



Annex A EQUALITIES INFORMATION 2016

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools, Academies and Settings:

- 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
- 2. Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- 3. Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Downlands Community School has considered how well we currently achieve these aims with regard to the nine protected characteristics: age/ disability/ gender reassignment/ marriage and civil partnership/ pregnancy and maternity/ race/ religion and belief/ sex (gender)/ sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.

Protected characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Age (not applicable to students)	<ul style="list-style-type: none"> • Staff Prevention of Bullying and Harassment and Discrimination at Work Policy • Staff Recruitment and Selection Procedures 	<ul style="list-style-type: none"> • Staff equality data is collected and contributes to national statistics provided by the annual School Workforce Census. 	<ul style="list-style-type: none"> • U3A project whereby senior citizens from the community learn IT skills facilitated by year 10 students.
Disability	<ul style="list-style-type: none"> • Access Plan • SEN Policy • Staff Prevention of Bullying and Harassment and Discrimination at Work Policy • Staff Recruitment and Selection Procedures 	<ul style="list-style-type: none"> • Student equality data is collected and analysed against attainment to identify any areas that need further investigation • Occupational Health Department are asked for advice on adaptations that could be made for staff who have a disability • Adjustments have been made for staff with a disability eg support staff to help with mobility issues • Adjustments have been made for students to assist in access to learning such as , coloured strips on stairs, lifts in the more modern blocks, provision of specialist equipment, changing of timetables and seating arrangements. 	<ul style="list-style-type: none"> • PDC Curriculum lessons teach pupils about disability and promote inclusive attitudes

		<ul style="list-style-type: none"> • Advice and information is shared with classroom staff to ensure appropriate measures and assistance are provided to meet students individual needs • Special arrangements at school events for parents/carers with hearing impairment • Respond to any concerns raised 	
Gender Reassignment	<ul style="list-style-type: none"> • Staff Prevention of Bullying and Harassment and Discrimination at Work Policy • Staff Recruitment and Selection Procedures 	<p>Equal opportunities form as part of job application.</p> <ul style="list-style-type: none"> • Respond to any concerns raised 	
Marriage and Civil Partnership (not applicable to students)	<p>Staff Prevention of Bullying and Harassment and Discrimination at Work Policy</p> <ul style="list-style-type: none"> • Staff Recruitment and Selection Procedures 	<p>SIMS personal information data held with voluntary disclosure of marital status.</p> <ul style="list-style-type: none"> • Respond to any concerns raised 	Not applicable to students
Pregnancy and Maternity	<ul style="list-style-type: none"> • Staff Maternity Guidance • Staff Paternity Guidance • Staff Parental Leave Policy • Staff Job Sharing Policy • Staff Flexible Working Policy • Staff Recruitment and Selection 	<ul style="list-style-type: none"> • The School arranges inter-agency support for pregnant students to encourage and facilitate students to participate fully in learning. • The HR Manager completes New and Expectant Mothers risk assessments for staff to ensure support is put in place if needed. 	<ul style="list-style-type: none"> • PDC Curriculum includes lessons on sex and relationships in all years

	Procedures	<ul style="list-style-type: none"> Respond to any concerns raised 	
Race	<ul style="list-style-type: none"> Staff Prevention of Bullying and Harassment and Discrimination at Work Policy Staff Recruitment and Selection Procedures 	<ul style="list-style-type: none"> Student equality data is collected and analysed against attainment to identify any areas that need further investigation Staff equality data is collected and contributes to national statistics provided by the annual School Workforce Census. Respond to any concerns raised 	<ul style="list-style-type: none"> Racism and its connection to bullying is covered throughout the year and school as part of the PDC Curriculum Religious Studies lessons investigate and discuss racism Ongoing exchange visits with our partner school in Chennai, India promote understanding of cultural diversity
Religion and Belief	<ul style="list-style-type: none"> One aim of Religious Studies lessons is to develop knowledge and understanding of the belief and practices represented in the world. Staff Prevention of Bullying and Harassment and Discrimination at Work Policy Staff Recruitment and Selection Procedures 	<ul style="list-style-type: none"> Respond to any concerns raised 	<ul style="list-style-type: none"> Religious Studies lessons and Assemblies teach students throughout the school: To develop empathy and sensitivity towards the beliefs of other people. To appreciate the diversity of and opportunities afforded by living within the UK's multicultural society.

Sex (gender)	<ul style="list-style-type: none"> • Staff Prevention of Bullying and Harassment and Discrimination at Work Policy • Staff Recruitment and Selection Procedures 	<ul style="list-style-type: none"> • Student equality data is collected and analysed against attainment to identify any areas that need further investigation • Staff equality data is collected and contributes to national statistics in the annual School Workforce Census • Girls are encouraged to participate in more sport/exercise through the curriculum. • Respond to any concerns raised 	<ul style="list-style-type: none"> • PDC curriculum lessons cover sexism and discrimination for all students. • Religious Studies lessons investigate and discuss sexism and discrimination • A wide variety of sports to appeal to both sexes, e.g Yoga at KS4 general fitness in Yr11, traditional sports.,trampolining club
Sexual Orientation	<ul style="list-style-type: none"> • Staff Prevention of Bullying and Harassment and Discrimination at Work Policy • Staff Recruitment and Selection Procedures 	<ul style="list-style-type: none"> • Information not requested as Downlands Community School has decided this would be an invasion of privacy. • Respond to any concerns raised 	<ul style="list-style-type: none"> • PDC Curriculum provides lessons on homophobia and bullying in Year 9.

Annex B

EQUALITIES OBJECTIVES ACTION PLAN

2016 onwards objective.	Protected group	Success criteria	Responsibility	Date/timescale
Continue to reduce the attainment and progress gap between protected groups, disadvantaged and non-disadvantaged student groups including pupil premium and implement appropriate intervention to support them. Our aim is always to ensure students succeed and have equal opportunities.	All	RAISE indicates that achievement is improving in all groups. The gap between boys' and girls' achievement is closing and between advantaged and disadvantaged groups is closing.	Headteacher leading all teaching staff	On-going drive to improve achievement. Annual analysis of student outcomes in September