



Equality Policy

Approved by:	Staff, Learning and Leadership Committee	Date: 14 October 2020
Annexe Approved by:	Staff Learning and Leadership Committee	Date: 18 January 2023
Policy last reviewed by:	M Wignall/S Adams	
on:	January 2023	
Next Annexe review:	October 2023 (see below)	
Next Policy review:	October 2024	

This Policy is currently under review and will be replaced by a new Equality, Diversity & Inclusion Policy which will be considered by the Full Governing Board in November 2023

This Policy should be read in conjunction with the Policy Statement on Behaviour at Work for all School Based Staff

Member of Staff Responsible for the Policy: Headteacher

CONTEXT

The context of the school is that most students and staff are white British, which reflects the ethnic composition of the local area. However the school acknowledges that students have a variety of cultural background. A small number of students have English as a second language but only occasionally are they at an early stage of acquiring English.

OUR COMMITMENT

At Downlands Community School we are committed to providing equality of opportunity for all members of the school community. We recognise that inequality and disadvantage and discrimination exist in society and understand that sometimes we need to treat students, governors, employees and job applicants in a different way to give them equal access to education or a job. Governors and staff are committed to emphasising the common elements and values of our British culture while celebrating the diversity of cultures and traditions followed by individuals and groups within our society.

OUR RESPONSIBILITIES

The Equality Act 2010 says that we must not treat people unfairly because of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race (includes ethnic or national origins, colour or nationality), religion or belief (or lack of belief), sex or sexual orientation. These nine groups are called “protected characteristics”. Age and marriage or civil partnership do not apply to students.

As a public sector organisation we are required to meet the Public Sector Equality Duty (PSED) which means that in carrying out our functions we must have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between people who share a protected characteristic and those who do not;
- foster good relations between people who share a protected characteristic and those who do not.

All schools also have two specific duties.

These are to:

- publish information which shows how we meet the public sector equality duty (Annex A)
- publish at least one equality objective every four years and review annually (Annex B)

MEETING OUR RESPONSIBILITIES

We will adhere to the requirements of the Equality Act 2010 in relation to students, parents and carers, employees, volunteers and any other school visitors.

In practice this means:

- we will treat students, parents and carers, staff and any other visitors with respect
- we will not discriminate against students through our admissions policy or the way we operate on a daily basis. This will include the way we provide education for students, the way we provide a benefit, facility or service and exclusion of students

- or subjecting them to any other detriment;
- we will carry out accessibility planning for disabled students, staff and visitors. This will include improving the physical environment of the school, ensuring we increase the extent to which disabled students can participate in the curriculum, and improving the availability of accessible information to disabled students and parents and carers;
- we will recruit, select, train and promote staff fairly which will include not asking health-related questions until after a job offer is made;
- we will educate students on equality issues covering the range of protected characteristics;
- we will provide training for Governors and staff;
- we will monitor any issues that arise and take appropriate action, supporting any person in the school who is faced with prejudice or discrimination;
- our HR Manager will undertake an annual evaluation to ensure this policy is clear, meets legislative requirements and is being adhered to;
- we will publish information each year to show how we are meeting our equality duties, including our equality objectives.

ACCESS

Students and employees will be made aware of this policy and where it can be accessed. This policy will be reviewed annually and published on the school's web-site.

SUPPORTING POLICIES AND PROCEDURES

The principles and aims of this policy are supported by other school policies and procedures including:

For Students

- Accessibility Plan
- Anti-bullying Policy
- Behaviour Policy
- Child Protection Policy
- Complaints Procedure
- Special Educational Needs Policy

For Staff

- Attendance at Work Policy
- Disciplinary and Grievance Procedures
- Job Sharing Policy
- Maternity Guidance
- Paternity Guidance
- Prevention of Bullying, Harassment and Discrimination Procedures
- Recruitment and Selection Procedures

MONITORING AND EVALUATION

We will regularly monitor and evaluate quantitative and qualitative data to review the effectiveness of this policy and identify improvements through:

- Analysis of data in relation to student's achievement
- School Development Plan

- Self Evaluation Cycle
- Governors monitoring
- Student, parent and staff forums/surveys
- Pastoral system
- Analysis of job applicant data
- Analysis of staff data

NB Personal data is kept confidential and reported in a way that avoids individuals being identified.

COMPLAINTS PROCEDURE

Any student, job applicant or member of staff may raise, either informally or formally, complaints of unfair or discriminatory treatment.

STUDENTS

Support for students is available from any member of staff but in particular from their Tutor, Assistant Achievement Leader, Pastoral Support Officer, Learning Mentors, and Achievement Leader. Advice is also available from the school's Head of Learning Support specific support that may be available to enable students to use particular services or facilities. Complaints from students should be raised by contacting any member of staff or by their parent/carer contacting school.

EMPLOYEES

Support and advice for staff is available from their line manager or the HR Manager. Complaints from staff can be made through the Prevention of Bullying, Harassment and Discrimination Procedures or the Grievance Procedures.

Annex A

EQUALITIES INFORMATION 2020

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

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.

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

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)	• Staff Discrimination at Work Policy • Staff Recruitment and Selection Procedures	• Staff equality data is collected and contributes to national statistics provided by the annual School Workforce Census.	

Disability	• Access Plan • SEN Policy • Staff Prevention of Discrimination at Work Policy • Staff Recruitment and Selection Procedures	• 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. • 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	• Staff Discrimination at Work Policy • Staff Recruitment and Selection Procedures	• Equal opportunities form as part of job application. • Respond to any concerns raised	• School uniform requirements changed to allow choice regardless of gender • School toilets redesigned to allow use by all genders

Marriage and Civil Partnership (not applicable to students)	• Staff Discrimination at Work Policy • Staff Recruitment and Selection Procedures	• BROMCOM personal information data held with voluntary disclosure of marital status. • Respond to any concerns raised	Not applicable to students
Pregnancy and Maternity	• Staff Maternity Guidance • Staff Paternity Guidance • Staff Parental Leave Policy • Staff Job Sharing Policy • Staff Flexible Working Policy • Staff Recruitment and Selection Procedures	• 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. • Respond to any concerns raised	• PDC Curriculum includes lessons on sex and relationships in all years
Race	• Staff Discrimination at Work Policy • Staff Recruitment and Selection Procedures	• 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 • Convene a diversity working party	• 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 have been on hold due to the pandemic • Programme of activities for Black History Month – including

			curriculum and tutor time opportunities
Religion and Belief	- One aim of Religious Studies lessons is to develop knowledge and understanding of the belief and practices represented in the world. - Staff Discrimination at Work Policy - Staff Recruitment and Selection Procedures	- Respond to any concerns raised - Convene a diversity working party	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)	- Staff Discrimination at Work Policy - Staff Recruitment and Selection Procedures	- 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	- 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 - Gender neutral uniform - All toilets are now unisex

Sexual Orientation	• Staff Discrimination at Work Policy • Staff Recruitment and Selection Procedures	• Information not requested as Downlands Community School has decided this would be an invasion of privacy. • Respond to any concerns raised	• PDC Curriculum provides lessons on homophobia and bullying in Year 9. • LGBTQ drop in sessions for Y7&8; Y9&10; and Y11 at lunchtimes. • Staff LGBTQ ambassadors wear rainbow badge on lanyards
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Annex B

EQUALITIES OBJECTIVES ACTION PLAN

2023 Onwards Objective.	Protected Group	Success Criteria	Responsibility	Date/Timescale
Our ambition is to continually strive to build an inclusive and welcoming school, in which all members of our community feel that their identity is welcomed and celebrated, and their voices and experiences are valued. Our ambition is that all members of Downlands feel a deep sense of belonging. The aim of the school is to review and audit its current provision and work towards achieving a Silver Equalities award. This will involve auditing four key areas of the school to identify areas for further development. The four areas are: 1. Leadership and Management 2. Behaviour and Welfare 3. Teaching and Learning 4. Personal Development of Pupils	All	2019 RAISE data 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