



Maidstone Grammar School  
*for Girls*

*Non sibi sed omnibus*

Equality Policy

Governors Policy

2026-2030

**History Log**

<b>Last Revised</b>	<b>Revised By</b>	<b>Ratified By Governors</b>	<b>Next Review Date</b>
November 2013	Headteacher	Amendments requested	
January 2014	Headteacher	12 <sup>th</sup> March 2014	January 2018
June 2018	Headteacher		July 2022
April 2022	Headteacher	29th April 2022	April 2026
April 2026	Headteacher	5th May 2026	May 2030

Contact: Miss D Stanley, Headteacher

*A forward-thinking community with a tradition of excellence*

# Equality Policy and Equality Objectives

## Aims

Maidstone Grammar School for Girls aims to meet its obligations under the public sector equality duty 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.

## 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](#).

## Roles and Responsibilities

### The Governing Body:

- has overall responsibility for implementation of all equality-related policies through the offices of the Headteacher and staff.
- supports and monitors the school's contribution to the development of community cohesion.
- should monitor the diversity of its own composition and consider action to ensure it reflects the diversity of the local community.
- should ensure its involvement in school self-evaluation, the School Development Plan and vision for the future.
- will ensure its sub-committees incorporate equal opportunities priorities into their work.
- holds responsibility for the school's compliance with the Equality Act 2010 and should ensure, through monitoring, that this is the case.

### The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.
- Liaise with leadership team and governors and governors regarding any issues that are raised.

### The DSL will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Support the headteacher in identifying any staff training needs, and deliver training as necessary.

## **Staff**

- The Headteacher and senior leaders will promote key messages to staff, parents and pupils about equality, what is expected of them and can be expected from the school.
- The Headteacher will ensure that the whole school community receives adequate training to meet the needs of delivering equality.
- The school's appointment and human resource procedures will implement all aspects of good practice in equal opportunities and safeguarding.
- There will be particular attention paid to ensure that all candidates for positions have equal access to selection criteria.
- All staff are expected to demonstrate a commitment to the principles and implementation of the school's equal opportunities policy. This includes a responsibility to record and report prejudice related incidents. This may be a legitimate area of enquiry during the staff selection process.

## **Students and Parents**

The school will strive to:

- develop a strong sense of self-esteem and robust self confidence in all students
- recognise and celebrate the achievement of all students
- promote understanding of value added methods for evaluating achievement
- promote students' and parents' understanding of our equality policies and practices and secure their commitment to them
- promote parental involvement in their children's education and encourage the regular participation of all parents in celebratory, consultative, information gathering and social events
- implement a range of methods to gather student and parent opinion and give serious consideration to the trends and ideas expressed.

## **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 and governors are regularly reminded of their responsibilities under the Equality Act; during meetings for example. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

## **Advancing Equality of Opportunity**

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

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have.
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities.

## **Curriculum**

- We believe that all students have the potential to achieve highly and learn effectively. This confidence in the learning capacity of all students will be reflected in curriculum design and delivery.

- The curriculum will be both broad and balanced. A range of core learning will be experienced by all students. Students will also have the opportunity to select some areas of study according to their individual learning needs and interests. In this way students will experience a personalised curriculum.
- The curriculum will, through its range of experiences, promote respect and understanding of diversity and different cultures and religions.
- The school will provide support, within the resources that it possesses, to:
  - ensure access and achievement for students who have Special Additional Educational Needs, or speak English as an additional language, or find difficulty with certain aspects of their learning programmes.
  - ensure that gifted and talented students are challenged in lessons, and, like all our students, have their particular attainment monitored on a regular basis.
  - support the progress of vulnerable students with cognisance of the particular needs of students who are looked after, asylum seekers, young carers, or from a background of social deprivation.
- Diversity will be celebrated in school, using a variety of methods including work in lessons, assemblies and display work.

### **Equality Considerations in Decision-making**

The school ensures it has due regard to 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.

An Equality Impact Assessment will take place of key school events as well as school trips. Where appropriate this will be recorded on the risk assessment for the event.

### **Equality Objectives**

**Objective 1:** Annually undertake an analysis of recruitment data for governors, employees and volunteers and trends with regard to race, gender and disability, and report on this to the staffing and pay sub-committee of the governing board. This will include comparative data of the student population.

**Objective 2:** MGS will monitor and evaluate the attainment and progress of all students in all year groups with specific reference to significant groups which will include ethnicity, gender, first language, special educational needs, FSM eligibility.

**Objective 3:** Prepare, implement and evaluate a Pupil Premium strategy to remove any potential barriers to participation or success related to disadvantage.

**Objective 4:** To continue to develop racial literacy and understanding by using Hemisphere to work with staff, students and governors.