



Policy Area:	Equal Opportunities Policy		
Date:	September 2016	Policy code:	E1
Lat reviewed:	January 2023	Reviewed by:	Abigail Eynon
Next review:	January 2024	<i>(For all review dates see end of document)</i>	

Statement of intent

CMS takes great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. The school is committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy or maternity, ethnic or national origin, or political belief has no place within this school.

A commitment to implementing our inclusion and equality policy will form part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the Director, Esma Izzidien, at the earliest opportunity. Appropriate steps will then be taken to investigate the matter and if such concerns are well-founded, disciplinary action will be invoked under the settings disciplinary policy.

The legal framework for this policy is based on:

- Equality Act 2010
- Children Act 2004
- Care Standards Act 2002
- Childcare Act 2006
- Special Educational Needs and Disability Act 2001.

The Montessori and staff are committed to:

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the school will ensure that no job applicant or employee will receive less favourable treatment because of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation, pregnancy or maternity which cannot be justified as being necessary for the safe and effective performance of their work or training
- Providing a school place, wherever possible (ensuring the schools ability to provide the necessary standard of care and adaptation), for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances
- Making reasonable adjustments for children with special educational needs and disabilities
- Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable) such as provision of a conduction loop system
- Providing a secure environment in which all students can flourish and all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity

- Providing positive non-stereotypical information
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory
- Making inclusion a thread, which runs through the entirety of the school, for example, by encouraging positive role models through varied books and resources and event engagement, promoting non-stereotypical images and language and challenging all discriminatory behaviour

Admissions/service provision

CMS is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy and access policy

CMS will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

Recruitment

All members of the selection group will be committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.

At interview, no questions will be posed which potentially discriminate on the grounds specified in the statement of intent. All candidates will be asked the same questions and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Candidates will be given the opportunity to receive feedback on the reasons why they were not successful.

Staff

It is the policy of CMS not to discriminate in the treatment of individuals. All staff are expected to cooperate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.

Staff will follow the whistleblowing policy where applicable to report any discriminatory behaviours observed.

Training

CMS recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new staff receive induction training including specific reference to the inclusion and equality policy. CMS will strive towards the provision of inclusion, equality and diversity training for all staff on an annual basis.

Early learning framework

Early learning opportunities offered in the school encourage children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Making children feel valued and good about themselves
- Reflecting the widest possible range of communities in the choice of resources

- Avoiding stereotypical or derogatory images in the selection of materials
- Acknowledging and celebrating a wide range of religions, beliefs and festivals
- Creating an environment of mutual respect and empathy
- Helping children to understand that discriminatory behaviour and remarks are unacceptable
- Ensuring that all early learning opportunities offered are inclusive of children with learning difficulties and/or disabilities and children from disadvantaged backgrounds
- Ensuring that children whose first language is not English have full access to early learning opportunities and are supported in their learning
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made
- Ensuring the medical, cultural and dietary needs of children are met
- Helping children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.
- Cosmic education curriculum in the elementary

Information and meetings

Information about the school, its activities and their children’s development will be given in a variety of ways according to individual needs to ensure that all parents can access the information they need.

Wherever possible, meetings will be arranged to give all families options to attend and contribute their ideas about the running of the school. This will also be done via liaison with the PTA.

Review of policy dates:

Date of review	Reviewed by	Notes
08/2017	Esma Izzidien	
08/2018	Esma Izzidien	
01/2019	Esma Izzidien	
01/2020	Esma Izzidien	
01/2021	Esma Izzidien	No significant changes
01/2022	Esma Izzidien	
January 2023	Abigail Eynon	