



Mill Lane Community Primary School & The Windmill Community Nursery

Growing, Thriving, Flying

Equality Policy and Plan

This policy applies to Mill Lane Community Primary School and the attached Windmill Community Nursery as well as the extended services provision provided by Mill Lane.

Introduction

This policy sets out the school's approach to promoting equality and inclusion. Mill Lane School & Windmill Community Nursery is committed to ensuring that the principles and practices of equality are understood by all. We value the individuality of all our children and we are committed to giving all of our children the opportunity to achieve their full potential irrespective of ethnicity, religion, attainment, age, gender, disability or background. We do not tolerate harassment or bullying of any kind. We undertake to provide children with the opportunity to experience, understand and celebrate diversity.

It is based on the following core values and vision for the school.

The aim of Mill Lane School and the Windmill Community Nursery is to help children develop personally, socially, emotionally, spiritually, physically and intellectually in an atmosphere of community spirit and environmental awareness, where rights also bring responsibilities. The school will encourage children to: care about each other, build friendships, and develop a good attitude to their learning and a responsibility for their behaviour in order to enhance the quality of life within the school.

All learners, regardless of ability, gender, ethnicity, race, culture, religion, language, sexual orientation, age, disability and social circumstances, benefit from the school's innovative and enlightened approaches to teaching and learning. We achieve this by challenging and motivating all our pupils.

Legal duties (The Equality Act 2010)

The school and nursery welcome their duties under the Equality Act 2010. The general duties are to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Equality Act 2010 replaces all previous, separate equality laws including the Disability Discrimination Act, Race Relations Act and others. It simplifies the law by removing anomalies and inconsistencies, and extends protection against discrimination in certain areas. The Act covers all aspects of school life with how its Children and Young People (C&YP), prospective C&YP, parents, carers and members of the local community are treated.

Equality means treating people fairly, with respect, having regard for rights and wishes.

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the following:

- age (for employees not for service provision)
- disability

- gender reassignment
- marriage and civil partnership (for employees)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

In order to meet our general duties listed above the law requires us to do some specific duties to demonstrate that we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions (we will not publish any information that can specifically identify a child or young person)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across the core provisions of the Trust and its schools, and will include:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we ensure equality is applied to the services above, however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit
- Give due regard to non-statutory advice, including that found in the DfE departmental advice for schools leaders on the Equality Act

Leadership and Management

All the school policies reflect a commitment to inclusion and equalities. A clear ethos is also set by the governing body and the school management, which reflects the school's commitment to equality for all members of the school community. The school advances equalities of opportunity through positive and proactive approaches to valuing and respecting diversity.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The school management works in partnership with others to eliminate all forms of oppressive behaviour; prejudice related incidents and discrimination.

All members of the school community, including pupils, parents, community and staff are consulted and contribute to the development and review of relevant policy documents. The school ensures the involvement of governors and takes positive action to enable consultations and contribution of all.

The evaluations of plans and policies are used to set equality objectives and address equality issues. The development of teaching and the curriculum are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school, local, UK and global community.

Responsibilities

The Governing Body and Headteacher will ensure that the school complies with all relevant equalities legislation and ensures that the policy, related procedures and strategies are implemented. The Headteacher will also ensure that all staff are aware of their responsibilities under the policy.

The school recognises that it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils or families with different religions or beliefs
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children looked after and their carers
- Children or staff who are gay or lesbian
- Staff who are pregnant or have just given birth
- Staff undergoing gender reassignment

The school has rigorous systems in place to ensure that all children are tracked throughout the school and provision is made for those that need additional and different experiences to prosper. All children's progress is tracked termly and the provision each child receives is recorded on the school provision map.

The school recognises that Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, all members of the school community with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

The school has identified the following issues that may be barriers to effective learning and successful working at the school:

- Low self-esteem, low expectations and peer group pressure
- Experience of bullying, harassment and social exclusion
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental and physical well-being and poor behaviour
- Language difficulties
- Special educational needs
- Lack of physical access to school facilities or services
- Inappropriate curriculum
- Recruitment, management and development of staff and governors

Addressing Prejudice Related Incidents

Mill Lane CP School and the Windmill Community Nursery are opposed to all forms of prejudice and we recognise that C&YP who experience any form of prejudice related discrimination may fair less well in the education system. We provide C&YP and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents occur we address them immediately, record and report them appropriately.

	Equality Policy (Elements to be aware of)	Equality Plan (What we actually do)
	The school has identified the following strategies that are specifically designed to address those issues	
1.	<p>Establishing, maintaining and developing a school culture and ethos</p> <p><i>The school ensures that it:</i></p> <ul style="list-style-type: none"> • Celebrates diversity/equality • Celebrates achievement • Promotes positive attitudes towards disabled people • Promotes positive attitudes towards people of different ethnic groups/religions etc. • Involves pupils, parents and staff • Promotes high expectations • Communicates behaviour expectations • Welcomes applications for school places and jobs from all sections 	<ul style="list-style-type: none"> • Weekly celebration assemblies to celebrate achievement • Share values through assemblies • Open evening and coffee mornings for parents • Behaviour policy in place and followed consistently throughout the school • Expectations for behaviour displayed in every class • Mid-year and end of year pupil report based on behaviour and academic progress • Staff and governors to act as good role models welcoming all
2.	<p>Preventing and dealing effectively with bullying and harassment</p> <p>The school recognises that groups covered in this policy are more vulnerable to bullying and harassment, and ensures that it:</p> <ul style="list-style-type: none"> • Communicates to pupils, parents and staff its abhorrence of all forms of bullying and harassment • Ensures that incidents are reported and addressed swiftly and effectively • Records, analyses and reports bullying and harassment on grounds of race, gender, disability, sexual orientation etc. 	<ul style="list-style-type: none"> • Anti-bullying policy and charter in place • Annual cyberbullying training for children and parents • Use reconciliation skills to sort out problems swiftly • Keep parents informed • Class teachers keep an ongoing record of incidences
3	<p>Listening to pupils, staff, parents and others</p> <p><i>The school regularly and systematically listens and responds to the views of all stakeholders to ensure that it:</i></p> <ul style="list-style-type: none"> • Hears the student voice • Actively seeks staff views and listens to staff concerns • Seeks the views of parents • Ensures it encourages, enables and hears the full range of views including those with disabilities • Listening to parents and children when going through challenging or difficult times 	<ul style="list-style-type: none"> • The school council meets weekly • Parents views are sought through newsletters and surveys • Parents complete feedback sheet at the end of each year • Children's views on learning are attained through interviews, review meetings and pupil reports which are completed at the end of the year. • Pastoral support 1:1 support
4.	<p>Equalising opportunities</p> <p>The school recognises that some of the groups covered in this policy are likely to be economically disadvantaged, and</p>	<ul style="list-style-type: none"> • The school charging policy is fair and understood • Extra-curricular clubs are analysed

	<p>ensures that:</p> <ul style="list-style-type: none"> • <i>School uniform is affordable</i> • <i>Parents are not put under unnecessary financial pressure</i> • <i>It promotes the take-up of extra-curricular opportunities</i> • <i>Its charging policy is appropriate</i> • <i>It monitors take-up of extra-curricular opportunities</i> 	<p>to ensure take up by all groups in the school</p> <ul style="list-style-type: none"> • Extra-curricular clubs are offered before and after school • School uniform is made affordable and simple to attain • The MLSA provides the cost of classes to attend one school trip a year • Pupil premium is used to support extracurricular activities
<p>5.</p>	<p>Informing and involving parents and carers The school recognises that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible. The school ensures that it:</p> <ul style="list-style-type: none"> • <i>Explains how the school operates</i> • <i>Offers a range of ways of communicating between school and parents that meet parents' circumstances and needs</i> • <i>Encourages parents to let the school know if they have a particular disability or other need</i> • <i>Encourages parents to discuss their concerns</i> • <i>Ensures that parents understand how well their child is progressing</i> • <i>Explains how parents can help their child at home</i> • <i>Explains how parents and others can help in school</i> • <i>Encourages parents to join the MLSA and/or governing body</i> 	<ul style="list-style-type: none"> • Send weekly celebration letter which also includes up to date information • Keep the 2 school websites up to date • Parents information board • Termly parents evenings plus an open evening at the start of the year • Good communication procedures and meetings for parents of children on the SEND register • Ensure 'absent parents' receive communication • Literacy and numeracy kits which give advice on how parents can help at home • Coffee morning at start of year so parents can learn how to support their child at home • Mid-year and end of year reports setting out next steps
<p>6.</p>	<p>Welcoming new pupils and helping them to settle in effectively The school recognises that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and are more likely to move mid-year. The school ensures that it:</p> <ul style="list-style-type: none"> • <i>Ensures a happy start to the school at normal times</i> • <i>Ensures effective school transfer and induction mid-year</i> • <i>Ensures that extra help is given to pupils who find change of school challenging</i> • <i>Ensures well-planned school adjustments are made to cater for a child with disabilities- if possible in advance of starting at the school</i> 	<ul style="list-style-type: none"> • The school has a clear transition policy in place • Transition arrangements for children with disabilities is carefully managed • Parents are actively encouraged to view the school prior to making a choice • Children are offered an afternoon spent in their new class prior to starting • Buddy systems are in place for in year transfers and new starters • Parents are actively involved in the settling process in the Foundation Stage • Pastoral Support team to support vulnerable children through the secondary school transition process

<p>7.</p>	<p>Addressing the full range of learning needs <i>The school recognises that some of the groups covered in this policy are more likely to under-achieve. The school ensures::</i></p> <ul style="list-style-type: none"> • <i>The curriculum is relevant</i> • <i>There are appropriate teaching styles and classroom organisation</i> • <i>Planning is based on earlier learning</i> • <i>The marking policy promotes learning of all</i> • <i>Pupils' progress is tracked & under-performers are identified</i> • <i>It promotes and maintains higher attendance - strategies & monitoring</i> 	<ul style="list-style-type: none"> • Monitoring cycle which looks at planning, lesson observations and work samples • The provision map monitors interventions and their effectiveness • Teaching is monitored for clear and appropriate differentiation • Pupils' progress is tracked termly and all assessments are updated • Attendance is monitored termly and holiday absence tracked. Rewards for good attendance in place
<p>8.</p>	<p>Supporting learners with particular needs The school recognises that some of the groups covered in this policy are more likely to have particular needs, the school ensures that it:</p> <ul style="list-style-type: none"> • <i>Prepares Pupil Profiles to focus on learning priorities</i> • <i>Provides Basic Skills support</i> • <i>Ensures language support is available as required</i> • <i>Supports students through tutoring/mentoring schemes</i> • <i>Provides Homework/Revision support</i> • <i>Provides appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission.</i> 	<ul style="list-style-type: none"> • High priority is given to staff training for all staff • Pupil profiles are written in conjunction with the provision map and are audited to be SMART • Appropriate services are contacted where language is a barrier to learning • The school has a homework policy in place • Provide the correct support for children with the support of external agencies
<p>9.</p>	<p>Making the school accessible to all The school ensures that:</p> <ul style="list-style-type: none"> • <i>It meets the needs of pupils, staff and others with physical disabilities</i> • <i>It meets the needs of pupils, staff and others with other disabilities</i> • <i>Curricular and extra-curricular opportunities are available for pupils with disabilities</i> 	<ul style="list-style-type: none"> • The interagency links that the school makes are good • The schools makes adaptations for those with disabilities • Curricular and extra-curricular activities are modified, where appropriate, so they are accessible for all children
<p>10.</p>	<p>Ensuring fair and equal treatment for staff and others The school recognises that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive role models and a wider perspective will strengthen the school. The school ensures that it:</p> <ul style="list-style-type: none"> • <i>Follows non-discriminatory recruitment and employment practices</i> • <i>Promotes dignity at work</i> • <i>Encourages the development of all staff</i> 	<ul style="list-style-type: none"> • All staff are given regular CPD opportunities to develop their skills • See dignity at work policy • See safer recruitment policy • See staff code of conduct
<p>11.</p>	<p>Ensuring fair and equal treatment for pupils Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against pupils in the school, paragraphs to describe what the school does to:</p> <ul style="list-style-type: none"> • <i>Ensure fair admissions procedure (applicable to VA, Foundation and Academy)</i> • <i>Assess the implications uniform requirements have</i> 	<ul style="list-style-type: none"> • The school complies with the OCC admissions guidelines and policy • The schools is flexible in its uniform policy • The behaviour logs for all classes are monitored termly as is the Reflection Room log • See behaviour policy

	<p>on pupils and modify them where appropriate</p> <ul style="list-style-type: none"> • Accommodate the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example) • Ensure that the implementation of uniform and other policy is sufficiently flexible to accommodate the needs of pupils undergoing gender reassignment • Monitor the use of sanctions to ensure that staff do not impose stricter disciplinary penalties on one group than they do in similar circumstances to others • Ensure where relevant that teaching or the expression of religious belief about same sex relationships is conveyed responsibly and sensitively. 	
12.	<p>Encourage participation of under-represented groups The school recognises that they have an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially & economically disadvantaged groups. The school ensures that it:</p> <ul style="list-style-type: none"> • <i>Recruits governors representative of the pupil population and/or community</i> • <i>Encourages the widest participation in Mill Lane School Association (MLSA) activities</i> • <i>Supports individuals and community groups to express their case on matters affecting themselves and their community</i> 	<ul style="list-style-type: none"> • The Pastoral Support Team works with hard to reach parents and carers • The School has its own Family Support Programme • Links with the community strengthen our ability to work with other services in providing for and meeting the needs of these parents
12.	<p>Monitoring and Evaluating the policy The school recognises that the strength of this policy depends upon ensuring that everyone is actively implementing it and that gaps and the need for further development will arise from effective evaluation. The school ensures that it::</p> <ul style="list-style-type: none"> • <i>Trains all staff & governors</i> • <i>Consults pupils, parents and staff on how the policy is working and how it could be improved</i> • <i>Monitors and reviews practice</i> • <i>Carries out impact assessments to evaluate practice</i> • <i>Reports to governors</i> • <i>Reports to parents and pupils</i> 	<ul style="list-style-type: none"> • Inclusion is a high priority and policy is regularly reviewed by governors
13.	<p>Other The school recognises its continuing duty to treat former pupils fairly and equally in relation to the provision of references and access to ‘old pupils’ communications and activities.</p>	<ul style="list-style-type: none"> • The school welcomes past pupils into the school for visits and to still support them and their families • For work experience

Reporting Duties:

We will:

- Publish information to demonstrate compliance with the aims of the Equality Duty within all our functions and to do this at least annually.
- Set and publish equality objectives, at least every four years.

To achieve these specific duties we will collect and analyse data related to the protected characteristics to determine our focus for the equality objectives.

We will decide what information we need to publish to demonstrate our compliance with the Equality Duty as there is no subscribed format. *We will* look at what equality information we publish already, and to consider whether that gives a reasonable picture of progress on equality issues affecting our pupils, parents/carers, community and staff to raise standards for all. It is essential for us to maintain and ensure that our focus is on performance, not process.

We will ensure that the information we publish and the equality objectives that we set are easily accessible for people. In addition to publishing them electronically on our website, we will consider making them available in other formats. We will also consider whether the information is provided in a way which makes it easy for everyone to understand and use.

We will publish this information at least annually.

The Governing Body will report annually on progress made to achieve equalities objectives.

Reviewed: January 2021

Next Review: January 2023