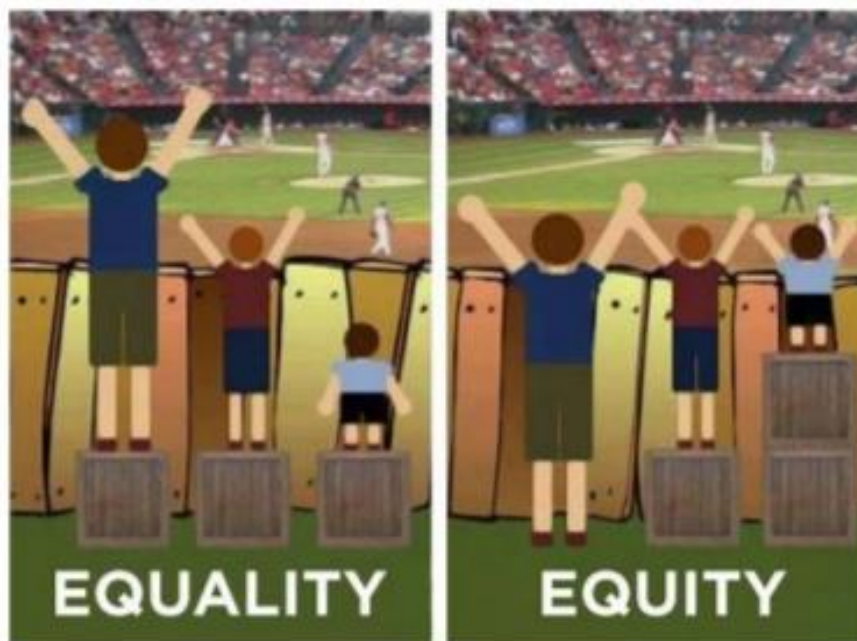


Equality and Equity Policy

Equality & Equity:

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.

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1. Aims

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.

2. Legislation and Guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

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.
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training as required.

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.

The teachers will:

- Ensure that all materials presented to pupils are free from discrimination.
- Be alert to any form of discrimination towards pupils with a protected characteristic
- Report any form of discrimination to the headteacher who will investigate and take appropriate action

The parent/carer will:

- Be asked to support this policy by reaffirming the principles with their children regarding any form of discrimination encountered both within and outside of school.

The pupil will:

- Report and discrimination to a member of staff
- Share incidents of bullying and or inappropriate behaviour they may believe is happening in school

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

4. Types of discrimination

The law defines four types of discrimination:

- Direct discrimination: when one person treats another in the protected characteristics list less favourably than they would treat another person
- Indirect discrimination: when a criterion is applied that puts people with a particular characteristic at a disadvantage
- Harassment: when a person with a protected characteristic feels humiliated, intimidated or offended
- 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

- 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.
- We actively teach pupils about equality through our curriculum and through our ethos and expectations, e.g. assemblies, Circle Time.
- We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We ensure that all recruitment, employment and promotion is carried out in accordance with best practice.
- We challenge personal prejudice and stereotypical views whenever they occur in formal and informal settings.
- We take action when any of the above may have taken place in our school.

5. 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.

The school has a designated member of staff for monitoring equality issues (headteacher). They make governors aware of these as appropriate.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training as appropriate.

6. 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 which are connected to a particular characteristic which stakeholders may have (e.g pupils with disabilities)

- 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 opportunities provided) In fulfilling this aspect of the duty, the school will:
- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups.
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

7. 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.
- 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 the school's activities, such as sports clubs. 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

8. 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 is accessible to pupils with disabilities.

9. Equality Objectives

Objective: further develop an understanding and awareness of people with disabilities and of the wider community in terms of cultural and religious differences. (disability, race, religion or belief)			
Issue	Outcome	Actions	Person(s) Responsible
The school has an increasing population of pupils with ASD and pupils and other parents do not always understand this disability and the impact it can have upon pupils and their behaviours.	The school curriculum and extended provision will reflect the diverse society that we live in and monitoring will evidence the impact upon pupils and their understanding of this. Parents will understand the impact of complex needs upon a pupils learning and behaviour.	Audit and evaluate provision and monitor through regular learning walks, book trawls and pupil voice. Adapt environment and provision/curriculum accordingly. Continue to promote our school and British values. Raise awareness of issues and promote and celebrate diversity through the curriculum, school assemblies and planned curriculum events. Provide opportunities for parents to explore SEND and how the school approach disabilities e.g. parent workshops on autism for parents who do not have children with autism and mental health/well-being support.	KH and SLT
Objective: to close gaps in rates of progress for 'groups' of pupils. (disability, gender, race)			
Issue	Outcome	Actions	Person(s) Responsible
Data evidences gaps in the rates of progress and attainment for groups of pupils. This is cohort specific.	Gaps in rates of progress and attainment between boys and girls will have narrowed and rates of progress for pupils with SEND will be consistent.	Use data to identify needs/gaps in learning. Hold pupil progress meetings to discuss and create alternative provision. Audit and evaluate provision and monitor through regular learning walks, book trawls and pupil voice. Adapt environment and provision/curriculum accordingly.	SLT
Objective: minimising disadvantages which are connected to a particular characteristic which stakeholders may have which refer to gender identity			
Issue	Outcome	Actions	Person(s) Responsible

The current school uniform policy does not take into consideration any pupils who have protected characteristics	The revised uniform policy enables discrete flexibility in order to meet the needs of all pupils.	Review and revise the uniform policy so that all pupils needs are considerate and met where possible.	SLT FGB
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10. Monitoring arrangements

The headteacher will update the equality information we publish at least every year.

This document will be reviewed by the headteacher at least every 3 years.

This document will be approved by the FGB.

11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Education Visits
- Health and safety policy
- Equality and Equity
- Special educational needs (SEND) information report and policy
- Medical policy
- School Improvements Plan
- Behaviour Policy
- Curriculum Statement