



Downs View School and Link College Equality Policy information and objectives (2024)

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 are celebrated and 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

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 feedback 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

We have 203 pupils overall. 157 at school, 46 at the Link College.

Pupils on Roll	Total Number 203	Girls		Boys	
		School	Link	School	Link
Ethnicity	White - British	29	10	85	21
	White - Irish	0	0	0	1
	Any other mixed background	1	1	2	1
	Arab	1	0	2	0
	Indian	1	0	1	0
	White and Asian	3	0	3	1
	White Eastern European	0	0	0	2
	Black - African	2	0	6	1
	White and Black Caribbean	0	0	1	0
	White Western European	1	1	0	2
	Any other Asian background	5	0	1	1
	White and Black African	0	0	3	0
	Bangladeshi	2	1	0	0
	Pakistani	0	0	1	1
	Other ethnic group	1	1	3	1
	Refused to State	0	0	1	0

Additional Language Data

	Total Number	Girls		Boys	
	32	School	Link	School	Link
Languages other than English spoken mainly in pupils' homes	Arabic	2	0	5	0
	Albanian/Shqip	1	0	0	0
	Bengali	2	1	0	0
	Fula/FulfuldePulaar	0	0	0	1
	Italian	0	0	0	1
	Krio	0	0	2	0
	Kurdish	0	0	1	0
	Lithuanian	0	0	1	0
	Pashto/Pakhto	0	0	0	1
	Persian- Dari	0	0	1	0
	Polish	0	0	0	1
	Romanian	1	0	0	0
	Russian	0	0	0	1
	Somali	1	0	0	0
	Spanish	0	0	1	1
	Talag/Filipino	1	0	2	0
	Tamil	0	0	1	0
	Urdu	1	0	1	0
	Refused	0	0	1	0

Data relating to students' disabilities and educational needs			
Disability	Both genders		
		School	Link College
Nature of primary disability	SLD- severe learning disability	43	28
	PMLD- profound & multiple learning disabilities	8	4
	ASD- autistic spectrum disability	48	4
	MLD- moderate learning disability	15	3
	MSI- multi sensory impairment	3	3
	PD- physical disability	4	2
	SEMH- social, emotional and mental health	3	0
	SpLD - specific learning disability	7	0
	SLCN- speech, language or communication need	25	1
	Number of students with more than one need detailed on their EHCP	84	30

Other Information																	
Sexual orientation	We are aware that children in our school and college may identify as lesbian, gay or bisexual. We are also aware that some students may express sexual behaviour which does not necessarily infer a preference or orientation towards one or another gender. We aim to manage all sexual behaviours in an appropriate way which reinforces appropriate and safe behaviours. We also know that our parents and carers will be represented across all the protected groups.																
Religion	<p>The following religions are represented in our overall population:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td>Christian</td> <td style="text-align: right;">20.2%</td> </tr> <tr> <td>Catholic</td> <td style="text-align: right;">3.0%</td> </tr> <tr> <td>Muslim</td> <td style="text-align: right;">6.4%</td> </tr> <tr> <td>Jewish</td> <td style="text-align: right;">0.5%</td> </tr> <tr> <td>Buddhist</td> <td style="text-align: right;">0.5%</td> </tr> <tr> <td>Other</td> <td style="text-align: right;">3.5%</td> </tr> <tr> <td>No Religion</td> <td style="text-align: right;">49.3%</td> </tr> <tr> <td>Refused/not declared</td> <td style="text-align: right;">17.2%</td> </tr> </tbody> </table>	Christian	20.2%	Catholic	3.0%	Muslim	6.4%	Jewish	0.5%	Buddhist	0.5%	Other	3.5%	No Religion	49.3%	Refused/not declared	17.2%
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Gender identity	<p>We are aware that there may be individual children in our school community who question their gender identity and may express their gender identity in a way that does not conform to stereotypical norms or the sex they were born as. If a pupil identifies as transgender, non-binary or gender diverse, we will work with the team around them, including parents, to support them in ways appropriate to them as an individual.</p> <p>We also know that our parents and carers will be represented across all the protected groups.</p>																

2. Fostering good relations information

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 2020.

The evident lack of behavioural issues on daily arrival suggests high levels of pupil satisfaction. Our pupils across all 5 Key Stages make good and mostly outstanding progress in relation to their individual starting points.

You can read more about our approach to fostering good relations in the following policies; Teaching and Learning, Spiritual Moral Social and Cultural Development, Positive Behaviour, Equality and PSHE Education.

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 to explore family history.

- 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 and the world around us.
- 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 group work.

Fostering good relations objective(s)

- To ensure our curriculum and teaching promotes mutual respect and equality.
- To 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 and capacity 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)

- To identify and then actively address gaps in pupils' or students' achievement and participation in extra-curricular activities, in particular: disadvantaged pupils/students and pupils/students from different heritage groups.

4 Equality of opportunity information

Our annual progress data and termly Area of Learning progress data tells us whether individual pupils and students are achieving their outcomes. It is also confirmed by our outstanding Ofsted inspections of 2016 and 2020.

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.

We have noticed that the diversity of our staff group does not reflect the diversity of our learners. We will continue to discuss this matter as a Board.

We have the following objectives in place:

Aim	How	Outcome
For all staff to understand what unconscious bias is and how it may affect adults and pupils. bias.	External training for all staff on unconscious bias. (bi-annually) Complete equalities and diversity audit (bi-annually) Use data from learning walk. Review of recruitment material and processes.	To identify positive ways to impact on unconscious bias. E.g. recruitment processes
For resources, visual aids and curriculum to reflect the diverse range of people at DV and in society.	Staffing training. Learning walk as audit.(annually) Regular visual checks and reminders. Investment in appropriate resources.	All staff recognise the importance for pupils and staff to see visual representations that 'look like them'.
To gain an greater understanding of whether pupils feel they are represented around school and by their families at events.	Review health and wellbeing survey to add in question to reflect this. Collate responses. School council to review sites around representation. Review attendance at school events to ensure all groups are represented. Identify any barriers to attendance. Relevant staff to be involved in review.	Pupils have opportunity to express whether they feel represented.