

Perryfields



Primary

Perryfields Primary School

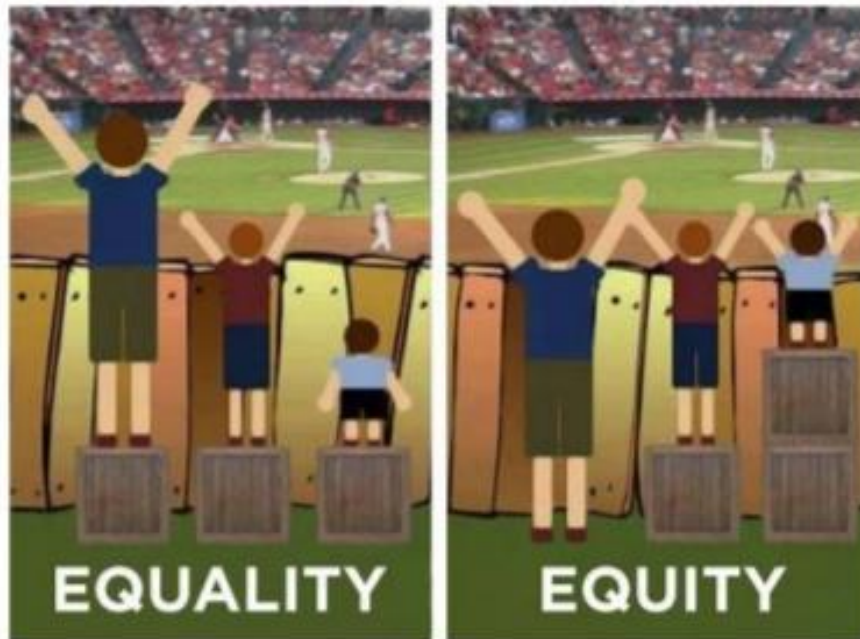
Equality and Equity Policy

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Next review due by:	January 2024	

Equality & Equity Objective 2021-2022:

Our objective for this school year is to ensure all school stakeholders understand what is meant by Equity in Education.

Educational equity, also referred to as equity in education, is a measure of achievement, fairness, and opportunity in education. The study of education equity is often linked with the study of excellence and equity.



While **equality** means treating every student the same, **equity** means making sure every student has the support they need to be successful (see the illustration above). Equity in education requires putting systems in place to ensure that every child has an equal chance for success.

Perryfields Primary School offers equity through its resources, which may seem unequal to others in its support for all pupils. When it identifies inequalities, school reacts equitably with its provision. Examples of which include:

- addressing unequal learning needs.
Some of our pupils require the support of an adult, extra learning opportunities and the use of different and specific resources to help them make similar progress to their peers.
- addressing unequal pupil backgrounds.
Some of our pupils have been loaned computer equipment so that they can access home learning during lockdown.

Perryfields Primary School identifies that Equality and Equity are hand-in-hand advocates.

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.

1.Aims and Objectives

At Perryfields Primary School, we aim to provide a lively and stimulating learning environment, within which equitable opportunities for **all pupils** are promoted and celebrated. We value the individuality of our pupils and are committed to giving all pupils every opportunity to achieve their full potential. 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:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

These are the 'protected characteristics' within the Equality Act 2010.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

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 criterion 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.

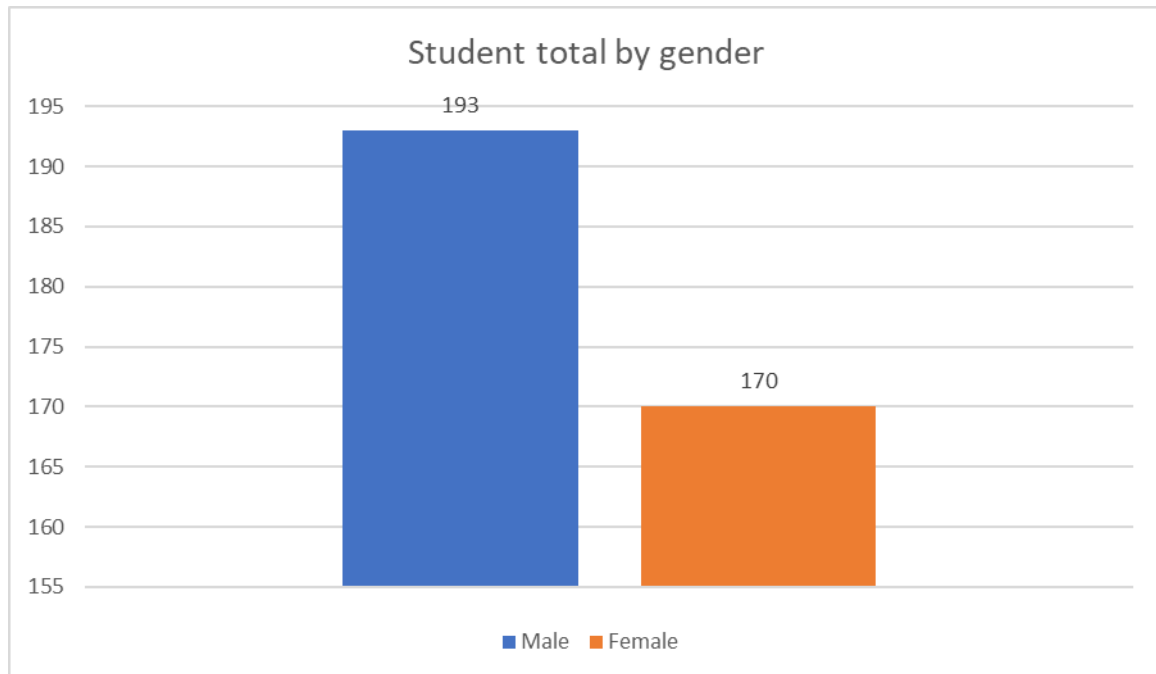
Guiding principles

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 ensure that all recruitment, employment and promotion is carried out in accordance with best practice.

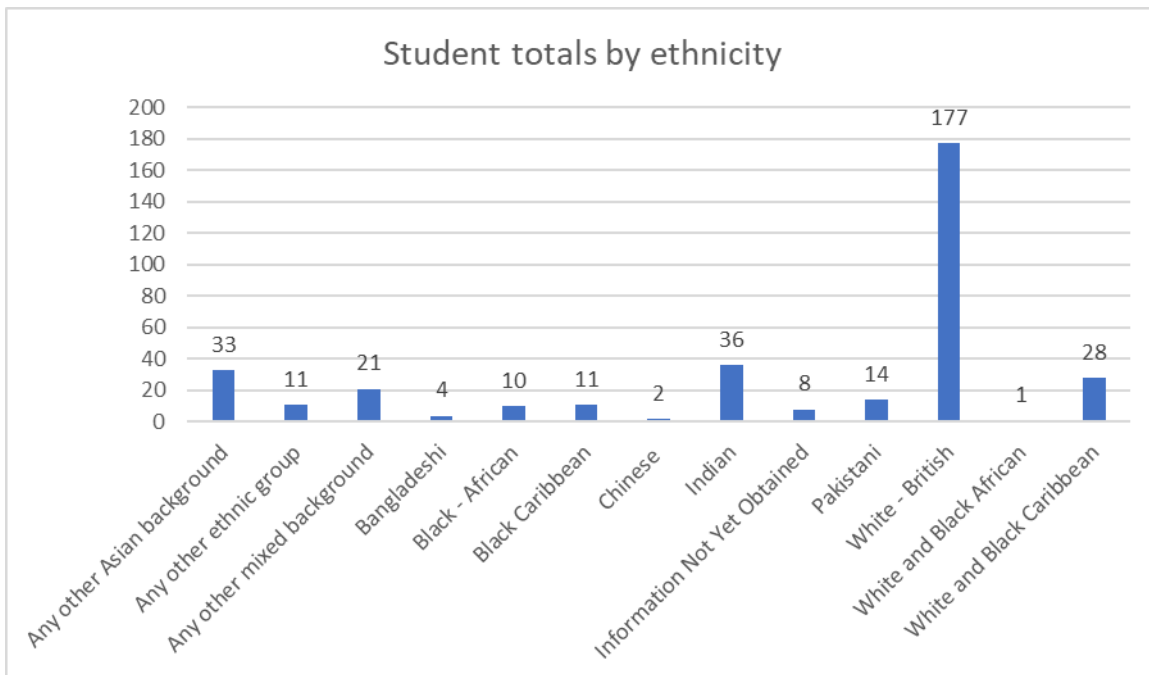
5. We challenge personal prejudice and stereotypical views whenever they occur in formal and informal settings.
6. We take action when any of the above may have taken place in our school.

Our School Profile for the School Year 2021-2022 (accessed January '22)

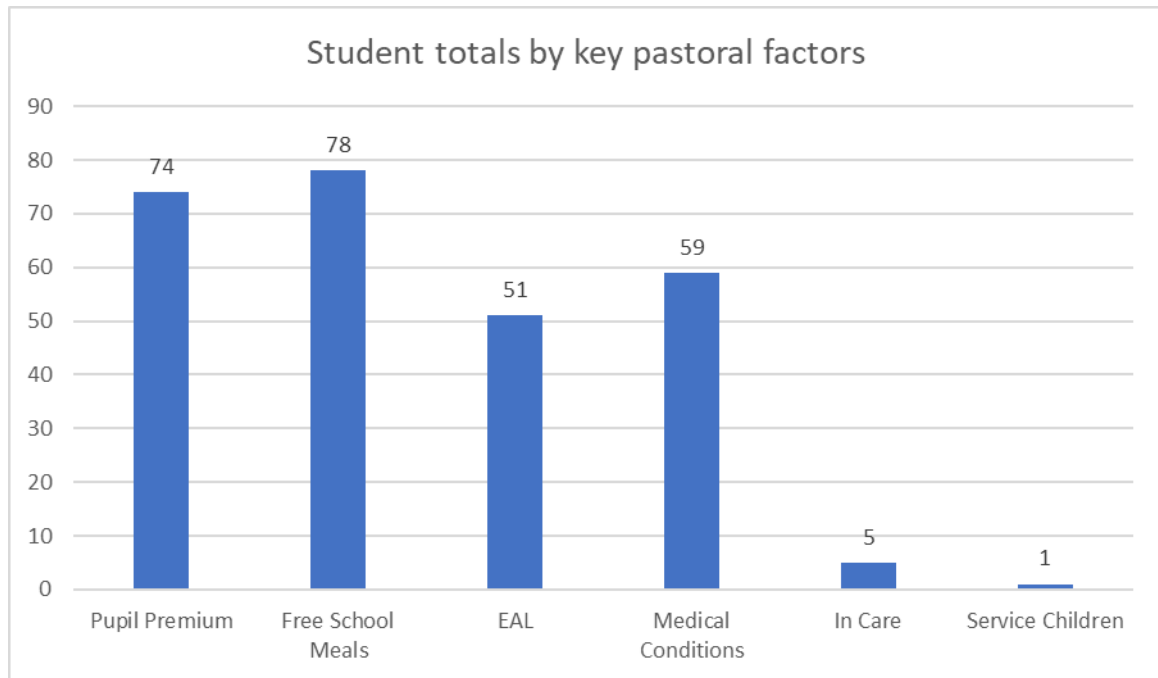
Gender



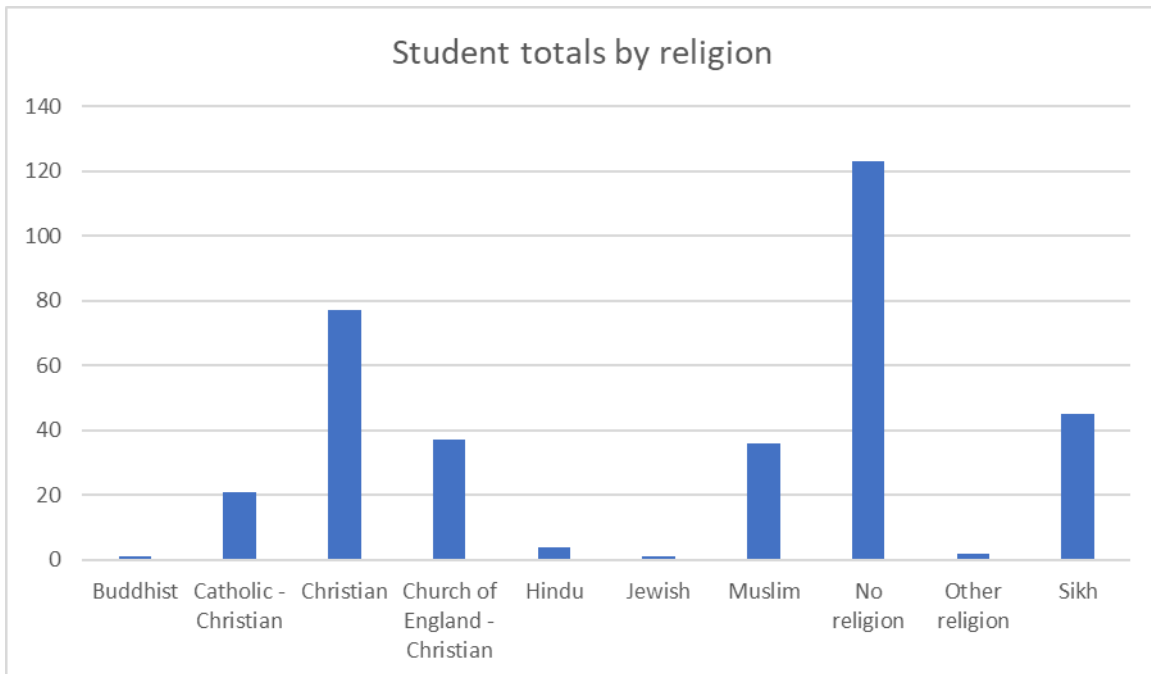
Ethnicity



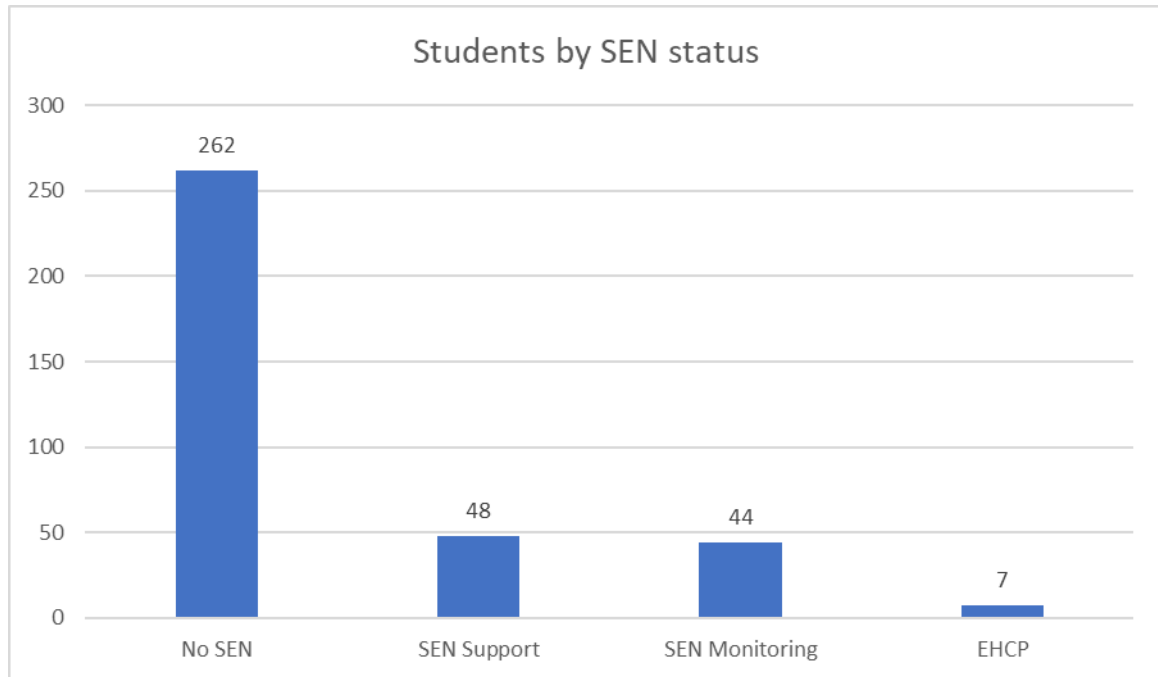
Pastoral Factors



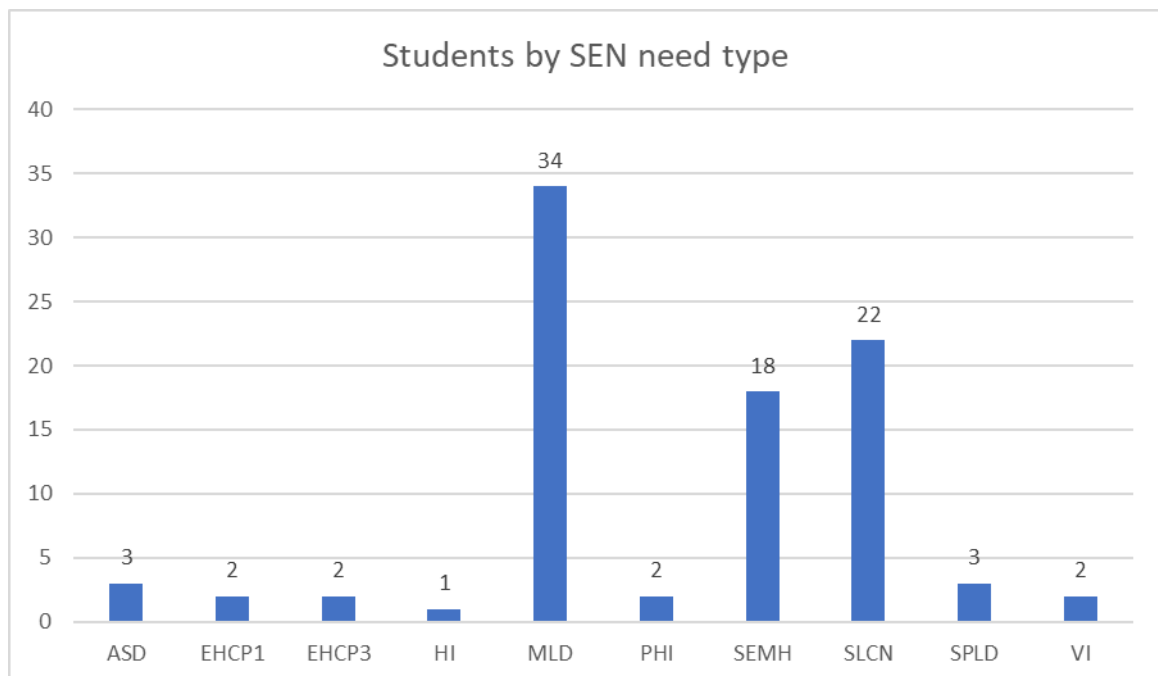
Religion



Special Educational Needs



Profile of Special Educational Needs



3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors annually

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in Section 8.

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, such as progress of groups within school or exclusions. Governors 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 that 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, parents take the time to explain what was seen or heard and why it is discriminatory.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or LGBT pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community. This may also include schools funding transport for coaches in order to facilitate the trip.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in all school's activities. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored with the completed risk assessment.

8. Equality objectives

Objective 1: Increase the representation of teachers and governors from local black and minority ethnic communities over a 4-year period (from this September to September in 4 years' time), so that this group increases from less than 10% to more than 10% of the teaching workforce.

Why we have chosen this objective:

To ensure that our school communities are more equitably represented across the teaching & governance profile.

To achieve this objective, we plan to:

- Ensure that our recruitment procedures are fair and equitable
- Ensure that our recruitment procedures reach out to a wide range of our communities

Progress we are making towards this objective:

Recruitment processes currently in place have an emphasis on equality of opportunity.

Objective 2: Raise awareness of other cultures via exposure to a range of literature

Why we have chosen this objective:

Our current library texts need updating as they cover very few cultures, thus limiting exposure and teaching and learning opportunities for our pupils

To achieve this objective, we plan to:

- Update our English curriculum and reading plans
- Ensure we have literature that relates to other cultures and places around the world across each phase

Progress we are making towards this objective:

We have already started to review our core texts and research quality texts that would meet the given criteria

Objective 3: Raise awareness of other faiths through assemblies, visits from faith leaders or funded visits to places of worship.

Why we have chosen this objective:

As part of our review of the school's RE scheme of work we would like to ensure that our pupils are exposed to a range of different faiths

To achieve this objective, we plan to:

- Invite different faith leaders in to school for assemblies/lessons
- Plan for each phase to visit a place of worship
- RE leaders to lead assemblies on a variety of religious festivals and celebrations

Progress we are making towards this objective:

We have planned for the RE co-ordinator to organise/arrange whole school assemblies across the academic year on different faiths and religious celebrations

Objective 4: Train all members of staff on LGBT awareness so that they have a good understanding and ensure that our school is fully inclusive

Why we have chosen this objective:

- Limited knowledge amongst staff

- Staff concerned about legal rights and correct terminology

To achieve this objective, we plan to:

- Organise CPD to be delivered to all staff
- Reflect on messages we present as a school, i.e., remove boys uniform and girls uniform descriptors and replace with uniform.
- Assess visibility of acceptance within our school, entrance, materials we provide

Progress we are making towards this objective:

Discussion and awareness has been shared with DSLs

Objective 5: Incorporate equality consideration on pre visit and risk assessment forms completed by staff

Why we have chosen this objective:

Currently this is not noted as a consideration on visits

To achieve this objective, we plan to:

- Amend pre visit form to include equality considerations
- Amend form uploaded to evolve when staff conduct risk assessments

Progress we are making towards this objective:

Discussion has taken place with off site visits lead

9. Monitoring arrangements

The governing board will update the equality information we publish at least every year. This document will be reviewed by governing board at least every 2 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments/Off site visits
- Policy for visiting speaker