

The Royal Borough of Kingston upon Thames

# **Malden Parochial C of E Primary School**



# **Equality Policy**

Agreed: November 2021  
Review date: Annually (or  
as required)



## **Ethos Statement**

This is a Church of England Primary School. As such, its ethos derives from the Christian Gospel. In all that it does or aspires to achieve, the school is informed and strengthened by Christian belief and practice.

At the heart of the school's ethos is the conviction that God loves each person: that God desires the best for each person; that God longs for each person to develop their potential as human beings.

## **Mission Statement**

In accordance with the Ethos Statement, our school will aim to provide high quality education to the children of the local community within a safe, happy and stimulating environment

*Love, Learn, Live!*

## **OUR COMMITMENT**

At Malden Parochial Church of England Primary School, we are committed to inclusion and the affirmation that each and every individual is valued and respected. We are committed to providing an appropriate and high quality education to all the children in our school. We believe that all children, regardless of race, disability, educational need, gender reassignment, age, sexual orientation or religion/belief have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

The curriculum, practices, procedures and customs of the school aim to combat disadvantage and promote equality of opportunity for all. Equality of opportunity is not about treating everyone the same; it is about respecting diversity and providing equal opportunities for all learners, whatever their age, gender, impairment, attainment and background.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We aim to create and develop a sense of community and belonging, and to offer new opportunities to promote learning.

All members of the school community, including visitors, are encouraged to demonstrate behaviours and foster attitudes and relationships that promote understanding and tolerance of others. These values are fundamental to the creation of a positive, happy and supportive ethos. The school will challenge and tackle prejudice, harassment and intolerance and ensure that all aspects of its curriculum, practices, procedures and customs support equality of opportunity.

Malden Parochial Church of England Primary School believes that pupils from a variety of different backgrounds, genders, cultures, faiths, abilities and ethnic origins have a valuable contribution to make to the life of the school. This includes broadening understanding across the school community and helping all students to prepare for life within a multicultural society. The school recognises that to ignore this contribution is to negate a student's background, culture and/or faith.

Staff and Governors are committed to:

- Providing a creative inspiring curriculum that provides memorable learning experiences.
- Guiding children on their educational journey towards personal and academic success.
- Creating a safe, caring environment where everyone is happy and can achieve.
- Working in partnership with our community to celebrate, respect and embrace diversity.

At Malden Parochial Church of England Primary School we will treat any incidents of sexism, racism or other discrimination as a serious issue which can be reported to the Local Authority and/or the police.

The Staff and Governors of Malden Parochial Church of England Primary School recognise their responsibilities under the Equality Act 2010 and the following sets out the school's commitment to equality with respect to parents, carers and pupils.

## **STAFFING**

Recruitment and selection procedures are consistent with the Code of Practice in Employment and the Equality Act 2010. Recruitment, selection and professional development procedures are

regularly reviewed by Senior Leadership Team and Governors to ensure that discrimination does not take place.

## **OUR SCHOOL COMMUNITY**

All parents are regularly informed of their child's progress. Proactive steps are taken to ensure parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement. People from ethnic and other minority communities are encouraged to become members of the school's Governing Body and PTA. The school ensures that its premises and facilities are equally available for use by all ethnic and other minority groups. (*see Lettings Policy*)

### **For Parents and Carers**

Parents and carers are entitled to expect that they and their children will be welcomed into a school in which there is no place for prejudice or intolerance.

Parents and carers should read Malden Parochial's Behaviour Policy that gives information on the standards of behaviour expected by the school. Further information can be found on the school website and in information given to new families joining the school. Parents and carers have a responsibility to let the school know of any behaviour, concern or incidents that transgress these behavioural expectations.

While parents and carers are entitled to expect the school to respond and take appropriate action in response to any concerns raised, it is equally important that parents and carers take responsibility for ensuring that their own behaviours and those of their children support and uphold the policies and values of the school.

### **For Pupils**

Malden Parochial Church of England Primary School is committed to eliminating any practices that either directly or indirectly discriminate against a particular individual, especially those who have a protected characteristic. This includes but is not confined to:

- Disability
- Race
- Gender
- Sexual orientation
- Religion or belief
- Gender reassignment
- Socio-economic background

All reasonable steps will be taken to enable an individual or particular groups of pupils based on an assessment of their needs and abilities and within the resources available, to fully participate in the curriculum and in the life of the school.

At Malden Parochial Church of England Primary School we follow the most recent National Curriculum requirements. Teachers aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. A flexible approach is taken into account of any gaps in pupils' learning resulting from missed or interrupted schooling.

In particular, we will strive to combat any disadvantage likely to be experienced by prospective and/or existing students as a result of disability and/or special educational need.

In addition to the above, the school will identify monitor and analyse pupil achievement by race, gender and disability and act upon any trends or patterns in this data that require additional support for pupils and in the case of disabled students, specific aids and services to meet their needs.

There are a number of groups who may particularly at risk:

- Pupils with a special educational needs or disability
- Pupils who need support learning English as an Additional Language (EAL)
- Underachieving pupils with particular reference to the national gender related performance concerns
- Children from a BAME (Black, Asian, minority ethnic) background
- More able learners
- Asylum seekers and refugees
- Travellers and gypsies
- Children who are looked after
- Pupils who are eligible for Pupil Premium funding
- Children with specific health needs
- Victims of abuse and domestic violence and children from families under stress
- Children in public care and foster homes
- Children with medical conditions
- Young carers
- Pupils demonstrating disaffection or who are failing to participate fully in school through challenging behaviour or poor attendance

When planning, teachers set high expectations and provide opportunities for all pupils achieve.

**Each pupil will:**

- be treated as an individual bearing in mind his/her particular needs and the expectations and needs of the school community;
- be supported to meet the behavioural expectations of the school as outlined in the school's Behaviour Policy. The policy states expectations of behaviour, as well as the various procedures and strategies that underpin its implementation;
- follow a curriculum that is appropriate to their needs, with work and expectations of outcomes differentiated according to the ability of the individual student;
- be entitled to:
  - (i) a broad and balanced curriculum which develops key skills, including literacy, numeracy, information technology, study skills and social skills;
  - (ii) learning resources which are appropriately pitched and available, and which include quality homework tasks.

We recognise that pupils learn at different rates and that there may be factors affecting achievement, including ability, emotional state, age and maturity. We are aware that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical

impairment, learning difficulties or emotional or social development, or may relate to factors within their home environment.

At Malden Parochial Church of England Primary School, we aim to identify needs of pupils as they arise and provide teaching and learning contexts which enable every child to achieve their potential through holistic development and help to remove barriers to achievement. It is our responsibility to include children with a diversity of needs, both within and beyond the school learning community.

**Support strategies may include:**

- implementation of Education, Health and Care Plans
- creating an effective learning environment
- differentiated achievement targets for learning
- securing pupil motivation and concentration
- additional support in key areas
- intervention groups
- helping pupils to manage their behaviour, to take part in learning effectively and safely
- production and/or purchase/ or loan of specialist curriculum materials
- development of appropriate teaching styles
- working with parents

**DEVELOPMENT**

We strive to meet the needs of all our children, and ensure that we meet all statutory requirements related to matters of inclusion.

We identify issues for development that relate to equal opportunities annually and ensure that targets are part of the School Improvement and Development Plan.

**MONITORING**

The success of the implementation of this policy will be monitored through:

- (i) the regular analysis of attainment and progress by gender, ethnic origin, prior attainment, pupil premium and other groups
- (ii) monitoring of attendance issues by prior attainment, gender, ethnic origin, pupil premium and other groups
- (iii) classroom observation and analysis
- (iv) analysis of exclusions by prior attainment, gender, ethnic origin, pupil premium and other groups
- (v) meeting of targets set within the School's Improvement and Development Plan

**THIS POLICY SHOULD BE READ IN CONJUNCTION WITH THE FOLLOWING DOCUMENTS:**

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Admissions Policy
- Inclusion Policy

- Behaviour Policy
- SEND Policy and Kingston's Local Offer
- Accessibility Plan
- Most Able Policy
- Lettings Policy
- Assessment Policy