Cedar Park School & Nursery
Be kind ★ Be inspired ★ Believe

Cedar Park School and Nursery

Equality, Diversity, and Inclusion Policy-
June 2026
Review- summer 2029

At *Cedar Park,* we work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our school community. We do this with regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- socio-economic status

A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in Appendix 1

Our duties under the Equality Act also reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The Education and Inspections Act 2006 requires us to promote community cohesion and at *Cedar Park* we work towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist.

Our commitment to equality, diversity and inclusion is reflected in our school policies and procedures, especially those related to (but not limited to):

- accessibility
- behaviour
- anti-bullying
- uniform
- recruitment
- Relationships and Sex Education
- Special Educational Needs
- home-school agreements

<u>Our school ethos and values</u>

The philosophy of Cedar Park talks of valuing the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying, prejudice and harassment of any kind. We actively tackle discrimination against those with a disability, racial discrimination including discrimination based on religion or belief / non-belief, sexual (orientation) harassment and discrimination, gender re-assignment, pregnancy or maternity, breastfeeding discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, sexual orientation, disability, gender, gender re-assignment, religion, belief / non-belief or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. Based on this our school's admissions policy is equally open to pupils of all groups.

Within Cedar Park School we aim to positively transform individual and shared circumstances, perceptions, attitudes and relations. We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a diverse population whatever that diversity may be.

November 2024 Ofsted inspection reported that:

- Cedar Park is a vibrant and happy place
- The school is very friendly and caring and pupil speak very highly about their experiences
- Pupils play together well
- Pupils behave very well and are polite and courteous
- Pupils feel safe in school and are well supported

Where good practice has been seen in relation to our ethos, SLT deliver 'Big Little Things' moments in staff meeting. This aims to share good practice and also to inspire others to deliver these standards.

Our school profile

Cedar Park is an average sized primary school with one form of entry. A Nursery class operates throughout the year with a maximum of twenty-six children.

In total the maximum number of pupils in school can be 236.

The school has a variety of religions represented amongst students and staff including Christianity, Judaism, Islam and Hindu. 8.2% of the school are in receipt of Pupil Premium Grant, which is below the national average. 2.7% of the school currently has an EHCP, which is below the national average. As of 2025 census, 78% of the school classified as White British.

There is a broad age range amongst the staff team.

The school enjoys close working relationships with parents and families.

Fulfilling our public sector equality duty

How we eliminate discrimination, harassment, and victimisation:

Cedar Park does not tolerate direct or indirect discrimination, harassment, or victimisation of anyone within our school community, and we are opposed to all forms of prejudice.

- The school has robust procedures for dealing with prejudice-related incidents and all staff receive training on these. All incidents are recorded, and this data is shared with the governing body and analysed so that any trends can be identified, and action plans put in place. Further information on these procedures can be found as an addendum to our anti-bullying policy.
- The Anti-bullying policy outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff.
- Children that have been affected by bullying, discrimination and harassment are given a variety of support networks in order to help the healing process. Staff have been trained in restorative practice, which can be used between the victim and perpetrator. We also work in collaboration with the Bucks Mental Health Team, who offer direct support for the child and their family and who can also facilitate mediation. Bucks Mental Health will occasionally signpost families to other charities who deal with more specific areas of prejudice and harassment.

- The Complaints Policy outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community.

How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:
Treating people equally does not mean treating them all the same. We recognise that people have different needs, different experiences, different outlooks and face different barriers to achieving positive outcomes.

- We collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our student population in terms of:

  - Progress and attainment
  - Admissions
  - Attendance
  - Rewards, sanctions, and exclusions

  and within our staff population in terms of:

  - Recruitment, retention, training, and promotion
  - Capability, disciplinary and complaints

  We employ appropriate interventions where necessary in order to address disparities. Please see our Equalities Objectives and Action Plan for further details.

- We consult widely with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted in the design of new policies, and in the review of existing ones.
- We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
- We make reasonable adjustments to ensure that the school environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary. Please see our Accessibility Plan for further information.
- We ensure that students' work is differentiated appropriately, and that the curriculum is accessible to all students.
- We respect the religious beliefs and practice of staff and students and comply with reasonable requests relating to religious observance and practice.
- We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and students, including those who transition during their time at the school

How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it:

- We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.
- We teach our students to recognise and challenge stereotypes and prejudice and to value difference.
- We ensure that our resources challenge stereotypes and reflect the diversity of society.
- We take positive action to ensure that people with a range of different identities engage with our school community for example guest speakers, arts groups, school governors, parent/carer helpers etc.
- We take steps to ensure diversity in our student council, governing body and staff team

- We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

How we are focused on strategies for engaging underrepresented groups within decision making processes:

- The school has adopted Matthew Syed's 'Rebel Theory', which aims to bring together groups of people to enhance different areas of the school. The theory is that things improve more quickly when there is a range of backgrounds, and therefore views and knowledge, in the room. The school has regular 'Rebel Meetings'.
- Pupil Voice sessions now always include children on the SEND register, children that are in receipt of the Pupil Premium Grant and children that are not classified as White British.

Responsibilities

The governing body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community, and that this policy and its related procedures and action plans are implemented
- A member of the governing body has a watching brief regarding the implementation of this policy
- The school and governors carry out equalities impact assessments on all other policies
- All available data is used to consider equalities issues and to ensure adjustments to school policies and practices are made, including positive action where necessary

The head teacher and senior management are responsible for:

- Overseeing the implementation of the Equality Policy
- Ensuring that all who enter the school are aware of, and comply with, the Equality, Diversity, and Inclusion Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in any cases of discrimination, harassment, victimisation, and bullying
- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school
- Expanding the school's commitment to CPD around cultural competency and addressing unconscious bias.
- Steps are taken to encourage all groups to apply for positions at Cedar Park
- We welcome applications from anyone who wishes to apply for a position at Cedar Park

All staff are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding and complying with the Equality, Diversity and Inclusion Policy
- Contributing to the action plan attached to the policy
- Making reasonable adjustments to ensure disabled students do not experience discrimination or exclusion
- Dealing with prejudice-related incidents, following the specific procedure
- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation
- Challenging bias and stereotyping
- Promoting an inclusive and collaborative ethos

All parents/carers are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's Equality, Diversity, and Inclusion Policy
- Ensuring that they and the young people that they are responsible for meet the expectations set out in the home-school agreement

All visitors are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the school
- Complying with the school's Equality, Diversity, and Inclusion Policy

All students are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's Equality, Diversity, and Inclusion Policy
- Reporting prejudice-related incidents
- Understanding, valuing, and celebrating diversity
- Challenging stereotypes and prejudices

Equality Objectives and Action Plan

In order to fulfil its Public Sector Equality Duty, the school collects equality information on pupils and staff.
Using this information, the school analyses the following in terms of protected characteristics:

- Student admissions
- Student attendance
- Student performance/achievement
- Student sanctions
- Student rewards
- Staff recruitment, retention, and promotion
- Staff disciplinary and capability proceedings
- Records of prejudice-related incidents
- Complaints by parents and carers

The school also conducts surveys with staff, pupils and parents and carers to identify areas that they feel the school is doing well and areas for improvement.

This information is used to identify any discrepancies between people from different groups and to identify equality objectives. The school will share this data with governors and write to parents with summaries of the school's findings and action points.

The school identifies any equality training needs within our staff by tracking how they have dealt with any prejudice related incidents, behaviour incidents and bullying. These needs will be addressed, and this may also inform our Equality Objectives.

Our equality objectives may also take into account national and local priorities and issues as appropriate. They are devised in consultation with school governors and are integrated into the school improvement plan.

The objectives, and progress made against them, are discussed by SLT at key points in the year like termly data drops, pupil voice, external audits and staff/parent surveys. The Headteacher then

meets the Equality Governor annually, who holds the school to account on progress relating to the objectives.

Our current Equality Objectives and Action Plan are attached as Appendix 2

Equality Impact Assessments

All school policies are regularly assessed for their impact on different groups of people with shared protected characteristics. This ensures that our policies, practices, and decision-making processes are fair and do not discriminate against any particular groups. It also enables us to consider ways to proactively advance equality.

Breaches of this policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Ratified by the governing body ……26th May 2022…….. Accepted on ……23rd June 2026…… Due for review on ……summer term 2028……

Appendix 1: Glossary

Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
Discrimination	This can be direct: When someone is treated less favourably than another person or other people because: • they have a particular protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association) Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.
Gender identity	Someone's internal sense of their own gender, whether man, woman, or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing, or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs, or views about lesbian, or gay people.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness. Further information here.
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs, or views about someone based on their skin colour, nationality, ethnic or national origin.
Reasonable adjustments	Taking reasonable steps to remove disadvantages faced by disabled people by: • changing provisions, criteria, or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion. We include people who have no religion or a lack of belief.
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.

Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	Treating someone badly because they are: • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information Or because they intend to do so.

Appendix 2: Equality Objectives and Action Plan

Objectives *Avoid words like "improve" – try to be specific, with something you can measure eg. "raise by 5%"- focus on the change that you will see, the outcome of your actions, rather than what you will do. Try to address a specific protected characteristic.*	Actions *What separate things will you need to do to achieve your objectives?*	Staff member *Who will do this?*	Date *to be achieved by*	Success criteria *How will you know when it has been achieved – what will success look like?*

Last updated (date) ……

By……

Appendix 3: Equality Impact Assessment

Name and/or brief description of policy/practice
What evidence/information has been used to help identify the likely impact on different groups of people?
Which relevant groups have we engaged/consulted with as part of our assessment?

Protected characteristic	Impact on this group			Explain and give examples of evidence
	Positive	Negative	Neither	
age				
disability				
gender reassignment				
marriage and civil partnership				
pregnancy and maternity				
race				
religion or belief				
sex				
sexual orientation				

Barriers/disadvantages/discrimination identified?	Yes (tick)	No (tick)
If "yes" how will the policy/practice be adapted/changed to eliminate this?		
Date completed	Review date	