



# The Merton Primary School

*To be the best we can be.*

## **The Merton Primary School Single Equalities Policy**

### **1 Introduction**

This equalities policies amalgamates all the equalities policies into one single equality policy.

The policies referred to are:

- Gender Equality
- Inclusion
- Racial Equality
- Disability Equality

### **Statement/ Principles**

This policy outlines the commitment of the staff and Governors to promote equality. This involves tacking barriers which could lead to unequal outcomes so that there is equality of access and that diversity within the school community is celebrated and valued.

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

At The Merton Primary School equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics. ( Single Equalities Act 2010)

### **Aims and objectives**

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation. This means that equality of opportunity must be a reality for all. We make this a reality through the attention we pay to the different groups of children within our school:

- Girls and boys;
- Children who need support to learn English as an additional language;
- Children with special needs;
- Gifted and talented children;
- Children who are at risk of disaffection or exclusion;
- Travellers and asylum seekers.
- Looked after children
- Vulnerable
- Children in receipt of FSM
- Children from ethnic minorities
- Children who have particular religious beliefs

## **Promoting Equality**

### **Curriculum**

We aim to provide all our pupils with the opportunity to succeed. To achieve this we aim:

- To promote positive attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs
- Prepare pupils for live in a diverse society and use opportunities to reflect the background and experience of pupils and families in the school
- To take opportunities to explore concepts and issues related to identity and equality.
- To use images and materials which positively reflect a range of cultures, identities and lifestyles.

### **Achievement**

There is consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best outcomes we:

- Expect all adults in school to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- Identify the particular needs of individuals and groups within the school and use targeted interventions to narrow gaps in achievement.
- Use a range of teaching methods throughout the school to ensure that effective learning takes place at all stages for all pupils.
- Actively encourage all pupils to engage fully in their own learning.

### **Ethos and Culture**

At the Merton Primary School we:

- Strive to achieve a feeling of openness and tolerance which welcomes everyone to the school.

- Encourage children to greet all visitors to the school with friendliness and respect.
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors to both physical access and access to school information and activities.
- Cater for the cultural, moral and spiritual needs of all children through school events, school meetings(assemblies) , curriculum and off – site activities.
- Encourage and respect the pupil view. Pupils are regularly given a voice through the School Council, Pupil Attitude Surveys, informal discussion and pupil interviews.

### **Staff Recruitment and Professional Development**

- All posts are advertised formally and open to the widest pool of applicants.
- All those involved in recruitment and selection are made aware of what they should do to avoid discrimination and ensure equality of opportunity.
- There is equal access to opportunities for professional development.

### **Countering and Challenging Harassment and Bullying**

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors.
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents ( see anti bullying policy)
- The school reports to Governors on a termly basis the number of serious prejudice related incidents recorded in the school.

### **Partnerships with Parents/Carers and the Wider Community**

The Merton Primary School aims to work in partnership with parents/carers.

We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school.
- We maintain good channels of communication to ensure parents' views are captured to inform practice.
- Support local events, where possible,
- Ensure the parents/carers of all newly arrive pupils are made to feel welcome.

## **Responsibilities**

**The Governing Body** has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equalities policy is maintained and updated regularly.
- The actions, procedures and strategies related to the policy are implemented;
- The designated Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

**The Headteacher and Senior Leadership team** has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and schemes;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

**All school staff** have responsibility for:

- The implementation of the school's equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable discrimination.
- Keeping up to date with equalities legislation.

## **Measuring the Impact of this Policy**

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school.

Signed:

Date:

Review Date:

<b>Equality Objective 1</b>	
To ensure pupils from all groups achieve well across the curriculum especially those pupils with SEND and those in receipt of the pupil premium	
<b>Outcomes:</b>	<b>Measured by:</b>
Pupils in the above groups make progress in line with national levels and the gap between them and their peers is reduced. Pupils in these sub groups are effectively catered for in all lessons.	Tracking data Lesson obs Pupil Attitude Surveys Work Scrutiny Parental Consultation
<b>Activity:</b>	<b>Resp:</b>
Detailed analysis of data undertaken by LT and teachers. Groups and individuals identified.	<b>LT &amp; CT</b>
Detailed provision mapping is completed to meet the needs of under achieving children	<b>Teams &amp; SL</b>
CPD for staff implemented when needed	<b>ST &amp; LT</b>
Intervention programme enacted	<b>Teams</b>
Interventions closely monitored to ensure provision is effective	<b>GG</b>
Data scrutiny implemented termly	<b>ST, LT &amp; Teams</b>
Provision map reviewed regularly	<b>SL &amp; Teams</b>

<b>Equality Objective 2</b>	
To reduce incidents of hurtful verbal behaviours	
<b>Outcomes:</b>	<b>Measured by:</b>
Reduction in incidents of hurtful verbal behaviours.	Behaviour log Pupil Attitude Surveys Pupil interviews
<b>Activity:</b>	<b>Resp:</b>
All members of staff, including lunchtime supervisors, respond appropriately to incidents and follow procedures	<b>ST,CA</b>

School meetings address the issues relating to these behaviours	<b>ST &amp; CT</b>
School Council run a campaign	<b>ST</b>
Incidents followed up, when appropriate by work with our Learning mentor	<b>MR,PN</b>

<b>Equality Objective 3</b>	
To improve the take up of extra curricular activities for protected groups.	
<b>Outcomes:</b>	<b>Measured by:</b>
Range of clubs ensures that a wide range of interests are catered for. Pupils from all sub groups are well represented	Attendance at clubs Pupil Attitude Surveys Pupil interviews
<b>Activity:</b>	<b>Resp:</b>
Pupil interviews around take up of clubs and activities – identify who do not attend and reasons why.	<b>ST</b>
Ensure wide range of clubs are in place	<b>ST</b>
Identify specific barriers to attendance e.g. language, physical, finance and address issues.	<b>ST</b>



