



Single Equalities Policy

issued by the Governors of Milton Mount Primary School

Effective from: March 2017

Signed by: Lesley King

Next review date: March 2020

Policy Development

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with: staff, governors, parents and members of the wider community.

Statement of Principles

At Milton Mount School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential in line with the nine protected characteristics of the Equalities Act of 2010. This is inclusive of:

AGE
DISABILITY
GENDER REASSIGNMENT
MARRIAGE AND CIVIL PARTNERSHIP
PREGNANCY AND MATERNITY
RACE
RELIGION AND BELIEF
SEX
SEXUAL ORIENTATION

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe and secure, valued and of equal worth.

This school equalities policy amalgamates all the equalities legislation into one single equality policy, with a single equalities action plan.

The policy outlines the commitment of the staff, pupils and governors of Milton Mount Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers

- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placements

Aims of our school

We pride ourselves on being an inclusive school and value the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle all discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, to ensure that positive action is taken when necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people.

West Sussex admissions policy is equally open to pupils of all groups.

The Context of our School

The context of our school is outlined in section 1 of the School Evaluation Form (SEF). The staff and governors are committed to make reasonable adjustments to equality objectives as our intake and community changes. Distinctive features of our school or significant partnerships that are aids to promoting equality, as well as any known barriers, are recorded there.

Current Profile of the School (Raise on Line 2016)

| | |
|---------------------|-----|
| Percentage of boys | 52% |
| Percentage of girls | 48% |

Ethnic make up of the pupils registered at the school

| | |
|------|-----------------------------------------------------|
| 72% | White – British |
| 0.2% | White - Irish |
| 7% | White – any other background |
| 0.8% | White and Black African |
| 0.8% | White and Black Caribbean |
| 1.5% | White and Asian |
| 1.1% | Mixed – any other mixed background |
| 5.3% | Asian or Asian British - Indian |
| 4.4% | Asian or Asian British - Pakistani |
| 0.2% | Asian or Asian British - Bangladeshi |
| 3.4% | Asian or Asian British – any other Asian background |
| 1.1% | Black or Black British – African |
| 0.2% | Black or Black British – any other Black background |
| 0.2% | Black or Black British - Caribbean |
| 1.1% | Chinese |
| 0.6% | Any other ethnic group |
| 0.2% | Parent/pupil preferred not to say |
| 0% | Traveller/Roma |

Minority ethnic groups represented in the school staff and governing body = 2.6%

Linguistic profile of the school

Urdu, Gujarati and Polish are the main languages spoken after English. There are an additional 34 different languages spoken. The percentage of children whose first language is not believed to be English is 23.2%.

Percentage of pupils on roll with a disability = 8.6%

Percentage of staff and governors who have a disability = 2%

Accessibility

After extensive building works and remodernisation, which was completed in 2014, the school is now fully accessible and conforms to the criteria set out in the Disability Discrimination Act (DDA) which is now part of the Equalities Act of 2010.

Demographic trends in the local area

The vast majority of our pupils come from within the catchment area (72.1%)

Children Looked After

There are currently three children who are looked after.

Ethos and Atmosphere

At Milton Mount Primary School, the leadership of the school community will demonstrate mutual respect between all members of the school community

There is an openness of atmosphere which welcomes everyone to the school

All within the school community will challenge any type of discrimination and/or bullying behaviour e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions

All pupils are encouraged to greet visitors to the school with friendliness and respect

The displays round the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.

Provision is made to cater for the spiritual needs of all children through planning of assemblies, classroom based and externally based activities.

Monitoring and Review

Milton Mount is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil his or her potential.

We collect and analyse a range of equality information for our pupils:

Attainment

We make regular assessment of pupils learning and use this information to track pupils progress as they move through the school. As part of the process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

External agencies and in school interventions are available to support groups of pupils, where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

Attendance

Exclusions and truancy

Racism, disabilism, sexism, homophobia and all forms of bullying including cyber bullying

Parental involvement

Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Milton Mount School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information for our staff and governors: For Example staff profile, governing body profile, attendance at training events, disciplinary and grievance cases, staff appraisal/performance management.

We have identified the following issues from the analysis of the data

- Staff data not separated into ethnicity, disability, gender
- More formal exit interviews to be established

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Headteacher.

Their role is to:

- Lead discussion, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of the policy

Developing Best Practice

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Use material to promote a positive image of and attitudes towards disability and people with a disability.
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;

- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the whole curriculum covers issues of quality and diversity
- All subject leaders promote, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter;
- Seek to involve all parents in supporting their child’s education;
- Provide educational visits and extra-curricular activities that involve all pupil groups;
- Take account of the performance of all pupils when planning for future learning and settling challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;
- Identify resources that support staff development.
- Take account of Rights Respecting Schools which has been agreed by the school.

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, disability, religion or belief, sexual orientation or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children’s achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils;
- Adults in the school will aim to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school places a very high priority on the provision for special educational needs and disability.
- We will meet all pupils’ learning needs including the more able by carefully assessed and administered programmes of work including environmental needs.
- The school must provide an environment in which all pupils have equal access to all facilities and resources;
- All pupils are to be encouraged to be actively involved in their own learning;
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage.

Curriculum

At Milton Mount Primary School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity;
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account their cultural backgrounds, linguistic needs and learning styles.

Resources and Materials

The provision of good quality resources and materials within Milton Mount Primary School is a high priority. These resources should:

- Reflect “the reality of an ethnically, culturally and sexually diverse society;”

- Reflect a variety of viewpoints;
- Show positive images of males and females in society including people with disabilities;
- Include non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of school community consistent with health and safety
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

Language

We recognise that it is important at Milton Mount Primary School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates and enhances positive images of particular groups identified at the beginning of this document;
- Creates the conditions for all people to develop their self esteem and confidence.
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather than Eskimo, Native Americans rather than Red Indians and challenges instances where this is not the case

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age e.g. mixed teams wherever possible.

We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity by providing them with written guidelines drawn from this policy .

Provision for Bi-lingual Pupils

We undertake at Milton Mount Primary School to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language;
- Pupils who are new to the United Kingdom.
- Advanced bi-lingual Learners
- Traveller and Gypsy Roma children;
- Those from refugee families;

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- All pupils/staff/parents/carers are given support as appropriate when they experience discrimination.
- We recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- We aim to include pupils' access to a balance of male and female staff at all key stages where possible
- We encourage the career development and aspirations of all individuals.
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils.
- Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment and Professional Development

- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination and ensure equality good practice through the recruitment and selection process;
- Equalities policies and practices are covered in all staff inductions
- All supply staff are made aware of equalities policies and practices;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents to help all pupils to achieve their potential.

- All parents/carers being encouraged to participate at all levels in the full life of the school;
- Setting up as part of the schools commitment to equality and diversity, a group made up of members of the school community including pupils, staff, local community members, parents/carers, local faith groups and local disability groups has been developed to support the school with matters related to its equalities duties;
- Members of the local community are encouraged to regularly join in school activities e.g. school fair, black history month celebrations, Eid celebrations, harvest festival etc;
- Exploring the possibility of the school having a role to play in supporting new and settled communities.

Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The headteacher is responsible for the implementation of this policy and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equality issues.
- All members of the school community have a responsibility to treat each other with respect, to feel valued and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality.

Commissioning and Procurement

Milton Mount Primary School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given time scale.

Publicising the Policy and Plan

This policy is available electronically on the school website, in hard copy on request from the school office or in the school handbook.

Annual Review Of Progress

Taking this single equality approach we will incorporate all requirements into one annual report which meets the requirements of the new legislation and which will formulate the basis for the action plan.

The school's priorities over the next twelve months are

- To build on our success' with UNICEFs Rights Respecting Schools and gain the Level 2 award.
- To improve the provision for pupils who are in receipt of the Pupil Premium Grant.

Complaints

Complaints by staff will be dealt with under the WSCC Model Behaviour in the Workplace Policy for all school based staff adopted by the Governing Board in 2014.

Complaints from parents/carers through the school Complaints Policy which is available on the website.

During the updating of this policy, Safeguarding was taken account of.

Approved by the Governing Body

Signed (Chair of Governors) _____

Date _____ March 2017 _____

Review Date _____ March 2020 _____