



**Downsway  
Primary  
School**

# **Equality information and objectives**

**Annual Report  
2023 - 24**

## Our school commitment

Under the requirements of the Equality Act 2010 Downsway Primary School is required to publish information to demonstrate that we 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.

At Downsway Primary School:

- We ensure that everyone is treated fairly and respectfully
- We want to make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs and we understand that treating people equally does not always involve treating them the same
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:
  - Their age
  - A disability
  - Their ethnicity, colour or national origin
  - Their gender
  - Their gender identity (they have reassigned or plan to reassign their gender)
  - Their marital or civil partnership status
  - Their being pregnant or having recently had a baby
  - Their religion or belief
  - Their sexual identity and orientation.
- We recognise that some pupils need extra support to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably.

We welcome our duties:

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)

As part of this we will:

- Publish information every year about our school population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do

## Part 1: Information about the pupil population

Number of pupils on roll: **212**

### Information on pupils by protected characteristics

- The Equality Act 2010 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.

### 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 day to day activities.'

Number of pupils with disabilities: **15**

### Ethnicity

172 children (81%) are white British and 35 children (17%) are from ethnic minority groups. 5 children's parents/carers did not state ethnicity (2%).

### Religion and belief

Christian	<b>52</b>
Hindu	<b>7</b>
Muslim	<b>9</b>
No religion	<b>114</b>
Other	<b>3</b>
Not stated	<b>5</b>
Refused	<b>22</b>
Total	<b>212</b>

### Information on other groups of pupils

Ofsted inspections of schools will 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:

Pupils in receipt of the pupil premium grant: **16** (*including 3 previously looked after children*)

Pupils with English as an additional language (EAL): **9**

Looked after children: **0**

## Part 2: How we have due regard for equality

The information provided here shows that we give careful consideration to equality issues in everything that we do in the school. We are committed to ensuring equality for all our pupils and staff and to meet our Public Sector Equality Duty we have in place the following:

- Policies for anti-bullying, exclusions, safeguarding, behaviour, staff pay and conditions, staff appraisal, CPD/staff development
- Admission arrangements
- Monitoring exclusions
- Recording and dealing with any incidents of harassment and/or bullying
- Relevant staff/governor training or meetings
- Complaints policy
- Non-discriminatory employment practice
- Staff code of conduct

### Disability

#### Summary information:

Children with disabilities are monitored carefully and appropriate provision made to ensure that they have equal access to the curriculum. They are supported in identified areas to ensure that their achievements are not compromised and appropriate resources are provided to support their work.

We are committed to working for the equality of people with and without disabilities. To meet our duties under the Equality Act 2010 we have due regard to the need to:

#### Advance equality of opportunity by:

- regular monitoring of Special Educational Needs policy to ensure the needs of pupils are met
- use of specialised teaching assistants to meet the needs of individual pupils
- regular monitoring of recruitment practices
- consulting with and working alongside outside agencies to meet the needs of any pupils (i.e. speech and language, occupational therapy, behavioural support team)
- meeting with parents/carers of pupils with particular needs on a regular basis
- talking regularly with all our pupils to establish their needs, feelings etc
- ensuring all pupils are aware of the specific needs of others through PSHE, assemblies etc.

#### Foster good relations and community cohesion by:

- promoting our positive and inclusive ethos via assemblies, PSHE lessons and school prospectus etc
- children can bring any concerns to the school council for discussion and follow up action
- responding to any complaints or incidents of bullying promptly and effectively.
- ensuring communication with parents and carers is clear and effective
- encouraging and teaching children about the world and the different groups within it
- celebrating diversity and disability in PSHE and assemblies
- celebrating the achievements of all pupils both in and outside of school in weekly assemblies.

We monitor the above by

- regular discussion in senior leadership team meetings, staff meetings and governor meetings;
- recording any instances of bullying of any pupils and ensuring follow up action is appropriate and effective
- discussion within the school council and speaking to children about feeling safe, bullying etc, and asking children what else they think the school could do to provide safer provision.
- ensuring the Headteacher and SLT always being available to speak to any concerned parent or carer –concerns logged and followed up
- monitoring playtimes and lunchtimes

### **What has been the impact of our activities?**

The school's promotion of equality is good as recognised by Ofsted (March 2013)

*“It is an inclusive and happy community where pupils and staff interact well. Disabled pupils and those who have special educational needs make similar progress to their peers, as a result of focused support from teaching assistants, and high quality additional lessons outside of class. Their gains in attainment are better than those found nationally”.*

*“The highly inclusive nature of the school educational enables all pupils, including those with special educational needs and/or disabilities, to participate fully in the curriculum”*

Ofsted (November 2017) recognised; *“They (children) say that adults treat them equally and fairly and there is no discrimination. In their words, ‘It doesn't matter who you are, everyone is welcome at this school.’”*

Ofsted 2017 also noted; *“All teachers know who their disadvantaged pupils are, and the potential barriers that might affect their learning. Teachers provide extra support for these pupils so that they achieve equally as well as, and sometimes better than, other pupils. Work in pupils' books shows that teachers have equally high expectations for disadvantaged pupils as they do for other pupils. Teaching assistants have been very well trained to support pupils who have special educational needs and/or disabilities. There are times when they work alongside these pupils in class while at other times they provide special programmes that help pupils to catch up with their classmates.”*

*“The provision for pupils with special educational needs and/or disabilities (SEND) is highly effective. ‘Support and achievement plans’ for these pupils are succinct and clear. This is because leaders and classroom staff know the needs of individual pupils. The learning for pupils with more complex SEND is sometimes completed away from the classroom. When this happens, the learning is similar to that taking place in the main classroom, but in an environment that is better suited to the needs of the individual pupils.” (Ofsted April 2023)*

### **What do we plan to do next?**

We are looking at opportunities within our curriculum to share our diverse culture

## **Ethnicity and race (including EAL learners)**

### **Summary information:**

Downsway school children are predominately White British with 18% of children from ethnic minority groups. The school is a community school and strives to ensure children from different ethnic groups have opportunities to reach their full potential.

We are committed to working for the equality of all ethnic groups. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

### **Advance equality of opportunity by:**

- monitoring the progress of all our pupils through termly pupil progress meetings and taking appropriate intervention to address underachievement.
- involving parents to improve outcomes for particular individuals
- using outside agencies for support and advice for new children to the school, where relevant
- ensuring all job and training opportunities are judged on merit and skills
- ensuring all vacancies are filled through a rigorous recruitment process that ensures no bias, prejudice or discrimination

### **Foster good relations and community cohesion by:**

The school promotes the spiritual, moral, social and cultural development of all pupils by

- celebrating religious festivals in other religions,
- using culturally inclusive resources
- studying and celebrating art from a variety of cultures
- PSHE and citizenship programmes that recognise and celebrate diversity
- ensuring that a wide range of literature is available to pupils

We monitor the above by

- consulting with children about what they have enjoyed studying in school
- ensuring assemblies are broad and balanced and reflect both the school and the wider community
- ensuring that books in our libraries and reflect personal choice, interest and culture

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

We will continue to monitor all children including those from different ethnic groups and to provide support as appropriate including appropriate intervention to support the acquisition of literacy and numeracy skills, through additional support groups and extension group work.

## **Religion and belief**

### **Summary information:**

The school is a community school and recognises all religious beliefs.

We are committed to working for the equality for people based on their religion, belief and non-belief. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

### **Advance equality of opportunity by:**

- ensuring support is provided for all children in the event of major life events.
- ensuring Religious Education is provided, a range of religions are studied and celebrated across the school .

- all job and training opportunities are judged on merit and skills and not by religion or belief
- all vacancies are filled through a rigorous recruitment process that ensures no bias, prejudice or discrimination

### **Foster good relations and community cohesion by:**

The school promotes the spiritual, moral, social and cultural development of all pupils by

- providing a values based education
- arranging visits to places of worship
- holding special assemblies celebrating religious festivals across a range of religions
- encouraging children to tell others about their special religious festivals
- ensuring that all children feel equally valued
- using culturally inclusive resources
- studying and celebrating art from a range of cultures
- ensuring that a wide range of literature is available

We monitor the above by

- consulting with children about what they have enjoyed studying in school
- ensuring assemblies are broad and balanced and reflect both the school and the wider community
- ensuring that books in school are well balanced to reflect a variety of religious beliefs.

By the transparency of processes involved in staff development, appraisal and promotional opportunities, we ensure that:

- opportunities within the school carry no religious bias
- all members of the school feel valued irrespective of role or religious beliefs
- the school is vigilant in ensuring prejudice is immediately and appropriately addressed
- religious holidays and festivals for staff are respected in line with the school's Leave of Absence Policy

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

We intend to continue with our values based education ensuring that this is at the heart of everything we do as a school.

SMSC provision is good and has been recognised by Ofsted.

*“The school promotes pupils’ spiritual, moral and social skills very effectively through an imaginative curriculum, philosophy for children lessons, regular extra-curricular activities and memorable educational visits.” (Ofsted March 2013)*

*“There are very positive relationships between staff and pupils and this helps pupils to develop confidence and to enjoy learning.” (Ofsted November 2017)*

*“Pupils at Downsway are happy, polite and caring towards one another. Leaders want every pupil to achieve well. They are also keen to ensure every individual develops the school values, which include curiosity, responsibility and self-belief.” (Ofsted April 2023)*

*“Pupils say they are happy and safe in school, and staff and parents agree. Pupils respect each other’s similarities and differences. Leaders ensure that all pupils understand the impact prejudice can have on others. This helps to create a very inclusive school.” (Ofsted April 2023)*

*“Leaders ensure that all pupils get wider opportunities to develop skills beyond the classroom. Sporting and cultural opportunities are popular.” (Ofsted April 2023)*

Our families appreciate the emotional literacy support provided by our specialist teaching assistants.

## **Gender and Sexuality**

We are committed to working for the equality of women and men. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

### **Advance equality of opportunity by:**

- monitoring the progress of girls and boys in order to address any gender-based issues of underachievement (i.e to improve boys’ outcomes for writing)
- ensuring all job and training opportunities are judged on merit and skills and not by gender
- ensuring all vacancies are filled through a rigorous recruitment process that ensures no gender bias or discrimination

### **Foster good relations and community cohesion by:**

#### **Exercising transparency of processes involved in**

- staff development and appraisal
- promotional opportunities

#### **Ensuring that**

- an ethos is promoted which values everyone regardless of gender and sexuality
- opportunities within the school carry no gender bias
- stereotyping is minimised and addressed

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

Two out of our seven class teachers are men, with a total of three male teachers, one male teaching assistant and one male caretaker part of our staffing team. We continue to promote an ethos and a curriculum that is not gender biased and is free of stereotyping.



## **Gender reassignment**

We are committed to ensuring that staff who might undergo gender reassignment are protected from discrimination and harassment. To meet our duties under the Equality Act 2010 we would show we have due regard to the need to:

### **Advance equality of opportunity by:**

#### **Ensuring that**

- all job and training opportunities are judged on merit and skills and not by gender
- all vacancies are filled through a rigorous recruitment process that ensures no bias, prejudice or discrimination

### **Foster good relations and community cohesion by:**

#### **Transparency of processes involved in**

- staff development and appraisal
- promotional opportunities

#### **Ensuring that**

- an ethos is promoted which values everyone regardless of gender and sexuality
- opportunities within the school carry no gender bias
- stereotyping is minimised and addressed

## **Pregnancy and maternity**

### **Summary information**

The school provides a programme of sex education that is age-appropriate for primary age children. We would be considerate of any families who had a child that was pregnant at secondary school and would ensure any younger siblings that attended Downsway School would feel supported and valued.

## **Sexual orientation**

We are committed to combating discrimination faced by pupils and staff who are lesbian, gay, bisexual and transgendered (LGBT). To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

### **Advance equality of opportunity by:**

- all job and training opportunities are judged on merit and skills and not by sexual orientation
- all vacancies are filled through a rigorous recruitment process that ensures no bias, prejudice or discrimination

### **Foster good relations and community cohesion by:**

#### **The transparency of processes involved in**

- staff development and appraisal
- promotional opportunities

### **Ensuring that**

- an ethos is promoted which values everyone regardless of gender and sexuality
- opportunities within the school carry no gender bias
- stereotyping is minimised and addressed
- the school addresses any actions of prejudice swiftly and effectively
- we are supportive of all staff in the school irrespective of sexual orientation and all staff feel equally valued

## **Age (in relation to staff only)**

### **Summary information**

The school does not take age into account in recruiting or retaining members of staff.

We are committed to working for the equality of men and women irrespective of age. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

### **Eliminate unlawful discrimination by:**

Ensuring that

- the age of a candidate is not taken into account during any part of the selection process
- all members of the school feel equally valued and supported irrespective of role, number of years in post or age
- the school is vigilant in ensuring age stereotyping is minimised and addressed
- the school addresses any prejudice promptly and effectively

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

There are no plans to change the recruitment process. This will be regularly reviewed to ensure compliance.

## **Marriage and civil partnership (in relation to staff only)**

We are committed to working for the equality for people irrespective of marital status. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

### **Eliminate unlawful discrimination by:**

Selection criteria for posts do not include reference to the marriage or civil partnership status of candidates. This is not taken into account during the selection process and interviewers are precluded from asking questions about this during the interview process.

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

There are no plans to change the recruitment process. This will be regularly reviewed to ensure compliance.

### **Part 3: Record of how we have considered equality issues when making decisions**

The Equality Act 2010 requires us to show due regard to equality issues when we make decisions or changes to our policies. This means we consider the impact on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

### **Part 4: Equality objectives (2023/24 – 2026/27)**

The Equality Act 2010 requires us to publish one or more equality objective every four years. We aim to address areas where we need to take action to improve equality and tackle disadvantages. We will regularly review progress made with our equality objectives.

- Vulnerable groups will continue to regularly attend school in line with National expectation – minimum 95% attendance.
- Plan further opportunities to celebrate and raise children’s awareness of equality and diversity.
- Continue to promote equality and a culture of inclusivity; address the needs of any individuals or groups to ensure that all pupils are treated equally and have equal access to opportunities.
- Maintain high standards and expectations of pupil behaviour, including ensuring that any incidences of discriminatory behaviour and bullying are reported, investigated, logged and acted upon in a systematic manner, including discrimination based on race and sexuality.
- Continue to educate pupils about equality issues and the importance of tolerance and understanding, in line with our duties under the Equality Act 2010.