



MAIDSTONE
GRAMMAR SCHOOL
FOUNDED 1549

Single Equality Plan (2022) and Equality Objectives (2022-2026)

January 2022

1. Statement

Maidstone Grammar School is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination (direct or indirect), and victimisation are not tolerated, and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can and establish a cooperative working relationship between home and school, to aid the development, progress, and needs of all the children in our care.

This Single Equality Plan Policy (Plan) sets out how the school will satisfy its duties under the Equality Act 2010 to eliminate all discrimination, harassment, victimisation and any other behaviour prohibited by the Equality Act 2010, to foster good relations between persons with and without protected characteristics and promote equality of opportunity regardless of whether a person has a protected characteristic (such as race, gender, transgender, disability, age, pregnancy and maternity, religion or belief and sexual orientation). The school aims to comply with this duty, in both the delivery of its services and the employment of its staff. It is created by Maidstone Grammar School's Governing Body with the help of the Headmaster/SLT/pastoral leaders/staff/students in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the **Special Educational Needs (SEN) Policy and Information Report, Admissions Policy, Anti-Bullying Policy** and the **Behaviour Policy**.

This policy can be found on the school's website and in s/common/approved policies (for staff).

Through the creation of this Plan, we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. This Plan will be reviewed at least every four years, or any time there is an update or change to equality legislation, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

2. Roles and responsibilities

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below. The Headmaster and SLT have the day-to-day responsibility for coordinating the implementation of this Plan.

2.1 The Governing Body

The Governing Body has a duty to promote equality of opportunity and eliminate discrimination, which is discharged through the Senior Leadership Team (SLT). The Governing Body has a governor responsible for the SEN Policy and Information Report and the Single Equality Plan Policy, which is the SEND Governor. The Governors will:

- approve this Plan with the help of the Headmaster and SLT and ensure that it is adopted correctly throughout the school;
- ensure the school complies with all equality legislation and the school's equality objectives as set out in this Plan;
- monitor and evaluate the effectiveness of the Plan annually following an update in the Headmaster's Report;
- ensure that parents are informed of any incident related to this Plan which could directly affect their child;
- report to parents, carers, and the wider community on the progress of the Plan via this policy which is on the School's website.

2.2 The Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- raising awareness of all the duties within the whole school community;
- ensuring understanding of the broad legal definition of disability;
- sensitively encouraging declaration of protected characteristics by pupils, parents/carers and staff;
- ensuring that the principles of relevance, proportionality, reasonable adjustment and positive action are applied appropriately;
- providing appropriate training for staff, Governors and other members of the school community;
- monitoring the outcomes and impact of provisions, criteria and practices on all groups, and responding with appropriate actions;
- in the event of expectations not being met, ensuring appropriate action is taken.

One of the two Deputy Headteachers is also the SENCO, responsible for reporting on SEND. However, the school recognises that Equality is a whole school priority and not a function expected of one member of SLT.

2.3 All Members of the School Community

The school regards equality for all as a responsibility for all members of the Maidstone Grammar School community (staff, volunteers, pupils etc) who should contribute to ensuring that our school is a fair, just and cohesive community:

2.3.1 Staff

School staff will:

- ensure that teaching and learning activities and wider support / pastoral work within the school promote understanding, challenge and eradicate discrimination and prioritise realising potential in individual students, groups and all students;
- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;
- work to promote anti-bullying strategies as outlined in the school's **Behaviour Policy** and **Anti-Bullying Policy**;
- show a commitment to undertake development and training within this area;
- engage with the school in eliminating any discrimination and act as a good example to pupils;
- promote a positive working environment;
- report back to their line managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed, and action taken where necessary.

2.3.2 Students

Students at the school will:

- adhere to the MGS Code of Conduct and school Behaviour Policy;
- engage with the school in eliminating any discrimination;
- promote a positive work environment and a positive attitude towards equality when both in school and off the school site
- report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred;
- work to promote the anti-bullying strategies outlined in the school's **Anti-Bullying Policy**;
- set a good example regarding behaviour and social awareness to younger pupils and their peers.

2.3.3 Parents, carers, and visitors

Parents, carers, and visitors to the school are expected to:

- attend any relevant meetings/awareness-raising sessions that they are invited to.
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in.

3. Key groups at risk

Whilst the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

- Race
- Disability

You can find all the information about our school's SEN provision including our provision for inclusion [and reasonable adjustments] in the school's **SEN policy**, **SEN Information Report** and the school's **Accessibility Plan**. All of these are available on the school website.

- Gender and transgender
- Religion or belief
- Sexual orientation

Promoting equality and social awareness in school and within the local community is everybody's responsibility.

4. Community cohesion

The school expects all its students and staff to act respectfully towards members of the wider community that the school is part of.

5. Inclusion

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds and is everyone's responsibility.

6. Student voice

Through our support of student voice, House Councils and the School Council we encourage our students to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach students how to engage in mature social interactions and get along with a variety of different types of people. This is developed in a variety of ways including through student voice and through our vertical pastoral structure which supports interactions between students from different year groups and staff.

7. Recruitment

Maidstone Grammar School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, pregnancy and maternity or sexual orientation. Maidstone Grammar School acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this Plan is the foundation for all its activities.

Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

More information about our recruitment procedures can be found in the school's recruitment policy.

8. Staff

Equal opportunities for staff

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made because of merit and ability and in compliance with the law;
- staffing of the school reflects the diversity of our community wherever possible;
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce including the duty to make reasonable adjustments;
- we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice;
- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

9. Staff discipline and suspension

Maidstone Grammar School is committed to ensuring that all school staff are treated fairly and consistently and anyone not adhering to the school's values and policies is held to account through our **Staff Discipline, Conduct, and Grievance Policy**.

The education and wellbeing of our students is our main priority. The school's **Staff Appraisal Policy** provides more information on how the school monitors staff performance. We expect that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly.

10. Behaviour, exclusions and attendance

The school's policies take full account of the duties under the Equality Act 2010. We make reasonable, appropriate and flexible adjustments for students with SEN and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and will act to address any concerns that arise in this area.

11. The curriculum

Equality is explored as a means of personal and social development. This is prominent in our PSHCE curriculum, our assembly programme and our tutor time programme and is also discussed within other subject courses as appropriate.

12. Whole School Equality Objectives including monitoring and review.

The school monitors the progress and impact of its Single Equality Plan Policy through the outcomes of the following objectives as well as other key performance indicators outlined in the School's Development Plan.

The School is committed to providing an environment that welcomes, protects and respects all people. In order to do this our Equalities Objectives, under this plan, to be achieved by 2026 are:

- To use performance data to monitor student achievement and respond to variations between groups of learners, subjects, key stages, trends over time and comparisons with national data and other similar schools.

At MGS, we monitor SEN, PPG, EAL, Transferees/Girls joining in the Sixth Form, Most Able and Most Able Disadvantaged students on a termly basis. We are looking to maintain positive Value Added/Progress for all students at MGS. There are two particular targets we must continue to address to achieve this:

- i) **By 2026, the performance of female students will be in line with the boys in achieving positive Value Added/Progress in their A-Levels (at the end of Y13).**
 - ii) **By 2026, the performance of disadvantaged students at GCSE and A-Level will be in line with non-disadvantaged students in achieving positive Value Added/Progress in their GCSEs and A-Levels.**
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum and through our Inspire to Belong Programme; **By 2026 95% of students will agree that the school actively**

seeks to raise understanding and awareness of key equality issues (including in relation to race, sex, sexual orientation, gender, disability), as shown through a student survey.

- To continue to reduce all incidents of inappropriate behaviour and / or bullying arising from prejudiced ideas related to special educational need and disability, health, race, socio-economic group, sexual orientation, religion or belief, pregnancy or maternity, marital status or civil partnership, sex, gender reassignment or age;

By 2026 the school will see a decrease in racial incidents from 5% of the total incidents reported in the academic year to 3% of the total incidents reported. Other hate incidents including homophobic, biphobic, transphobic and anti-disability incidents will be no more than 2% of total incidents reported.

- To monitor and promote the involvement of all groups of students in the extra-curricular life of the school including leadership opportunities, including students with SEND; **The school will introduce monitoring of student participation in extra-curricular activities from 2022 and by 2026, 70% of students formally categorised as SEN will participate in one or more extra curricular activities on a regular basis.**

- To improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas. **New building work will be designed with accessibility as a key priority and this will be evidenced from the plans and designs of buildings completed in this period. Currently building work has started to complete a first floor of the pavilion which will house Modern Foreign Languages. The building will have a platform lift so that students with disabilities will have access to the first floor along which will also have disabled toilet provision.**

The school's development plan self-review procedures and self-evaluation form are used to support the assessment of the school's progress towards these objectives. The school recognises the need for sensitivity and places a high regard on personal privacy in its information gathering processes. This will enable accurate assessment of the impact of policy whilst maintaining any preference for anonymity.

13. Outcomes

One of the most important indicators of how successful we are as a school in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Appropriate steps are taken at an individual, group or whole school level (as appropriate) where concerns are identified.

14. Reporting on our progress

The school provides a copy of the Pupil Premium Strategy Statement on the school's website.

15. This Plan will be reviewed:

- every four years
- after incidents that relate to, or impact on, equality in school
- after any significant changes to workplace, working practices or staffing.