pupils at early stages of communication and development.

Little Wandle Phonics Programme is consistently implemented across all key stages, for those pupils who are developmentally able to access it, so that pupils can develop their reading and writing skills and engage in the curriculum on offer at Ifield School at their own stage of development.

Ensure all students within Key Stage 4 and 5 have access to a full range of accreditations that are appropriate to their particular skill sets and learning pathway.

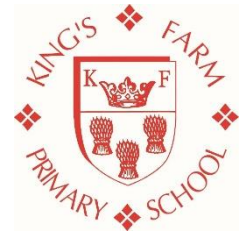
All assigned curriculum subject leaders have actions plans to ensure that there is clear direction of each subject area and demonstrates the rich, creative and ambitious curriculum available for all pupils.

**Progress we are making towards achieving this objective:**

Progress to be reviewed termly against the School Plan.

**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.



**King's Farm School**  
**Equality Objective 1**

*Continue to improve punctuality and attendance (Reviewed January 2023)*

**Why we have chosen this objective:**

Equality Objective 1 is identified as key priority 3.1 of the School Plan 2022-23.

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:**

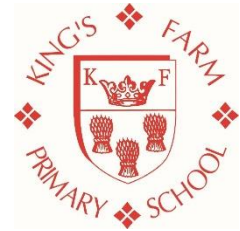
- Implement a revised attendance policy that incorporates the extended school opening hours.
- Employ an additional member of office staff to ensure the Attendance Officer has more capacity to support attendance.
- The Attendance meetings are moved to 10:30am/ with the procedure for these reviewed.
- Review the colour of the letters that the parents receive.
- Daily home visits to families we are concerned about or have had no contact with.
- Attendance incentives to be revised, including for parents.
- Manage the temporary withdrawal of SEASS support.
- Further engage with the KCC Attendance Advisory Service- to receive support on families who are struggling.
- Ensure we report PA figures.
- Further build relationships with the Early Help Team to support families further.

**Progress we are making towards achieving this objective:**

- Progress to be reviewed termly in the School Plan

**Success Criteria:**

	• Attendance and punctuality improve from last year.	
	•	
Term 5 (26 <sup>th</sup> May 22)	YR-YR6	YR1-YR6
Whole school	92.8%	92.8%
SEN	91.4%	91.1%
PP	91.2%	91.4%
National 91.2% attendance in state funded schools (12 <sup>th</sup> May 22)		



## King's Farm School Equality Objective 2

*The diversity and context of the school is developed and celebrated (Reviewed January 2023)*

### **Why we have chosen this objective:**

Equality Objective 2 is identified as key priority 3.2 of the School Plan 2022-23.

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:**

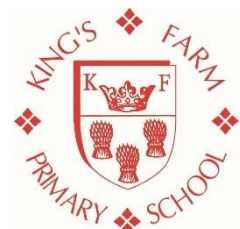
- Create a database so that the school is aware of the different groups it serves.
- Identify an EAL lead across the school.
- Plan a Family Cultural Evening to celebrate the different backgrounds of our families.
- Assemblies to be planned include stories from different cultures, and to celebrate people from different backgrounds.
- Review the curriculum to ensure there are opportunities to celebrate different cultures.
- Review the curriculum to ensure stereotypes are challenged.

### **Progress we are making towards achieving this objective:**

- Progress to be reviewed termly in the School Plan

### **Success Criteria:**

- All pupils and families at King's Farm feel welcome at our school, enabling pupils to reach their potential.
- Pupils show mutual respect and tolerance for others with different faiths and beliefs.



## 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 (Reviewed January 2023)*

#### Why we have chosen this objective:

Equality Objective 3 is identified as key priority 2.5 in the School Plan 2022-23.

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:

- LI's ensure there is effective support and scaffolding so that the curriculum is delivered at an appropriate level for all pupils.
- Bespoke interventions monitored by provision maps and/or Personalised plans to enable catch up and increase an individual's wellbeing and mental health.
- SEN register updated and amended throughout the year in conjunction with provision maps and personalised plans to provide those vulnerable children with specific SMART targets.
- Tracking and monitoring via observations and assessment of the above strategies to alleviate over teaching in order for the targets to be amended when relevant.
- SRP teacher to attend KS1 phase meetings and regularly liaise with Class teachers from differing from KS.
- All 1:1 TAs receive specialist training matched to their pupil's EHCP.

#### Progress we are making towards achieving this objective:

- Progress to be reviewed termly in the School Plan

#### Success Criteria:

- The Quality of Education the pupils receive is 100% Good or better, with 50% of the Quality of Education being Outstanding (through accelerated progress for pupils, the school's vision and curriculum intent statement being met)

