



Equality information and objectives

**Policy /targets agreed July 2017 - 2021
Data updated – September 2019**

Promoting equality and community cohesion at Downside Primary School

At Downside Primary School we have a strong commitment to fairness and equality in everything that we do.

- We try to ensure that everyone is treated fairly and with respect.
- We work hard to make ensure that the school is a safe and secure environment for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to have due regard to the need to eliminate discrimination; to advance equality of opportunity; and to foster good relations.

We also welcome our specific duties to publish information about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities or disadvantages.

We acknowledge our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain ethnic and cultural backgrounds
- pupils who are supported by the pupil premium
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

For more information about our work on equalities at Downside Primary School please contact:

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Chair of Governors: Mr Hafiz

Part 1: Information about the pupil population

Number of pupils on roll at the school: 993 (correct at time of publication)

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

The protected characteristics are disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

The following information was gathered in September 2019– this data will change as soon as one child enters/ leaves the school.

Number of pupils with disabilities: **45**

There are pupils at our school with different types of disabilities and these include:

- Hearing Impaired pupils
- Pupils with physical disabilities
- Pupils with medical issues (e.g. diabetes, blood disorders, tube fed pupils)
- Pupils with significant special needs (e.g. autism)

Pupil Special Educational Needs (SEN) Provision – September 2019		
	Number of pupils	Percentage (%) of school population
No Special Education Need	870	87.6
SEN support	115	11.6
EHC plan	8	0.8
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Ethnicity and race							
Asian or Asian British	Boys	Girls	Total		Boys	Girls	Total
Bangladeshi heritage	36	31	67	Mixed			
Indian heritage	14	16	30	Other mixed heritage	9	8	17
Other Asian heritage	30	33	63	White and Asian	15	2	17
Pakistani heritage	333	332	665	White and Black African	0	2	2
				White and Black Caribbean	0	0	0
Black or Black British				Any Other Ethnic Group			
Black African heritage	16	13	29				
Caribbean heritage	4	4	8	British heritage	7	4	11
Other Black heritage	0	0	0	Gypsy / Romany	3	6	9
Chinese				Other Gypsy/Romany	1	0	1
Rufused/None	8	9	17	Any Other White background	29	28	57

Information withheld		Information not yet obtained	
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Gender	
Male	505
Female	488

Pregnancy and maternity	
	Number of pupils
Pupils who are pregnant	N/A
Pupils who have recently given birth	N/A

Religion and Belief			
Buddhist	1	Sikh	13

Christian	78	No religion	14
Hindu	12	Other religion	1
Jewish	0	Unknown	25
Muslim	849		

Information on other groups of pupils

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupil with English as an additional language (EAL)				
	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	334	308	642	64.7
Number of pupils who are at an early stage of English language acquisition	35	22	57	5.7

Pupils from low-income backgrounds				
	Boys	Girls	Total	Percentage of school population
Number of pupils receiving Pupil Premium funding	80	94	174	17.5

Looked after children

1 child is currently in Local Authority Care.

Young carers

We are not aware that we have any young carers

Other vulnerable groups

Part 2: The public sector equality duty

The information provided in this section shows how we are meeting the public sector equality duty. We are required to have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

The information below is a summary of how we have due regard to the need to **eliminate discrimination, harassment and victimisation**. Please contact us if you would like to see copies of any of our school policies.

We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.

Our governing body are aware of the Equality Act 2010. When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.

We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.

We have a number of policies, which show how we deal with equality issues, these include our:

- Behaviour policy
- Anti-bullying policy
- Special educational needs policy that outlines the provision the school makes for pupils with special educational needs
- An accessibility plan that shows how our building has been adapted to suit the needs of our staff and pupils.

We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.

We have adopted the Local Authority's complaints procedure, which sets out how we deal with any complaints relating to the school. In addition, we have adopted the Local Authority's admission arrangements, which do not discriminate against a pupil being admitted to our school.

We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices. We have adopted the Local Authority's procedures for addressing:

- staff discipline
- Staff conduct and grievances.
- staff code of conduct.

The following pages provide information on how we have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils with protected characteristics.

Disability

Summary information

We have very few physically disabled children in our school, but they are treated in the same way that other children are treated. There have been no concerns regarding the relationship between children with disabilities and others.

If attainment of disabled pupils is lower than that of non disabled pupils, additional support is provided.

How we advance equality of opportunity:

We support disabled learners and staff by meeting their individual needs.

We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.

We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.

We carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils.

How we foster good relations and promote community cohesion:

Our curriculum enables all pupils to understand, respect and value difference and diversity.

We ensure that the curriculum has positive images of disabled people and enables pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.

We tackle prejudice and any incidents of bullying based on disability in line with the school's behaviour/anti bullying policy.

What has been the impact of our activities? What do we plan to do next?

The impact of the work so far has enabled our disabled pupils to feel welcomed in our school.

We will continue to track progress and attainment in school, in line with school policy.

Ethnicity and race (including EAL learners)

Summary information

Our school has a high proportion of pupils from Pakistani / Bangladeshi backgrounds. They perform in line with National averages.

There are a small number of pupils from a large number of other ethnic backgrounds.

Although the numbers are relatively small, the progress of Black Caribbean, White and Black African, Any other white background, Gypsy Roma and Traveller children of Irish heritage are below the school's average.

Attendance of all groups of pupils is improving; however, too many pupils still take extended leave during term time.

How we advance equality of opportunity:

We monitor the attainment and progress of all our pupils by ethnicity.

We set targets to improve the attainment and progression rates of all pupils, particularly those who are underperforming.

We identify and address barriers to the participation of particular groups in learning and other activities. We are developing particular initiatives to tackle the motivation and engagement in learning of particular groups (through our learning and Wellbeing mentors).

We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.

How we foster good relations and promote community cohesion:

Our curriculum enables all pupils to understand, respect and value difference and diversity.

We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures. We ensure that the curriculum challenges racism and stereotypes. The curriculum is supported by resources that reflect the diverse communities of modern Britain. The school actively promotes the school's values and the 4 identified British values.

All new children are welcomed by a class ambassador, who shows them around the school and ensured they are happy / comfortable in their new environment.

We organise celebrations and special events such as international events as and when they occur.

We tackle prejudice and any incidents of bullying based on race, ethnicity and culture in line with the school's behaviour/anti bullying policy.

What has been the impact of our activities? What do we plan to do next?

The school does not have many racist incidents and some still occur due to children not understanding how hurtful their comments can be. Individual children, who are racist, are spoken to by a member of the SLT and are automatically put into detention.

This work will continue.

Gender

Summary information

The attainment of girls in our school is higher than boys, in line with the national picture. All children are targeted to ensure they achieve to their potential. Gaps are monitored closely.

Both boys and girls are chosen to be School Parliament representatives and therefore they have equal impact on the development of the school.

How we advance equality of opportunity:

We monitor the attainment of all our pupils by gender.

We set targets to improve the attainment and rates of progress of all pupils, regardless of whether they are boys or girls.

We are identifying and addressing barriers to the participation of boys and girls in activities.

Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.

How we foster good relations and promote community cohesion:

We ensure we respond to any sexist bullying or sexual harassment in line with the school policies.

We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.

We ensure we have positive, non stereotypical images of women and men, girls and boys across the curriculum.

What has been the impact of our activities? What do we plan to do next?

Attainment in Reading, Writing and Maths at Key Stage 2 are above the National average. Progress in all subjects is positive. Previous gender gaps have closed in 2019.

We will continue to monitor the inclusion of different genders in school activities.

Religion and belief

Summary information

The school respects the religious beliefs and practice of all staff, pupils and parents, and complies with reasonable requests relating to religious observance and practice.

The large majority of our children are Muslim, although there are children from a number of other religious faiths.

We do not track attainment on the basis of religion.

How we advance equality of opportunity:

We work hard with parents and the community to ensure all children, regardless of religion/ belief, take part in all areas of the school's curriculum.

We want all children in our school to develop a sense of identity and belonging which will help them flourish within their communities and as citizens in a diverse society.

How we foster good relations and promote community cohesion:

Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.

The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination. Pupils have the opportunity to visit different places of worship and to hear visiting religious leaders.

All year groups have regular assemblies where values are discussed. Regular year group assemblies celebrate a wide range of religious festivals.

In line with our behaviour/anti bullying policy, we tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities.

What has been the impact of our activities? What do we plan to do next?

We do not have any issues of bullying linked with faith / belief and will continue to educate our pupils to ensure this remains the case

Part 3: Consultation and engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community, so we can develop our awareness of equality issues, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- School Governors' meetings
- School Parliament – pupils meet a senior teacher
- House meetings – all pupils
- Staff meetings

Part 4: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality Objective 1:

To continue to ensure all children, receive a challenging curriculum and to ensure that any differences in the attainment of groups is identified and, where possible, diminished by:

- Monitoring the attainment of pupils in different groups and ensuring that gaps are identified and, where possible, diminished.
- Monitoring whole class teaching and interventions to ensure there is an appropriate amount of challenge.

Equality objective 2:

To promote equality of opportunity between pupils with disabilities and other pupils by:

- Ensuring all children have quality first teaching
- Ensuring, through the accessibility plan, that all children have equality of opportunity (where possible) with regard to school events, trips and the curriculum

Equality objective 3:

To ensure that we continue to widen our pupils' experiences of different ethnic backgrounds / disabilities, thus ensuring we continue to have very few racist / bullying incidents by:

- Ensuring the school policy is followed with regard to dealing with such incidents.
- Ensuring children feel able to speak to a member of staff if there is an incident.
- Monitoring incidents and identifying any repeat offenders
- Involving parents in discussions with parents
- Continuing to educate children about people from different backgrounds and about those with disabilities in assemblies.

Part 6: Information about our employees

We are required to publish information about the diversity of our workforce if we have more than 150 employees.

This information provides a profile of our workforce, as well as our employment practices and achievements.

Information on staff by protected characteristics

Information about our staff is identified on their application, only certain information, however is recorded on the school's SIMS system.

Guarantees of confidentiality are given to all staff who provide monitoring information or who take part in staff surveys. Names and data are anonymised and we observe the convention not to report where there are 10 or fewer respondents in any grouping.

As of September 2019, the school employs 192 staff. Our staff are employed in the following main groups:

- Teaching staff
- Admin and other related posts
- Support staff
- Midday supervisors
- Site team
- Any other employees

Age - The school does not currently record the ages of our employees

Disability - Data on the disability status of our employees is not currently recorded.

Ethnicity and race - Data on the ethnicity and race of our employees is not currently recorded.

Gender – The school currently employs:

	Male	Female	Total
Teaching staff	9	40	49
Admin and other related posts	0	9	9
Support staff	5	70	75
Midday supervisors	0	34	34
Site team	5	7	12
Any other employees	1	12	13

Gender reassignment - Data on the gender identity of our employees is not currently recorded.

Pregnancy and maternity - Data on the pregnancy and / or maternity status of our employees is recorded, but numbers are too small to report (below 10)

Religion and belief- Data on the religion and belief of our employees is not currently recorded.

Sexual orientation Data on the sexual orientation of our employees is not currently recorded.

Additional information

Policies and procedures

The school has adopted the Local Authority's personnel handbook.

This handbook contains all policies, procedures and codes of conduct related to staff. These policies and procedures reflect the school's aim to develop a culture of mutual respect and value, a safe place of work and ensure equality of opportunity and fairness.

Recruitment and selection of staff

The school has adopted the Local Authority's Recruitment procedures, which are reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities. Job selection criteria are reviewed to ensure that they are justifiable on non-discriminatory grounds as being essential for the effective performance of the job.

The school takes steps to ensure that information about vacancies reaches a wide variety of potential candidates, including those that might be currently underrepresented in the workforce.

Any appointments of school staff are made by a recruitment panel that includes at least one person who has been trained in safer recruitment. Recruitment & Selection training is covered in the Safer Recruitment training.

Activities that promote equality for our employees

We aim to ensure that no member of staff or applicant is subject to unlawful discrimination on the basis of their gender, sexual orientation, marital or civil partner status, gender reassignment, race, religion, or belief, colour, nationality, ethnic or national origin, disability or age, pregnancy or trade union membership or the fact that they are a part time worker or a fixed term employee.

We aim to provide a workplace free from harassment, bullying and victimisation.

The school has adopted the LA's staff term time leave policy. Employees who have particular religious or cultural needs may refer to this policy to see their entitlement to leave. Any requests, both paid and unpaid, have to be approved by the Headteacher.

Grievances and disciplinary procedures

The school has adopted the Local Authority's policy on grievance and disciplinary, this has also been approved by the teaching unions.

Should there be any issues with regards to grievance and disciplinary these will be referred to the HT, who will consult with the Local Authority's Human Resources team.

Pay gap information

All staff are paid in relation to their role in the school.

The school does not carry out any analysis based on the information held in relation to staff on the salary and pay bands in relation to gender and ethnicity