

Equality information and objectives



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* Introduction

Millfields Community Primary School and Nursery is an inclusive community school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.

Equality Information

Number of pupils on roll at the school: 647

Age of pupils: 3 to 11

The representation of teachers from local black and minority ethnic communities is nearly equal to that of white teachers at Millfields with nearly 40% of our teaching team coming from BME communities.

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is sensitive personal information. In these cases we have indicated this by an asterisk*.

Ethnicity	%
Afghan	0.46%
Albanian	0.31%
Any other Asian background	2.63%
Any other Black background	5.10%
Any other mixed background	6.96%
Bangladeshi	5.26%
Black - Angolan	0.15%
Black - Congolese	0.77%
Black - Ghanaian	0.62%
Black - Nigerian	1.24%
Black - Somali	1.39%
Black Caribbean	4.02%
Greek/Greek Cypriot	0.31%
Indian	8.04%
Kurdish	0.46%

Latin/South/Central American	1.08%
Other Black African	2.01%
Other ethnic group	1.08%
Pakistani	3.40%
Refused	0.15%
Traveller of Irish heritage	0.15%
Turkish	2.94%
Turkish Cypriot	0.15%
Vietnamese	0.31%
White and Asian	3.40%
White and Black African	0.62%
White and Black Caribbean	4.48%
Total BME	57.49%

White - English	27.20%
White - Irish	2.16%
White - Scottish	0.31%
White - Welsh	0.15%
White Eastern European	2.16%
White Other	4.02%
White Western European	4.02%
Other White British	2.47%
Total non BME	42.49%

Asian and Asian mixed	24
Black and Black mixed	21
Other	13

Key Pastoral Factors	%
Pupils eligible for Free School Meals (FSM)	22
Pupils eligible for Pupil Premium Funding	23
Pupils with Special Educational Needs SEND	13
Pupils with English as an Additional Language (EAL)	28
Young carers	0
We have 4 'Looked after children'	

Ethnicity	Percentage
White	42

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- **Eliminate discrimination** and other conduct that is prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations across all characteristics** – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed

- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality - **Vicky Noakes** will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every 2 years

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying

Reporting, responding to and monitoring all racist incidents

Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping

Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success

Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary

Ensuring that all pupils have the opportunity to access extra-curricular provision

Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Ensuring that Millfields Community Primary School and Nursery is seen as a community school within our local community
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council/ Article 12 group and Millfields Champions have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

At Millfields Community Primary School and Nursery, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

Equality Objectives for period Sept 2019 – July 2023

Objective	Actions and who will be involved?	Timescale	Which general duty/ies will it address?	How will we measure our success?
Provide training for all staff and governors on equality and diversity	Provide specific INSET to staff on equality training. Use opportunities as they arise during INSET to provide training on equality and diversity.	Training on equality policy and duty Summer/Autumn Term 2019	Eliminate discrimination, advance equal opportunity and foster good relations between persons who share relevant characteristics and persons who do not share it	All staff and governors aware of legislation and responsibilities of all stakeholders.
Improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition	Information shared. In class teachers will select pupils to buddy/mentor new arrivals. Teachers to make early assessment of EAL needs and identify appropriate interventions.	Support ongoing from date of school place offer.	Advance equality of opportunity between people who share protected characteristics and those who do not	New pupils are supported and interventions put in place to ensure a positive transition to Millfields.
To promote cultural development and understanding through a rich range of experience, both in and	Programme of visits to include places of	Visit and visitors programme set	Eliminate unlawful discrimination,	Pupils at Millfields will have a wider experience of a

beyond the school	worship and larger towns and cities Programme of visitors organised for assemblies to share different faiths and cultures Senior Leadership Team, RE subject leader,	by Sept. 2019 Termly visitors	harassment and victimisation and other conduct prohibited by the Act.	divergent society Children understand that they are part of a multi- faith society and learn the values of other religions
To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities	Analysis of register of attendance. Parents and pupil questionnaire. Heads of school, PE co-ordinator	Parent questionnaire – summer term 2020 Re-visit questionnaire annually Summer term.	Advance equality of opportunity between people who share protected characteristics and those who do not	Increase of attendance to after-school clubs. All disadvantaged children attend at least one club or activity during the year.
To ensure the school environment is accessible as possible to all pupils, staff and visitors.	Keep accessibility plan up to date (see plan) SENDco, Health and Safety Governors	ongoing	Advance equality of opportunity between people who share protected characteristics and those who do not	All pupils able to access learning and environment
To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010	Create effective system for recording incidences of discriminatory behaviours. Systems ensure swift identification of any issues, prompt and effective action involving parents where necessary and comprehensive recording.	Feedback from pupils - termly	Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.	No recorded incidents of specific name calling i.e. homophobic/ racist improve everyone’s understanding of the implications of homophobic name calling Parents will work with the school to eliminate

<p>Actively close gaps in attainment and achievement between pupils and all groups of pupils; especially students eligible for free-school meals, students with special educational needs and disabilities and looked after children</p>	<p>Modify provision in order to meet all children’s needs and interests.</p> <p>Introduce more specific interventions for Literacy and Numeracy</p> <p>Improve parental engagement by coming into school and being part of the learning experience</p> <p>Class teachers, SENCo, parents</p>	<p>Ongoing – see SDP</p>	<p>Advance equality of opportunity between people who share protected characteristics and those who do not</p>	<p>The gap between SEN pupils and non SEN pupils will be narrowed</p>
<p>Join the governments “Disability Confident” employer scheme</p>	<p>Include their symbol on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the school workforce.</p>	<p>By January 2020</p>	<p>Advance equality of opportunity between people who share protected characteristics and those who do not</p>	<p>An increase in the number of staff with disabilities that take part in work experience or employment</p>
	<p>Monitoring arrangements:</p> <p>Equalities Governor to monitor work on Equalities Act through analysis of data and presentation of evidence by staff concerned.</p>			
	<p>Review dates: Spring 2022</p>			

* Equalities information will be updated annually and progress towards our objectives will be monitored and reviewed every year. In line with legislation, the objectives will be re-published formally, at least every 4 years.

9. Monitoring arrangements

The Assistant Headteacher will update the equality information we publish, (described in sections 4-7 above), at least every year.

This document will be reviewed by the school governing board at least every 4 years.

This document will be approved by the Headteacher

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Equalities
- Anti bullying