

Melling Primary School



Equality Policy

Public Sector Equality Duty

Review schedule	
Policy ratified	January 2023
Date for next review	January 2025

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Context

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

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination and promoting equality and fairness.

We recognise that these duties reflect international human rights standards such as the UN Convention on the rights of the Child.

Vision Statement

VISION

For Melling Primary to be recognised as an exceptional school where all are encouraged and supported to be the best that they can be; living and learning through The Melling Way in their life long learning journey.

AIMS

***BE SAFE: To ensure that all children are kept safe and secure; that they learn and put into practice how to keep themselves safe and respect the safety and security of others in the real and the cyber world.**

***BE HEALTHY: To provide a climate and environment in which children recognise, experience and adopt strategies for physical and mental well-being that will form the foundations for a healthy and happy life.**

***BE RESPECTFUL: To create a community in which the school's golden values are lived out in all aspects of a child's life and that these are acknowledged and celebrated as the mark of respect for themselves, respect for others and for their environment.**

***BE A LEARNER: To provide a rich, exciting and memorable curriculum that enables children to secure basic core skills and that deepens knowledge of their world & develops effective skills and positive attitudes to learning.**

To provide high quality teaching that results in good and better progress for all children from their various starting points, leading to academic and personal achievement at the end of their primary school journey that every child can be proud of, whilst laying the necessary foundations for the rest of their life long learning journey.

***BE A RESPONSIBLE CITIZEN: To promote a code of conduct by which children can live, in terms of their behaviour and attitude to others and to learning: Be Safe, Be Ready, Be Kind, Be respectful.**

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We are a popular one form entry primary school located in Melling, a mixed catchment of children from Melling, Aintree, Maghull and Kirkby (an area of high deprivation in Knowsley). We are a community school and the families we serve are predominantly White British although 7 out of the 17 ethnic groups are represented..

Deprivation quintile: middle 20% (0.2)

Ever 6 FSM: 17.7%

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English as an additional language: 1%

SEND: (27 SEND support; 7 EHCP) 16%

Our vision and Aims for Equality and Diversity

At Melling Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers and other stakeholders irrespective of race, disability, gender, sexuality, religion or belief or socio economic background (age/pregnancy/marital status in the case of adults). We aim to develop a culture of inclusion and diversity, in which all stakeholders connected to our school feel proud of their identity and are able to participate fully in school life.

The achievement of pupils will be monitored by socio-economic status (Pupil Premium and FSM) race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions diversity and respect for all.

At Melling Primary School we respect difference, value diversity and embrace equality and fairness for all.

Legal Requirements

Melling Primary School recognises that the Equality Act 2010 introduced the Public Sector Equality Duty(PSED) which applies to all public bodies including all schools. The PSED has two parts; the General and the Specific. Within the General Duty we recognise that we are required to have 'due regard' to the need to:

Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act.

Advance equality of opportunity between people who share a protected characteristic and those that do not.

Foster good relations between people who share a protected characteristic and those who do not.

Having 'due regard' means we must consciously think about the three main elements of the general duty as part of decision making, developing and reviewing our policies and on how we deliver our services.

With regards to the Specific Duty we recognise that we are required to:

Publish information annually to demonstrate compliance with the PSED

Publish equality objectives every 4 years.

We are mindful that all information will be made accessible to the public both electronically and in paper format.

Guiding Principles regarding Equality/Good Practice

In working towards fulfilling our legal obligations under the Equality Act 2010 and integrating equality within our school ethos we are striving to adopt a whole school approach.

The following seven key principles are integral to our approach to equality.

1.All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, race or culture, whatever their gender or gender identity, whatever their sexual orientation or whatever their religious or faith background.

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2. We recognise, respect and value difference and understand and promote that diversity is a positive. We take into account difference and strive to remove barriers and disadvantages which people may face, in relation to race, disability, gender, religion and belief and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit at our school.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and the wider community and to feel that they are respected and able to participate and contribute fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of our work, including recruitment and promotion and in continuing professional development.
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of children raises standards across the whole school.

Arrangements, Roles and Responsibilities within our School.

The guiding principles and equality objectives for Melling Primary School will be reviewed annually and refreshed on a four year cycle.

Curriculum information will also be evaluated by looking specifically at equality groups in addition to the standard analysis conducted by the school and adjustments made as appropriate to ensure that those pupils within a protected characteristic groups are supported positively.

All other data relating to whole school monitoring will encompass scrutiny of equality information so that those groups are supported positively.

When reviewed, each curriculum subject or area will ensure that teaching and learning will reflect our guiding principles as set out in this document.

School Governors are responsible for:

Making sure the school complies with all current equality legislation

Making sure this policy and the PSED are properly implemented

Making sure related procedures are followed

Assigning a named governor to take an equality lead – the Equality Governors are Mr Lawlor and Mrs Cantwell

The Head Teacher is responsible for:

Making sure the policy is readily available and that all school stakeholders are aware of it

Making sure its procedures are followed

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Producing regular information for staff and governors about the policy and how it is working. Provide training for them on the policy

Making sure all staff know their roles and responsibilities

Taking appropriate action in cases of harassment and discrimination

All School Staff are responsible for:

Promoting an inclusive and collaborative ethos in the classroom

Modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping

Promoting equality and avoiding discrimination against anyone

Taking up equality training and learning opportunities

Pupils are responsible for:

Supporting the schools equality ethos

Sharing concerns or issues with a member of staff

Keeping equality and diversity issues on the school council agenda- helping to review and develop good practice.

Parents/Carers are responsible for:

Supporting the schools equality ethos

Challenging inappropriate language /behaviour

Sharing concerns or issues with senior staff

Visitors and contractors are responsible for:

Following our expectations regarding equality and diversity

Responsibility for overseeing all equality practices in the school :

Will lie with a named member of staff (Viv Ainsworth-Brown and Jo Hargreaves) and governors (as named above) and will report directly to the Head teacher. Responsibilities include-

Co-ordinating and monitoring work on equality issues

Dealing with and monitoring reports of harassment (including from protected characteristic groups)

Monitoring the progress and attainment of potentially vulnerable groups.

Monitoring exclusions.

Monitoring, Reviewing and Assessing Impact:

Melling Primary School equality policy is linked to the school improvement plan and includes targets/objectives determined by all school stakeholders for promoting equality. The policy will be regularly monitored and reviewed by staff and governors to ensure it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any patterns of inequality found as a result of impact assessment will be used to inform future planning and decision making. The named member of staff and governor responsible for equality will monitor specific outcomes.

All reports will be given to governors and the Head Teacher will provide monitoring reports for the governing body via the Head Teacher's report, preferably termly but at least once a year. Headteacher report section

This policy links to other policies and in general the principals of equality will apply to all other school policies.

Concerns and Complaints

In the first instance any concerns or complaints about the implementation of the Equality policy should be addressed by following the guidance set out in the school's complaints policy. Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report on complaints annually and on action taken.

Disability Access Plan

Melling Primary School has a disability access plan.

The key objective of this plan is to improve the physical environment of the school, improving access for disabled pupils to the school curriculum and to improve the delivery of information to disabled pupils, their parents /carers or to other school stakeholders.

This plan will be reviewed, when necessary by the governing body after consultation with staff, parents and pupils.

Publishing Equality Information.

At Melling Primary School, we recognise our duty under the Equality Act 2010 to publish equality information that demonstrates we have due regard for the need to:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.

Advance equality of opportunity between people who share a protected characteristic and those people who do not share it.

Foster good relations between people who share a protected characteristic and those people who do not share it.

Information about our employees.

We have less than 150 employees, therefore, under the Act, we are not required to publish equality information about our employees.

Information about our pupil population.

As of January 2023, the total number of pupils on roll is 215.

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The breakdown is shown in the grid below, in addition to pupils with a protected characteristic, we have provided information on other vulnerable groups of pupils, (denoted by *)

Protected Characteristic	Number of Pupils	% school Population
GENDER		
Girls	103	
Boys	112	
DISABILITY		
Wheelchair User	0	0%
Hearing Impaired	1	0.4%
Visually Impaired	0	0%
Autism Spectrum	6	2.8%
RACE		
White British		97.3%
Black	4	
Asian	1	0.4%
Chinese		
East European	1	
Mixed Race	3	1.4%
RELIGION, FAITH, BELIEF		
Christian	40	
Jehovah's Witness	1	
Hindu		
Muslim		
Non Religion		
PUPILS with EAL*		
Girls	1	
Boys	1	
LOOKED AFTER CHILDREN*		
Girls	3	1.4%
Boys	1	0.4%
YOUNG CARERS*		
Girls	1	
Boys		
PUPIL PREMIUM*		17%
FSM/PP Ever 6	34	
Service	1	
PP+	3	

Compliance with the Equality Act 2010 Duty.

At Melling Primary School we are working to ensure all school stakeholders are aware of their responsibilities in complying to both the **General Duty** and the **Specific Duty** of the **Act**.

The information below is a summary of how we are aware of these requirements and how we respond to them:

We have a named Governor/staff member to act as Equality Champions to ensure equality and diversity remains on the respective agendas at all times: Jo Hargreaves

We promote an ethos that champions and supports respect, dignity and difference.

We have appropriate policies that deal promptly and effectively with incidents and complaints of bullying and harassment. These include prejudice based bullying related to a protected characteristic. Staff have appropriate training in challenging and dealing with bullying and harassment.

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We record all racist, homophobic or other prejudice based inappropriate behaviour or inappropriate language. We analyse our data to ensure we act upon any concerns in relation to these protected groups by identifying and patterns or trends with regards to these issues.

Our Disability Access Plan increases the extent to which all pupils can participate in the curriculum, improve the physical environment of the school and increases the availability of accessible information to disabled pupils and parents/ carers.

We review our accessibility plan every year with the Governing Body.

We have a curriculum that is highly positive, offering memorable experiences that contribute to pupils' spiritual, moral, social and cultural development.

Through a broad range of study within our Citizenship and PHSE education, we work hard to promote respect, inclusivity and an appreciation of difference.

Pupils are encouraged to broaden their understanding of other beliefs, cultures and faiths.

We have a vibrant and well balanced school council that ensures pupils have a direct voice to discuss matters that relate to their concerns and overall well-being in school and within the immediate community.

We have strategies for engaging with parent/ carers; including those who may traditionally find working with school difficult.

We have a 'Healthy Eating' plan that recognises a culturally diverse community and ensures all pupils receive a healthy meal each day. Our plan reflects our commitment to a healthy lifestyle, regardless of socio- economic background.

We recognise and understand that attendance plays an integral part in a pupil's achievement at school. Thus, through our Attendance and Punctuality protocol, we investigate any discrepancies that may occur and address any inequalities appropriately. We strive to ensure our pupils maintain a high level of attendance and punctuality.

How we are performing in relation the three main aims of the General Duty of the Equality Act 2010.

We recognise our responsibility under the General Duty of the Equality Act to have 'Due Regard' for 'eliminating unlawful discrimination', 'advancing equality of opportunity between protected groups and those who are not' and to 'foster good relations between people who share a protected characteristic and those who do not'.

We believe that whilst each protected characteristic may require differing approaches to advancing equality of opportunity and to fostering good relations, eliminating unlawful discrimination is an overarching principal to effective promotion of equality and diversity. Eliminating unlawful discrimination, harassment and victimisation is fundamentally at the core of our process to embed equality and diversity into our school culture and ethos.

Below are some examples of how we both advance equality of opportunity and to foster good relations. These shall be reviewed annually.

GENDER

How we advance equality of opportunity	How we foster good relations
We monitor attainment and progress of pupils by gender	Whole school events are thoughtfully planned to include and attract both mums/dads/ carers from all sections of the community in order to enrich and contribute to the

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	pupil's learning.
We have equal representation of boys and girls on the school council. We ensure both boys and girls views are equally listened to.	We ensure that we include positive, non- stereotypical images of men and women, girls and boys across the whole curriculum, including assemblies, visits and the visitors we invite into school. We ensure that all genders are represented in Science, History Geography eg Mary Anning, Kitty Wilkinson, Alma Thomas.
We invite speakers to school to talk to pupils- we ensure these represent both genders.	A range of speakers an visitors address whole school or classes throughout the year (eg female fire fighters)
All after school clubs and activities are represented by both boys and girls.	PE Coach ensures that there are clubs available for boys and girls, as well as mixed.
We continuously review our provision to ensure we address any barriers to participation of boys and girls in activities.	Pupil Progress reviews on a termly basis identify gaps and discrepancies.
We ensure the curriculum interests both boys and girls.	Issues regarding boys' underattainment have led to a boy-friendly approach to learning, which has also been a positive experience for girls.

DISABILITY

How we advance equality of opportunity	How we foster good relations
We provide good quality training for all our staff on dealing with the challenges and needs of disabled pupils.	We have regular parent/teacher consultations and induction meetings prior to a disabled pupil starting school.
When required we seek the advice and support of external agencies	We positively promote disability and use positive images and stories of disabled people. Diversity and discrimination assemblies during Anti-Bullying month. At times disabled adults have spoken in school activities.
We promote positive links with parents/ carers	Where appropriate, we liaise with special schools in the borough regarding effective provision.
We target additional specific support where appropriate	Assistant Head/SENCO oversees intervention provision to ensure equality objectives are promoted.

RACE/EAL

How we advance equality of opportunity	How we foster good relations
The school gives due regard to The Race Equality Guidance document June 2018 (see appendices)	
We provide good quality training for all our staff and governors on a range of equality and diversity issues.	We have a curriculum that supports pupils to understand, respect and to value difference and diversity and one in which challenges negative stereotypes.
We identify and address any barriers to participation of particular groups of pupils in learning and other activities.	Termly pupil progress reviews provide an opportunity to discuss specific issues for individuals. Diversity and discrimination assemblies during Anti-Bullying month. Children are always represented at 'Show Racism the Red Card' events at Everton and Liverpool FC.
We celebrate other countries cultures and traditions including festivals and celebratory events.	We ask parents to come into class you talk to other children about their culture and country of birth.
We report, record and respond to all racist language and behaviour promptly and effectively.	Any incidents (which are exceptionally rare) are dealt with promptly – if necessary a short programme of work is carried out with pupils concerned.

RELIGION, FAITH, BELIEFS

How we advance equality of opportunity	How we foster good relations
We promote inclusion for all our faith groups in all aspects of the curriculum.	We organise visits to different places of worship reflecting different religions and beliefs. World Religions are represented in a programme of assemblies throughout the year.
We welcome outside speakers from different religions into school to share with us their beliefs and practices.	The RE and PSHE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs and helps to challenge prejudice and discrimination. We hold diversity week every other year to promote a respect fro different religions.

SEXUALITY

How we advance equality of opportunity	How we foster good relations
We are committed to ensure that all pupils or staff members are protected from discrimination or harassment through training and the promotion of respect and tolerance.	We have a curriculum that supports pupils to understand, respect and value difference and diversity. Bullybuster workshops for KS2 pupils deals with homophobic issues. Ariel Trust PSHE programmes are followed by Y5 and Y6. The revised statutory RSE curriculum is covered thoroughly in the programme 1Decision...the concept of sexuality is covered through other themes in each of the PSHE topics.

EQUALITY OBJECTIVES

In line with our responsibility under the Specific Duty of the Equality Act, Melling Primary School has after consultation with all school stakeholders established our equality objectives. The following objectives will be reviewed each year.

Equality Objective 1	Raise awareness of diversity of culture and religion.
Why	A predominately white British school population - Pupils know too little about different cultures and religions to enable them to fully understand and appreciate the broad diversity of British Society.
How	Through assemblies, cultural visits, different places of worship, visitors and networking with schools with high numbers of pupils from different backgrounds and cultures.
Outcome	To raise awareness across the whole school of people from different cultures/ religions. Improve understanding, tolerance and respect which will reduce the number of prejudice related incidents and inappropriate language.

Impact Jan 23 (from 2021)	-4 incidents of inappropriate language
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Equality Objective 2	Continue to monitor the progress and attainment of boys to narrow any gaps that may occur in specific cohorts.
Why	In several classes there is a gender gap with regards to attainment and progress between boys and girls.
How	All children receive quality first teaching which is rigorously tracked and supported by targeted interventions to work towards all children attaining against age related expectations. Boys are supported within class through one to one or small group interventions; afternoon intervention programmes may be used to accelerate progress further. Boys' reading is an area of focus and will be considered when developing reading areas, opportunities and reading materials.
Outcome	The gap narrows between those who are advantaged and those who are disadvantaged at the end of each Key Stage.

Raise the attainment of boys in Years 1 and Year 3 so that it is at least as good as the attainment of boys nationally.

BOYS EYFS GOOD LEVEL OF DEVELOPMENT %				
	2017 / Y5 22	2018 / Y4 22	2019 / Y3 22	2022
SCH	67	75	71	71
SEF.	64	65	62	60.7
NAT.	64	65	66	65.2

BOYS PHONICS %				
	2017 / Y6 22	2018 / Y5 22	2019 / Y4 22	2022
SCH	57	75	92	71
SEFT.	75	81	78	78
NAT.	78	79	78	75.6

BOYS KEY STAGE 1 EXPECTED																				
	2016 / Y8				2017 / Y7 21				2018 / Y6 22				2019 / Y5 23				2022			
	R	W	M	C	R	W	M	C	R	W	M	C	R	W	M	C	R	W	M	C
SCH	55	36	55	36	75	63	75	63	60	45	60	35	65	47	71	41	63	53	63	53
SEFT.	66	54	72		70	60	73	57	68	60	74	57	71	63	76	59	66	54	67	50
NAT.	70	59	72		71	61	74		71	63	75		71	63	75		67	58	68	53
Y6 DATA	80	80	80		75	75	100		68	74	89									

BOYS KEY STAGE 2 EXPECTED																				
	2017					2018					2019					2022				
	R	W	M	GP	C	R	W	M	GP	C	R	W	M	GP	C	SCH	SEFT.	NAT.	SCH	SEFT.
SCH	92	92	100	100	92	88	88	94	100	75	100	89	89	89	89	68.4	74	89	79	58
SEFTON	73	72	81	78	62	76	74	80	78	65	69	69	79	74	58					
NAT.	68	70	75	73	57	72	73	76	74	61	68	72	78	74	60	74	69	71	72	56

Equality Objective 3	Within each cohort where possible increase the percentage of disadvantaged children working at or at greater depth within age related expectations.(Different for each cohort)
Why	Pupils from disadvantaged backgrounds are supported in order to maximize their attainment and improve their life chances.
How	All children receive quality first teaching which is rigorously tracked and supported by targeted interventions to work towards all children attaining against age related expectations.
Outcome	The gap narrows between those who are advantaged and those who are disadvantaged at the end of each Key Stage.

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2022 SCHOOL DATA SUMMARY	MELLING	MELLING PP	NATIONAL
EYFS (2 chn EHCP; 1 child EAL; 3 chn SEND; 2 chn Dis; 1 child LAC)			
Good level of development	73.3%	0% (EHCP, SEND)	65.2%
Average points score	31.6	24	
Y1 Phonics (6 chn Dis; 2 LAC; 2 EHCP; 2 SEND)			
Met the standard	78.1%	83.3%	75.6%
Average score	34	29.1	32.3
Y1 Y2 Combined	90%		86.7%
KS1 (3 EHCP; 3 SEND; 4 chn Dis; 1 Post LAC) Moderated by LA			
Reading – expected standard (%)	76.7%	75%	67%
Reading – greater depth (%)	20%		18%
Writing - expected standard (%)	66.7%	75%	57.7%
Writing - greater depth (%)	3.3%		8%
Maths – expected standard (%)	76.7%	75%	67.7%
Maths – greater depth (%)	13.3%		15.1%
Reading/Writing/Maths – expected standard (%)	66.7%	75%	53.4%
Reading/Writing/Maths – greater depth (%)	3.3%		5.9%
Y4 Multiplication check (4 chn Dis; 1 EHCP; 1 LAC)			
100% correct (25/25)	67%		
23/25 and above	93.3%		
KS2 (9 chn Dis; 1 PA/school refuser)			
Reading – expected standard (%)	75%	77.8%	75%
Reading – high attainers (%)	11%	11.1%	28%
Reading – average scaled score	103.6	92.4 absent x2	105
Reading – average progress score KS1 – KS2			
Writing - expected standard (%)	82%	77.8%	69%
Writing - high attainers (%)	17.8%	11.2%	13%
Writing – average progress score KS1 – KS2			
Maths – expected standard (%)	86%	77.8%	71%
Maths – high attainers (%)	17.8%	22.2%	23%
Maths – average scaled score	104.4	96* absent x2	104
Maths – average progress score KS1 – KS2			
Grammar, Punctuation & Spelling – expected standard (%)	78%	67%	72%

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Grammar, Punctuation & Spelling – greater depth (%)	32.2%	33.3%	
Grammar, Punctuation & Spelling – average scaled score (%)	106.7	89.5* absent x2	105
Reading/Writing/Maths – expected standard (%)	64%	67%	59%
Reading/Writing/Maths – high attainers (%)	7.2%	3.3%	7%

Equality Objective 4	Ensure pupils have greater understanding of what constitutes discrimination and how bullying can be linked to this.
Why	All pupils across the school have the knowledge and understanding of the impact of prejudice based bullying and greater understanding of people’s rights to their life choices. That pupils (especially in upper KS2 need to be aware of the issue of ‘Hate Crime’ and know that it applies to: disability, race, religion, sexual orientation and identity.
How	Through focus theme on Anti Bullying/Friendship: ‘Same but different’ pupils will learn about making good choices and not tolerating any form of derogatory language through workshops and whole school celebratory assembly.
Outcome	Monitoring has shown that incidents of this nature are extremely rare, but by closely monitoring this it will ensure that incidents remain low or are non-existent.

Impact Jan 23	-Very low incidents of alleged bullying -Any alleged bullying not linked to discrimination of any sort
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Reviewing Equality Objectives.

The review of the progress on our equality objectives will take place annually and will help inform how our school sets new priorities. This information will be published and made available across all platforms.

PUBLICATION

All equality policies will be published on our website and will be made available both electronically and in a hard copy format.

Melling Primary School adopt a whole school approach to equality and diversity and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHRC) statement:

‘To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole , learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and pupils create a healthier, happier, fairer school culture and could lead to reductions in bullying and other negative behaviour and improvements in attainment and aspirations’

This policy was agreed : January 2023

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Signed by:

Chair of Governors. Brian Lawlor

Head teacher Viv Ainsworth-Brown

This policy and all its contents will be reviewed: January 2025