

Mill Hill Primary School

Equality Policy

Mill Hill Primary School is committed to ensuring that everybody involved with or part of the school, regardless of race, gender, disability or age is treated fairly and equally. The school recognises that it has to make special efforts to ensure that all groups prosper, including:

- boys and girls, men and women
- all minority ethnic groups, including travellers, refugees and asylum seekers
- children, young people and others with special educational needs
- those with a range of disabilities
- looked after children, young people and their carers.

This policy aligns with the Learning Support Policy and the school Disability Equality Scheme.

Mill Hill Primary School recognises that it has a legal obligation under the disability discrimination act to meet the needs of people with disabilities, even if this requires giving more favourable treatment.

Mill Hill Primary School has identified the following issues which may be barriers to effective learning:

- low self esteem, low expectations and peer group pressure
- experience of bullying, harassment or social exclusion
- low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- low parental support or different parental expectations
- frequent moves and lack of stability in life leading to time out of school or low attendance
- lack of help with emotional, mental and physical well-being and poor behaviour
- language difficulties
- Special Educational Needs
- lack of physical access to school facilities or services
- inappropriate curriculum provision
- recruitment, management and development of staff and governors

Mill Hill Primary School has identified the following strategies, which have been specifically designed to address the issues outlined above:

Establishing, maintaining and developing a school culture and ethos

Mill Hill Primary School is committed to promoting understanding of the principles and practices of equality and justice. We aim to equip children with an awareness of our diverse society and to appreciate the value of difference. Every member of Mill Hill Primary School is regarded as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender, sexuality and/or disability.

Every aspect of Mill Hill Primary School activity has an equal opportunities dimension. This may be expressed explicitly in teaching materials and display, implicitly in classroom practice, or as part of the "hidden curriculum" of social interaction amongst and between staff and children. Mill Hill Primary School's environment influences the developing attitudes of the children within it and can be a powerful vehicle for the promotion of understanding and practice of equal opportunities.

We live in a society where disability discrimination segregates and isolates people from their communities. Mill Hill Primary School aims through its proactive approach to inclusion to enable our children to an equality of access to their communities. Through outreach and inreach work, Mill Hill Primary School aims to support schools develop their ability to educate with children with disabilities. Addressing fundamental prejudices against disability in both children and adults is a core "hidden" element of our inclusion work.

At Mill Hill Primary School, high expectations are promoted, achievement is celebrated and expectations for behaviour are communicated effectively.

Preventing and dealing effectively with bullying and harassment

Mill Hill Primary School recognises that the groups covered in this policy are more vulnerable to bullying and harassment. Our abhorrence of all forms of bullying is communicated clearly to parents, carers and pupils. Incidents are reported and addressed swiftly and effectively.

This aligns with our anti-bullying policy.

Listening to children, young people, staff, parents and others

At Mill Hill Primary School, listening to the student voice is of paramount importance and this is made possible through a range of means, such as questionnaires, discussions and 'guest' attendance at the student council. We actively seek staff views through regular meetings.

The school also seeks the views of parents through the use of questionnaires, meetings and the parent forum, which takes place every year. We ensure that we encourage and hear the full range of views and through the disability equality working group, this includes parents and pupils with disabilities.

Equalising opportunities

Mill Hill Primary School recognises that some of the groups covered in this policy are likely to be economically disadvantaged.

We actively avoid putting parents under unnecessary financial pressure and ensure that our charging policy is appropriate. We also promote the uptake of a range of extra-curricular opportunities and monitor the attendance of pupils with learning difficulties and or disabilities.

Informing and involving parents and carers

We recognise that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible.

At Mill Hill Primary School, we distribute a weekly newsletter to provide parents and carers with information, we hold one to one parent consultations during Terms 1 and 2 and offer the opportunity to discuss individual school reports during Term 3. Parents are also welcome to attend the parent forum and the Friends of Mill Hill meets every term in order to organise a range of fund-raising and social events.

Through these means, we are therefore able to offer a range of ways of communicating between school and parents and encourage parents to discuss any concerns they may have. The communication ensures that parents know how well their children are progressing, explains how parents can help their children at home and how parents and others are able to help in school. We also encourage parents to let the school know if they have a particular disability or any other need.

Welcoming new pupils and helping them to settle in effectively

We recognise that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible. They may also be likely to move mid-year.

At Mill Hill Primary School, we ensure a happy start to the school at normal times and ensure effective school transfer and induction mid-year through the allocation of a 'buddy' for each pupil. We ensure that extra help is given to pupils

who find a change of school challenging and by liaising closely with other settings and professionals, we ensure that well-planned school adjustments are made to cater for pupils with disabilities. Where possible, this process takes place well in advance of the pupil starting at the school and staff receive training and attend annual reviews as appropriate.

Addressing the full range of learning needs

We recognise that some of the groups covered in this policy are more likely to underachieve. By developing provision mapping, which establishes the effective analysis and development of interventions we rigorously track the progress of individual pupils and identify those who may be underachieving.

By planning in groups, we ensure that our curriculum is relevant and stimulating and the monitoring of classroom practice through observation ensures that appropriate teaching styles are being adopted and that classrooms are organised effectively.

Our planning is based on earlier learning and is amended and evaluated frequently. In addition to this, the school marking policy promotes the learning of all.

Supporting learners with particular needs

Mill Hill Primary School recognises that some of the groups covered in this policy are more likely to have particular needs. All children are monitored closely and those with specific needs, according are provided with an Individual Education Plan (IEP), a Personal Educational Plan (PEP) for those children who are looked after and a Behaviour Support Plan for those children with emotional and or behavioural difficulties.

Staff are provided with appropriate training in order to meet the specific needs of pupils and this training is planned and implemented effectively.

Making the school accessible to all

Mill Hill Primary School recognizes the need to ensure that all parts of the school are accessible and meets the needs of children and adults with physical and other disabilities.

Mill Hill Primary School also ensures that extra-curricular opportunities are provided for pupils with disabilities. The disability equality working group also identifies outstanding issues and how these can be addressed and developed.

Ensuring fair and equal treatment for staff and others

We recognise that the school needs to ensure that its policies and practice does not discriminate directly or indirectly, against adults as well as children and young people in the school. We also recognise that positive role models and a wider perspective will strengthen the school.

At Mill Hill Primary School Primary, we ensure non-discriminatory recruitment and employment practises by ensuring that in recruitment procedures any advertisements, shortlisting and interview procedures are without any hint of direct or indirect discrimination. During employment, we understand that it would be unlawful to discriminate in the way opportunities for promotion, transfer or training are offered.

Encourage participation of under-represented groups

Mill Hill Primary School recognises that the school has an opportunity to model empowerment of all groups, including disabled, ethnic, religious and socially and economically disadvantaged groups.

We recruit governors who are representative of the children and young person population and community and we encourage the widest participation in our FOMHS meetings, events and activities.

Monitoring and evaluating the policy

Parents and pupils have been informed that the school has an equality policy and is committed to equality of opportunity for all pupils. Mill Hill Primary School monitors the impact of their policies and procedures on different groups (by race, gender and disability) and the effectiveness of such policies are assessed through Mill Hill Primary School's self evaluation procedures

This policy will be monitored by the Governors and reviewed by the staff as part of the school's monitoring cycle.

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Date of review – September 2011

SJH – June 2010