

# Purwell Primary School



## Equality Policy

2017

Approved by the School Improvement Committee, on behalf of the Governing Body,  
for immediate implementation, on 20<sup>th</sup> February 2017.

For review – February 2021



## 1. Introduction

1.1 The Public Sector Equality Duty requires our school to publish information about Equalities. The Equality Act 2010 clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

The protected characteristics covered by the Equality Duty are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (but only in respect of eliminating unlawful discrimination)
- Pregnancy and maternity
- Race – this includes ethnic or national origins, colour or nationality
- Religion or belief – this includes lack of belief
- Sex
- Sexual orientation

1.2 The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **Eliminate unlawful discrimination**, harassment and victimisation and any other conduct prohibited by the Act;
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

1.3 The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED).

### 1.4 The specific duties require schools to:

- Publish annually, information, quantitative and qualitative, showing compliance with the Public Sector Equality Duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one, or more, specific, measurable equality objectives that further the aims of the equality duty.

## 2. PSED Specific Main Drives

The Governing Body will publish, on the school website, main drives for school improvement which are pertinent to this policy and which comply with section 1.4. Full performance data, including that of vulnerable groups, can be accessed through the school website via Our School – Statutory Information – School Performance Tables.

## 3. Purwell's Vision

At Purwell Primary School, our school motto is, 'we do our best all the time'. We want to be the best school we can possibly be; by offering the children an opportunity to reach their full potential in a safe and happy environment, helping them to understand themselves, and others, and to realise that they can achieve

success in life if they always work to the best of their ability. We want the children to be supported by staff who are both motivated and passionate about learning.

#### 4. Aims & Ethos

Education is a partnership between home and school, and we place a great deal of emphasis on our partnership with parents. We believe that children learn best when home and school work together for their benefit. When your child starts school, it is not where your job ends and ours begins, it is where our job begins and yours continues! Children coming into the school bring a wealth of knowledge and understanding about the world around them. It is our aim to build on these skills and promote a willingness and enthusiasm to learn more.

- **Challenge** - We aim to build successful learners through high expectations of learning and behaviour to allow all pupils opportunities to fulfil their full potential, make good progress and learn lifelong skills.
- **Creativity** - Is a strong focus ensuring that school is fun! The school will be a bright, attractive and stimulating place to learn.
- **Community** - We value parents, governors and friends of Purwell as our partners in education and will involve them, and the wider community, in the life of the school. We will enable all learners to become responsible citizens who will make a positive contribution to society and build economic well-being.
- **Caring** - Children will be happy and secure, and their achievement will be celebrated and valued by all. They will learn to respect and be responsible for their environment.
- **Consistency** - The school will grow and change, but we will remain true to our vision.
- **Communication** - We realise the importance of efficient, effective communication. Everyone must feel that they have opportunities for consultation and be kept informed.
- **Confidence** - To build independent and confident learners who are able to live safe, healthy and fulfilling lives; equipping them for future challenges.

#### 5. School Context

The school's Headteacher has been in post since 2006 and was here as Deputy for 6 years before this. The school has an experienced leadership team.

- 253 pupils on roll, including 25 Nursery pupils
- Purwell is in the Walsworth ward and is in an area of mainly social housing, with some now privately owned.
- The school deprivation indicator is 0.14, against the national average of 0.21.
- FSM is 18.8%, which is below the national average of 25.2%, and is a lower than the 2015 figure of 23.4%, (Raiseonline unvalidated data 2016).
- SEN – 13.9% at school action (12.1% national average), and higher than 2015 (10.6%); 0.4% at SEN statement or EHC plan (1.3% national average).
- Ethnic Groups – 38%, above the national average of 31.6%
- EAL - 11.7%, below the national average of 20.1%
- Stability – 77.1%, an improvement on 2015 (75.4%), but still significantly below the national average of 85.7%.

- Attendance - The October 2014 Census shows the attendance rate as 96.6%. An improving picture, over time.

## **6. Equalities scheme**

6.1 This scheme is in place to ensure that the school's ethos, policies and practices respect and protect the rights of all individuals, and promote practices to ensure that all pupils and staff are enabled to make the most of their abilities and qualities. It is central to the promotion of community cohesion.

6.2 Purwell School will make every effort to ensure that all groups prosper and are not subjected to harassment or discrimination. The progress and well-being of all children will be monitored and evaluated with particular emphasis on those:

- With Special Educational Needs.
- Who have difficulties in accessing the school's facilities or services.
- Who speak English as an additional language.
- Who have frequent moves and lack stability in life leading to time out of school or low attendance.
- Who are caring for others.
- From homes with low income, and/or inadequate home study space.
- Who have experienced bullying, harassment or social exclusion.
- With low levels of parental support or different parental expectations.
- With emotional, mental and physical well-being needs.
- Who exhibit challenging behaviour.
- From minority ethnic groups including travellers, refugees and asylum seekers.

6.3 In addition, all school policies will be monitored to ensure there is no discrimination against anyone, including those who are from groups with protected characteristics.

## **7. Roles and responsibilities of headteacher, other staff, governors**

7.1 The **headteacher** will:

7.1.1 Ensure that a school culture and ethos is established, maintained and developed which:

- Celebrates diversity/equality and achievement;
- Promotes high expectations and inclusive approaches towards disabled people and those of different ethnic groups and religions;
- Listens to, and involves, pupils, parents, carers and staff;
- Communicates behaviour expectations;
- Ensures that it welcomes applications for school places and jobs from all sections of the community;

- Ensures that incidents are reported, analysed, addressed swiftly and effectively, and reported on.

7.1.2 Prepare an equalities plan within the school development plan to describe what the school will do to ensure that its policies and practice do not discriminate unfairly, directly or indirectly, against any groups of adults or pupils in the school; that it is accessible to all; and that positive role models and an outward facing perspective will strengthen it.

7.2 The **staff** will actively implement the equalities plan, and support the monitoring of impact.

7.3 **Students, parents and carers** will be consulted on the plan regularly and be kept informed through the school prospectus and home/school agreement.

7.4 **Visitors and contractors** will be made aware of the policy through relevant signs around the school and clauses in contracts.

7.5 The **Governing Body** will:

- Incorporate equality targets into the school plan.
- Designate a lead governor for equality issues.
- Use its power to nominate governors to ensure its composition reflects the community it serves.
- Encourage parents and staff from all ethnic groups when recruiting to the governing body.
- Apply the principles of best value without discrimination when purchasing goods and services.
- Monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans.
- Disseminate the outcomes of evaluation to the whole school community, together with a summary of the action to be taken.

7.6 The Governing Body expects all members of the school community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, the school will take appropriate action. This may include the following.

7.7 In the case of pupils breaching the policy:

- Staff dealing with the incident will complete an incident report form.
- The perpetrator will be dealt with in accordance with the behaviour policy.
- The consequences of any further breach of conduct will be clearly stated with the ultimate sanction of exclusion.

7.8 In the case of staff breaching the policy, the relevant procedures outlined in the staff discipline and grievance policy will be instigated.

7.9 In the case of parents, visitors or contractors breaching the policy, they will be reminded of the school's commitment to equality and asked to desist, and that further incidents may lead to individuals being requested to leave school premises.

#### **8. Arrangements for monitoring and evaluation**

The Governing Body will monitor the pattern and frequency of equality related incidents. It will receive reports from the headteacher and staff that enable evaluation of the relevance of provision for dealing with equality related incidents – defined as any incident which is perceived by the victim or any other person to contravene this policy. Serious breaches constitute criminal offences.