



# Millhouse

Primary School and Nursery

## Equality Statement & Objectives

To be reviewed:

Autumn 2020

Inspiring tomorrow's generation, today.

# Millhouse Primary School & Nursery

## Equality Policy & Objectives 2018-2020

## Introduction

The Equality Act states that schools and other public sector bodies must:

- To respect the equal human rights of all our pupils
- To educate them about equality
- Encourage good relations and ensure everyone has equality of opportunity
- Eliminate unlawful discriminations, harassment and victimisation
- Help make sure everyone has an equal chance to make the most of their lives and talents.

We will assess our school practices and implement all actions in relation to:

- Age (as an employer)
- Disability
- Sex
- Gender reassignment
- Ethnicity
- Pregnancy or maternity
- Religion or belief
- Sexual orientation

## Equality Statements

### School Aims & Vision

At our school, we inspire a love of learning. Everyone will believe in themselves and have the aspirations and skills to succeed in life.

- We are proud of our achievements and celebrate success.
- Our curriculum develops pupils' independence and encourages inquisitive minds.
- Our school is a safe environment where we value everyone and have respect for each other.
- We know that we learn best when we challenge ourselves.

## Behaviour

At Millhouse Primary School & Nursery we have a responsibility to ensure all members of the school community feel safe and valued at all times and the children receive the curriculum they deserve. Our Behaviour Policy sets out how we will fulfil these rights and responsibilities.

## Attendance

For the pupils to benefit from this they need to be in school every day and on time. Our Attendance Policy sets out the responsibilities of all members of the school community and how the attendance of pupils is monitored throughout the school.

### Partnership with pupils, parent, carers and the wider community

We value the parental partnership and have strategies to raise participation of parental groups. These include:

- Termly progress reports
- Information evenings
- Tours of the school
- Open door policy & visibility of Senior staff
- Open evenings
- Weekly communication

### Leadership & Management

The school's admissions process is fair to all pupils and we will not discriminate during the process. This is set out following the local authority's admission policy for community schools.

Our school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and the local authority's guidelines.

We ensure that all incidents are reported to the relevant bodies.

Our curriculum ensures we teach the children about British values and has a range of opportunities to develop Social, Moral, Spiritual and Cultural understanding.

### Linguistic & Cultural Diversity

We recognise that some children speak English as an additional language and provide training for staff to help support the child's needs as well as work with the local authority teams to provide relevant support and resources for the child.

Within our curriculum we teach Spanish to all pupils and celebrate cultural diversity through themed topics and events.

### Responsibilities

The Senior Leadership Team takes the lead, but the Governing Body is responsible for:

- Drawing up, publishing and implementing the school's equality objectives
- Making sure the school complies with the relevant legislation
- Making sure the Equality Policy and its procedures are followed
- Monitoring progress towards the equality objectives and reporting annually.

The Headteacher and Senior Leadership Team is responsible for:

- Making sure actions are taken to address the school's objectives
- Making sure the Governors are aware of these actions and report annually to them
- Making sure all staff receive training and support
- Taking appropriate actions in cases of harassment and discrimination, including prejudice incidents.

All staff are responsible for:

- Promoting equality in their work
- Avoiding unlawful discrimination
- Fostering good relationship between groups
- Dealing with prejudice related incidents
- Taking up training and learning opportunities

#### Monitoring Equality

A range of data is analysed by the school every term and this provides evidence of how well different groups of pupils are achieving compared to each other and all children (in school and nationally). From this analysis, action plans are formulated by staff to address any concerns.

Parents are invited to comment on school related issues through reports, questionnaires and our open door policy.

Pupil perception surveys are conducted regularly by the Senior Management Team and form part of our on-going school monitoring.

Staff are given opportunities to comment and evaluate school systems and issues through surveys, professional dialogues and staff meetings.

### 2016 – 2018 Objectives

<p>1. To raise the level of aspiration and ambition of children and parents to ensure all pupils have access to a range of experiences related to:</p> <ul style="list-style-type: none"> <li>• Academic opportunities</li> <li>• Future career options</li> <li>• Social etiquette and understanding of others</li> </ul>	<p>Achieved – new primary school curriculum provides opportunities to debate, discuss, experience and investigate opportunities to raise aspirations and social etiquette. Children understand social diversity through the curriculum.</p>
<p>2. To improve boys’ skills in English so that any gaps between them and other groups (girls &amp; all) close.</p>	<p>Partially achieved – in KS2, there is no significant gap between girls and boys in English and boys do better than boys nationally. In KS1, there is no significant difference at greater depth but there is an 11% gap at ARE.</p>
<p>3. To provide detailed analysis of the use of the Pupil Premium Grant to show effectiveness of spending.</p>	<p>Achieved – termly reports produced to show impact of spending. Annual report on school website. All shared with FGB.</p>
<p>4. To ensure those pupils in Key Stage 1 who are disadvantaged achieve standards in-line or above those of all pupils nationally and within school.</p>	<p>Partially achieved – gap is closing but most recent cohort of disadvantaged children also had a high number of children with SEND.</p>
<p>5. To ensure more pupils in Key Stage 2, who are disadvantaged, are working at a greater depth.</p>	<p>Achieved – a significant increase in the number of disadvantaged children achieving GD.</p>

### **2018-2020 Objectives**

<p>To raise awareness of mental health and well-being issues within school.</p>
<p>To improve understanding of the LGBT community.</p>
<p>To raise awareness and understanding of the range of SEND conditions.</p>
<p>To increase the number of disadvantaged pupils in KS1 and 2 achieving ARE in reading, writing and maths.</p>
<p>To improve the attendance of disadvantaged &amp; SEND pupils.</p>