



DOWNSELL PRIMARY SCHOOL

Equality and Diversity Policy

Date approved: 15th September 2022

Next review: Autumn Term 2023



Introduction

The Equality and Diversity Policy outlines the commitment of the staff, pupils and governors to ensure that equality of opportunity is available to all members of the school's community.

This means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups, whilst celebrating and valuing the achievements and strengths of all members of our community, including pupils, staff, parents/carers, the Governing Body, multi-agency staff, visitors and students on placement.

Ethos and Aims

We believe that equality should permeate all aspects of life and is the responsibility of every member of the school and its wider community. Everyone should feel safe, secure, valued and of equal worth. We aim for every child and adult to achieve the best that they can in all that they do. We encourage everyone to respect the rights of others and to celebrate the wide diversity of our school family and the wider community; in other words, to be tolerant and cooperative in all circumstances.

Equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age, or any other recognised area of discrimination.

In line with the current equalities legislation (see below), we will be proactive in promoting equality, eliminating discrimination and eliminating harassment. We will do this in our capacity as an educational provider for our pupils, an employer of staff and a service provider to parents and the public. Any attitude, use of language, action or practice which assumes or implies the inherent inferiority or superiority of any group will be dealt with and challenged whether it is overt and intentional, disguised yet deliberate, or unintentional. Any such action, verbal or physical, by pupils will be dealt with in accordance with our behaviour policy, and recorded on CPOMS and reported to governors on a regular basis.

We aim to actively promote and reflect the wide diversity of our school and its community with positive images where children gain respect for others and pride and self-esteem for themselves. We do this through the curriculum (in and beyond the classroom), display, resources, books and assemblies.

We welcome and actively seek contributions from members of the community including visits, special events, visitors, celebrations and assemblies. We also consult regularly with parents, pupils and governors on how we can improve our provision.

Legal Requirements

The Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination and promoting equality and fairness.

The Act defines a number of types of unlawful behaviour, including:

- Direct discrimination.
- Indirect discrimination.
- Failing to make reasonable adjustments for disabled pupils or staff.
- Discrimination arising from disability.

- Harassment related to a protected characteristic.
- Victimisation of someone because they have made, or helped with, a complaint about discrimination.

Protected characteristics

The Act uses the term “protected characteristics” to refer to aspects of a person’s identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- Age (for employees not for service provision)
- Disability.
- Gender reassignment.
- Marriage and civil partnership (for employees) .
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex (including issues of transgender).
- Sexual orientation.

Legal Duties

The Governing Body is fully committed to offering equality of opportunity to all children and adults. We recognise that the Equality Act 2010 introduced the Public Sector Equality Duty (PSED) which applies to all public bodies including this school. This PSED has two parts; the General and the Specific.

Within the ‘General’ Duty, we recognise that we are required to 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 those that do not.
- Foster good relations between people who share a protected characteristic and those who do not.
- Having ‘due regard’ means we must consciously think about the three main elements of the general duty as part of decision making, developing and reviewing our policies and how we deliver our services.

With regards to the ‘Specific’ Duty, we recognise that we are required to:

- Publish equality information annually to demonstrate compliance with the PSED (we will not publish any information that can specifically identify any child)
- Publish equality objectives every 4 years.
- All information will be made accessible to the public.

Monitoring

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions. This will include the following functions: pupil achievement/underachievement; behaviour patterns; exclusions; admissions; attendance; parental involvement; staff recruitment or prejudice related incidents. Questions arising from this analysis will be investigated and if necessary, appropriate and reasonable action put in place to address any significant discrepancies that are found between groups. Data analysis and outcomes of action plans will be reported regularly.

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

In fulfilling our legal obligations we will: recognise and respect diversity; foster positive attitudes and relationships and a shared sense of belonging; observe good equalities practise, including staff recruitment, retention and development; aim to reduce and remove existing inequalities and barriers; consult and involve widely; strive to ensure that society will benefit in our continued commitment to promoting community cohesion.

Positive Action

We will take positive and proportionate action to address the disadvantages faced by particular groups of pupils with particular protected characteristics, such as targeted support.

We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children from being placed at a disadvantage compared to their non-disabled peers.

We have an Accessibility Plan designed to: increase the extent to which pupils with disabilities can participate in the curriculum; improve the physical environment and improve the availability of accessible information to disabled pupils.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our development plan, self-evaluation review, the prospectus, web site and newsletters. There are also references in the behaviour, admissions, SEN and anti-bullying policies as well as minutes of meetings involving governors, the whole staff and the senior leadership team and School Council. The Equality Act also applies to our role as an employer and the way we comply with this is found in our recruitment policy.

Responsibilities

We believe that promoting Equality is the whole school's responsibility.

School Community	Responsibility
Governing Body	<p>Ensure the school complies with all current equality legislation</p> <p>Ensure this policy and the PSED are properly implemented</p> <p>Ensure related procedures are followed</p> <p>Assigning a named governor to take an equality lead</p>
Headteacher	<p>Ensure the policy is readily available and that all stakeholders are aware of it</p> <p>Promote key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties</p> <p>Ensure that all of the school's community receives adequate training to meet the need of delivering equality, including pupil awareness</p> <p>Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p> <p>Take appropriate action in cases of harassment and discrimination</p>
Inclusion Lead	<p>Co-ordinating and monitoring work on equality issues</p> <p>Dealing with and monitoring reports of harassment (including from protected characteristic groups)</p> <p>Monitoring the progress and attainment of potentially vulnerable groups</p> <p>Monitoring exclusions</p>
Senior Management Team	<p>Support the Headteacher as above.</p> <p>Ensure fair treatment and access to services and opportunities.</p> <p>Ensure that all staff are aware of their responsibility to record and report prejudice related incidents</p> <p>Ensure the implementation of the policy and for monitoring the outcomes.</p>

<p>Teaching and Support Staff</p>	<p>Promote an inclusive and collaborative ethos in their classroom</p> <p>Help in delivering the right outcomes for pupils</p> <p>Modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping</p> <p>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated</p> <p>Design and deliver an inclusive curriculum</p> <p>To ensure that they are aware of their responsibility to deal fairly and professionally with any prejudice-related incidents that may occur and challenge, record and report prejudice related incidents</p> <p>Keep up-to-date with equalities legislation relevant to their work.</p>
<p>Parents</p>	<p>Take an active part in identifying barriers and informing the Governing Body of actions which could be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to its community in tackling inequality and achieving equality of opportunity for all.</p>
<p>Pupils</p>	<p>Supporting our equality ethos</p> <p>Sharing concerns or issues with a member of staff</p> <p>Keeping equality and diversity issues on the School Council agenda- helping to review and develop good practices.</p>
<p>Parents/Carers</p>	<p>Supporting our equality ethos</p> <p>Challenging inappropriate language /behaviour</p> <p>Sharing concerns or issues with senior staff</p>

Disseminating the Policy

We will ensure that the whole school community is aware of the Equality Policy and our published equality information and equality objectives by publishing them on the website.

In addition to this, we will provide training and guidance on Equalities for all new staff as part of their induction procedure. We will go through the principle expectations and duties of the Equality Act at a whole staff meeting at the start of each academic year.

This Equality Policy along with the Equality Objectives and data is available

- on the website
- as paper copies in the Reception office
- in the staff handbook
- on display for visitors, including parents and carers (Equality Objectives)

Equality Information

Pupils (total number of pupils on roll) October census 2021

Age	3 - 11		
On roll	432		
Disability	0		
SEN	123		
EHCP	32		
Race/ethnicity	Asian or Asian British	• Indian	13
		• Pakistani	89
		• Bangladeshi	32
		• Chinese	5
		• Other Asian	17
	Black, Black British, Caribbean or African	• Caribbean	53
		• African • Other Black/Black British	
Mixed or multiple ethnic groups	• White and Black Caribbean • White and Black African • White and Asian • Any other Mixed or multiple ethnic backgrounds	18	
White	• English, Welsh, Scottish, Northern Irish or British • Irish • Gypsy or Irish Traveller • Roma • Any other White background	171	
Other ethnic groups	• Arab • Any other ethnic group	34	
EAL	362		
Religion/faith/belief	Christian, Hindu , Jewish , Muslim , Sikh		
Gender	Male, Female		
FSM	142		

Equality Objectives

Objective 1

To remove the barriers to learning for pupils with SEND and ensure that their progress is in line with other children.

Objective 2

To actively close the gap between PP and non-PP pupils so they achieve at the expected standard or above in Maths and Reading, with a higher % of pupils achieving Greater Depth.

Objective 3

To increase the percentage of boys achieving the expected standard in reading, writing and mathematics at the end of key stage 2 in line with the percentage of girls.

See our Equalities Objectives 2020 - 2024