
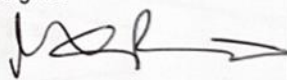


MEDWAY COMMUNITY PRIMARY SCHOOL



Equalities Policy 2025-2028

Date:	July 2025			
Review Date:	July 2028	Headteacher	Signed	
		S Williams		
Ratified by Governing Body:				
Michael Berriman		Chair of Governors	Signed	
				

OVERVIEW

The Public Sector Equality Duty (PSED) is a legal requirement in the UK that aims to eliminate discrimination, advance equality of opportunity, and foster good relations between people with and without protected characteristics. The Equality Act came into force in 2010 and consolidated the duties already outlined in our Equal Opportunities, Race, Disability, and Gender policies into a single Equality Duty. This policy is written to underpin and harmonise those three policies. The Single Equality Act combines the existing three duties into one new Equality Duty that covers all eight of the equality strands: **age, disability, gender, gender reassignment, race, religion or belief, pregnancy and maternity** and **sexual orientation**. Although age is now a **protected characteristic**, it does not apply to children in school. At this school, we will ensure that everyone is treated equally at every level, in all our work, and throughout all aspects of the school community and its life.

Our school aims to:

- Foster a positive, inclusive learning environment for all.
- Ensure equal access to education and achievement.
- Tackle discrimination through curriculum and community culture.
- Promote understanding and celebration of diversity.

STRATEGIES

1. All monitoring, evaluation and review work carried out will ensure that procedures and practices within the school reflect the objectives of this policy.
2. Parents/carers and governors will be involved and consulted about the provision being offered by the school.
3. Teachers will ensure that planning, teaching and learning take account of this policy, and they will ensure that the equity duty underpins all their work.
4. The diversity within our school and the wider community will be viewed positively by all, and this diversity will be recognised as a positive, rich resource for teaching, learning, the curriculum, and personal and social development.
5. Training opportunities will be provided for staff to raise awareness of their Equality Duty and to equip them with the knowledge, skills, and understanding necessary to meet the requirements of this policy.
6. Active contributions will be sought from parents and others to enrich teaching, learning and the curriculum.
7. The school will make every effort to ensure fair and diverse representation at all levels of its staffing and management structures, including the governing body, middle and senior leadership, and student council.
8. The positive achievements of all pupils will be celebrated and recognised.

OUTCOMES

This policy plays a crucial role in the educational development of individual pupils and groups of pupils. It will ensure that all pupils and adults are treated equally by the school, making all the reasonable adjustments necessary to promote equality of

opportunity and equal treatment of all members of the school community. We are committed to meeting the individual needs of each child, and we will take complete account of their age, disability, gender, gender identity, race, religion or belief and sexual orientation under the requirements of The Equality Act 2010

The school's planned actions for meeting and implementing the statutory duties are:

- To ensure the entire school community is aware of the Single Equality Duties and has the knowledge, skills and understanding to meet their requirements
- To identify and address barriers to equality of access to the curriculum and life of the school for all children and their parents/carers, whatever their gender, race, religion/belief or disability
- To promote community cohesion and a strong sense of belonging for all groups

These will be reviewed every three years.

THE ROLE OF GOVERNORS

- The governing body has set out its commitment to equal opportunities and will continue to do all it can to ensure that the school is fully inclusive of children and responsive to their needs, based on race, gender, socio-economic status, religion or belief, and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on the grounds of age, disability, gender, gender reassignment, race, religion or belief, pregnancy/maternity or sexual orientation.
- The governors will take all reasonable steps to ensure that the school environment is accessible to people with disabilities and will also strive to make school communications as inclusive as possible for parents, carers, and children.
- The governors welcome all applications to join the school, regardless of a child's socio-economic background, race, gender, religion/belief or disability.
- The governing body ensures that no child is discriminated against whilst in the school on account of any of the Equality Act protected characteristics.

THE ROLE OF THE HEADTEACHER

- It is the head teacher's role to implement the school's Equality Plan, and the governing body supports him in doing so.
- It is the headteacher and assistant headteacher's role to ensure that all staff are aware of the Equality Policy and that staff apply these guidelines fairly in all situations.
- The headteacher ensures that all recruitment selection panels give due regard to this policy so that no one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equality of opportunity when developing the curriculum and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

THE ROLE OF ALL STAFF: TEACHING AND NON-TEACHING

- All staff will ensure that all children are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy.

- All staff will strive to provide materials that portray positive images based on race, gender, and disability and challenge stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the lead member of staff or headteacher.

THE ROLE OF CHILDREN

- Children will support the school in identifying barriers to equality for them and will be kept informed about the development of the Equality Policy and its application to them. They will be encouraged to treat one another with respect and to report any incidents of discrimination.

THE ROLE OF PARENTS/CARERS

- Parents/carers will be invited to take an active part in identifying barriers to equality within the school community and in supporting and challenging the school to achieve its commitment to tackling inequality and achieving equality of opportunity for all. They will be kept aware of the ongoing development of the Equality Policy.

STRATEGIES TO IMPLEMENT OUR VISION:

Teaching and learning

- Ensure all learners have equal access to a prosperous, broad, balanced, inclusive, and relevant curriculum that accommodates a range of different learning styles.
- Utilise contextual data to enhance our support services for individuals and groups of children.
- Monitor achievement data by gender, ethnicity, special educational needs, disability, free school meals, etc. and take action on any gaps.
- Take account of the achievement of all children when planning for future learning and setting challenging targets.
- Ensure all children have the opportunity to take a full and active role in school life, including the full range of extracurricular activities, to prepare them for life in a diverse society.
- Use materials that reflect the diversity of the school's population and local community in terms of race, gender, and disability, without perpetuating stereotypes.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice and promote the principles of fairness and justice for all.
- Seek to involve all parent/carers in supporting their child's education.
- Have high expectations of the whole school community and help them fulfil their aspirations.
- Provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures.
- Recognise and value bilingualism.
- Encourage classroom and staffroom discussions of equality issues that reflect social stereotypes, expectations, and their impact on learning, including teaching and classroom-based approaches that are appropriate for the whole school population and inclusive, reflective of our pupils.

TRAINING

- The school supports inclusive practice by ensuring equality is an ongoing focus for staff and governor training.

FUNDING

- The school allocates funding from the school budget, together with additional funding, to employ additional adults to support inclusion and equality.
- The school deploys funding to employ a Home-School Team to support inclusion and equality.
- The school deploys funding to support a range of pre-school, after-school clubs and parents/carers training, and facilities to enhance inclusion and equality.

ADMISSIONS AND EXCLUSIONS

- Our admissions arrangements are fair and transparent, and do not discriminate based on race, gender, disability or socio-economic factors.
- Exclusions will always be based on the school's Behaviour Policy and Local Authority guidance. We closely monitor exclusions to prevent any potential adverse impact and ensure that any discrepancies are identified and addressed.

EQUAL OPPORTUNITIES FOR STAFF

- We ensure that all recruitment, employment, promotion, and training systems are fair to all and provide opportunities for everyone to achieve their goals.
- We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made based on merit and ability and in compliance with the law. However, we are committed to ensuring that, wherever possible, the school's staffing reflects the diversity of our community.
- Equality aspects, such as gender, race, disability, sexual orientation, gender reassignment, and faith, religion, or belief, are considered when appointing staff and when allocating Teaching and Learning Responsibilities (TLRs) or re-evaluating staff structures, to ensure decisions are free from discrimination.

TACKLING DISCRIMINATION

- All staff members are expected to address any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a child's circumstances.
- Incidents of discrimination, harassment or bullying are dealt with by the member of staff present, and then by a class teacher or member of the Leadership Team as required.
- All racist incidents are reported to the Senior Leadership Team, who reports them to the local authority on a termly basis. (A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person').

PUBLISHING THE PLAN

To meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish an Accessibility plan on the school website
- Raise awareness of the plan through assemblies, staff meetings and other communications
- Ensure hard copies are available