



# Equality Information and Objectives

Issue No.	Author/Owner	Date of Issue	Reviewed	To be Reviewed	Approved by Governors on
1	J. Bowes	Dec. 2008	Oct. 2016	Oct. 2017	
2	J. Bowes	-	Oct. 2017	Oct. 2018	
3	J. Bowes	-	Feb. 2019	Feb. 2020	
4	J. Bowes	-	Sept. 2022	Sept. 2023	Nov. 2022
5	J Bowes	-	Sept. 2023	Sept. 2024	Oct. 2023
6	J Bowes	-	Sept. 2024	Sept. 2025	09/2024

## SCHOOL POLICY STATEMENT ON EQUALITY AND COMMUNITY COHESION

### SINGLE EQUALITY STATEMENT

To meet the requirements of the Public Sector Equality Duty, Dowdales School is required to consider how our policies, practices and day-to-day activities impact on students and staff. We are required to have “due regard” to the need to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity;
- Foster good relations.

At Dowdales School (hereinafter referred to as ‘the school’), we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from our school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to our school feel proud of their identity and can participate fully in school life.

We have taken an organisational approach and have ensured that all equality strands are part of the work of our school, particularly in relation to creating policy and practice around both delivery of our service and employment but also in relation to other functions such as setting budgets and making appointments.

The achievement of students will be monitored by race, gender and disability and we will use this data to support students, raise standards and ensure inclusivity. We will tackle discrimination by the promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Single Equality Scheme (SES) to which this Statement relates also highlights how our school has worked with and listened to the staff, students, parents and carers to inform development of objectives and the need and commitment required to ensure the Scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

The SES sets out how students with the following protected characteristics will be protected in our school from harassment and discrimination:-

- **Disability**
- **Gender**
- **Race**
- **Religion and belief**
- **Sexual orientation**
- **Gender reassignment**
- **Pregnancy and maternity**

This Scheme extends, however, to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. students from low income families), Children Looked After and those with Child Protection plans.

As well as delivering high quality services to our students, the school is also committed to being a good employer and as such the Scheme outlines how we meet our duties in terms of recruitment and selection practices. We are committed to be fully inclusive of all community users, including parents. As such, the Scheme therefore also sets out how we will work to overcome discrimination related to the other protected characteristics:-

- **Age**
- **Being married or in a civil partnership**

## Mission Statement of the school:

Dowdales is a school where we believe in high expectations, excellent teaching and ambition for every young person. Our shared vision is that every child deserves outstanding education and so we set ourselves challenging objectives. We believe in inclusive education, one where we recognise and nurture diversity in our community. It aims to bring different children together in a classroom, allowing everyone the same chance to grow and learn.

## **Aims of the school:**

- To ensure that every student makes excellent progress and performs to the best of their ability.
- To ensure excellent teaching across the curriculum inspires students to outstanding outcomes.
- To foster an ethos of inclusion, providing a warm, friendly yet purposeful environment where we are respectful and supportive of each other. Quality relationships are the bedrock of our school ethos.
- To develop the leaders of tomorrow, students will relish taking on leadership roles contributing to the school community as well as the wider community. In doing so, they will take pride in their school and in their own and each other's accomplishments.
- To further a culture of continuous learning that provides the opportunity for every member of staff to develop.
- To actively encourage and support every member of staff to develop their careers.

## **Our school is committed to equality both as an employer and a service-provider**

- We are committed to ensuring that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place 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 students 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 students 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<sup>1</sup>

## **Legal Framework**

As a school we welcome our duties under the Equality Act 2010. We understand that we are bound by the Public Sector Equality Duty (PSED), also known as the 'general duty' and the two specific duties.

The PSED requires us to take steps to: eliminate discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not share it.

Treating a person less favourably because they have one or more of these characteristics would be unlawful. The 9 protected characteristics are:

<sup>1</sup> These have been taken from Bill Bolloten's Equality Act 2010 Toolkit and Template

- Age
- Disability
- Gender Reassignment
- Marriage and civil partnership
- Race
- Pregnancy and Maternity
- Religion or Belief (lack of)
- Sex (gender)
- Sexual Orientation

Our two specific duties are:

- a)** to publish information to show how we are complying with the PSED which need to be updated annually and
- b)** to prepare and publish one or more specific and measurable equality objectives every four years, and comment on their progression annually.

This will enable us to have a coherent plan to promote equality by reducing, removing and/or eliminating discrimination all together.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion, and thus contribute to foster good relations between different groups of people within our community and beyond.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

For more information please contact:

**Ms. E.J. Aubrey, Headteacher**

## PART 1: PUBLISHING INFORMATION

It is our understanding that under the Equality Act we are required to publish information in relation to our school community and by protected characteristic. However, in doing so, the Data Protection Act 1998 will apply. Therefore, where deemed inappropriate we will not publish information which enables individual students or members of staff to be identified.

For school provision, the protected characteristics are: disability, race (which includes ethnic or national origins, colour and nationality), sex, gender reassignment (which includes gender identity), maternity and pregnancy, religion and belief (included lack of belief) and sexual orientation. The school as an employer also takes steps to eliminate discrimination and advance equality of opportunity for staff are on the basis of their age and marital status and civil partnership in some instances.

In order to meet our duties under the PSED, we will collect data related to the protected characteristics and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provision as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

### 1a. Understanding our school community: our school profile

On roll	820
Girls	405
Boys	415
FSM	167
Minority Ethnic Group	58
EAL	17
SEND Support	169
SEND EHCP	30
CLA	7

Year Group	Number on roll	Gender (F) %	Gender (M) %	FSM %	Ethnic minority %	EAL %	SEND %	CLA %
7	195	45	55	27	7	0.5	29	0.5
8	163	53	47	21	3	1	29	0
9	157	46	54	18	9	4	15	2
10	157	52	48	18	8	2	28	2
11	148	52	48	16	9	3	18	0

**Range of ethnic Backgrounds Represented:**

Ethnicity	%	Ethnicity	%
White British	92.4	Any other black background	0.1
Any other white background	0.6	Any other mixed background	0.9
White & Black Caribbean	0.2	Bangladeshi	0.0
White & Black African	1.2	Chinese	0.6
White & Asian	2.0	Indian	0.2
Any other mixed	0.9	Refused	0.1
Traveller/Irish Heritage	0.1		

**First Language**

English	97%
Other	3%

**Main SEN**

Main SEN	Total	SEN K	SEN E
Specific	51	47	4
Moderate	23	18	5
Social, Emotional & Mental Health	37	31	6
Severe	1	0	1
Speech & Language	28	16	12
Hearing Impairment	2	2	0
Physical	7	2	5
Autistic	11	8	3
Other	18	18	0
No Specialist Assessment	2	1	1

**Gender Reassignment:** We do not collect information on this. However, we are committed to ensuring that students and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, should this happen, are protected from discrimination and harassment

**Sexual Orientation:** We do not have information on whether any of the students and/or staff on roll identify themselves as lesbian, gay or bisexual as the question has never been asked. However, we are committed to providing a safe environment for all students and we aim to tackle any discrimination faced by students and staff who are lesbian, gay or bisexual.

**Pregnancy and Maternity:** We do not collect information on this. However, we are committed to ensuring that students and staff who are either pregnant or have just returned from maternity and/or are breastfeeding are protected from discrimination and harassment

## PART 2: OUR MAIN CHALLENGES IN TACKLING INEQUALITIES

This is a summary of the issues that we are most concerned about.

We are already developing strategies and interventions to tackle some of these concerns.

- As a predominantly white school within a predominantly white community we see the importance of providing knowledge and understanding of a multicultural community paramount. We continually look for different ways of understanding and celebrating diversity both in the curriculum and through assemblies.
- The school fulfills its Prevent duty by ensuring staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is a crucial aspect of our safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. At Dowdales we fully support every member of staff to ensure they are able to fulfill their Prevent duty.
- The school actively promotes the use of appropriate and respectful language and promotes a culture of respect to all. As such every member of staff is enabled to appropriately tackle the use of any homophobic or racist language. Explicit staff training on sexual abuse in schools and how to reduce sexual violence and harassment enables every staff member to promote a respectful culture.
- At Dowdales a gender gap between boys and girls exists. A challenge the school is facing is in eliminating this gap and ensuring that boys achieve in line with their targets and so that no gap exists. Boy friendly classroom strategies are often shared between staff and mentoring is in place, as appropriate, to support boys who are underachieving.

## PART 3: HOW WE HAVE DUE REGARD FOR THE PUBLIC SECTOR EQUALITY DUTY

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination**, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

At Dowdales the leadership of the school demonstrates and promotes mutual respect between all members of the school community. Our students are exceptional. Their attendance underlines that they enjoy being at school, where they feel safe. They show great respect for the traditions of the school; smart school uniform and personal appearance. We pride ourselves on our ethos of inclusion. The school provides a warm, friendly yet purposeful environment where we are respectful and supportive of each other. Quality relationships are the bedrock of our school ethos. All within the school community will challenge any type of discriminatory and/or bullying behaviour, for example through unwanted attentions and unwelcome remarks or suggestions.

Dowdales takes great pride in the school community. Our students and staff are proud to call themselves Dowdaliens. The displays around the school are of high quality and reflect the diversity of the curriculum, both inside and out of the classroom. Student's spiritual, moral, social and cultural awareness is constantly promoted through the teaching of British values in lessons, in Form time and through the extensive assembly provision promoting the values of tolerance and respect.

Under the Equality Act 2010, we are also required to 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 students.

#### 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 such as behaviour incident records.

Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We understand that under the Equality Act 2010 we are required to publish at least one equality objective every four years, and to review it annually.

##### **Equality Objective 1:**

**To ensure that any gaps in attainment between groups in the school are narrowed and eliminated. The focus of this objective will be SEND achievement.**

SEND Achievement:

SEND achievement has been below non-SEND achievement for the past 4 years. The gap has reduced\* but still significant enough to warrant the focus as the gap widened in 2023.

\* Small numbers of SEND E do reflect in the data as numbers can range from 1- 8

2020	
SEND Category	Progress 8 Score
SEND E	-2.55
SEND K	-0.47
Non-SEND	-0.17
2023	
SEND Category	Progress 8 Score
SEND E	-1.04
SEND K	-0.88
Non-SEND	-0.33

2024	
SEND Category	Progress 8 Score
SEND E	-1.20
SEND K	-0.78
Non-SEND	-0.13

**How:**

- Explore and disseminate the best pedagogy for SEND using EEF (five a day) research as the academic basis of the work. Supporting SEND students in the classroom is key and the development of adaptive teaching will continue to support improved outcomes.
- Develop support for SEND students inside the classroom by developing the work of teaching assistants using EEF research.
- Develop support for SEND students outside the classroom through Form time mentoring, nurture and support sessions and curriculum balance.
- To further develop the provision for SEND students to ensure they are supported to follow an ambitious and appropriate curriculum utilizing and developing the use of specialist intervention to support classroom progress.

**Equality Objective 2:**

To reduce the incidents of misplaced, inappropriate remarks that demonstrates a lack of understanding and a lack of respect and tolerance for others. These remarks are those that contribute to an acceptance and culture of sexual harassment and abuse.

**How:**

- Develop a culture that **challenges gendered slurs, insults and stereotypes** by:
  - Staff aware of the types of sexual harassment and abuse faced by students in our school (through the school's CPD programme)
  - Staff actively listen for and challenge inappropriate language and in doing so model how to 'call out' such behaviours
  - Use of the assembly programme and year group ethos development that continually references inappropriate insults and stereotypes
  - Citizenship/PHSRE/Lifecourse lessons taught by specialists
- Promote and normalize healthy and respectful relationships through:
  - The assembly programme
  - Citizenship/PHSRE/Lifecourse lessons taught by specialists
  - Embedded relevant opportunities in other curriculum areas (through stories, tackling of stereotype, promotion of positive role models) to explore gender stereotypes, gender inequality and sexual violence
- Improved recording and tracking of recorded incidents of sexual harassment and abuse through SIMS to help identify and therefore tackle the school based incidents more effectively.