



Millhouse

Primary School and Nursery

Equality Statement & Objectives

To be reviewed:

Autumn 2024

Inspiring tomorrow's generation, today.

Millhouse Primary School & Nursery

Equality Policy & Objectives 2021-2024

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:

- Information evenings
- SEND One Plan meetings termly to discuss individual plans and needs
- 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.

We have staff who are responsible for ensuring children who have English as an additional language have access to the correct provision and feel included within our school community.

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.

2018-2020 Objectives	Evaluation
To raise awareness of mental health and well-being issues within school.	Partially achieved (on-going). This continues to be high profile due to the impact of the pandemic
To improve understanding of the LGBT community.	Partially achieved – this is now part of our PSHE curriculum but has yet to be embedded due to the pandemic
To raise awareness and understanding of the range of SEND conditions.	Ongoing – this evolves and will form part of the work by the staff in our enhanced provision (Windmill)
To increase the number of disadvantaged pupils in KS1 and 2 achieving ARE in reading, writing and maths.	Partially achieved – the gap was closing in 2018-19 but has since widened significantly due to the impact of the pandemic
To improve the attendance of disadvantaged & SEND pupils.	Partially achieved – the gap was closing in 2018-19 but has since widened significantly due to the impact of the pandemic

2021-2024 Objectives
To continue to raise awareness of mental health and well-being issues within school and ensure all members of our school community have access to or are signposted to the support they may need
To continue to improve in-school provision for a range of SEND types so that all children can access education despite the lack of external support for these children.
To increase the number of disadvantaged pupils in KS1 and 2 achieving ARE in reading, writing and maths.
To improve the attendance of disadvantaged & SEND pupils.