**Mill Lane Community School**

***Together we can succeed***

**Single Equality Scheme and Plan**

**Introduction**

Mill Lane School is committed to ensuring that the principles and practices of equality are understood by all.

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
* Pupils and others with special educational needs
* Pupils and others with a range of disabilities
* Children looked after and their carers

The school has rigorous systems in place to ensure that all children are tracked throughout the school and provision is made for those that need additional and different experiences to prosper. All children’s progress is tracked termly and the provision each child receives is recorded on the school provision map.

The school has identified the following issues that may be barriers to effective learning and successful working at the school:

* Low self-esteem, low expectations and peer group pressure
* Experience of bullying, harassment and 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
* Recruitment, management and development of staff and governors

**Objectives**

1. The school recognises that it has a legal obligation under the disability discrimination act to meet the needs of people with disabilities even if it requires giving them more favourable treatment. <http://portal.oxfordshire.gov.uk/content/public/LandC/SandPM/Equalities/dda/Disability_Equalities_Schemes.pdf>
2. To ensure equality of opportunity for all children, parents/carers, staff and local community, and to eliminate prejudice and discrimination.
3. To continually monitor the progress of all children, to identify needs as they arise and to provide support as early as possible.
4. To ensure that all children are perceived positively by all members of the school community, and that any provision for AEN is positively valued and accessed by all staff and parents / carers.
5. To enable all children to move on from Mill Lane well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
6. To involve parents / carers at every stage in their child’s school career.
7. To involve the children themselves in planning and in any decision making that affects them.

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|  | **Equality Policy**(Elements to be aware of) | **Equality Plan**(What we actually do) |
|  | **The school has identified the following strategies that are specifically designed to address those issues** |  |
| **1.** | **Establishing, maintaining and developing a school culture and ethos***The school ensures that it:** *Celebrates diversity/equality*
* *Celebrates achievement*
* *Promotes positive attitudes towards disabled people*
* *Promotes positive attitudes towards people of different ethnic groups/religions etc.*
* *Involves pupils, parents and staff*
* *Promotes high expectations*
* *Communicates behaviour expectations*
* *Welcomes applications for school places and jobs from all sections*
 | * Weekly celebration assemblies to celebrate achievement
* Open evening and coffee mornings for parents
* Behaviour policy in place and followed consistently throughout the school
* Expectations for behaviour displayed in every class
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| **2.** | **Preventing and dealing effectively with bullying and harassment**The school recognises that groups covered in this policy are more vulnerable to bullying and harassment, and ensures that it:* *Communicates to pupils, parents and staff its abhorrence of all forms of bullying and harassment*
* *Ensures that incidents are reported and addressed swiftly and effectively*
* *Records, analyses and reports bullying and harassment on grounds of race, gender, disability, sexual orientation etc.*
 | * Anti-bullying policy and charter in place
* Annual cyberbullying training for children and parents
* Use reconciliation skills to sort out problems swiftly
* Keep parents informed
* Class teachers keep an ongoing record of incidences
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| **3** | **Listening to pupils, staff, parents and others***The school regularly and systematically listens and responds to the views of all stakeholders to ensure that it:** *Hears the student voice*
* *Actively seeks staff views and listens to staff concerns*
* *Seeks the views of parents*
* *Ensures it encourages, enables and hears the full range of views including those with disabilities*
 | * The school council meets weekly
* Parents views are sought through newsletters and surveys
* Parents complete feedback sheet at the end of each year
* Children’s views on learning are attained through interviews, review meetings and pupil reports which are completed at the end of the year.
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| **4.** | **Equalising opportunities**The school recognises that some of the groups covered in this policy are likely to be economically disadvantaged, and ensures that:* *School uniform is affordable*
* *Parents are not put under unnecessary financial pressure*
* *It promotes the take-up of extra-curricular opportunities*
* *Its charging policy is appropriate*
* *It monitors take-up of extra-curricular opportunities*
 | * The school charging policy is fair and understood
* Extra-curricular clubs are analysed to ensure take up by all groups in the school
* Extra-curricular clubs are offered before and after school
* School uniform is made affordable and simple to attain
* The MLSA provides the cost of classes to attend one school trip a year
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| **5.** | **Informing and involving parents and carers**The school recognises that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible. The school ensures that it: * *Explains how the school operates*
* *Offers a range of ways of communicating between school and parents that meet parents’ circumstances and needs*
* *Encourages parents to let the school know if they have a particular disability or other need*
* *Encourages parents to discuss their concerns*
* *Ensures that parents understand how well their child is progressing*
* *Explains how parents can help their child at home*
* *Explains how parents and others can help in school*
* *Encourages parents to join the MLSA and/or governing body*
 | * Send weekly celebration letter which also includes up to date information
* Keep the school website up to date
* Parents information board
* Termly parents evenings plus an open evening at the start of the year
* Good communication procedures and meetings for parents of children on the SEND register
* Ensure ‘absent parents’ receive communication
* Literacy and numeracy kits which give advice on how parents can help at home
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| **6.** | **Welcoming new pupils and helping them to settle in effectively**The school recognises that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and are more likely to move mid-year. The school ensures that it:* *Ensures a happy start to the school at normal times*
* *Ensures effective school transfer and induction mid-year*
* *Ensures that extra help is given to pupils who find change of school challenging*
* *Ensures well-planned school adjustments are made to cater for a child with disabilities- if possible in advance of starting at the school*
 | * The school has a clear transition policy in place
* Transition arrangements for children with disabilities is carefully managed
* Parents are actively encouraged to view the school prior to making a choice
* Children are offered an afternoon spent in their new class prior to starting
* Buddy systems are in place for in year transfers and new starters
* Parents are actively involved in the settling process in the Foundation Stage
* HSLW to support vulnerable children through the secondary school transition process
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| **7.** | **Addressing the full range of learning needs** *The school recognises that some of the groups covered in this policy are more likely to under-achieve. The school ensures::** *The curriculum is relevant*
* *There are appropriate teaching styles and classroom organisation*
* *Planning is based on earlier learning*
* *The marking policy promotes learning of all*
* *Pupils’ progress is tracked & under- performers are identified*
* *It promotes and maintains higher attendance - strategies & monitoring*
 | * Monitoring cycle which looks at planning, lesson observations and work samples
* The provision map monitors interventions and their effectiveness
* Teaching is monitored for clear and appropriate differentiation
* Pupils’ progress is tracked termly and all assessments are updated
* Attendance is monitored termly and holiday absence tracked. Rewards for good attendance in place
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| **8.** | **Supporting learners with particular needs**The school recognises that some of the groups covered in this policy are more likely to have particular needs, the school ensures that it:* *Prepares Pupil Profiles to focus on learning priorities*
* *Provides Basic Skills support*
* *Ensures language support is available as required*
* *Supports students through tutoring/mentoring schemes*
* *Provides Homework/Revision support*
* *Provides appropriate training to enable staff to meet particular learning needs - planned well in advance of a child’s admission.*
 | * High priority is given to staff training for all staff
* Pupil profiles are written in conjunction with the provision map and are audited to be SMART
* Appropriate services are contacted where language is a barrier to learning
* The school has a homework policy in place
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| **9.** | **Making the school accessible to all**The school ensures that:* *It meets the needs of pupils, staff and others with physical disabilities*
* *It meets the needs of pupils, staff and others with other disabilities*
* *Curricular and extra-curricular opportunities are available for pupils with disabilities*
 | * The interagency links that the school makes are good
* The schools makes adaptations for those with disabilities
* Curricular and extra-curricular activities are modified, where appropriate, so they are accessible for all children
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| **10.** | **Ensuring fair and equal treatment for staff and others**The school recognises that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive role models and a wider perspective will strengthen the school. The school ensures that it:* *Follows non-discriminatory recruitment and employment practices*
* *Promotes dignity at work*
* *Encourages the development of all staff*
 | * All staff are given regular CPD opportunities to develop their skills
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| **11.** | **Encourage participation of under-represented groups**The school recognises that they have an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially & economically disadvantaged groups. The school ensures that it:* *Recruits governors representative of the pupil population and/or community*
* *Encourages the widest participation in Mill Lane School Association (MLSA) activities*
* *Supports individuals and community groups to express their case on matters affecting themselves and their community*
 | * The Home School Links Worker (HSLW) works with hard to reach parents and carers
* Links with the community strengthen our ability to work with other services in providing for and meeting the needs of these parents
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| **12.** | **Monitoring and Evaluating the policy**The school recognises that the strength of this policy depends upon ensuring that everyone is actively implementing it and that gaps and the need for further development will arise from effective evaluation. The school ensures that it:*:** *Trains all staff & governors*
* *Consults pupils, parents and staff on how the policy is working and how it could be improved*
* *Monitors and reviews practice*
* *Carries out impact assessments to evaluate practice*
* *Reports to governors*
* *Reports to parents and pupils*
 | * Inclusion is a high priority and policy is regularly reviewed by governors
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