



**THE CEDARS**  
SCHOOL

## **Equal Opportunities Policy**

### **Introduction**

This policy is intended to help to ensure that this school promotes the well-being and success of all pupils, irrespective of ethnicity, race, culture, religion, home language, attainment, age, learning difficulty, ability, disability, gender or family background.

This policy accords with legislation:

Equality Act (2010);  
Race Relations (Amendment) Act (2000);  
Disability Discrimination (Amendment) Act (2002) inc. SENDA;  
Sex Discrimination Act (1975 & 1986);  
Human Rights Act (1998).

### **Aims and objectives**

We do not discriminate against anyone on the grounds of ethnicity, religion, attainment, age, disability, learning difficulty, sexual orientation, gender or family background.

We promote the principles of fairness and justice for all through the education that we provide in our school. Difference and diversity are valued and we recognise that this may, on occasions, entail treating some pupils differently.

We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school, so that the needs of all will be met.

We are committed to remove forms of indirect discrimination that may act as barriers to learning for some groups.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.

We challenge personal prejudice, inappropriate attitudes and practices & stereotypical views whenever they occur.

We value each pupil's worth and we show respect for all minority groups. All pupils are included, valued and supported in the school.

We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

Pupils are encouraged to value and respect others through the tutorial system, social, moral and cultural education, class discussions, assemblies and the emphasis on character development.

The Cedars is committed to working with parents and other agencies as required in order to ensure that our aims in terms of equal opportunities are met.

### **Racial equality**

In our school we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures and record in the Incident Folder.

We endeavour to make our school welcoming to all.

### **Disability non-discrimination**

Some children in our school may have disabilities or special educational needs. We are committed to doing all we can to meet the needs of these children. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment that allows disabled children or those with special educational needs full access to all areas of learning.

Teachers make reasonable adjustments by modifying teaching and learning as appropriate for children with disabilities or learning difficulties. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

### **The role of governors**

In this policy statement the PACT governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this we monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parents' and pupils' questionnaires.

The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

The governors welcome all applications to join the school, whatever background or disability a child may have.

The governing body ensures that no child is discriminated against whilst in our school on account of their ability, background, religion or race. If a child's culture or religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

### **The role of the Head**

It is the Head's role to implement the school's policy on equal opportunities, and he is supported by the Deputy Head and governing body in so doing.

It is the Head's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

The Head ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against.

The Head promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

The Head promotes respect for other people in all aspects of school life and, indeed, it is central to the ethos of the school.

The Head views all incidents of unfair treatment, and any racist incidents, with due concern. Any allegations or incidents of a serious nature are recorded in the Incident Folder.

### **The role of teachers**

Teachers recognise their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.

We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues.

All our staff challenge any incidents of prejudice or racism. Class teachers will endeavour to speak to all parties concerned as soon as possible after any such incident. If the matter is not resolved or in the case of a more serious incident, parents may be informed and a meeting may be requested with the Head. The SMT discuss any such incidences during their weekly meetings and they ensure that any notes are recorded in the Incident Folder.

### **Monitoring and review**

It is the responsibility of the PACT governing body to monitor and evaluate the effectiveness of this policy and the inclusive practices at The Cedars. The governors will therefore:

- require the Head to report on the effectiveness of this policy;
- monitor the staff appointment process, so that no-one applying for a post at this school is discriminated against;

- take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity;
- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the governing body every two years, or earlier if it is considered necessary.

**Signed: R Teague**

<b>This policy will be reviewed every 2 years</b>	
Title	Equal Opportunities Policy
Version	3
Date of Review	18 June 2019
Authors	Robert Teague
Approved by SMT	Yes
Approval/Review required by PACT or sub-committee	Yes
Latest Review (state whether changes were made)	No
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