



Policy on equal treatment

This policy applies to the Perse School (“the School”) which comprises the Perse Pelican Nursery and Pre Preparatory School including the EYFS setting (“the Perse Pelican School”), the Perse Preparatory School (“the Perse Prep School”) and the Perse Upper School (“the Upper School”).

- 1 **The School Community** – The School is an independent day school for boys and girls aged 3-18 years and is a company limited by guarantee with charitable status. It has a Christian, non-denominational ethos and tradition. Our school community is made up of children, parents, legal guardians, teachers and other employees and governors from many different races, creeds and backgrounds.
- 2 **Admissions** - Candidates for admission as pupils are required to satisfy the academic and character requirements current at the time of admission and entry to the School, irrespective of their gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or disability or special educational needs and the School will not discriminate on these grounds in the terms on which a place is offered, subject to paragraph 13 below. The School's individual Admissions Policies for the Perse Pelican School, the Perse Prep School and the Upper School reflect the School's approach towards equal treatment and is consistent with this Policy.
- 3 **Education** - The School is mainstream and English-speaking. We can provide some assistance for children with special educational needs or for whom English is not their first language. The School's Learning Difficulties Policy includes details about the welfare and educational provision for pupils with special educational needs. See also paragraph 13.2 below.
- 4 **Religion** - Our religious ethos, services and school timetable are set in accordance with the Christian tradition but we respect the right and freedom of individuals to worship in accordance with other faiths subject always to their respecting the rights and freedoms of the school community as a whole.
- 5 **Related Policies** - This Equal Treatment Policy is in accordance with and must be read and applied in conjunction with all of the School's policies, including the Admissions Policy, Policy on Behaviour and Discipline and the Review Procedure, Anti-Bullying Policy, Disability Policy, and the Learning Difficulties Policy. All policies can be made available in large print or other accessible format if required.

Policy Statement

6 **Application** - This policy applies to all current and prospective members of our school community, referred to in paragraph 1 above.

7 **Equal Treatment** - The School recognises the benefits of having a diverse School Community, with individuals who value one another, and the different contributions everyone can make. The School is committed to being an equal opportunities education provider and will promote equal treatment for all members of the school community. In the provision of equal opportunities, the School recognises and accepts its responsibilities under the law and opposes discrimination on the basis of:

- gender
- pregnancy and maternity
- gender reassignment
- race
- disability
- religion or belief (including lack of religion or belief)
- sexual orientation;
- marital or civil partnership status (in the case of adult members of the School Community) and
- age.

These can be called the **Protected Characteristics**. The School also opposes all bullying and unlawful discrimination on the basis that a person has a special educational need (**SEN**) or learning difficulty, or because English is an additional language.

The School aims to ensure that all policies and practices conform with the principle of equal opportunities. The School will tackle inappropriate attitudes and practices through staff leading by example, through the personal, social and health education (**PSHE**) programme, through assemblies, through the supportive School culture and through the School's policies.

Inappropriate attitudes and practices will be challenged. Children will be encouraged to value and respect all their peers.

8 **Approach** - The principles of equal treatment guide the way we recruit, induct, train, promote and generally manage all our employees. They also guide our approach both to the admission of pupils and to the establishment of our expectations of our pupils during their time at the school. The principles are also employed to guide our approach to the provision of access to facilities, services, opportunities and responsibilities.

Forms of discrimination

9 **Types:** Discrimination may be direct or indirect, or arising from disability and it may occur intentionally or unintentionally.

10 **Direct discrimination:** Direct discrimination occurs when a person is treated less favourably than another person because of a protected characteristic as set out in paragraph 7 above. Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy or maternity).

- 11 **Indirect discrimination:** Indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example, their sex or race.
- 12 **Discrimination arising from disability:** Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be justified.
- 13 **Disability and Special Needs -** We are an inclusive School which welcome members of the School community with disabilities and special educational needs. We maintain and promote a positive culture towards inclusion of disabled people and those with special educational needs in all the activities of the School and we will not treat a member of the School community less favourably on these grounds without justification. However, at present, our facilities, physical and otherwise, for the disabled and those with special educational needs are limited but we will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone.
- 13.1 **Disability:** Subject to the above constraints, we welcome applications for employment, or for school places, or as a governor or service provider, from people who have a disability within the meaning of the Equality Act 2010. Every application will be processed and considered fairly. We will make reasonable adjustments to our systems and procedures in order to accommodate disabilities of which we have been made aware as set out in our 'Disability Policy' which is available on request from the Bursar.
- 13.2 **SEN –** The SEN Code of Practice is adhered to in the school. Our SENCOs, Gill Moné (Pelican), Carol Park (Prep) and Holly Singleton (Upper) are available for consultation. Children with special needs may have an IEP which will be reviewed and monitored carefully. Please see the Policy for Learning Difficulties and Learning Support for further details of the procedures offered by the School to assist these children.
- 13.3 **Reasonable Adjustments -** the School has an on-going duty to make reasonable adjustments for disabled pupils and pupils with special educational needs in respect of the education and associated services provided to ensure that such pupils are not placed at a substantial disadvantage in comparison with other pupils.
- 13.4 **Auxiliary aids and services -** the Equality Act 2010 will in due course require all schools to provide auxiliary aids and services for disabled pupils. In the meantime, if parents are willing to pay for auxiliary aids and services, the School will carefully consider any proposals and will not unreasonably refuse any requests for such aids and services to be provided. The School will have due regard to any request by a parent or pupil (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of the person's disability as confidential.
- 13.5 **Access -** The School will monitor the physical features of its premises to consider whether disabled users of the premises are placed at a substantial disadvantage compared to other users. Where possible and proportionate, the School will take steps to improve access for disabled users of the premises. The School has an Accessibility Plan, which is kept under review and revised as necessary. The Plan is available on request from the Bursar.

- 14 **Awareness** of this policy among employees will be raised and maintained by means of discussion at staff meetings and will form part of our education programme for pupils (in PHSE lessons and assemblies). Children will be valued for their diversity and differences and, in turn, encouraged to value and respect others.
- 15 **Working Together** – We are committed to working with parents and other agencies for the good of each child.
- 16 **Complaints** - Any person who believes he or she has received less favourable treatment on any of the grounds referred to in this policy should make a formal complaint -
- 16.1 An employee should complain in accordance with the relevant Grievance Procedure.
- 16.2 A pupil, parent, or guardian should make a formal complaint in writing to a member of staff in the first place, usually the class teacher, or to any other adult member of the staff who is in a position to report the complaint, which will then be handled in accordance with the school's Complaints Procedure, a copy of which will be available on request.
- 16.3 All reported breaches of this policy will be recorded and this record will be reviewed annually by the Bursar.
- 17 **Responsibilities, Monitoring and Review**
- 17.1 **Responsibilities** - The **Board of Governors** has overall responsibility for the effective operation of the School's Equal Treatment Policy and for ensuring compliance with the relevant statutory framework prohibiting discrimination. The Board of Governors has delegated to the Bursar day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance and review.
- 17.2 **Monitoring:** To ensure that this policy is operating effectively and encourages diversity in the School, the School monitors applicants' gender, race, disability and religion or belief as part of the Admissions procedure. We also maintain records of this data in an anonymised format solely for the purposes stated in this policy.
- 17.3 **Review:** The Bursar is responsible for the ongoing monitoring and regular analysis of the data monitored under paragraph 17.2 above and will arrange for the taking of appropriate positive steps to eliminate unlawful direct and indirect discrimination and discrimination arising from disability where necessary. The Bursar is also responsible for evaluating whether the aims of this Policy are carried out throughout all areas of the School and taking appropriate action where necessary. This policy is reviewed annually by the Bursar. A report of his findings and recommendations for any amendments are reported annually to the Board of Governors.
- 18 **Enforcement** - All complaints will be taken seriously and promptly investigated. Disciplinary action may be taken against any member of the school community who is found to have acted in contravention of this Policy.

Edward Elliott
on behalf of the Governing Body
March 2011