



The Caldecott School

Equality Policy

Latest Ratification by <i>Governors</i>	
Next Review of Policy	September 2023
Latest update	September 2021

OUR COMMITMENT TO EQUALITY

Our commitment involves tackling the barriers which could lead to unequal outcomes for identified groups and individuals including pupils, staff, parents/carers, governors and visitors in school, ensuring that there is equality of access and celebrating & valuing the strengths within our school.

We are all responsible for the implementation of this equality policy which includes keeping abreast of equalities legislation, challenging and dealing with incidents of discrimination, bias and stereotyping and ensuring that we never discriminate on any protected characteristic under the Equality Act 2010 which include:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

We believe that equality at our schools should filter through all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Caldecott School, equality is a key principle for treating people with dignity and respect, irrespective of the protected characteristics listed above.

THE CURRICULUM

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this, we ensure that:

- Curriculum planning reflects a commitment to equality, including our values-centred curriculum which includes focus on respecting others and developing relationships, and our commitment to LGBTQ+ equality.

- Relationships Education is formally taught to pupils (please see our separate RSE policy)
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school
- Where necessary, reasonable adjustments are made to the curriculum and timetable in order to ensure that pupils' needs are catered for
- There are opportunities in the curriculum (especially in PSHE) to explore concepts and issues related to identity and equality
- Attitudes and values that challenge discriminatory behaviour and language are promoted
- Non-stereotypical materials are used in the teaching of all subjects, which reflect accurately a range of cultures, identities and lifestyles
- Provision is made to provide for the cultural, social, moral and spiritual needs of all pupils through the planning of assemblies, classroom based and off-site activities.

PUPILS' ACHIEVEMENT

There is a consistently high expectation of all pupils and staff. To secure the best possible outcomes, we recognise that:

- Schools like ours must place the highest of priorities on the provision for special educational needs and disability
- Adults in the schools are 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 schools and to use targeted interventions to narrow gaps in achievement.

ETHOS

- We know that those involved in leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community
- There should be a feeling of openness and tolerance, which welcomes everyone to our school.
- Displays around the school are of a high quality and reflect diversity across all aspects of equality.
- Reasonable adjustments will always be made (within the limitations of resources available or provided in an alternative way) to ensure access for pupils and visitors (including parents & carers) with disabilities.
- Pupils are given an effective, equal voice, for example through 'School Council'

STAFF RECRUITMENT

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and adhere to best safeguarding practices to ensure good equality practice through the recruitment and selection process (all members of our recruitment panels must have completed Safer Recruitment training)
- Employment policy and procedures are reviewed regularly to check conformity with legislation.

CHALLENGING HARASSMENT AND BULLYING

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents, carers and other stakeholders.
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents within its preventing bullying strategy and staff discipline procedures.

- Where incidents of misbehaviour and bullying occur in relation to equality (e.g., discriminatory language), these will be dealt with robustly in line with our staff discipline, code of conduct & grievance procedures for staff.

PARTNERSHIPS WITH PARENTS/CARERS AND THE WIDER COMMUNITY

Caldecott School aims to work in partnership with parents/carers. We:

- Ensure that there are good channels of communication to ensure parents' and carers' views are captured and acted upon
- Ensure that parents/carers of newly arrived pupils e.g., pupils with disabilities, EAL, travellers are made to feel welcome.
- Operate an 'open door' policy to accessing senior leaders.
- Offer personalised support sessions for parents & carers.

Further Reading

Caldecott Foundation Code of conduct

Disciplinary Policy

Grievance Policy

Whistleblowing policy

Code of Conduct Policy