



Equality Information & Objectives (amended)

Policy updated by:	J Smith
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Agreed by Headteacher:	N Anderson
Agreed by Performance & Standards Sub-committee:	Ratified 7/12/21



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Introduction

This information should be read in conjunction with the Primary PRU's Equality, Diversity and Cohesion policy, and the Special Educational Needs Policy which underpins the Primary PRU's approach to fostering and maintaining an inclusive community.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct 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 between people who share a protected characteristic and people who do not share it.

We welcome our duties to promote community cohesion (under the Education and Inspections Act 2006), and to eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010).

At Leicester City Primary PRU:

- We try to ensure that everyone is treated fairly and respectfully;
- We want to make sure that our school is a safe and secure place for everyone;
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same;
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:
 - Their age
 - A disability
 - Their ethnicity, colour or national origin
 - Their gender
 - Their gender identity (they have reassigned or plan to reassign their gender)
 - Their marital or civil partnership status
 - Their being pregnant or having recently had a baby
 - Their religion or belief
 - Their sexual identity and orientation
- We recognise that some pupils need extra support to help them to achieve and be successful;



- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents/carers and those of us who can be treated less favourably;
- We aim for **all** children to achieve more;

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving. As part of this Leicester City Primary PRU will:

- Publish information every year about our school population;
- Outline how we have due regard for equality and how we promote community cohesion;
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do.



Part 1 - Information about the Pupil Population

This information is correct at 6th December 2021

The current number of pupils on roll at the Leicester City Primary PRU is 21. This is split into:

- 14 full time children (66.6%)
- 7 part time children (33.4%)

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

A - Disability

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment' which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.

There are pupils at the Primary PRU with different types of disabilities, and these include:

- Social, Emotional and Mental Health Needs
- Autism & Sensory Processing Disorders
- Speech, Language and Communication Needs
- ADHD

	Number of Pupils	Percentage (%) of the school population
No Special Educational Need	0	0%
SEND Support	14	66.6%
EHCP (final/draft)	7	33.4%



B - Gender

	Number of Pupils	Percentage (%) of the school population
Male	18	85.7%
Female	3	14.3%

C - Religion and Beliefs

	Number of Pupils	Percentage (%) of the school population
Buddhist	0	0%
Christian	0	0%
Hindu	0	0%
Jewish	0	0%
Catholic	2	9.5%
Muslim	0	0%
Sikh	0	0%
No Religion	18	85.7%
Other Religion	0	0%
Unknown	1	4.8%

D - Race (including colour, nationality, and ethnic and national origins)

		Number of Pupils	Percentage (%) of the school population
White British	English	18	85.7%
	Scottish	0	0%
	Welsh	0	0%



	Irish	0	0%
Asian/Asian British	Indian	0	0%
	Pakistani	0	0%
	Bangladeshi	0	0%
	Other Asian	0	0%
Black/Black British	African	0	0%
	Caribbean	0	0%
	Other black heritage	0	0%
Chinese		0	0%
Mixed	White and Asian	0	0%
	White and Black African	0	0%
	White and Black Caribbean	2	9.6%
	Other mixed heritage	0	0%
Traveller	Irish	1	4.7%
Other		0	0%
Unknown	Unknown	0	0%
	Refused to say	0	0%

Information on Other Groups of Pupils

We aim for all our pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support. In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

E - Pupils from lower income households

	Total	Percentage (%) of school population
Number of pupils currently eligible	17	81%



for free school meals		
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F - Pupils with English as an additional language (EAL)

	Total	Percentage (%) of the school population
Number of pupils who speak English as an additional language	0	0%

G - Looked After Children & Adoption

	Number of Pupils	Percentage (%) of the school population
Looked After Children	2	9.5%
Adopted or child arrangement orders	0	0%

H - Young Carers

	Total	Percentage (%) of the school population
Number of pupils identified as young carers	0	0%

Part 2 - Our main equality challenges

Special Educational Needs and Disability (SEND)

At present, the principal challenge facing the Primary PRU with regard to equality is the number of children identified with special educational needs - in particular those children not yet with an Education, Health and Care Plan, but still requiring significant



additional support in and out of the classroom in order to achieve their potential for learning.

Gender

Within all groups there are more boys than girls, with 3 groups currently being only boys. It is important for the teaching staff, and the Management Committee, to maintain a close eye on the potential impact that this might have, and employ differentiating strategies as necessary.

- We monitor the attainment of all our pupils by gender.
- We set targets to improve the attainment and rates of progress.
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes in subjects and real life contexts are avoided.

Part 3 - How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do. Below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact the school office if you would like to see copies of any of our school policies.

How we advance equality of opportunity

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- When the Management Committee consider equality issues in relation to policies, decisions and services, a record of this is kept in minutes and papers of Management Committee meetings.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school Behaviour Policy which is rigorously monitored. Relevant sanctions and consequences are discussed as a whole staff at morning and end of day briefings. Parents are kept informed and incidents are logged on CPOMS.
- We have a school Anti-Bullying Policy that clearly sets out how we will eradicate bullying in school. We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying



and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief, and sexual orientation. All incidents are logged on CPOMS. Parents of both victims and perpetrators are kept fully informed.

- We have a Special Educational Needs and Disability Policy that outlines the provision the Primary PRU makes for pupils with SEND.
- We have an Accessibility Plan that sets out the steps we will take to make the Primary PRU accessible to all pupils as far as is reasonably possible.
- Our admissions arrangements are in line with Leicester City Council for admitting pupils with Education, Health and Care Plans already in place.
- Our Complaints Procedure sets out how we deal with any complaints relating to the Primary PRU. This is available to all staff, on our website and upon request from the school office.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices. We are committed to working for the equality of women and men.
- We have procedures in place for addressing staff discipline, conduct and grievances.
- We have a staff Code of Conduct which is updated annually and given to staff at the start of each academic year.
- The Primary PRU promotes the spiritual, moral, social and cultural development of all pupils through an enriched and therapeutic curriculum, along with a celebration of religious and cultural festivals in assemblies and PSHE lessons.
- The development of our PHSE curriculum supports all pupils to understand, respect and value difference and diversity. Staff confidently challenge racism and stereotypes.
- We organise special events for the whole school community to take part in.
- The PSHE curriculum is supported by resources that provide positive images that reflect the diverse communities of Leicester and modern Britain. We actively promote the British Values.

Disability

We are committed to working for the equality of people with and without disabilities.



- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.
- As far as is reasonably possible, we are committed to carrying out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils. The Primary PRU recognises the physical limitations of the school environment and is prepared to accommodate individual needs wherever possible.
- We will work closely with medical professionals and families to help learners understand their disability and overcome barriers to their learning.

Part 4 - Consultation and engagement

At the Primary PRU we foster good relations and promote community cohesion by:

- Promoting the spiritual, moral, social and cultural development of all pupils;
- Developing our holistic curriculum that supports all pupils to understand, respect and value difference and diversity;
- Celebrating the lives of disabled people and promote equality;
- We ensure that the curriculum has positive images of people from all community groups;
- We tackle prejudice and incidents of bullying, involving parents of those children in understanding how they may help their children at home;
- We monitor and ensure equal access to the curriculum for all pupils with SEND;
- Supporting charitable projects meeting the needs of the diverse communities;
- Providing policies, systems and procedures that promote tolerance and tackle prejudice, eg Behaviour Policy, Anti-Bullying Policy, E-Safety Policy, Child Protection and Safeguarding Policy.

We aim to engage and consult with pupils, staff, parents/carers and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Surveys, questionnaires and verbal consultations.
- Continuous development of the school website.
- Parent and child visit for new families joining the school.



- A selection of policies are available on the school website and in the school foyer. All policy and procedure documents are available from the school office upon request.
- The Headteacher is available to discuss policies with individual parents, staff and members of the Management Committee.

Part 5 - Consideration of equality issues when making decisions

- Ensure that all the curriculum areas make the best possible use of all that is on offer from a cultural and ethnic perspective in our local area.
- To promote collaboration between the different group and celebrate our differences.
- We ensure we respond and monitor any incident of bullying or harassment in line with the school policies.
- We encourage pupils to develop an understanding of the experiences of different groups in society, challenging negative stereotypes and fixed viewpoints.
- Ensuring the inclusion of positive, non-stereotypical images of men, boys, women and girls across the curriculum.

Part 6 - Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

Our equality objectives are:

- To promote spiritual, moral, social and cultural development through appropriate curricular opportunities, with particular reference to issues of equality, diversity and community cohesion.
- To reduce prejudice and prejudice-related bullying in relation to the protected characteristics listed in the Equality Act 2010 through the provision of a rich range of experiences both in and beyond the school.
- To move beyond notions of fixed ability, developing a growth mindset culture.
- To enrich the school environment so that tangible progress is made by all including those in vulnerable groups.