

**Downs View School and Link College**  
**Equality Policy information and objectives (Sept 2019)**

Downs View School and Link College seeks to foster a warm, welcoming and respectful culture, which allows us all to question and challenge discrimination and inequality, resolve conflicts peacefully, promote equality and work and learn in a safe environment.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning. We will create inclusive processes and practices where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs.

We recognise and welcome our equality duties as set out in the Equality Act 2010 and have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

We recognise that it is unlawful to discriminate against a pupil, prospective pupil or a member of staff by treating them less favourably if they have protected characteristics:

- age (staff only),
- sex,
- race,
- disability,
- religion or belief,
- sexual orientation,
- gender reassignment,
- pregnancy or maternity (staff only in primary schools).

We link our work on equality to our duties under the Education Reform Act 1988 to provide a balanced and broadly based curriculum which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and*
- *prepares such pupils for the opportunities, responsibilities and experiences of adult life.'*

We take seriously our duty to show due regard and this is evidenced through minutes of meetings and through the completion of equality impact assessments.

We welcome the involvement of and feedback from the school community on the information and objectives published. We also actively aim to recruit parents and carers who belong to protected groups to our Governing Body and Friends of Downs View. Please speak to the Head teacher with any feedback or come to one of our meetings for groups of parents and carers.

## Equality Information and objectives

### 1 Contextual information

#### 1a Language of Students

Language	Number of Students
Albanian/Shqip	3
Arabic	6
Bengali	3
Chinese	1
Classification Pending	1
English	157
French	1
Hindi	1
Panjabi	1
Polish	1
Portuguese	1
Russian	1
Spanish	1
Tagalog/Filipino	2
Not specified	39
Total	219

#### 1b Ethnicity

Ethnicity	Total
Any other Asian background	3

Any other Black background	1
Any other mixed background	10
Arab	4
Bangladeshi	4
Black - African	5
Chinese	1
Indian	2
Other ethnic group	4
Pakistani	1
White - British	160
White Eastern European	3
White Other	2
White Western European	5
White and Asian	7
White and Black African	3
White and Black Caribbean	4
Total	219

### 1c Religious Belief

Religion	Number of Students
Buddhist	1
Catholic	6
Christian	49
Hindu	1
Jewish	1
Muslim	11
No Religion	124
Other Religion	8

Refused	1
None Identified	17
Total	219

## 2 Fostering good relations information

In our school we take pride in the range of work we do to foster good relations and in discussions with pupils and students and in surveys (including Annual Review information) our pupils tell us that they like coming to school and feel safe. This is evidenced for pupils and parents in our Ofsted report of 2016.

The evident lack of behavioural issues on daily arrival suggests high levels of pupil satisfaction with the school. Our pupils across all 5 Key Stages make good and mostly outstanding progress.

We aim to foster good relations by:

- Providing annual staff training on at least one aspect of equality and diversity.
- Ensuring the whole school environment and curriculum reflects the diverse community within which we live. We aim for all pupils / students in our school to see themselves reflected in the stories we read, the assemblies we hold and in our displays and curriculum. As an example we have BME dolls available for sex education and maps indicating home countries.
- Giving clear messages about expectations as part of school values and this includes regular assemblies which make use of the Equality Calendar. For example we regularly celebrate key religious festivals to reflect the diversity of our community.
- Constantly reviewing and developing the PSHE Education curriculum so that it provides opportunities to explore values and attitudes, understand similarities and differences and builds understanding of different groups and our own identities. We have recently reviewed our curriculum to ensure we do sufficient work on sex and relationships education as well as how we support pupil behaviour. Please see our PSHE curriculum framework and schemes of work which show the learning by key stage.
- We are also twinned with a school in France and use this to challenge stereotypes and build understanding of international perspectives.
- The charity work that is led by pupils and students also helps to foster good relations (Red Nose Day, Jeans for Genes Day, fundraising for disasters, fundraising for the Friends of Downs View).
- We provide creative and cultural events and activities on a regular basis throughout the year to encourage understanding of our diverse community in a positive light.
- For pupils and students who struggle to understand the importance of respect for others we have a range of interventions including small groups work, discussions with the Police Neighbourhood Schools Officer.

### **Fostering good relations objective(s)**

- Review the sex and relationship education programme; particularly in the Link College related to consent and sexual orientation to ensure safety with a particular focus on young women (supported by staff training if appropriate)

### **3 Eliminating discrimination information**

Our behaviour data shows that pupils in the school do not bully or target on the basis of the protected groups. At the Link College there are occasional incidents of intentional unkind behaviour, however, these incidents are not directed towards protected characteristics. If this did happen this would be immediately challenged.

Occasionally individual students at the Link College express negative feelings to staff about their peers' abilities, this is immediately responded to through individual discussions and PSHE.

If a pupil or student did use abusive and derogatory language this would be challenged by staff and then recorded in individual files and monitored.

We are aware that Disability Hate Crime may be something that affects our students outside of school and college and so attempt sensitively to build their resilience to deal with this.

### **Eliminating discrimination objective(s)**

- To review PSHE education programme and wider (Link College) supports for students to explore and challenge their negative attitudes to the disabilities of other students (reduction of incidents)

### **4 Advance equality of opportunity information**

Individuals making good progress as evidenced by our progress data annually and IEP progress termly. It is also confirmed by our outstanding Ofsted inspections of 2009, 2012 and 2016. We track and monitor progress and targets related to protected groups but no trends or issues that cause concern are apparent in the current data.

In addition we have the following actions in place to support disability equality access:

	<b>Actions (focused on outcomes rather than processes)</b>
i. Improvements in access to the curriculum	Increase the number of pupils who are able to attend outdoor pursuit activities as part of our curriculum at both school and the Link College.
ii. Physical improvements to increase access to education and associated services	Investigate installation of new power operated doors in the new buildings development. Ensure that minibus/transport practice provides equal access to all venues away from school and college
iii. Improvements in	Produce simplified documents for key information for pupils and their

the provision of information in a range of formats for disabled pupils	parents (use of symbols and also document translations into other languages).
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