

Equality and Diversity



Approved by:	Gerry Oliver	Date: January 2021
Last reviewed on:	April 2024	
Next review due by:	April 2025	
Responsible Person:	Gerry Oliver – Head of School/DSL/SENCO	

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Human Rights Act 1998
- The Education (School Performance Information) (England) Regulations 2001
- Gender Recognition Act 2004
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Admissions Policy
- Behaviour Policy
- Staff Handbook

We are committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all involved in the school, staff, children and their families. We work hard to provide good employment practice as we value and support our hardworking and conscientious school staff.

We understand that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity and replaces all previous policies and legislation relating to Race Equality, Gender Equality and Disability Equality.

We recognise, that this Act brings together into one Act those areas now known as 'protected characteristics' that qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. Brighton and Hove Montessori School ethos is Respect Yourself, Respect Others, Respect the Environment and we endeavour for this to be in place in practice throughout everything we do.

We believe it is our legal duty under the Equality Act 2010 to minimise the distress and disruption to those children and school personnel who are transgender by ensuring we eliminate all forms of discrimination, advance equality of opportunity, promote good relations between different people and to support the rights and needs of trans people to live their lives in their true gender.

We all have a responsibility to ensure equality and diversity permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or

belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We work hard to build strong and trusting relationships with our children and their families. We welcome the diversity of family lifestyles and work with all families and encourage them to take an active inclusive part in the life of this school.

We work closely with outside agencies to meet the diverse needs of children such as medical, cultural and dietary requirements.

We ensure all children are prepared for living within a diverse society with increasing global connections and controversial issues.

We have high expectations of all children from across the ability range by aiming to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within the Montessori curriculum that is broad, balanced, differentiated, relevant and exciting.

We monitor the attainment and achievement of all children in order to inform the planning and provision of support to individuals and groups of children. We want all children to achieve their expected targets.

We ensure equality and diversity is embedded in all areas of the curriculum. We work hard to give children opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability. We encourage children to develop positive attitudes about themselves as well as to people who are different from themselves.

We ensure that all children have equal and full access to learning and that the curriculum is inclusive of children with special educational needs and disabilities, and children learning English as an additional language.

We aim to provide admission places for all children who express a preference to join this school. We consider all applications for admission as we are an inclusive school and we will not discriminate against any child or their family.

We work hard to offer equality of opportunity and diversity to all groups of children within school such as children:

- from both sexes;
- gender reassignment;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;

- who have behavioural, emotional and social needs;
- from families who are under stress.

We are opposed to any member of the school personnel or others connected with the school being victimized, harassed or bullied by another based on assumptions about their status in the afore mentioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

In order to achieve the aims of this policy we will take measures of positive action to encourage or facilitate the employment or training of minority or disadvantaged groups as we recognise that the avoidance of discrimination is not sufficient in ensuring that equality exists in this school.

We work hard to maintain a positive ethos where all members of the school community work well alongside each other developing positive working relationships.

We want children to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to have a sense of pride in themselves and their school.

We want school personnel to see the importance and derive a sense of fulfilment from their work in school but above all we want them to feel valued by everyone in the school community.

We wish to work closely with all concerned and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To acknowledge that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.
- To value diversity and to provide equality of opportunity and anti-discriminatory practice for all school stakeholders.
- To treat everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- To build strong and trusting relationships with children and their families.
- To achieve the highest standards of teaching and learning for all children irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- To ensure equality and diversity is embedded in all areas of the curriculum.
- To ensure that all children have equal and full access to learning and that the curriculum is inclusive of children with special educational needs and disabilities, and children learning English as an additional language.

- To work with other schools and the local authority to share good practice in order to improve this policy.

The Head of School has:

- Responsibility to comply with all aspects of the Equality Act 2010;
- delegated powers and responsibilities to the Management Team to ensure that this policy is embedded into the culture of the school;
- responsibility to have in place a School Accessibility Plan in order to provide full access to the school building/s for all disabled people as best we can;
- responsibility for ensuring that the school complies with all equalities legislation;
- to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- use of DAS, legal services via our Schools Insurance: Marsh, to check and adapt practice as necessary to ensure that the our Management Team are aware of their legal responsibilities under equality legislation
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation and the annual monitoring and evaluation of this policy;

In addition the Head of School will:

- provide leadership and vision in respect of equality, diversity, inclusion and community cohesion;
- work hard to ensure that the school is a welcoming and caring community for all children, families and staff.
- ensure all are treated with dignity and respect and recognising the value of each individual;
- provide a happy and supportive environment in which the unique potential in every child is realised;
- record and deal with incidents of racism, bullying and other inappropriate behaviour;
- seeking advice from appropriate agencies in order to ensure that this policy is kept up to date;
- have high expectations of all children from across the ability range;
- provide every opportunity for children to succeed by ensuring the highest standards of teaching and learning;
- ensure the Montessori curriculum is broad, balanced, differentiated, relevant and exciting;
- monitor the progress of all children in order for them to achieve their expected targets;
- ensure equal opportunities is covered in the school improvement plan, in all subject policies and curriculum plans;
- highlight and share positive activities that help to tackle educational disadvantage;
- ensure the accessible is carefully monitored and reviewed annually;
- recording, reporting and addressing all racial incidents;
- provide guidance, support and training to all staff;

- ensuring that this policy is embedded into the culture of the school;
- ensure all school personnel, children and parents are aware of and comply with this policy;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by:
 - scrutinising teachers planning;
 - scrutinising children's work;
 - observing children throughout the school day;
 - classroom monitoring of children's progress;
 - analysing the way incidents of racist and homophobic behaviour are handled.
- All staff to be briefed as and when on the success and development of this policy.

School staff will:

- act as positive role models in order to promote equality throughout the school community;
- abide by and adhere to this policy;
- implement the school's equalities policy
- report and deal with all incidents of discrimination and unequal treatment to the SLT;
- help to create an environment of mutual respect and tolerance;
- maintain the school ethos of Respect Yourself, Respect Others, Respect the Environment;
- promote equality, diversity inclusion and good community relations;
- challenge inappropriate language behaviour; racial harassment and bullying;
- help children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- have high expectations of all children;
- provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all children;
- use a variety of teaching methods to ensure effective learning takes place for all ;
- provide challenge for all children;
- promote equality and diversity through curriculum planning;
- ensure planning is differentiated in order to provide full access for children and for each child
- to receive the widest possible opportunity to develop their skills and abilities;
- carefully monitor all groups of children to ensure that they make progress and achieve their targets;
- avoid stereotypes or derogatory images in the selection of books or other visual materials;
- provide specialised resources for children with disabilities;
- create a positive classroom ethos that is welcoming to all genders;
- ensure children feel valued and have individual targets;
- be open to the views of children;
- celebrate a wide range of festivals;
- encourage children to share their experiences of different cultures and different religions;

- attend appropriate training sessions;
- report any concerns they have on any aspect of the school community to the Head of School

Children's Role

Children will:

- be aware of and comply with this policy;
- recognise that they have a role and responsibility to promote equality, diversity, inclusion and good community relations;
- treat others kindly and fairly without prejudice, discrimination or harassment;
- challenge inappropriate language behaviour;
- tackle bias and stereotyping;
- work to promote anti-bullying strategies;
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these;
- report any prejudiced related incidents that may occur;
- learn to take pride in their work;
- produce work of a high standard;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive.

In fact Respect themselves, others and the environment!

Recruitment Process

We are an Equal Opportunities employer and we adhere to the principles of equal opportunity in all aspects of the recruitment process.

We welcome applications for vacant posts from appropriately qualified persons regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Complaints

The complaints procedures will be used to deal with any discriminatory complaint from any member of the school personnel.

Any case of harassment will be dealt with by the school's disciplinary procedure.

Roles of Parents/Carers

Parents/carers will:

- be made aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
 - parent-teacher consultations
 - school events
 - fundraising and social events
 - PTA meetings and events
- be encouraged to work in school as volunteers for trips out;
- ensure their children attend school and engage in their learning;
- report any prejudiced related incidents that may occur;

We will raise awareness of this policy via:

- School Handbook/Prospectus;
- School website
- Staff Handbook;
- Meetings with parents such as introductory, transition and parent-teacher consultations
- School events;
- Meetings with school personnel;
- Written communications with home such as regular newsletters
- Information displays around the school.

Training

All school personnel have equal chances of training, career development and promotion.

Equality Impact Statement

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

Monitoring the implementation of this Policy

The practical application of this policy will be reviewed annually or when the need arises by the Head of School.