



The Meadows Montessori School

Equality Information and Objective Policy

Applies to:

The whole school including Early Years Foundation Stage (EYFS), Examinations and Assessments, out of school care, the after-school clubs and all other activities provided by the school, inclusive of those outside of the normal school hours.

All staff (teaching and support staff), any pupils, the Proprietor and volunteers working in the school.

Availability

This policy is made available to parents, staff, and pupils by request from the Head of School or school office.

Monitoring and Review

This policy will be subject to continuous monitoring, refinement, and audit by the Head of School.

The Proprietor (who is also the Head of School) undertakes an annual review of this policy and its objectives, together with the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Approved Date – April 2024	Sam Sims
Review Date – April 2025	Head of school

1. Aims

The Meadows Montessori aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

We aim to create and protect a learning environment free from any forms of discrimination, victimisation, or harassment. The Meadows Montessori School celebrates every individual, supporting them to meet their full potential.

2. Legislation and Guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and Responsibilities

The Head of School – together with the Head Teachers will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils, and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Work together with the staff to monitor the achievement of the objectives on a daily basis
- Promote knowledge and understanding of the equality objectives among staff and pupils

All staff are expected to have regard to this document and to work to achieve the objectives set out in section 8.

4. Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff are regularly reminded of their responsibilities under the Equality Act – for example, during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

5. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, The Meadows Montessori aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or LGBTQ+ pupils who are being subjected to homophobic bullying)

The Meadows Montessori School is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities)

6. Fostering Good Relations

The Meadows Montessori aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, class meetings which involve all pupils within different year groups. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality Considerations in Decision-Making

The Meadows Montessori ensures it has due regard for equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for all pupils

8. Equality Objectives

Objective 1

The Meadows Montessori School has in place best practice procedures in staff recruitment, retention, Continuing Professional Development (CPD), and cessation of employment and reviews procedures annually.

All policies and practices adopted by The Meadows Montessori School should be of benefit to employees and potential employees, in all areas of recruitment, promotion, retention, CPD, discipline, dismissal and redundancy. Employees and potential employees should receive equal opportunities in these areas, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability, or sexual orientation. As relevant, employees and potential employees should be given equal opportunities regardless of pregnancy, maternity, marriage/civil partnerships.

Being a committed equal opportunities employer, the school will take every possible step to ensure that employees are treated equally and fairly in respect of these matters, be they staff or pupil, and the school challenges stereotyping and prejudice whenever it occurs.

Objective 2

The wider community and society should benefit from our policies and practices.

We intend that our policies and practices contribute to the creation and maintenance of a diverse, tolerant, and socially cohesive community. We view The Meadows Montessori School as playing a part in the creation of such communities at a school, local, regional, and national level. We aim to encourage the active participation of all individuals and groups in society and in public life, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability, or sexual orientation. We intend to promote a society in which discrimination, victimisation, and harassment on the basis of any perceived 'difference' is not tolerated.

Objective 3

Ensure that everyone is welcomed and made to feel comfortable within our school community.

Our policies and practices should work to ensure that relations between different individuals and identity groups within school are positive, cordial, and tolerant.

This includes the promotion of:

- Positive attitudes, knowledge and understanding towards disability.
- Positive attitudes, knowledge and understanding of different ethnicities, cultures, religions, races, and nationalities.
- Positive attitudes and mutual respect between boys and girls; women and men; and an intolerance of any sexual, homophobic or gender-based prejudice.
- Positive attitudes, knowledge and understanding towards transgender.

We welcome all applicants to join the school, whatever the background or physical disability of a child. We also seek to ensure that people with disabilities are not discriminated against when applying for jobs at our school. We take all reasonable steps to ensure that the school environment gives access to people with disabilities. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

We celebrate the cultural diversity of our community and show respect for all minority groups. We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.