

Perryfields Primary School
Equality Policy

Introduction

This policy reflects the Equality Act 2010 which provides a single, consolidated source of discrimination law and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975.

School population

Data for 2016-2017

Aspect	Aspect-sub divisions	%	
Gender	Girls	49	
	Boys	51	
Ethnicity	Any other Asian Background	4.8	
	Any other Black Background	2.7	
	Any other Mixed Background	3.9	
	Any other White Background	1.2	
	Black-African	2.7	
	Black-Caribbean	4.2	
	Chinese	0.3	
	Indian	9.6	
	Information not yet obtained	0.6	
	Pakistani	3.6	
	White-British	52.3	
	White and Black African	0.3	
	White and Asian	2.1	
	White and Black Caribbean	10.2	
Any Other Ethnic Group	1.5		
Free School Meal Eligibility	Not Eligible	80	
	Eligible	20	
Religion	Buddhist/Taoist	0	
	Christian	39.5	
	Greek Orthodox	0	
	Hindu	1.5	
	Jewish	0	
	Muslim	5.7	
	Sikh	12.3	
	No religion	37.3	
	Refused	3.6	
Other	0.6		
Special Educational Need	No Special Educational Need	78.7	
	All SEN	21.3	
	School Support	93% of SEN 20% of sch pop	
	Education and Health Care Plan	7 % of SEN 1.5% of sch pop	
		% of total SEN pupils	% of total number of pupils
Profile of need (primary need) % of total SEN pupils % of all pupils	Autistic Spectrum Disorder	4.2	0.9
	Behaviour, Emotional & Social	18.3	3.9
	Hearing Impairment	1.4	0.3
	Moderate Learning Difficulty	57.7	12.3
	Visual Impairment	0	0
	Multisensory Impairment	0	0
	Physical Disability	2.8	0.6
	Profound & Multiple Learning Difficulty	0	0
	Speech, Language & Communication need	9.9	2.1
	Specific Learning Difficulty	5.6	1.2
	Severe Learning Difficulty	0	0
Other	0	0	

Aims and Objectives

At Perryfields Primary School we aim to provide a lively and stimulating learning environment within which equal opportunities for **all pupils** are promoted and celebrated. We value the individuality of our pupils and are therefore committed to giving all our children every opportunity to achieve the highest of standards. In addition we aim to ensure that everyone entering our school is treated with respect. This includes pupils, parents, staff, governors, ex pupils, visiting teachers/students and members of our wider community for example contractors and service providers.

This policy helps to ensure that this school promotes the individuality of all our children and members of the wider school community irrespective of

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

These above characteristics are known as 'protected characteristics'.

Types of discrimination

The law defines four types of discrimination

1. Direct discrimination-when one person treats another in the protected characteristics list less favourably than they would treat another person
2. Indirect discrimination-when a criteria is applied that puts people with a particular characteristic at a disadvantage
3. Harassment-when a person with a protected characteristic feels humiliated, intimidated or offended
4. Victimisation-when a person is treated less favourably because of something they may have done related to the Equality Act i.e. made a complaint against the school.

Guiding principles

1. We do not discriminate against anyone who has a protected characteristic in school or in our wider community. This includes all visitors to our school.
2. We actively teach pupils about equality through our curriculum and through our ethos and expectations e.g. assemblies, Circle Time.
3. We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
4. We try to ensure that our resources (e.g. text books, reading books) are free from discrimination.
5. We ensure that all recruitment, employment and promotion are carried out in accordance with best practice.
6. We challenge personal prejudice and stereotypical views whenever they occur in formal and informal settings.
7. We take action when any of the above may have taken place in our school.

The role of governors

The role of the Governors is to ensure that pupils, staff and visitors with a protected characteristic are not discriminated against in school. This may include monitoring of data presented by the Headteacher i.e. progress of groups within school, exclusions. Governors also ensure that people with disabilities are not discriminated against when applying for vacancies. The governors also check that our admissions policy is open and fair. They also will listen to any complaints made about actions in school and respond appropriately.

The role of the Headteacher

The Headteacher ensures that the school staff and pupils adhere to the policy. The Headteacher ensures that all staff are aware of the contents of the policy and their responsibilities to see it is followed.

The role of the class teacher

The class teacher will ensure that all materials presented to pupils are free from discrimination. They will also be alert to any forms of discrimination in their classrooms towards pupils with a protected characteristic. They will report any form of discrimination to the Headteacher who will then investigate the incident and take the appropriate action. Governors may be informed, depending on the severity of the case.

The role of the pupil

It is the responsibility of pupils to report any discrimination to their class teacher or Headteacher. We particularly encourage pupils to share any incidents of bullying they may believe is happening in school.

The role of the parents

Parents are asked to support this policy by re-affirming the principles with their children. We also ask that if their children witness discrimination outside of school that parents take the time to explain what has been seen and why it is discriminatory.

Equality objective 2017-2018

Our objective for this year is:
To improve outcomes for Disadvantaged Pupils.

Monitoring

This policy will be reviewed annually.