

Equality Statement - Mill Hill Academy

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Status: Statutory



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Summary	We follow the Equality policy of the City Learning Trust (CLT), which complies with the requirements of the Equality Act 2010. The Act aims to promote a fair and more equal society to protect individuals from unfair treatment. Nine characteristics are protected under the Act which can be found in the CLT equality policy.			
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VERSION CONTROL

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1. STATUS

- a. Statutory

2. INTRODUCTION

- a. We follow the Equality policy of the City Learning Trust (CLT), which complies with the requirements of the Equality Act 2010. The Act aims to promote a fair and more equal society to protect individuals from unfair treatment. Nine characteristics are protected under the Act which can be found in the CLT equality policy.
- b. We focus on the well-being and progress of every child and all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and under-achievement of different groups.

3. APPROACH

- a. Our approach to equality is based on the following core principles:
 - i. **Every child is special and of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
 - ii. **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
 - iii. **We foster positive attitudes and relationships.** Through our school values and work on British values we actively promote positive attitudes and mutual respect between groups and communities different from each other.
 - iv. **We foster a shared sense of belonging.** As one of our core values, we want all members of our school community to feel a sense of belonging within the school, the wider community and our global community. We aim for children to feel that they are respected and able to participate fully in school life.
 - v. **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion and in continuing professional development.
 - vi. **We have the highest expectations of all our children.** We believe that all pupils can make at least good progress and ensure that they believe this too. We work hard to ensure that they achieve to their highest potential.
 - vii. **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 pupils raises standards across the whole school.

3.1 Our Children

- a. We want all our children to:
 - i. Experience a broad and balanced curriculum
 - ii. Develop lively enquiring minds and a love of learning
 - iii. Have high self esteem
 - iv. Work with independence
 - v. Value and care for others
 - vi. Be successful
 - vii. Have their achievements celebrated

3.2 Cohesive Community

- a. Mill Hill Primary Academy has an inclusive community where the uniqueness and individuality of every child is at the heart of our ethos.

3.3 Mill Hill Academy seeks to:

- a. Promote understanding and engagement between communities
- b. Encourage all children and families to feel part of the wider community
- c. Understand and respond to the needs and hopes of all our communities
- d. Tackle discrimination
- e. Increase life opportunities for all
- f. Ensure that learning, teaching and the curriculum explore and address issues of diversity

3.4 Community:

- a. Currently the academy serves a variety of communities e.g.
 - i. an extended community (City Learning Trust, a community of schools working as a MAT)
 - ii. geographical communities (e.g. Tunstall, Stanfields, Little Chell and Mill Hill)
 - iii. the community of Britain
 - iv. communities of interest (e.g. environmental groups, faith groups, ethnic or language groups)
 - v. communities of friends (e.g. local churches, business partners, arts, sports, voluntary and support groups)

5. ROLES AND RESPONSIBILITIES

5.1 Mill Mill Local Governing Committee

- a. Making sure the school complies with current equality legislation
- b. Making sure this policy is properly implemented
- c. Making sure related procedures are followed

5.2 The Principal

- a. Making sure the policy is readily available
- b. Making sure its procedures are followed
- c. Making sure all staff know their responsibilities and receive training and support as necessary
- d. Taking appropriate action in cases of harassment and discrimination

5.3 All Academy Staff

- a. Promoting an inclusive and collaborative ethos in the classroom
- b. Modelling good practice and dealing with discriminatory incidents
- c. Recognise and tackle bias and stereotyping
- d. Promote equality and avoid discrimination against anyone
- e. Keep up to date with the law on discrimination and take training and learning opportunities

5.4 Pupils:

- a. Supporting the academy equality ethos
- b. Sharing concerns or issues with a member of staff

5.5 Parents/Carers:

- a. Supporting the schools' equality ethos
- b. Sharing concerns or issues with senior staff

5.6 Visitors and Contractors:

- a. Following our expectations regarding equality

5.7 Equality Practices

Responsibility for overseeing equality practices in the school lies with the Principal, Designated Safeguarding Lead/s and Local Governing Committee.

Responsibilities include:

- a. Coordinating and monitoring work on equality issues
- b. Dealing with and monitoring reports of harassment (including racist incidents)
- c. Monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. Children and young people in care, children from minority ethnic/language or traveller communities, disabled pupils etc)
- d. Monitoring exclusions

6. CONCERNS OR COMPLAINTS

- a. Mill Hill Academy challenges all forms of prejudice and prejudice-based bullying which stand in the way of fulfilling our commitment to inclusion and equality.
- b. In the first instance a senior member of staff should be contacted. If issues or concerns remain unresolved these should be raised in accordance with the Trust Complaints Policy.
- c. Records of different prejudice-related incidents are recorded on CPOMS.

8. OBJECTIVES

- a. 1. To provide a broad and balanced curriculum, delivered by skilled professionals so that our pupils are enriched, they understand and become tolerant of difference and diversity and also that it ensures that they thrive, feel valued and not marginalised. To ensure that our curriculum and teaching challenges racism, religious prejudice, homophobia, biphobia, transphobia and sexism and promotes mutual respect and equality.
- b. Further embed adaptive teaching and ensure all children make outstanding progress.
- c. Continue to improve our children's literacy skills including vocabulary, reading (in particular fluency of reading and writing) to ensure our children make outstanding progress.
- d. Continue to support our most vulnerable children and families through our WISH hub.