



Merry Hill Infant School and Nursery

Equalities Policy

Name/Title of responsible committee/individual:	Full Governing Body
Date issued:	October 2017
Review frequency:	3 years
Target audience:	All stakeholders

The Governing Body shall conduct the School with a view to promoting high standards of educational achievement.

Merry Hill Infant School and Nursery is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

The School will promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Version	Date	Notes
V1.0	Oct 17	Approved by Full Governing Body
V1.1	January 19	Change to job title

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1 School Context and Overview

Merry Hill Infant School and Nursery is a two form entry mainstream infant and nursery school with the capacity for 240 children. We have an average mix of boys and girls and draw from a range of cultures, ethnicities and backgrounds.

What do we mean by equality and diversity?

Equality refers to outcomes, making sure that all social groups benefit from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of people and communities. Equality is impossible to achieve without recognising diversity.

At Merry Hill we are committed to ensuring the equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, disability, gender, sexual orientation, age, religion, belief or socio-economic background. We aim to deliver a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life. This policy sets out the school's approach to promoting equality, as defined in the Equality Act (2010). This act replaced all existing legislation such as the Race Relations Act, The Disability Discrimination Act and The Sex Discrimination Act.

2 Objectives of Policy

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To recognize and celebrate diversity within our community whilst promoting community cohesion.
- *To ensure that this policy is applied to all we do.*
- *To ensure that pupils and parents are fully involved in the provision made by the school.*
- *To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.*

3 Good Practice

We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.

We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.

We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

We consider it sensible to maintain the practice of logging racist incidents. We monitor and log incidents that discriminate against children in our school with protected characteristics, e.g. racial bullying. We will also monitor and log bullying incidents, particularly those directed towards those with special educational needs.

4 Strategies

Monitoring, evaluation and review carried out by the Senior Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.

Parents and governors will be involved and consulted about the provision being offered by the school. Teachers will ensure that the teaching and learning takes account of this policy. The diversity within our school and the wider community will be viewed positively by all.

Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.

Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy. Contributions will be sought from parents and others to enrich teaching, learning and the curriculum. The positive achievements of all pupils will be celebrated and recognised.

5 Outcomes

This policy will play an important part in the educational development of individual pupils. It will ensure that all pupils are treated equally and as favourably as others.

The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.

We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010.

6 Actions

We have three Equality Actions which are linked to our School Development Plan – please see below.

Equality Objective	Protected Group	Monitored by	Success Indicator	Review
SEND children to make more than expected progress from their EYFS starting points in Maths and English.	Disability.	SENCo Maths and English Leaders Assessment Leader	All SEND children will make better than expected progress in English and Maths. The gap between SEND and non-SEND groups is closing.	End of each term
Pupil premium will be effectively targeted and impact monitored to support pupils in receipt of this funding.	Economic background	Assessment Leader	Children in receipt of pupil premium (PP) funding will do better than pupil premium children nationally.	End of each term
To rigorously follow up cases where a child from a vulnerable group has a low attendance.	All vulnerable groups	Headteacher Assistant Headteacher(s)	Children from vulnerable groups will have an attendance of 90% or above.	On-going

7 Review

This policy will be reviewed in accordance with the review schedule.