



**THE FEDERATION OF
MELLERS PRIMARY SCHOOL AND
NOTTINGHAM NURSERY SCHOOL
EQUALITY AND DIVERSITY POLICY
November 2024**

DOCUMENT ORIGINS			
Organisation	Federation of Mellers Primary School and Nottingham Nursery School	Version date	November, 2024
Owner	Lorna Dermody and Joy Buttress	Approved by (If applicable)	FGB
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DOCUMENT VERSION HISTORY		
Revision date	Author of changes	Summary of changes

1. Introduction

- 1.1 At The Federation of Mellers Primary School and Nottingham Nursery, we focus on the wellbeing and progress of every child and every member of our Federation community (staff, parents/carers/guardians and visitors) and recognise that each person is of equal worth and our Equality and Diversity Policy reflects how our school meets the duties as set out in the **Equality Act 2010**.
- 1.2 Our policy also seeks to ensure that we continue to tackle issues of disadvantage and underachievement of different groups.
- 1.3 We recognise that these duties reflect international human rights standards as expressed in 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**.
- 1.4 Our approach is based on seven key principles that apply to our whole school community, children, staff, parents/carers/guardians and visitors.
 - 1.4.1 **Everyone in the whole Federation community is of equal value.** Whether disabled or not, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious/non-religious affiliation or faith background and whatever their sexual orientation.
 - 1.4.2 **We recognise, respect and value difference and understand that diversity is strength.** We take account of difference and strive to remove barriers and disadvantages that people may face in relation to disability, ethnicity, gender and gender identity, religion, belief/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 our school and nursery.
 - 1.4.3 **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
 - 1.4.4 **We foster a shared sense of cohesion and belonging.** We want all members of our Federation community to feel a sense of belonging within the school, nursery and the wider community and to feel that they are respected and able to participate fully in school life.
 - 1.4.5 **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion and in continuing professional development.
 - 1.4.6 **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.

- 1.4.7 **We work to raise standards for all pupils, particularly our most vulnerable.** We believe that improving the quality of education for our most vulnerable pupils raises standards across the whole school.

2. The Equality Act 2010

- 2.1 The Equality Act 2010 is the foundation on which our legal responsibilities are built. The Act ensures that our children, staff and visitors are protected from discrimination, harassment and victimisation on the grounds of several '**protected characteristics**'. This means that our school cannot discriminate or treat people less favourably because of their **sex (gender), race, disability, religion/ philosophical beliefs or lack of such beliefs, gender reassignment, sexual orientation, pregnancy or maternity, marriage and civil partnership and age**.
- 2.2 The Act requires schools to comply with the **Public Sector Equality Duty** and two **specific duties**.
- 2.3 The **Public Sector Equality Duty** requires schools to:
- a) Eliminate unlawful discrimination, harassment and victimisation
 - b) Advance equality of opportunity between different groups
 - c) Foster good relations between different groups.
- 2.4 The Act also has two **specific duties**.
- a) Schools publish information to show compliance with the Equality Duty.
 - b) Schools publish **Equality Objectives** at least every four years.
- 2.5 The duties are listed in section **C. Other statutory documents** of the DfE's document entitled [Statutory policies for schools: Advice on the policies and documents that governing bodies and proprietors of schools are required to have by law](#).

3. Meeting the Public Sector Equality Duty

- 3.1 The following list is not exhaustive and The Federation should amend/add as they consider appropriate. These should be used to inform The Federation's equality objectives and actions in appendix 1. It is expected that the Federation will identify key priorities, informed by qualitative and quantitative analysis, and developed further over the four-year cycle.
- 3.2 Schools can obtain further support and information from the City Council's Equality and Employability Team by emailing them at equalities@nottinghamcity.gov.uk.

3.3 The Federation should address the following points when considering their objectives and actions:

3.3.1 What we are doing to eliminate discrimination, harassment and victimisation

- We take account of issues of equality in relation to admissions and exclusions.
- We work towards ensuring that reasonable adjustments are made for disabled people
- We actively promote equality and diversity through the curriculum
- Every policy will link in and make reference to The Federation's Equality and Diversity Policy.
- We work towards creating an environment that champions respect for all.
- We ensure that staff employment, training and promotion is based on principles of equality.
- We will continue to oppose all forms of prejudice, including, racism, antisemitism, Islamophobia, homophobia, transphobia, biphobia, sexism, ageism and disablism.

3.3.2 What we are doing to advance equality of opportunity between different groups

- We know the needs of our Federation population and collect and analyse data e.g. gender, disability and ethnicity by year group in order to inform planning and identify targets for improvements particularly between specific groups of children e.g. disabled children.

3.3.3 What we are doing to foster good relations

- We prepare our pupils for life in a diverse society by ensuring that curriculum activities promote the spiritual, moral, social and cultural development of pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We promote a Federation ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of others

3.4 Meeting the specific duties

3.4.1 What we are doing to show compliance to the Public Sector Equality Duty (PSED)

- We evaluate our success in meeting the PSED by the extent to which we achieve improved outcomes for the different groups within our school. We produce equality data which inform our Equality Objectives

3.4.2 What we are doing re: Equality Objectives

Our objectives for **2024 – 2025** are:

1. To ensure The Federation's behaviour and relationships policy does not impact negatively on different groups e.g. disadvantaged pupils
2. To ensure the curriculum ensures that pupils learn to appreciate their own culture and celebrate the diversity of others
3. To ensure equality of opportunity between different groups by analysing assessment data e.g. disadvantaged pupils
4. To ensure children understand what it means to be a respectful, responsible and active citizen, who contributes positively to society

We will publish the objectives in 2024 alongside our policy with copies available on request in a variety of languages and formats.

Appendix 1 is used for each objective identified, for which an action plan is created, to be monitored and reviewed on a regular basis and reported at termly meetings of the full governing body.

3.4.3 Consultation

- In order to meet the PSED, consultation of the Policy should be undertaken with the whole Federation community.

5. Roles and Responsibilities

4.1 Governing Body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body of the Federation between Mellers Primary School and Nottingham Nursery has a watching brief regarding the implementation of this policy.

4.2 Headteacher and Leadership Team

The Headteacher and Leadership Team is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

4.3 Teaching and support staff

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom
- Challenge prejudice and discrimination

- Deal fairly and professionally with any incidents of victimisation, discrimination, harassment and prejudice.
- Keep up-to-date with equalities legislation relevant to their work
- Support different groups of pupils through differentiated planning, teaching and making reasonable adjustments for disabled pupils and those for whom English is not a first language

4.4 Breaches

Breaches will be managed by the Headteachers and Governing body.

4.5 Monitoring and Evaluation

We will collect and analyse qualitative and quantitative data relating to the implementation of this policy to monitor its effectiveness and will review and amend when necessary

Action Plan Equality Objective One

Equality Objective One

To ensure the school's behaviour and relationships policy does not impact negatively on equalities groups

OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> Exclusions to get to an absolute minimum All Pupils enjoy school and attend regularly All pupils feel fairly treated Pupils and staff are invested in the behaviour and relationships policy 	<ul style="list-style-type: none"> Analysis of exclusion figures indicates no specific groups are disproportionately represented. No pupils with Statements of SEND are excluded Boys are not over-represented in behaviour log on Arbor No one ethnic or other group (for example disadvantaged) over-represented in behaviour log on Arbor or paper log

Activity	Lead	Progress Milestones
<ul style="list-style-type: none"> Annual review of Behaviour and relationships policy Analysis of data from behaviour logs Monitoring of data and response to statistics Inform parents of changes to policy Share monitoring with Head Committee of the School Council 	Lorna Dermody and Joy Buttress Billie Wilson, Lorna Dermody and Joy Buttress Billie Wilson, Lorna Dermody and Joy Buttress Lorna Dermody and Joy Buttress Billie Wilson	Strategies agreed Policy updated Report to Governors Report to Governors Staff meetings to respond to need Updates on website Children are informed and invested in policy

Action Plan Equality Objective Two

Equality Objective Two

To ensure the curriculum ensures that pupils learn to appreciate their own culture and celebrate the diversity of others

OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> • The curriculum reflects cultures represented at Mellers • Children show knowledge, respect and tolerance of other cultures • Subject leaders will know how different cultures are reflected in their subjects and will look for opportunities to reflect diversity • Displays and resources are relevant and reflect different cultures and diversity 	<ul style="list-style-type: none"> • Analysis of the curriculum • Pupil voice • Work analysis • Governor monitoring • Subject lead action plans • Displays and resources reflect and celebrate diversity

Activity	Lead	Progress Milestones
Monitoring of the curriculum	Jo Kervick	Curriculum reflects the community
Discussion with pupils	Jo Kervick	Children show tolerance and understanding of different cultures
Subject leaders ensure their subjects reflect the community and diversity	Jo Kervick	Curriculum is updated when needed
Monitoring of environment and resources	Jo Kervick	Displays and resources are relevant to curriculum

Action Plan Equality Objective Three

Equality Objective Three

To ensure equality of opportunity between different groups by analysing assessment data e.g. disadvantaged pupils

OUTCOMES	MEASURED BY
<ul style="list-style-type: none">• Data shows equality between different groups	<ul style="list-style-type: none">• Data analysis• Discussion at pupil progress meetings• Analysis by assessment lead and teachers

Activity	Lead	Progress Milestones
Data is analysed according to groups	Lorna Dermody and Joy Buttress	Attainment and progress of children shows different groups
Respond to data and implement interventions	Lorna Dermody and Joy Buttress	Interventions respond to the needs of the children
Discussion in pupil progress meetings according to groups	Lorna Dermody and Joy Buttress	Minutes from pupil progress meetings show performance of different groups

Action Plan Equality Objective Four

Equality Objective Four

To ensure children understand what it means to be a respectful, responsible and active citizen, who contributes positively to society

OUTCOMES	MEASURED BY
<ul style="list-style-type: none">Children know the British Values and can relate to them	<ul style="list-style-type: none">Discussion with the childrenExternal reviewsGovernor monitoring

Activity	Lead	Progress Milestones
Work planned around British Values for all phases	Kiran Dhanjal	Display in school Work in floor books
Assemblies reflect British values	Lorna Dermody and Joy Buttress	Children can talk about British Values
School Council and Head committee model democracy	Billie Wilson	Effective School Council and Head Committee
Children attend events such as Primary Parliament	Billie Wilson	Children share work at events with the school in assemblies

