



# DOWNSELL PRIMARY SCHOOL

## Equality and Diversity Policy

<b>Date Adopted by GB:</b>	01 December 2025
<b>Review Date of Policy:</b>	Autumn Term 2029



## **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**

Downsell Primary School believes 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. The school aims for every child and adult to achieve the best that they can in all that they do. The school encourages 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), the school will be proactive in promoting equality, eliminating discrimination and eliminating harassment. The school 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.

The school aims 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. The school does this through the curriculum (in and beyond the classroom), display, resources, books and assemblies.

The school welcomes and actively seeks contributions from members of the community including visits, special events, visitors, celebrations and assemblies. The school also consults regularly with parents, pupils and governors on how it can improve its provision.

## **Legal Requirements**

The Equality Act 2010 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. The school recognises 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, the school recognises that it is 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 the school must consciously think about the three main elements of the general duty as part of decision making, developing and reviewing its policies and how it delivers its services.

With regards to the ‘Specific’ Duty, the school recognises that it is required to:

- Publish equality information annually to demonstrate compliance with the PSED (the school 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 the school 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.

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

In fulfilling our legal obligations the school 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**

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

The school is 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.

The school has 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, the school 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 the school comply with this is found in our recruitment policy.

## **Responsibilities**

The school believes that promoting Equality is the whole school's responsibility.

School Community	Responsibility
<b>Governing Body</b>	<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>
<b>Headteacher</b>	<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>
<b>Inclusion Lead</b>	<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>

<b>Senior Management Team</b>	<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>
<b>Teaching and Support Staff</b>	<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 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>
<b>Parents</b>	<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>
<b>Pupils</b>	<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>

<b>Parents/Carers</b>	Supporting our equality ethos Challenging inappropriate language /behaviour Sharing concerns or issues with senior staff
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## Disseminating the Policy

The school 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, the school will provide training and guidance on Equalities for all new staff as part of their induction procedure. The school 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 2023

Age	3 - 11		
On roll	405		
Disability	0		
SEN	131		
EHCP	32		
Race/ethnicity	<b>Asian or Asian British</b>	<input type="checkbox"/> Indian	16
		<input type="checkbox"/> Pakistani	87
		<input type="checkbox"/> Bangladeshi	29
		<input type="checkbox"/> Chinese	3
		<input type="checkbox"/> Other Asian	27
	<b>Black, Black British, Caribbean or African</b>	<ul style="list-style-type: none"> <li>• Caribbean</li> <li>• African</li> <li>• Other Black/Black British</li> </ul>	18

	<b>Mixed or multiple ethnic groups</b>	<ul style="list-style-type: none"> <li>• White and Black Caribbean</li> <li>• White and Black African</li> <li>• White and Asian</li> <li>• Any other Mixed or multiple ethnic backgrounds</li> </ul>	54
	<b>White</b>	<ul style="list-style-type: none"> <li>• English, Welsh, Scottish, Northern Irish or British</li> <li>• Irish</li> <li>• Gypsy or Irish Traveller</li> <li>• Roma</li> <li>• Any other White background</li> </ul>	142
	<b>Other ethnic groups</b>	<ul style="list-style-type: none"> <li>• Arab</li> <li>• Any other ethnic group</li> </ul>	29
EAL	357		
Religion/faith/belief	Christian, Hindu, Jewish , Muslim, Sikh, any other faiths/religions		
Gender	Male, Female		
FSM	132		

## **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