



Mission Statement / Principles

At The Downley School we:-

- are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender, gender re assignment, ethnicity, age, disability, race, religious belief or non-belief, sexual orientation, marriage or civil partnership and pregnancy or maternity status.
- value and will promote the individuality of all of our pupils
- will monitor the achievement of all pupils and we will use this data to raise standards and ensure inclusive teaching
- will provide our pupils with a firm foundation which will enable them to fulfil their potential.,
- will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation
- believe that diversity is a strength, which should be recognised, respected and celebrated by all those who learn, teach and visit the school
- we uphold the schools values, which encompass fundamental British values and all pupils will learn these as part of a broad and diverse curriculum
- through our work on preventing radicalisation and extremism (both violent and non-violent) we will engage our school community to enhance community cohesion.
Our safeguarding policy reflects our commitment to ensuring our school is a safe place for all

Our School

The Downley School is situated in a residential, rural area. The school has just over 420 pupils on roll. The ethnic composition of the school is in line with national figures for pupils from ethnic minority backgrounds. The largest group is “White British” with “Indian” and “Pakistani” pupils making up the next largest groups. The number of pupils eligible for free school meals is well below the national average. The percentage of pupils identified as having special educational needs is in line with the national average. Baseline assessment tests indicate that the profile of attainment on entry is above the national average.

Legislative Context

Equality is not about benefiting some people at the expense of others - equality benefits everyone. In an effort to ensure that marginalised groups are given equal opportunity this Policy will prioritise the following groups

- Disabled persons – The Downley School follows the social model of disability which means that we understand that the barriers to disabled persons securing equality are due to the physical environment and people’s attitudes. Disabled people include those with

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physical and sensory impairment (difficulties), learning disabilities, mental illness, long term illness all of which are substantial

- With regard to age the focus of The Downley School is on older persons (over 60) and younger people
- With regard to race equality The Downley School accepts the definition of a racist incident based on recommendation 12 of the Report of the Stephen Lawrence Enquiry: "A racist incident is any incident which is perceived to be racist by the victim or any other person"
- With regard to sexual orientation The Downley School refers to the LGB i.e. lesbians, gay and bisexual community as well as transgender people
- With regard to religion The Downley School actively supports the rights of all to practice their belief /non beliefs equally

Development of the Policy

The Policy has been developed by the Governing Board and School leaders based on the recommendations from Bucks County Council.

There is a whole school commitment to the Policy which is ensured by the Headteacher and the Policy will be shared with all parents.

Responsibility for the Policy

The Governing Board is responsible for ensuring that:

- *The school complies with all equalities legislation relevant to the school community;*
- *This Policy is maintained and updated regularly and published on the school website;*
- *That procedures and strategies related to this Policy are implemented;*
- *The named Equality Governor will monitor, on behalf of the governing board, all discriminatory / prejudiced-based incidents and ensure that appropriate action is taken in relation to all said incidents*

Positive Action

The Governing Board recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the school. The Governing Board will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. This is action designed to encourage or facilitate the employment or training of minority or disadvantaged groups.

The Governing Board will not discriminate in favour of individuals from specific groups (positive discrimination), but it will take such positive action which enables members of those groups to compete on an equal basis as it thinks appropriate. Positive action measures may include:

- encouraging applications from specific groups which are under-represented in the school
- encouraging people with disabilities to apply for posts
- advertisements which encourage applications from individuals of a particular sexual orientation, or religion or belief, but make it clear that selection will be on merit
- flexible working – promoting the use of job shares and flexible working where operational factors make this possible

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- language/literacy training
- supporting training measure for under-represented groups
- assistance with applications for candidates with language problems
- commitments to interviewing disabled people who meet the basic criteria for the post
- encouraging staff to become representatives of trade unions/associations

Harassment and grievance procedures

Harassment has the effect of destroying dignity and undermining the confidence of employees. It can take many forms including

- physical contact;
- bullying;
- threatening or ignoring someone.

It can be:-

- a series of offensive remarks or a single incident;
- behaviour that staff find offensive even if not directed at them; or
- harassment because of perception or association.

The Governing Board is committed to the principles of dignity at work for all of its staff in the school. This includes the right to be treated with respect by all managers and colleagues. The Governing Board will consider any acts of harassment including those on the grounds of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly. The school has procedures to resolve grievances and for the handling of complaints of harassment and bullying at work. The Governing Board is committed to investigate any such complaint. These procedures will be followed carefully and promptly in response to any such complaint. The first point of contact for any such complaint will be the Chair of Governors. In addition, staff have the right to approach their professional association or trade union representative for support.

The Headteacher and the Senior Leadership Team are responsible for:

- *Along with the Governing Board, providing leadership and vision in respect of equality and diversity;*
- *Overseeing the implementation of this Policy;*
- *Co-ordinating the activities related to equality and diversity;*
- *Ensuring that all who enter the school are aware of, and comply with, this Policy;*
- *Ensuring that staff are aware of their responsibilities and are given relevant training and support;*
- *Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination against any persons because of their age, sexuality or religion, gender, belief / non belief.*
- *Supporting parents to become involved in their children's education.*
- *Considering and overcoming barriers to parents' involvement (i.e. work commitments, non-resident parents, and lone parents).*

All Staff are responsible for:

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- *Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;*
- *Not discriminating on grounds of race, disability, or other equality issues;*
- *Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority.*

All Parents/Carers are responsible for:

- *Their children's education;*
- *Being aware of, and complying with, this Policy;*
- *Positively influencing their children's expectations about education as well as their attitudes and behaviour towards other pupils, staff and senior management including the Governors;*
- *Understanding the ethos of the school and becoming involved in school life (i.e. open days, extended services, parents' councils, informal discussions with staff, parent evenings)*

All Pupils are responsible for:

- *Being aware of and complying with this Policy;*
- *Not discriminating on grounds of race, sexual orientation, religion, belief or non-belief, gender; or other equality issues;*
- *Reporting any racist incident or act of discrimination in which they were directly or indirectly involved either in or out of school;*
- *Understanding, valuing and celebrating diversity;*
- *Challenging stereotypes, and prejudices.*
- *Treating others as their equals*

Eliminating discrimination, promoting equality and celebrating diversity

Learning and Teaching

The Downley School aims to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- *Ensure equality of access for all pupils and prepare them for life in a diverse society;*
- *Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping;*
- *Develop learning materials and activities that emphasise benefits of having diverse communities, neighbourhoods, schools and groups.*
- *Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.*
- *Promote attitudes and values that will challenge discriminatory behaviour;*
- *Strengthen individual and collective skills to deal with change across time and space*
- *Provide opportunities for pupils to identify shared interests among members of different social groups and categories.*
- *Use a range of sensitive teaching strategies when teaching about different cultural traditions;*
- *Develop pupils awareness so that they can detect bias and challenge discrimination;*

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- *Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, human rights and inclusion;*
- *Promote and celebrate the contribution of different ethnic groups to the subject matter in all subject departments, where appropriate.*
- *Seek to involve all parents in supporting their child's education;*
- *Provide educational visits and extra-curricular activities that reflect all pupil groupings;*
- *Take account of the performance of all pupils when planning for future learning and setting challenging targets.*
- *Make best use of all available resources to support the learning of all groups of pupils.*
- *Increase achievement of all pupils in English, Maths, Science and ICT across all stages.*
- *Reduce direct, indirect and institutional discrimination.*
- *Reduce group segregation, disproportion and under/over representation.*
- *Foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, workers, staff, parents, carers and families.*
- *Emphasise interconnectedness and interdependence of society members at local, regional, national and global levels.*
- *Facilitate balance between leadership and teamwork among pupils, staff, teachers and governors*
- *Challenge negative stereotypes and prejudices about leadership/membership to certain groups in relation to specific persons and groups.*
- *Challenge assumptions and expectations about specific lifestyles or identities of certain persons and groups.*

Personal development and pastoral guidance

- *Pastoral staff takes account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils.*
- *Remove unlawful distinctions, exclusions, restrictions or preferences that have the purpose or effect of limiting equal access to goods, facilities and services.*
- *All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again.*
- *Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.*
- *All pupils develop communication, delegation, motivation and supervision skills, particularly those who come from vulnerable, excluded or deprived backgrounds.*

Curriculum

- *Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity.*
- *Pupils will have opportunities to explore concepts and issues relating to identity and equality.*
- *All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles.*

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- *Provide reasonable means for children, young people their friends and families to have meaningful and continuous interaction with people from different backgrounds, lifestyles and identities.*
- *Provide opportunities to recognise similarities while appreciating, respecting and valuing differences across and between groups.*
- *Challenge perceptions among majority groups about special treatment of minority groups.*
- *Challenge cultural, geographical or generational boundaries of the “community”.*
- *Utilise food, arts, sports and PE as a means to foster participation, engagement, empowerment and consultation.*
- *Utilise case studies to emphasise successful relations among members of different groups, areas, neighbourhoods, nations and countries.*
- *Foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, workers, staff, parents, carers and families.*
- *Facilitate meaningful and continuous interaction between people from all walks of life.*
- *Increase awareness about rights and responsibilities of pupils, their parents and carers as community members, regardless of migratory status and/or nationality.*
- *Emphasise multiple dimensions of equality (opportunities, access, treatment, participation and outcome).*

Staff recruitment and professional development

- *All posts are advertised formally and open to the widest pool of applicants.*
- *All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process.*
- *Access to opportunities for professional development is monitored on equality grounds.*
- *Equalities policies and practices are covered in all staff induction (evidence – see staff induction pack).*
- *All supply staff are made aware of equalities policies and practices.*
- *Facilitate training for staff, teachers, governors and head teachers on community cohesion.*
- *Reduce direct, indirect and institutional discrimination with regards to staff recruitment, training and retention.*
- *Workforce at all levels reflects local, regional and national diversity in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation*

Partnerships with parents/carers and communities

- *All parents/carers are encouraged to participate at all levels in the full life of the school.*
- *As part of the schools commitment to equality and diversity, a group made up of members of the school community including pupils, staff, local community members, parents/carers, local faith groups and local disability groups has been developed to support the school with matters related to its equalities duties and the nature of the extended services that the school will offer.*
- *We will, as a school, establish and strengthen partnerships with other schools to share good practice, exchange information and foster multi-cultural, multi-geographical and multi-generational activities.*

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- *Members of the local community regularly join in school activities e.g. school fair, Gypsy, Roma and Traveller month celebrations, Black history month celebrations, Eid celebrations, harvest festival etc.*
- *The school has a role to play in supporting new and settled communities.*
- *We plan to increase consultation and engagement of community members to monitor and evaluate efficiency and fairness of extended services.*
- *Establish links with community groups and organisations to increase range of activities and services they can offer.*
- *Establish links with community groups and organisations to share good practice and grassroots knowledge.*
- *Increase participation and empowerment of community members on all extended services.*
- *Emphasise equal contribution to society of members from different backgrounds with various lifestyles and identities.*
- *Improve perceptions about efficiency, efficacy and fairness of service provision at local level.*
- *Increase sense of responsibility and reciprocity between and within groups and persons.*
- *Promote understanding and recognition of overlapped and interconnected sources of identity for persons and groups.*
- *Increase awareness amongst pupils, parents, carers and families about social services at county, district, parish and neighbourhood level.*
- *Involve community members in activities that reflect similarities across heterogeneous groups and differences within homogeneous groups.*
- *Foster positive relationships between and within groups of pupils, workers, staff, parents, carers and families.*
- *Facilitate meaningful and continuous interaction between and within members of different groups.*
- *Establish and strengthen effective approaches to monitor, evaluate, manage and prevent conflict.*

Putting Policy into Practice

There is an Equality objectives action plan included as Appendix 1 to this Policy This be reviewed annually.

Monitoring and Reviewing

We have a rolling programme for reviewing our school policies. When policies are reviewed in future, governors will endeavour to ensure that due regard is given to the promotion of all aspects of equality within each policy.

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific attention to the impact that our policies have on the attainment of pupils from different groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible

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progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing Board receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- *Exclusions;*
- *Incidents of racism, disabilism, sexual harassment and all forms of bullying;*
- *Parental involvement.*

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

Impact Assessments and how this policy/scheme relates to other school policies

We ensure that the commitments embodied in our mission statement for equality apply to the full range of our policies and practices, especially those concerned with:

- *Equal opportunities*
- *Pupils' progress attainment and assessment*
- *Behaviour discipline and exclusions*
- *Pupils' personal development and pastoral care*
- *Teaching and learning*
- *Induction*
- *Admissions and attendance*
- *The curriculum*
- *All subjects*
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- *Staff recruitment and retention*
- *Governor /staff training and professional development*
- *Partnerships with parents/carers and communities*
- *Visits and visitors*

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. As part of the action plan a timeline of high, medium and low priority policies for impact assessment will be drawn up.

Review

This policy has been based on the Bucks Learning Trust model policy

Next review date: Oct 19

APPENDIX 1
EQUALITY OBJECTIVES ACTION PLAN 2018-19

This action plan does not have to be separate from the School Development Plan but can be mainstreamed within it.

AIM	ACTION	WHO	TIMESCALE	RESOURCES	IMPACT
Informing and including all parents/carers, recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible	Encourage parents/carers to let the school know if they have a particular disability or other need	Headteacher	On-going		Inclusive school community where trusting, open relationships are built with all parents/carers
Provide training for all staff and governors on equality and diversity	Provide INSET to staff Circulate Equalities and Cohesion policy Recruit Equalities and Cohesion governor	HT and DHT to lead All staff and governors Chair of Governors	2018-19 Spring term 2018-19 Spring term 2018-19 Spring term		All staff and governors aware of legislation and responsibilities of all stakeholders
Welcoming new pupils and helping them to settle in effectively, recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year	Ensure effective school transfer and induction mid-year. Induction sheet developed for office staff to support transition.	Headteacher	On-going		Smooth transition for children to feel settled and ready to learn
Narrow the pupil premium gap	Increase the number of pupil premium pupils working at the expected standard for their age. Plan and deliver interventions identified through on-going assessment	Whole school	On-going		Gap narrowed for pupil premium pupils.
Develop opportunities to	Introduction of Chiltern	Headteacher	Sep 18	Former Art room now	Both schools to benefit

share best practice, communication and understanding by collaboration with other schools	Wood into school Build links with Cressex School	Headteacher	Begin Autumn 2 2018/19	Emerald class	from cross school working creating greater understanding and sharing of expertise Improve knowledge of best practice, communication and understanding
Promote understanding and respect for differences throughout curriculum	Black history month School trips or visitors from different faiths and cultures and abilities Ensure that all subject areas reflect cultural diversity and difference and respect for others. Use multi-cultural resources to ensure pupils enhance their understanding of different religions and cultures. Use images and descriptions of people with differences in abilities	Whole school	From Oct 18		Greater understanding and respect for differences promoted through ethos and curriculum Learning environment reflects difference
Empower children to understand their rights and encourage them to use their voice	Implement UNICEF Rights Respecting School Guest speakers at assemblies Introduce debate	Whole school RRS Lead	2018-19		Children confident in knowing their rights and speaking up respectfully
Monitoring and Evaluating the policy, recognising that the strength of this policy depends upon ensuring that everyone is actively	Report to governors Report to parents/carers and pupils Consult pupils,	Headteacher Equalities and Cohesion Governor Whole school	On-going		Equality and cohesion policy is actively utilised and developed to ensure it effectively promotes equality and cohesion

<p>implementing it so that gaps and the need for further development will arise from effective evaluation.</p>	<p>parents/carers and staff on how the policy is working and how it could be improved</p> <p>Monitor and review practice</p> <p>Carry out impact assessments to evaluate practice</p> <p>Requirement to report on disability aspects in school prospectus</p> <p>Report on all aspects of inclusion via website, newsletter etc</p>	<p>Headteacher</p>			
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