

Cedars Academy

Equality Information and Objectives

Revised: November 2020

Review date: November 2021

By: EN/KV

Mission statement

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*.

Objectives of this Policy

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 school 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 Council.
- 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 school 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.

In addition to this short statement, we also have a full school policy on equality and community cohesion. Please ask for a copy if you would like to see it.

For more information please contact:

Elizabeth Neale (Member of staff with responsibility for equality issues)

Tel: 0191 4874595 Email: Elizabeth.neale@cedarsacademy.org.uk

Maria Hall (Member of governing body with responsibility for equality issues. A community Governor who is also a local councillor)

Contact via the school: enquiries@cedarsacademy.org.uk

The **Equality Act 2010** requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Part 1: Information about the pupil population

Number of pupils on roll at the school: 205

1.1 Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

1.2 Information on other groups of pupils

Ofsted inspections look at how schools help “all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support.”

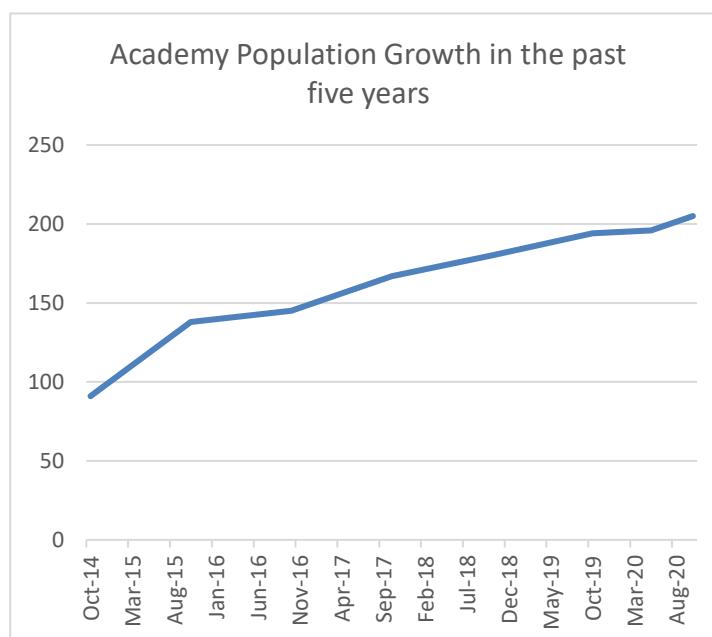
In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

September 2020: Out of the 205 pupils on roll, 82 in KS1&2, 97 in KS3&4, and 26 in KS5, currently we have:

- eight classes in KS1&2, average class sizes of 11 children
- nine classes in KS3&4, within a range of rooms/groups of varying size
- four groups in KS4/5, in groups of 8 or 9 based at Walker Terrace

1.3 Growth in school population

Date	Academy Population
Oct-20	205
May-20	196
Oct-19	194
Oct-18	180
Oct-17	167
Oct-16	145
Oct-15	138
Oct-14	91



1.4 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).

1.4.1 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.

1.4.2 ASC/Communication and interaction (Banding AS)

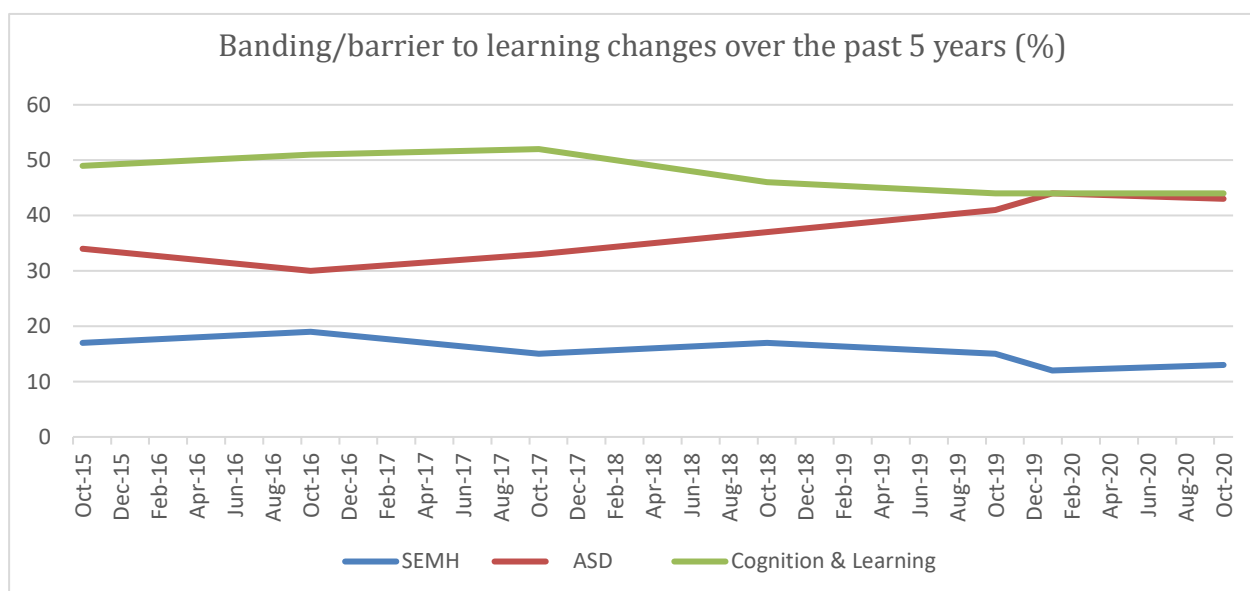
Most children with special educational needs have strengths and difficulties in one, some or all of the areas of speech, language and communication. The range of difficulties will encompass children with a speech and language impairment or delay, children with learning difficulties, those with a hearing 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.

1.4.3 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.

1.4.4 Banding/barrier to learning changes in the past 5 years (%):

Date	SEMH	ASD	Cognition & Learning
Oct-20	13	43	44
Jan-20	12	44	44
Oct-19	15	41	44
Oct-18	17	37	46
Oct-17	15	33	52
Oct-16	19	30	51
Oct-15	17	34	49



Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

- We are aware of the requirements of the Equality Act 2012 and that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage

- We have a school behaviour policy that promotes good behaviour and provides sanctions for poor behaviour
- We have a very active Student Council and strong Student Voice across the Academy
- We are working towards achieving Rights Respecting Gold Award
- We have an anti-bullying policy that promotes positive relationships and has a statement about what we believe constitutes bullying and what will happen as a result of this
- We deal promptly and effectively with incidents and complaints of bullying and harassment that may include cyber bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion, and belief and sexual orientation. We keep a record of all such incidents (if they occur) and notify those affected of the action we have taken
- We celebrate anti-bullying each year
- We have a SEN policy
- We have an Accessibility Plan
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices
- We have procedures for addressing staff discipline, conduct and grievances

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability

We are committed to working for the equality of people with and without disabilities.

2.1 How we advance equality of opportunity

We provide small group work and interventions and have had the opportunity to buy in expertise and have a resident reading specialist who is supporting us with the improvement of reading across the academy. We also employ a part time counsellor to address student social, emotional and mental well-being issues. We have Access to Learning Team that works across the Academy to ensure equality of access to the curriculum for all our students.

2.2 What has been the impact of our activities? What do we plan to do next?

Cedars Academy is a very happy and welcoming school. We have a diverse population that we are very proud of, and our children and staff respect the diversity and see it as an advantage to be celebrated. We are involved in our community in a positive way and have close links with many establishments, to mutual advantage.

2.3 Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

2.4 Religion and belief

We are committed to working for equality for people based on their religion, belief and non-belief.

2.5 Sexual orientation

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

2.6 What has been the impact of our activities?

We are a very happy school where staff pupils and parents feel supported. We are very inclusive and tolerant of peoples' belief and feelings. Our School's Council are very active and regularly bring projects or concerns to the attention of SLG.

2.7 Consultation and engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Parent Council
- Student Council
- Newsletters
- Parents' Evenings
- Questionnaires (students, parents and staff)
- School's Council
- Assemblies
- Staff Meetings

EN/KV Nov 2020