



Cedars Academy

Single Equality Policy

Revised: October 2022

Policy Next Review Date: October 2023

1. Statement of Principles

Ours is a community of learning, where secure partnerships create opportunities for students, staff, governors, parents and carers alike to participate and grow to become intellectually, emotionally and socially *fit for life*.

At Cedars Academy we encourage a calm, orderly and friendly environment. We show respect for all members of our community and aim to be consistent in our approach to pupils. We promote positive self-esteem in an inclusive environment that values all.

The Single Equality Scheme brings together the Cedars Academy approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practice and interactions with the whole Academy community. We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing quality learning experiences for our children and young people.

Our Single Equality policy outlines the commitment of the staff, pupils and Trustees of Cedars Academy to ensure that equality of opportunity is available to all members of the Academy community. For our Academy this means not simply treating everybody the same whilst celebrating and valuing the achievements and strengths of **all members** of the Academy community.

Cedars Academy is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect
- We want to make sure that our Academy is a safe, secure and stimulating place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same
- We recognise that for some pupils extra support is needed to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School and College Councils

- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our Academy population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted Inspection Framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects

We believe that equality at our Academy should permeate all aspects of Academy life and is the responsibility of every member of the Academy and wider community. Every member of the Academy community should feel safe, secure, valued and of equal worth. At Cedars Academy equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any of the protected characteristics outline in the equality legislation.

Ethos and Atmosphere

At Cedars Academy the leadership of the Academy community demonstrates mutual respect between all members of the Academy community.

- There is an inviting and friendly atmosphere to welcome everyone to the Academy
- All within the Academy community will challenge any type of discriminatory and/or bullying behaviour, e.g. inappropriate behaviour and/or communication (verbal or physical), unwelcome or offensive remarks or suggestion
- All pupils and staff are encouraged and expected to greet visitors to the Academy with friendliness and respect
- The displays around the Academy are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored

Our Equality Information can be found in Appendix A of this document.

2. Policy Development – Meeting Our Duties

Under the statutory duties all schools and academies have responsibilities to promote race, disability and gender equality. This policy has been developed by the Chief Executive, Senior Leadership Group and Trustees in conjunction with the Academy's existing equality policies as listed in Appendix C.

3. Race Equality

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race. We recognise our statutory duty to eliminate racial discrimination and promote race equality and good race relations in all that we do.

The Trustees are committed to promoting equality of opportunity, good race relations and eliminating unlawful racial discrimination. We will ensure that our current policies are assessed for their impact on different racial groups. The governors will develop their knowledge and understanding of race equality. The Chief Executive and the Senior Leadership Group have designated responsibility for race equality. Responsibilities will include the continued monitoring and reporting of racist incidents to the Board of Trustees and the LA.

The Academy will fulfil its commitment to race equality by:

- Valuing diversity and by actively promoting good inter-personal and community relationships.
- Promoting an atmosphere of mutual respect and trust among all members of the Academy community.
- Ensuring that all staff, pupils and parents are treated with respect and dignity.

4. Racism/racial harassment

The Academy will fulfil its commitment to race equality by dealing firmly, consistently and effectively with racist incidents, harassment and bullying. All racist incidents will be handled according to Gateshead's Guidelines and Procedures and Racist Incident Report Forms completed and given to the Head of Services. The Head of Services will inform the L.A and Trustees. See Appendix D for further details regarding reporting of racial incidents.

5. Disability Equality

What do we understand by "disability"?

A disabled person (child or adult) is someone who has a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

- A physical or mental impairment includes sensory impairments; impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.
- Substantial means more than minor or trivial.
- Long-term means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.
- Normal day-to-day activities cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift carry or otherwise move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.
- Some people are automatically deemed to have a disability covered by the Act those with HIV, cancer, MS, and severe disfigurements. There are special provisions for people with progressive or recurring conditions.

- The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long term impairments, which have a significant impact on their day-to-day activities.

Our Full Disability Equality Scheme can be found in Appendix B of this document.

6. Accessibility

We must ensure that all pupils have full access to:

- the curriculum
- the Academy environment
- enrichment and additional out of learning hours experiences
- written information in accessible formats to pupils and parents

We also ensure that disabled pupils do not receive less favourable treatment and to do this the Academy has a duty to make reasonable adjustments.

The general duty to promote disability equality means that we must have due regard to:

- Promoting equality of opportunity between disabled people and other people
- Eliminating unlawful discrimination
- Eliminating disability-related harassment
- Promoting positive attitudes towards disabled people
- Encouraging participation by disabled people in public life
- Taking steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

7. Gender Equality

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic.

What is the difference between sex and gender?

Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.

Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

8. Sexual Orientation

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be

heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia, although lesophobia and biphobia are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

9. Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender reassignment is the process a transgender person goes through to change sex.

The Board of Trustees is committed to eliminating unlawful sex discrimination and harassment and to promoting equality of opportunity between men and women. The Trustees and staff of Cedars Academy will develop their knowledge and understanding of gender equality.

The general duty to promote gender equality means that we must have due regard to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women, girls and boys

The duty also includes the need to consider actions to address the causes of any gender pay gap. Cedars Academy considers that this has been addressed through the implementation of the Equal Pay Review and unified conditions and pay for Academy staff.

10. Monitoring and Review

Cedars Academy is an inclusive environment, working towards greater equality in the whole Academy community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential. We collect and analyse a range of equality information for our pupils/students that is discussed by Senior Leadership Group and The Board of Trustees including:

- Relative Groups (Boys, Girls, FSM, Pupil Premium, LAC, Disadvantaged, ASD, MLD, BESD)
- Progress for all groups has been analysed for above groups and shows no significant differences.
- Progress for classes and key stages is analysed and overtime shows no consistency in terms of differences of ability cohorts and age phases. Most recent analysis is included in the current Academy Evaluation Document

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the Academy. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The Pupil & Curriculum Committee of the governing body receives regular updates on pupil performance information as well as participation of parents in annual reviews, home Academy visits and parents/carers' meetings.

Academy performance information is compared to national data, national progression data and CASPA, to ensure that pupils are making appropriate progress when compared to all schools and academies in similar circumstances.

11. Collecting and Analysing Equality Information for Pupils

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attainment
- Achievement
- Achievement Awards
- Attendance
- Exclusions and lateness
- All forms of bullying
- Parental involvement
- Participation in student council
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Some or all of the information may be contained within documentation arising out of self-evaluation document (AED). For example, attainment and achievement data, attendance data, exclusions, involvement with extended learning opportunities, complaints of bullying or harassment, choice of options selected. (See the Academy Self Evaluation Summary, the Chief Executive's Report to Trustees and the Pupil and Curriculum Committee minutes.)

12. Collecting and Analysing Equality Information for Staff and Trustees

Cedars Academy is committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a Board of Trustees that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

Equal opportunity monitoring forms are sent out with every application form which are returned to Academy where they are collated, checked and retained for 12 months.

Due regard is given to the promotion of equality in the Academy Development Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Chief Executive, supported by Heads of School, College and Services.

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the Board of Trustees on matters relating to equality
- Support evaluation activities that moderate the impact and success of this Policy

13. Staffing and Staff Development

The names of all our staff within the Academy are displayed on their ID badges and are also available on the Academy's website. Records of staffing levels, progress and salary details are held confidentially at the Academy.

We recognise the need for positive role models and distribution of responsibility among staff. This includes pupils' access to a balance of male and female staff, who also vary in age. We actively encourage and support the career development and aspirations of all Academy staff. All new staff are given a professional development folder on their first day containing policies that they must be aware of with immediate effect. These include: Health & Safety, Child Protection, Communication, Anti-Bullying, Moving and Handling, Behaviour, Intimate Care, Care and Control, E-Safety and a Staff Handbook. The Single Equality Policy will be added to the induction folders for new members of staff. Staff undertake a two day induction process and are each assigned a mentor.

All staff within the Academy have an annual performance review held with their line managers. This allows the leadership team to monitor and track progress, provide and support relevant training and development, celebrate successes and set targets for the forthcoming year.

14. Staff Recruitment

All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination. At least one member of each recruitment panel is trained in safeguarding and safer recruitment to ensure good and safe practice through the recruitment and selection process. Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

15. Developing Best Practice

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Promote attitudes and values that will challenge discriminatory behaviour
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Ensure that the whole curriculum covers issues of equality and diversity.
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

At Cedars Academy we raise the awareness of the curriculum to through termly Curriculum and Pupils Committee meetings. To raise governor awareness and ensure equality issues are fully embedded

within future revision of the curriculum, the Curriculum & Pupils Committee may invite subject leaders to share examples of how equality issues are addressed.

16. Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements, wherever possible, and not to measure themselves against others. Parents/carers are also encouraged to view their own children's achievements in this light.

- Adults in the Academy provide good, positive role models in their approach to all issues relating to equality of opportunity
- We meet all pupils' learning needs, including the more able by differentiating planning and setting
- The Academy provides an environment which enables all pupils to have equal access to all facilities and resources; consideration will be given to the physical learning environment – both internal and external, including displays and signage

17. Curriculum

At Cedars Academy we ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All senior students have access to qualifications or accreditation which recognise attainment and achievement and promote progression

18. Resources and Materials

The provision of good quality resources and materials is a high priority. These resources:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females, people from different ethnic backgrounds and people with a disability.
- Include non-stereotypical images of all groups in a global context
- Are accessible to all members of the Academy community

19. Language

We recognise that it is important that all members of the Academy community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem

- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

20. Extended Learning Opportunities

We undertake responsibility for making contributions to extended learning opportunities and are aware of the Academy's commitment to equality of opportunity. We aim to have a number of after Academy clubs and regularly involve our pupils in relevant offsite educational visits, which all our pupils are given the opportunity to be involved in.

21. Personal Development and Pastoral Guidance

Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils.

Pupils are encouraged, wherever possible, to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations). In addition:

- All pupils/staff/parents/carers and governors are given support, as appropriate, when they experience discrimination.
- We have School and College Councils for our pupils which as part of it can discuss issues raised by pupils. All pupils are encouraged to share any worries with staff.
- The wellbeing of staff is important. Information regarding wellbeing is shared with staff.
- We recognise that perpetrators may also be victims and require support
- Positive role models are used throughout the Academy to ensure that different groups of pupils can see themselves reflected in the Academy community
- Emphasis is placed on the value that diversity brings to the Academy community rather than the challenges.

22. Partnerships with Parents/Carers/Families and the Wider Community

At Cedars Academy we work closely with parents/carers and the local community to help all pupils to achieve their potential. We actively encourage comments, suggestions and feedback from our parents/carers, staff, governors, outside agencies and the wider community that assist us in the positive development of the Academy, our policies including Single Equality Policy and Academy Development Plan (ADP).

We involve these groups by the following means and welcome their input:

- Contact with parents/carers through meetings, home visits, home to Academy diaries, Bloomz and other media outlets
- Questionnaires/ Annual Review input
- Staff meetings and morning briefings
- Termly Trustee committee meetings
- Local Authority advisors and external consultants
- Parents and Friends Cafe at our College site
- Drop in workshops for parents and carers

23. Roles and Responsibilities

The Academy Equality Scheme will be aligned with the Academy Development Plan (ADP). Its implementation will be monitored within the academy's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

- The Trustees will ensure that the Academy complies with statutory requirements in respect of this Scheme and Action Plan
- The Chief Executive is responsible for the implementation of the Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the Trustees
- Staff are expected to promote an inclusive and collaborative ethos in the Academy, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, and maintain a good level of awareness of equalities issues
- Our pupils have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out, wherever possible, if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the academy, including parents/carers adhere to our commitment to equality.

Please refer to Appendix C of this document for further information regarding roles and responsibilities.

24. Commissioning and Procurement

The Academy will ensure, as far as possible, that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

25. The measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers, trustees from the different groups that make up our academy.

26. Publicising the Policy

The Single Equalities Policy will be published on the Academy website. Parents/carers will be made aware of this via newsletters. Staff will be made aware via staff meeting/induction/inset and advised on where to locate the policy. The policy will also be available for staff to access via the policy drive. The policy will be reviewed annually by the Chief Executive and the Trustees curriculum and Pupils Committee, Premises, H&S and Buildings, Finance & Staffing Committee. An action plan in relation to equality will be reviewed annually with any actions/development clearly detailed under a Single Equality Heading within the Academy Development Plan.

27. Annual Review of Progress

We will continue to involve people from all aspects of our Academy community in the on-going evolution of our Single Equality Scheme and Action Plan and continue to review annually the actions we have taken in the development of our Single Equality Scheme which include:

- The results of information gathering activities for race, disability and gender and what has been done with this information.
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities.
- Celebrating what has been achieved in relation to promoting community cohesion.
- Produce an Annual Report with regard to all aspects of race, disability and gender within the Single Equality Scheme and Action Plan.

Appendix A

Equality Information

Part 1: Information about the pupil population

1.1 Description of the Academy and Demographics: September 2022

- Cedars Academy is a 3-19 special academy serving Gateshead, and a few places out of borough when requested
- Pupils can join the Academy at any point in their Academy life, although the main admissions take place in primary and KS3
- Out of the 237 pupils currently on roll:
 - Academy (KSR-3): 163 students in 17 teaching groups at Ivy Lane
 - College (KS4&5): 74 students in 9 teaching groups at 11 & 13 Walker Terrace
- Numbers are quite static (as we are full) and we expect to remain as such until the end of summer term 2023.

Pupil Characteristics

The majority of pupils have a moderate learning difficulty combined with specific communication difficulties, and many of our pupils have associated difficulties such as Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia, or other specific Learning Difficulties:

Primary Need (Banding Allocation) identified as:

- 12% Social, Emotional and Mental Health need
- 44% Autistic Spectrum Condition/Communication, Interaction need
- 44% Cognition & Learning/ Sensory, Physical or Medical need

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Some children have allergies or food intolerances/cultural food choices.

All medical information is collated and available to staff, held in the Medical/Treatment Room and maintained by Access to Learning staff. We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

1.2 Level of Need

Cedars Academy takes children from each of the three banding categories used by Gateshead LA to define level of need. Each category is then broken down into four levels of need, from 1 (highest level of need) to 4 (lowest level of need).

1.2.1 Cognition and learning needs (Banding D)

Children may demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties, such as dyslexia. Some may have associated behavioural difficulties that compound

their needs. Children who have these needs require specific strategies to help their learning and understanding.

Included within this group are children with sensory and/or physical needs. Sensory needs range from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. For some children these needs may be accompanied by more complex learning and social needs. Children with these needs require access to all areas of the curriculum and may use specialist aids, equipment or furniture. Many will need specialist support (for example mobility training, occupational therapy or physiotherapy). Children with sensory impairments may need particular acoustic or lighting conditions. Some may need extra space and additional 'clues' to help them negotiate their environment independently. Health and personal care needs will also need to be met for these children. They may need facilities where their medical or personal care needs can be met in privacy.

1.2.2 ASC/Communication and interaction (Banding AS)

Most children with special educational needs have strengths and difficulties in one, some or all of the areas of speech, language and communication. The range of difficulties will encompass children with a speech and language impairment or delay, children with learning difficulties, those with a hearing impairment and those who demonstrate features within the autistic spectrum. Children with these needs require support in acquiring, comprehending and using language, and may need specialist support, speech and language therapy or language programmes, augmentative and alternative means of communication and a quiet place for specialist work. Children with autistic spectrum disorder have difficulty interpreting their surroundings and communicating and interacting with others. They need an easily understood environment with a low level of distraction and sensory stimulus to reduce anxiety or distress. They may need a safe place to calm down.

1.2.3 Social, emotional and mental health needs SEMH (Banding B)

Children who have emotional, social and mental health needs may be withdrawn or isolated, disruptive and disturbing and they may be hyperactive. They may lack concentration and have immature social skills. Challenging behaviour may arise from other complex special needs. Children who have these needs may require a structured learning environment, with clear boundaries for each activity. They may need extra space to move around and to ensure a comfortable distance between themselves and others. They may take extreme risks or have outbursts and need a safe place to calm down. Behaviour support or counselling may take place in a quiet supportive environment.

Appendix B

Disability Equality Scheme

3 year period of plan: Dec 2019 – Dec 2022

1 Vision, Values and Ethos

Ours is a community of learning, where secure partnerships create opportunities for students, staff, governors, parents and carers alike to participate and grow to become intellectually, emotionally and socially *fit for life*.

Cedars Academy is committed to the principles of inclusion. We have a caring, supportive ethos that's seeks to value all individuals. Our Academy promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use our Academy.

By promoting a positive attitude towards disabled people we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

We will involve disabled people in informing the direction our Academy takes to promote equality of opportunity and accessibility to the Academy environment. We also seek to encourage full participation of disabled people in the Academy community even if this requires more favourable treatment.

Our Academy aims to provide a broad and balanced curriculum in a happy, challenging environment where each pupil can develop to the maximum of his/her potential and feel valued as an individual who can contribute to the life of our Academy and society in general.

We promote:

- Pupil self-confidence so that each pupil develops a sense of personal worth and is confident in his/her ability to succeed.
- Positive relationships to help pupils develop good relations with others, based on mutual respect and consideration, and an understanding of, and a tolerance towards various races, religions and cultures.
- Co-operation to develop the abilities of pupils to contribute as members of groups and recognising their responsibilities.
- Self-discipline so that pupils understand the need of high standards of behaviour and to develop responsibility towards people and property.

• The legal context

The 1995 Disability Discrimination Act (DDA) introduced a duty, which applies to all schools, which sets out a general duty to promote disability and a specific duty to publish a disability equality scheme. It requires schools to be more proactive in their approach to promoting disability equality and eliminating discrimination. Our definition of disability defines a disabled person as someone who has:

'A physical impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

This definition covers a wide range of impairments including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are likely to amount to a disability only if the effect is on a person's ability to carry out normal day-to-day activities. The duty puts greater focus on approaches to policy development and management of issues in relation to disability.

Part 4 of the DDA requires that the governing body increases access to education for disabled pupils. Our Academy has produced, with this scheme, an Accessibility Plan, which identifies actions based on our self-evaluation that will promote opportunities for participating in the curriculum; accessing the building and services and delivery of information to pupil and adults.

- **Involvement of pupils, staff, parents/carers, governors, agencies and service providers**

A working group representing the views of disabled people are fulfilling our statutory duty to involve disabled people in the production of this disability equality scheme (DES). This group consists of Mr Flowers (Chief Executive), Maria Hall (Governor) Joe McCabe (Governor, Teacher) and Gill Morton (Chair Governors, Parent).

Pupils in our Academy, including our Academy council, have provided their views to the group on accessibility issues and the Academy provision. From the Annual Review or EHCP we collate pupil and parent views to inform our scheme. Through respectful relationships with disabled pupils we acknowledge their feelings and respond to their views.

Where we have disabled staff, parents and service providers we will provide a response to suggestions on how we can improve our disability scheme and its priorities. This would inform considerations that may be required to make reasonable adjustments.

We will seek to record views of external agencies, voluntary groups and services we procure to inform our disability equality scheme and make any necessary adjustments.

An annual report, identifying priorities for Academy action, will be provided by the working group and passed on to the governing body.

- **Information gathering in relation to the recruitment, development and retention of disabled employees**

Cedars Academy will follow local authority guidance on the collection of information on disabled employees and the recruitment of new staff. The local authority human resources database has a record of those staff that has indicated whether they have a disability. Other information in Academy will be analysed to ensure that there is no discriminatory practice and will take into account the following: seniority, TLR payments, permanency of staff, CPD, disciplinary and capability proceedings, harassment and bullying, sickness and those leaving the profession early. Those staff that voluntarily provides information will be assured that it is used confidentially to inform working practices and conditions.

- **The educational opportunities available to and achievements of disabled pupils**

The Academy maintains a pupil tracking system, which provides current data on pupil attainment and achievement. This system also provides specific information on pupil disability and attainment. Information will be collected through the transfer of records from previous schools, the local authority and parents to ascertain pupil needs and levels of attainment and achievement in order that consideration is given to provision and access to curriculum. Further detail is available in our Academy's SEN and Admissions Policies.

In order that pupils have full access to the curriculum the Academy will prioritise aspects of the Academy Accessibility Plan so that pupils with a disability are ensured greater participation in the curriculum.

Consideration will be given to the management of pupils with medical needs and their care plans to access the curriculum.

The following questions would be considered to identify priorities:

- Are there areas of the curriculum to which a disabled pupil has limited or no access?
- Are pupils fully participating in extra-curricular activities?
- How are we addressing those areas of the Academy building that are not accessible to disabled pupils, staff or other?
- What forms of communication can we provide for pupils and adults?
- Does our written information allow greater access to the curriculum and information on our Academy?
- Are we monitoring policies and practice? E.g. administration of medicines, staff development on inclusion areas, incidents that may affect disabled pupils

- **Impact, reviewing and reporting our scheme**

The scheme will be monitored by the governing body and will be reviewed annually with the SEN policy and Accessibility Plan. The review of the scheme will cover:

- Information on attainment and achievement for those pupils with a disability
- Current pupils, staffing and others who are registered with a disability
- A record of the progress made against the Academy Accessibility Plan
- Adjustments that are to be considered in the Academy SEN policy which would cover staffing and provision
- Priorities that would be included in the Academy's SEF and improvement plan

Governors receive an annual report on the Academy's DES. A summary of the scheme priorities are in the Academy website.

UNCRC Reference: Article 23

Appendix C

Contributing Policies

Equal Opportunities; Race Equality Policy; Gender Equality Policy; Disability Equality Scheme NB: These policies have been used for reference only for the purpose of compiling this document and have now been fully replaced by the Single Equality Policy.

Appendix D

Procedure for Dealing with Equality Related Incidents

Pupils are encouraged to understand that we live in a society, in which appropriate, positive attitudes and behaviour are expected towards all.

The Academy aims to create an environment where no one should experience racial harassment, or discrimination on grounds of disability, gender, sexual orientation, religion, or any other discriminatory grounds as identified under the Equality Act, whether directed at them or at a fellow student.

Strategies to Encourage Positive Pupil Behaviour

All staff promoting positive attitudes, language and behaviour amongst pupils at all times in and outside the classroom. Many racial incidents will be of a less obvious type and, therefore, difficult to detect and deal with. Incidents may not occur in the presence of teachers or adults. It is, therefore, important that strategies are developed which will ensure all members of the Academy community are sensitive to, and take responsibility for, reporting and dealing with such incidents.

Positive behaviour and attitudes towards others will be encouraged through;

- The example set by staff and through opportunities in the curriculum which will include multicultural issues and racism.
- Development of multicultural issues and equal opportunities as cross curricular themes in teaching.
- In-service training for all staff to highlight multicultural issues and the need to consider such issues when choosing teaching materials.
- Sensitive choice of teaching materials by staff to avoid the possibility of stereotyping or offering racial offence.

Identification

A discriminatory incident can take the following forms:

1. Physical harassment – including violent attacks of physical intimidation, as well as ‘minor’ intimidation which are cumulative in effect.
2. Verbal harassment – name calling, ridiculing a person’s background or culture, off the cuff remarks which cause offence.
3. Non-cooperation and disrespect – ostracism, refusing to work with or show respect maybe an incident if there is evidence of a motivation or the ‘victim’ perceives such a motive. Inadvertent disrespect e.g. ignorance by any member of the Academy community of a pupil’s cultural practices which cause the pupil to feel harassed or uncomfortable.
4. Stereotyping – this can sometimes be the most subtle form of discrimination.
5. Other incidents such as jokes and vocabulary, graffiti, badges and literature.

Referral

Pupils will be encouraged to inform staff of any incidents and staff will be particularly vigilant on behalf of pupils who are unable to do this for themselves. Staff will ensure that all reports are taken seriously and any incidents they observe are recorded. Information regarding an incident may be presented by individuals, groups of friends or via parents and will be treated by staff in a sensitive manner. Staff must report directly to the Head of School, College or Services or member of Senior Leadership Group without delay, any incident of suspected discrimination.

Action

Immediate action by a teacher or supervisor will be concerned with defusing a situation where abuse or attack appears to have taken place, reassuring the victim and encouraging the alleged perpetrator to understand the consequences and impact of her or his behaviour.

An Incident Report Form (available from the office) will be completed and passed to the Head of Academy/College/Services without delay.

Any action taken will involve discussions with the class teacher. All reported incidents will be fully investigated and documented with copies of the incident sheet placed in the files of all pupils involved. In cases where physical injuries have been sustained and the First Aider is required to attend, then the Head of Services will inform the Local Authority if necessary and if relevant RIDDOR.

Staff will be informed at morning briefing of pupils involved in any serious incident or of any potential incidents and inform them action (if any) to take.

Appendix E

Roles and Responsibilities

The Trustees will:

- Provide leadership and drive for the development and regular review of this Policy and Plan and of other policies
- Provide leadership and ensure the accountability of the Chief Executive and senior staff for the communication and implementation of Academy policies
- Highlight good practice and promote it throughout the Academy and wider community

- Provide appropriate role models for all managers, staff and pupils
- Celebrate examples of good practice from the Academy and among individual managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the Academy carries out the letter and the spirit of the statutory duties (and the provision of 'returns' to the local authority)

The Chief Executive will:

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold staff accountable for effective policy implementation
- Provide appropriate role models for all staff and pupils
- Highlight good practice from individual staff and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the Academy carries out its statutory duties effectively

All staff will:

Policy Development

- Contribute to consultations and reviews
- Raise issues which could contribute to policy review and development

Policy Implementation

- Maintain awareness of the Academy's current equality policy and procedures
- Implement the policy as it applies to staff and pupils Behaviour
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the Academy's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents Public Sector Duties
- Contribute to the implementation of the Academy's equality scheme

Date: October 2022

Policy review date: October 2023