



Mill Lane Primary School Equality Statement October 2020

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Equality Statement

Mill Lane Primary School is committed to equality. In this respect:

- We ensure that everyone in school is treated fairly and with respect.
- We recognise that people have different needs and that treating people equally does not always involve treating everyone in exactly the same way.
- We ensure that school is a safe place for everyone.
- We consult with people from different groups and involve them in our decision making.
- We recognise that extra support is needed for some pupils to help them achieve their full potential and be successful.

Legislative Framework

We are aware of the current legislative framework.

We welcome our duty under the **Education and Inspection Act 2006** to promote Community Cohesion.

The School is bound by the Public Sector Equality Duty (PSED) of the Equality Act 2010 and the Specific Duty. To comply with this Duty:

- We maintain and publish quantitative and qualitative information showing our compliance with the PSED set out in Clause 149 of the Equality Act, to explain how we have due regard for equality.
- We publish information each year about our school population.
- We formulate and publish specific and measurable objectives, based on our collected and published evidence, which demonstrate how we plan to tackle inequalities and reduce or remove them.
- The objectives we identify, take into account national and local priorities and issues, as appropriate.
- We monitor our equality objectives regularly and report annually on progress towards achieving them.

We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- age
- disability
- ethnicity
- colour or national origin
- gender
- gender identity or reassignment
- their marital or civil partnership status
- being pregnant or having recently had a baby
- religious beliefs
- sexual identity and orientation.

The Act does not cover socio- economic circumstances as a protected characteristic. However, in our school, socio economic circumstances are taken into consideration. We acknowledge the 'intersectionality' (Richardson 2013) of economic circumstances and that pupils may have a range of additional characteristics (protected characteristics) which intersect and must be taken into account when measuring the impact of the Pupil Premium Grant.

Mill Lane Primary School recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child (UNCRC), The UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

We welcome the general principles of UNCRC and have regard, in particular, for the needs of children and young people who are disadvantaged and vulnerable and their parents and carers.

We welcome the emphasis in the OFSTED Framework (2012 and 2015) on the importance of narrowing the gaps in achievement which affect: pupil premium children, children from other cultures and children with special educational needs.

The School Context

School Profile	209 plus 45 PT in nursery 16 place Additionally Resourced Provision (ARP) for Speech, Language & Communication
Community Served	46.2% Pupil Premium 54% boys, 46% girls 65% EAL 28% SEND, 8 EHCPs
LACYP	0 LAC
Family Demographics	88% (almost 9 out of 10) in lowest 20%, and 20% (1 in 5) in lowest 5% deprivation in country 5 CP, 3 EH, 1 CIN 5 Families accessing counselling 37% Multiple vulnerabilities

Attainment on Entry	Majority enter nursery at least a year behind development milestones in most areas
Attendance	95.9% including High % Extended Leave & Religious Observance
Ethnicity/EAL	65% EAL 60% from 10 ethnic groupings 28 languages spoken 18% (Almost 1 in 5) Significant number of refugees, asylum seekers, or Infinite Leave to Remain
Stability	Highly mobile (128 transfers 2016/17) with 'ghost' children not showing in data

Sept 18

School Outcomes 2020 – unavailable due to Covid 19

Participation in Out of School Learning

Educational Visits

Children regularly take part in a variety of trips linked to enriching their curriculum. These trips take part in the local area as well as in other places. Some trips include using public transport, trains and buses, as many children have not had these experiences.

Children regularly take part in range of sporting and enterprise activities.

School has a residential opportunity for children from the Choir and Year 6. This takes place in the summer term and allows children to spend time away from home and to take part in a range of activities including adventure and educational.

Extended School Activities

A range of clubs run after school each night. These clubs change each half term and are in response to requests by the children. Children also take part in activities during the school day including learning French, cooking, chess and a variety of enterprise activities including making items to sell.

Parents

Parent evenings take place three times a year. Parents are encouraged to engage with school regularly and are kept up to date with school events via news-letters, text messaging, Facebook and Twitter. During the summer term parents are provided with a report detailing their child's progress. Coffee mornings, teddy bears' picnics, school fairs, school concerts and family outings are arranged to engage parents and are very well attended eg 173 went to Flamingo Land.

Incidents

Incidents involving bullying and racism tend to be rare. Racist incidents tend to arise due to a lack of understanding about what it means. All incidents are recorded on an electronic system, CPOMs, and all parties are informed of the incident and the actions taken to resolve them.

Staff Training

Our school ensures that staff are supported through continual professional development to position our school well for the equality and diversity agenda.

All staff have regular training in safeguarding children, including PREVENT, Homophobic, Biphobic and Transphobic.

All new staff have an induction and are allocated a mentor to ensure that they are aware of policies and procedures in school

Most TAs have training in first aid, basic and full. The designated officer for Safeguarding, the deputy and PSA attend additional training including safer recruitment training.

Relevant Policies

Policies pertinent to equality and diversity are regularly reviewed.

Policy	Review Date
EAL	Bi -annually
Behaviour	Bi-annually
Anti Bullying	Bi-annually
Child Protection	Annually
Safeguarding	Annually
SEN	Annually
Positive Handling	Bi- annually
Equality	Annually

Curriculum Adjustments

In our school, focused attention is paid to the needs of specific groups of pupils. Additional provision is made for specialist groups from each year group (children for whom secondary education, at least, is likely to be in a specialised setting). Other groupings are regularly reviewed in order to ensure that all children's individual needs are catered for.

In our School there is curriculum coverage of equalities issues, including Fundamental British Values, through the direct and indirect teaching of PSHE, Rights Respecting and through assemblies.

There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development. Activities are developed through assemblies and through class topics. School promotes the rights of all children and this is implicit across the curriculum.

The school takes part in certain national projects and award statements, for example: School of Sanctuary, Rights Respecting Schools Award, School Games Gold Award, Gold Standard for PEPs.

In curriculum materials across all subjects, there are positive images of children and people from different cultures and societies. Children are taught about respect for all.

Reasonable Adjustments and Auxiliary Aids

The principles of equality of opportunity and positive action have distinctive implications for disability equality, particularly in relation to the concept of reasonable adjustment and the provision of auxiliary aids and services.

Our school has a duty to make reasonable adjustments. In this respect we have access for the disabled and toilet provision.

If provision/ practice puts a disabled pupil at a disadvantage in comparison to other pupils, our school will provide an auxiliary aid or service for that pupil to alleviate that disadvantage if it would be reasonable to do so.

Decisions to make reasonable adjustments and for the provision of auxiliary aids will be made in consultation with our parents and carers.

How we have Developed our Statement

When developing this equality statement, our school has ensured that we have engaged with those who have a legitimate interest, including all staff, parents/carers, pupils, local groups and appropriate external agencies. This consultation has sought to ensure that we understand the barriers faced by different people from different social identity backgrounds and understand the best ways to overcome such barriers.

This will be informed by:

- The views and aspirations of pupils themselves from different social identity backgrounds.
- The views and aspirations of parents of pupils from different social identity backgrounds.
- The views and aspirations of staff from different social identity backgrounds.
- The views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds.

Mechanisms for involvement

At Mill Lane Primary School, the following mechanisms will ensure the views of pupils inform the Equality Statement and objectives:

- Pupil questionnaires
- Pupil Voice
- Individual interviews with pupils involved in incidents of a discriminatory nature
- Individual interviews with pupils experiencing reasonable adjustments
- Pupil engagement in auditing provision
- Pupil involvement in policy creation

At Mill Lane Primary School the following mechanisms will ensure the views of staff inform the Equality Statement and objectives:

- Staff questionnaires
- Regular staff meetings with specific agenda items
- Individual discussions with staff as a part of performance management

At Mill Lane Primary School, the following mechanisms will ensure the views of parents and the community inform the Equality Statement and objectives:

- Text to be inserted into communication with parents: “Your support for your child’s education is crucial to their progress. Please tell us if there are any adjustments we need to make to help you support your child, for example: letters in large font; wheelchair access; explaining issues over the phone; a discussion with a school colleague of the same gender or involvement of an interpreter.”
- Feedback through Governing Body meetings
- Feedback from adults using the school beyond the school day
- Pupil questionnaires

The school’s objectives will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and to ensure views can be heard.

Roles and Responsibilities

The Head Teacher:

- Demonstrates responsibilities under the Equality Act
- Ensures that staff and parents are informed
- Manages any day-to-day issues arising from the policy whether for pupils or for the school as an employer
- Ensures staff have access to training
- Liaises with external agencies
- Ensures that the Senior Leadership Team are kept up-to-date with any developments
- Provides appropriate support and monitoring for all pupils and specific and targeted pupils
- Ensures CPD is inclusive of all staff and includes equality matters
- Ensures recruitment, selection and promotion of all staff (teaching, support and administrative), reflects fair and safer recruitment procedures
- Ensures that the voice of all stakeholders including parent/carer voice, pupil voice and staff voice is taken into account when making decisions

The Governing Body:

- Ensures that the school complies with all relevant equalities legislation
- Ensures governors receive up to date training in all the equalities duties
- Supports the Head Teacher in implementing any objectives necessary
- Evaluates and review the objectives annually

- Assesses the potential impact of decisions made upon equalities

The Senior Leadership Team:

- Has responsibility for supporting other staff
- Provides a lead in the collection and dissemination of information
- Identifies good quality resources and CPD opportunities
- With the Head Teacher, provides advice/support in dealing with any incidents/issues
- Evaluates and review the objectives annually
- Ensures coverage in the curriculum of equalities issues
- Ensures the curriculum promotes pupils' SMSC
- Ensure the staff promote understanding and supports pupils who are experiencing discrimination

People with specific responsibilities:

- Sue Skillcorn, (Head teacher), Judy Stanyard (Deputy Head teacher) are responsible for maintaining and sharing with all staff, the specific needs of vulnerable pupils and how their needs will be met (e.g. Pupil Premium)
- Sue Skillcorn is responsible for ensuring the specific needs of staff members are addressed
- The Senior Leadership team are responsible for gathering and analysing the information on outcomes for vulnerable pupils and staff including Pupil Premium
- Sue Skillcorn and The Governing Body are responsible for monitoring the response to reported incidents of a discriminatory nature
- The Senior Leadership Team are responsible for overseeing interventions (e.g. Pupil Premium)

Parents/Carers:

- Have access to policies
- Are encouraged to support the school
- Have the opportunity to attend any relevant meetings/awareness raising sessions
- Have the right to be informed of any incident related directly to their child

School Staff:

- Accept that this is a whole school issue
- Make known any queries or training requirements
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping
- Know procedures for reporting prejudice driven behaviour, including incidents of racism, harassment or other forms of discrimination
- Do not discriminate on racial, disability or other grounds
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA
- Ensure that pupils from all groups are included in all activities and have full access to the curriculum
- Promote equality and diversity through teaching, pedagogy, curriculum, the learning environment and through relations with pupils, staff, parents and the wider community
- Support the implementation of objectives through key action points

Pupils:

- Are made aware, appropriate to age and ability.
- Are expected to act in accordance with any relevant part
- Experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society
- Understand the importance of reporting discriminatory bullying and racially motivated incidents
- Understand their role in supporting the implementation of objectives (where relevant)

Visitors

- Visitors and contractors are responsible for complying with the school's Equality Statement – non-compliance will be dealt with by the Head Teacher

Objectives

This Statement is supported by annually published equality objectives; their progress is monitored and evaluated regularly by the Governing Body.

Our objectives are based upon:

- The evidence we have collected and published, including who we have consulted and how
- An impact analysis of the evidence which inform our decision making
- National and local priorities and initiatives, as appropriate

We keep our equality objectives under review and report annually on progress towards achieving them.

Although there is no specific duty to produce an action plan, we believe that an action plan ensures a proactive response to achieving our objectives and helps us to demonstrate 'due regard' (see Appendix One).

The action plan identifying the equality objectives for the school and the impact analysis has:

- Clear allocation of responsibility
- Clear allocation of resources, human and financial
- Clear timescales.
- Expected outcomes and performance criteria.
- Specified dates for review.

The effectiveness of our Statement is evaluated and reflected in:

- The School's Self-evaluation Form.
- School data reported to Governors including Pupil Premium and SEN

Appendix 1: Equality Objectives Action Plan

Objective 1:						
To improve access to the curriculum for those pupils who find learning difficult						
What helped us arrive at this objective(consultation with stakeholders):						
Covid-19 Pandemic						
Action	How?	When?	Who?	Cost	Success Criteria	Monitored
Up-skill staff with regards identifying specific barriers eg mental wellbeing	Staff meeting time CPD	Staff meetings	SENCO		Staff have a better understanding of the need of identified children	SLT
Objective 2:						
To improve access to information						
What helped us arrive at this objective(consultation with stakeholders):						
Pupils lack of knowledge around key areas						
Action	How?	When?	Who?	Cost	Success Criteria	Monitored
Visual timetabling to be used	Individual timetables to be developed	As and when required to support pupils	Individual teachers		Children understand what they need to do and when	Team leaders

Objective 3:
 To further develop the school's contribution to community cohesion

What helped us arrive at this objective(consultation with stakeholders):
 The Covid-19 Pandemic

Action	How?	When?	Who?	Cost	Success Criteria	Monitored
Further develop pupil voice	Through school council	On-going	PSA		Pupils have a strong voice that contributes to school improvement	SLT