



**Maidstone-Causton  
Federation**

**Equalities Policy**

<b>Adoption/Review</b>	<b>Committee</b>	<b>Author</b>	<b>Lead Person</b>	<b>Review Date</b>
December 14	Personnel	G. Hughes & L. Squirrell	Lizzie Girling	Dec 17
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**Acronyms in this Policy**

UN - United Nations

SEND - Special Educational Needs and Disabilities

EAL - English as an Additional Language

LA - Local Authority

## **Equalities Policy**

### **Introduction**

This equalities policy amalgamates all the equalities legislation into one single equality policy for Maidstone Infant School and Causton Junior School.

Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

### **Statement/Principles**

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

At Maidstone Infant School and Causton Junior School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

### **Monitoring and Review**

The staff member responsible for leading the monitoring and evaluation is Lizzie Girling. She will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the governor responsible for this area who is Liz Pettman.
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEND, Looked After Children, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:
  - Pupils' progress and attainment
  - Learning and teaching
  - Behaviour discipline and exclusions
  - Attendance
  - Admissions
  - Incidents of prejudice related bullying and all forms of bullying
  - Parental involvement
  - Participation in extra-curricular and extended school activities
  - Staff recruitment and retention
  - Visits and visitors

### **Promoting Equality:**

#### **Curriculum**

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families

- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

### Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

### The ethos and culture of the school

- At Maidstone Infant School and Causton Junior School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- Maidstone Infant School and Causton Junior School will not discriminate because of sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity;
- The staff at the schools will not discriminate because the child/children are associated with another person who falls into the above category;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the schools reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council, pupil perception interviews and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the schools to ensure that different groups of pupils feel welcomed and included.

### Staff Recruitment and Professional Development

- All posts for both schools are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.

- Steps are taken to encourage people from underrepresented groups to apply for positions at all levels of the schools;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of the equalities policy and practice;
- In an interview we will not ask any health-related questions of applicants, unless the questions are specifically related to an intrinsic function of the work;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

#### Countering and Challenging Harassment and Bullying

- The school's counter and challenge all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The schools have a clear, agreed procedure for dealing with prejudice related bullying incidents and have a nominated member of staff responsible for recording and monitoring incidents;
- The schools report to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the schools. See attached forms.

#### Partnerships with Parents/Carers and the Wider Community

Maidstone Infant School and Causton Junior School aim to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the schools;
- Maintain good channels of communication, e.g. through parent forums, to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome;
- It is unlawful for staff to victimise a child for anything done in relation to the Act by their parent or sibling.

#### Responsibility for the Policy

In both schools, all members of the school communities have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- The schools comply with all equalities legislation relevant to the school communities;
- The schools equalities policy is maintained and updated regularly; and that equality scheme is easily identifiable (this is included within the School Development Plan and both schools Accessibility Plans);
- The actions, procedures and strategies related to the policy are implemented;
- The designated Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Executive Headteacher and Senior Leadership team have responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;

- Overseeing the implementation of the equality policy and schemes;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the schools are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents;
- Ensuring provision of auxiliary aids and services for disabled pupils.

All school staff have responsibility for:

- The implementation of the schools equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

#### Measuring the Impact of this Policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our schools. This will be communicated with staff, parents, carers and governors by the Executive Head Teacher.