



Deptford Park Primary School

Single Equalities Policy

Introduction

This equalities policy is an attempt to amalgamate all the equalities legislation into one single equality policy for Deptford Park Primary School.

Our Vision and Values

At Deptford Park we believe learning should be fun and that you never grow too old for new learning. We are committed to preparing our young people for life and the challenges they may meet. We want our pupils to develop qualities of being happy, confident and self-assured young people with strong values and principles with the skills to live happy productive lives. We are committed to providing the best education for all our pupils in a safe, secure and stimulating environment that fosters academic success and creativity.

Deptford Park Primary School is a learning community and is part of a community of learners. We are an inclusive school and believe that all children in our community should have access to learning at our school irrespective of ability. We are committed to ensuring equality of opportunity for pupils, staff and all those receiving services from the school, irrespective of race, disability, gender, religion/belief, age or sexual orientation and to the promotion of community cohesion.

At Deptford Park we believe that diversity is strength. Every member of our school community should feel safe, secure, valued and of equal worth. We believe that equality is a key principle for treating people fairly, with respect, having regard for their rights and wishes. Sometimes this means giving people extra help so they have the same chances irrespective of their gender, ethnicity, disability, religious beliefs/faiths tradition, sexual orientation, age or any other characteristics. Ensuring equality should permeate all aspects of school life and is the responsibility of every member of the school and the wider community.

This policy outlines the commitment of staff and governors to promote equality.



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Legal Duties of the Equalities Act 2010

As a school, we welcome our duties under this Act to:

- eliminate unlawful discrimination for pupils; staff and other members of the school's communities;
- actively advance equality of opportunity for the school community;
- foster positive relationships between those who share protected characteristics and those who do not.

Protected characteristics under the Act:

- Age
- Disability
- Race/ethnicity
- Sex/gender
- Gender re-assignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage & civil partnerships

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

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to governors and the Local Authority using their guidance material. The Local Authority may provide some support.



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Monitoring and review

The staff member responsible for co-ordinating the monitoring and evaluation of the Single Equalities Policy is Anne-Marie Leighton. She will be responsible for;

- providing updates on equalities legislation and the school's responsibilities in this regard;
- working closely with the governors responsible for this area;
- supporting positively the evaluation activities that monitor the impact and success of the policy from different groups, e.g. Special Educational Needs, Looked After Children, Minority Ethnic including Traveller and English as Additional Language pupils and Free School meals pupils in the following recommended areas;
 - Pupil Progress and Attainment
 - Learning and Teaching
 - Behaviour, discipline and exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related bullying and all forms of bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visit and visitors

It is the responsibility of the governing body to monitor the effectiveness of this policy. Governors have delegated responsibility to the Standards and Curriculum and Resources Committee.

Governors on the Standards and Curriculum Committee will:

- ensure that there are systems in place which enable all pupils to have equal access to the curriculum and the opportunity for pupils to make progress, and that the governing body does not discriminate unlawfully against pupils on the grounds of sex, race or disability;
- monitor the achievement and attainment of all individuals and groups;
- monitor the progress and attainment made by individuals and groups against national expectations;
- monitor the implementation and impact of the school's Learning and Teaching Policies;

Governors on Resources Committee will:

- ensure that the school does not discriminate unlawfully against staff or job applicants on grounds of race, sex, disability and marital status in all areas of employment, e.g. recruitment and selection, conditions of employment, benefits (including promotion and training), discipline, grievances and capability and dismissal procedures; that the governing body follows employment law and acts within the school's own policy of equal opportunities;



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- ensure that school policies and practices contribute to support staff welfare, health and safety ;
- keep under review the profile of the workforce, ensuring that statistical data is available on race, gender, disability, age and other factors such as absence rates;
- Together with the Headteacher/ Leadership Team, to agree any changes needed to the school staffing structure.

The Committees will report annually to the full governing body.

Policy Commitments

Promoting Equality: Curriculum

We aim to provide opportunities for all our pupils to succeed. To achieve this we will ensure:

- curriculum planning reflects a commitment to equality of opportunities for all;
- the curriculum prepares pupils for life in a diverse society and gives children a range of opportunities to reflect the background and experiences of pupils and families in the school;
- the curriculum provides opportunities to explore concepts and issues on identity and equality;
- the promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- images and materials used positively reflects a range of cultures, identities and lifestyles.

Promoting Equality: Achievement

There is consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcome for children we recognise that;

- adults in the school must provide good models to support their learning, including positive role models in their approach to all issues relating to equality of opportunity;
- it is essential to identify the barriers to good progress for particular individuals and groups and to use targeted interventions in order to close gaps in achievement;
- a range of learning and teaching methods is used throughout the school to ensure effective learning at all stages for all pupils;
- all pupils are actively encouraged to take charge of their own learning and apply themselves independently and collaboratively.



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Promoting Equality: The ethos and culture of the school

At Deptford Park we have an ambitious vision for the school and set high expectations for what every pupil and teacher can achieve. To achieve this all who are involved in the leadership of the school community should be instrumental in demonstrating mutual respect between all members of the school community. We aim to ensure:

- a culture of openness and tolerance, friendliness and respect that will welcome all into the school;
- reasonable adjustments made to ensure access for pupils, staff and visitors (including parents) with disabilities (this does not only include physical access, but also takes account of the wider access to school information and activities)
- staff have high expectations of what pupils can do and achieve, provision will be made to cater for the cultural, moral and spiritual needs of all pupils through planning of assemblies, classroom based and off-site activities;
- pupils will be encouraged to participate fully in all aspects of the school life; pupil's views are actively encouraged and respected. Pupils are given voice for example, the School Council, pupil views surveys, one-to-one consultations, and the regular opportunities to engage with pupils about their learning and the life of the school (School Council attend agreed governors meeting);
- every pupil will have access to a well balanced and broad curriculum which supports diversity;
- children's work will be thoughtfully presented and monitored to ensure it reflects high expectations and displays in classrooms and learning areas will reflect diversity across all aspects of equality;
- positive role models are used throughout the school to ensure that different groups of pupils feel welcome and included;
- rigorous assessment methods will ensure pupils meet and/or exceed age related expectations;
- parents will be closely involved with school life as a whole as with the learning development of their own children;
- parents and staff will work together for the benefit of the pupils and the wider community.

Promoting Equality: Staff Recruitment and Professional Development

- all posts are advertised;
- posts are advertised to reach the widest pool of applicants possible; people from under-represented groups are encouraged to apply for positions at all levels;
- all those involved in recruitment and selection are aware of what they should do to avoid discrimination to ensure equality of opportunity;



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- equalities policy and practice is covered in all staff inductions;
- employment policy and procedures are reviewed regularly to check conformity with legislations and the impact of policies are kept under annual review (governors meetings).

Promoting Equality: Countering and Challenging Harassment and Bullying

- the school has clear, agreed procedures for dealing with prejudice related bullying incidents.
- all staff have responsibility for recording any such incidents. There is a nominated member of staff responsible for monitoring and the reporting incidents;
- the school takes seriously and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- the school reports to Governors and the Local Authority on a termly basis the number of prejudice related incidents recorded in the school.

Promoting Equality: Partnership with Parents/Carers and the Wider Community

At Deptford Park we aim to work in partnership with parents/carers and members of the wider community. We:

- take action to include parents with school life as a whole as with the learning development of their own children;
- maintain good channels of communication, e.g. general and class coffee mornings, newsletters, annual survey to capture the views of parents;
- implement planned induction to the school for all new entrants to ensure newly arrived pupils and staff are made to feel welcome.

Responsibility for the Policy

At Deptford Park School, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for:

- involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these;
- publishing equality objectives;
- ensuring that actions, procedures and strategies related to the policy and plans are implemented;
- monitoring progress towards achieving equality objectives;



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- ensuring the school's equalities policy is maintained and updated regularly; that those policies within which equalities should be addressed must be clearly identifiable i.e. The School Strategic and Development Plan and the school's Accessibility Plan;
- ensuring that the designated Equalities Governor has an overview on all incidents which are in breach of the policy and ensures that appropriate action is taken to these incidents.

The Headteacher and Leadership Team

The Headteacher and the Leadership Team have responsibility for:

- working in partnership with the Governing Body, providing leadership and vision in respect of equality;
- promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties;
- overseeing the implementation of the equality policy and schemes;
- co-ordinating the activities related to the equality policy and evaluating impact;
- ensuring all who enter the school are aware of, and comply with, the equalities policy;
- ensuring that all staff are aware of their responsibilities and receive appropriate training and support to meet the need of delivering equality, including pupil awareness;
- ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

Senior Management Team

- ensure fair treatment and access to services and opportunities;
- ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

Teaching Staff

- strive to deliver the right outcomes for pupils;
- uphold the commitment made to pupils and parents/carers on how they can be expected to be treated;
- design and deliver an inclusive curriculum;
- ensure that they are aware of their responsibility to record and report prejudice related incidents.



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Non Teaching Staff

- support the school and the governing body in delivering a fair and equitable service to all stakeholders;
- uphold the commitment made by the school on how pupils and parents/carers can be expected to be treated;
- support colleagues within the school community;
- ensure that they are aware of their responsibility to record and report prejudice related incidents.

Parents

- take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these;
- take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

Pupils

- supporting the school to achieve the commitment made to tackling inequality;
- uphold the commitment made by the school on how pupils and parents/carers, staff and the wider school community can be expected to be treated.

Local Community Members

- take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these;
- take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.



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All school staff

All school staff have responsibility for:

- the implementation of the school's equalities policy;
- dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination;
- keeping up to date with equalities legislation.

Impact Assessment

All school policies are equality impact assessed and issues arising will be carried forward into the equality action plan. A full report of outcomes will be made available to the governors each term.

Religious Observance

The school respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

Monitoring and evaluation

The school will collect study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, and gender.

Commitment to review

The school equality plans will be aligned with the School Strategic and Development Plans. Its implementation will be monitored within the school's self-evaluation procedures and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.



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Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary annual document consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

This Policy was updated in February 2024.

Date approved by the governing body: _____

Date to be reviewed by the governing body: _____



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Deptford Park School have used the following process to assist them in identifying some of the barriers to their pupils in accessing **education provision**.

Stage 1: Understanding Our School Community – Pupils

What is the school profile?

- How many children are on roll at the school? 273 Pupils in total
- What information on pupils is collected by protected characteristics?

Using the Scholarpack data the following information was available:

Ethnic Categories							
White British	13	Black or Black British Caribbean	30	Chinese	15	Arab Other	2
Other White British	2	Black African	23	Vietnamese	30	Asian and Any Other Background	1
Any Other White Background	4	Black Sierra Leonian	11	Pakistani	2	Any Other Ethnic Group	10
White Eastern European	3	Black Somali	3	Bangladeshi	1	Any Other Asian Background	5
White Western European	2	Black Nigerian	9	Indian	1	Any Other Mixed Background	3
White European	8	Black Ghanaian	8	Afghan	7	Information Not Obtained	20
White and Asian	3	Black Angolan	2	Kosovan	1	Information Refused	6
White and Any Other Ethnic Group	1	Black Congolese	1	Albanian	1		
White and Chinese	1	Any Other Black Background	17	Moroccan	2		
White and Pakistani	1	Other Black	1	Sri Lankan Tamil	1		
White and Black African	6	White and Black Caribbean	9	Latin/Central American	7		



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Disability Categories

No Disability Information Recorded on System

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	81.68%	223
K	15.75%	43
E	2.56%	7
Statemented	0	0

Gender	
Boys	Girls
143	130

Religion & Belief					
Anglican	0	No Religion	68	Sikh	0
Baptist	0	Hindu	2	Jehovah Witness	0
Buddhist	11	Jewish	0	Rastafarian	0
Catholic	0	Methodist	0	Seventh Day Adventist	0
Christian	106	Muslim	71	Greek Orthodox	0
Evangelical	0	Pentecostal	0	Other Religion	5
Not Declared	10	Refused	0		



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NO INFORMATION WAS AVAILABLE ON THE FOLLOWING PROTECTED CHARACTERISTICS:

- **Gender Reassignment** – The school did not have any information on whether any of the children on roll had reassigned their gender. The school agreed to seek further support and guidance on how and when to monitor.
- **Sexual Identity** – The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitively when collected.

EQUALITIES OBJECTIVES

- Develop Accessibility Plan
- Community cohesion: Develop a process to better engage with all communities in our local area.
- To explore and understand the issues further so that the school can begin to narrow the attainment gap.



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Accessibility Plan

See detailed plan last **reviewed March 2018**



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Equality Objective: Develop a process to better engage with all communities in our local area to understand our local community better and ensure that all sections feel they can benefit from and have equal access to our education provision

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Community Cohesion	Hold a community evening	Attendance numbers	Inclusion & Standards AHT	Annually
Community Cohesion	Visit a variety of different religious establishments and celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities eg: Mosque, Church, Diwali, Eid, Christmas	Community groups involvement in the school	All staff/RE subject leader/ Inclusion & Standards AHT	Ongoing



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ATTAINMENT

Gender: To explore and understand the issues further so that the school can begin to narrow the gap.

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Gender	Evaluate the impact of current methods introduced in the previous academic year	Analyse assessment outcomes	Class teachers/ICT support/ LT	Half and termly
Gender	Monitor and analyse children's attainment and progress by gender and act on any trends or patterns in the data that requires additional support for pupils	Progress and attainment data gathering and analysis to inform Headteacher's report to governors	Headteacher Governing Body	Annually Spring term
Gender	Monitor and analyse children's take up of activities by gender and act on any trends or patterns in the data that requires additional support for pupils	Progress and attainment data gathering and analysis to inform Headteacher's report to governors	School Business Manager Headteacher Governing Body	Annually Summer term
Gender	Monitor and analyse children's behaviour by gender and act on any trends or patterns in the data that requires additional support for pupils	Progress and attainment data gathering to inform Headteacher's report to governors	Learning Mentors Headteacher Governing body	Annually Summer term
Gender	Monitor and analyse staff profile and act on any trends or patterns	Report to Governing Body	School Business Manager Headteacher & LT Team Governing Body	Annually November



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Looked after Children

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Looked after Children	Monitor and analyse LAC's attainment and progress and act on any trends or patterns in the data that requires additional support for pupils	Report to Standards and Curriculum Committee	Headteacher/ Deputy Headteacher Inclusion & Standards AHT	termly
Looked after children	Monitor and analyse LAC's take up of activities and act on any trends or patterns in the data that requires additional support for pupils	Report to Standards and Curriculum Committee	School Business Manager Headteacher & LT Team Governing Body	ongoing
Looked after children	Monitor and analyse LAC's behaviour and act on any trends or patterns in the data that requires additional support for pupils	Report to Standards and Curriculum Committee	Learning Mentor Headteacher & LT Team Governing Body	ongoing
Looked after children	Monitor and analyse LAC's attendance and act on any trends or patterns in the data that requires additional support for pupils	Report to Standards and Curriculum Committee	Learning Mentor Headteacher & LT Team Governing Body	ongoing



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Special Educational Needs and Disability (SEND)

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Special Educational Needs and Disability	Monitor and analyse children's attainment and progress by SEND and act on any trends or patterns in the data that requires additional support for pupils	Report to Standards and Curriculum Committee	Inclusion & Standards AHT /SENCO/Inclusion Team	termly
Special Educational Needs and Disability	Monitor and analyse children's attendance by SEND and act on any trends or patterns in the data that requires additional support for pupils	Report to Standards and Curriculum Committee	Inclusion & Standards AHT /SENCO/Inclusion Team	termly
Special Educational Needs and Disability	Monitor and analyse children's behaviour by SEND and act on any trends or patterns in the data that requires additional support for pupils	Report to Standards and Curriculum Committee	Inclusion & Standards AHT Learning Mentors Governing body	termly



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Ethnicity

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Ethnicity	Monitor and analyse racist incidents occurring within school/centre	Report to Governing Body/Local Authority	Headteacher LT	termly
Ethnicity	Monitor and analyse children's attainment and progress by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Report to Standards and Curriculum Committee/ Governing Body	Headteacher Governing body	termly
Ethnicity	Monitor and analyse children's take up of activities by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Inclusion & Standards AHT Headteacher Governing Body	Annually in November, March and June
Ethnicity	Monitor and analyse children's behaviour by ethnicity and act on any trends or patterns in the data that requires additional support for pupils	Report to Governing Body	Inclusion & Standards AHT Headteacher Governing Body	Annually in June/July
Ethnicity	Monitor and analyse staff profile by ethnicity and act on any trends or patterns	Report to Governing Body	School Business Manager Headteacher Governing Body	Annually in July



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Curriculum: Developing an understanding of Bias and Racism in our society and community

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Removing Bias	Review of the whole curriculum for anti-racism and inclusivity	Report to Standards and Curriculum Committee/ Governing Body	Headteacher LT	termly
Removing Bias	Whole school training and awareness of racism and bias in our society	Report to Standards and Curriculum Committee/ Governing Body	Headteacher Deputy Head	termly
Removing Bias	Audit of curriculum subject content	SIL LT Standards and Curriculum Committee Report to Governing Body	SIL Deputy Head Headteacher Governing Body	Annually
Removing Bias	Audit and review of resources to have an awareness of racism in the hidden curriculum		Inclusion & Standards AHT Headteacher Governing Body	Annually in June/July
Removing Bias	Information sharing to parents and the wider community	Report to Governing Body	Headteacher Governing Body	Annually in July



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Embedding Race Equality

Equality Strand	Action	How will the impact of the action be monitored	Who is responsible for implementing?	What are the timescales?
Race Equality	Targeting ambitious outcomes for Black Caribbean heritage and Black and Minority Ethnic Pupils	Report to Standards and Curriculum committee	Deputy Headteacher AHT Governing body	Termly – On going
Race Equality	Reducing exclusions of Black Caribbean heritage pupils at all ages	Report to Governors	Headteacher Governing Body	Termly – On going
Race Equality	Leaders and Governors taking a whole school approach to embedding race equality	Report to Standards and Curriculum committee Governing Body	Headteacher Deputy headteacher	Annually
Race Equality	Transparency reporting and sharing of borough wide trends		Headteacher Governing Body	Annually
Race Equality	Working together in new ways and sharing good practice to embed race equality in our school cultures and curriculum	Report to Standards and Curriculum committee Governing Body	Headteacher SLT Curriculum and Standards Committee	Termly – On going
Race Equality	Actively developing high quality relationships with Black Caribbean heritage and Black and Minority Ethnic pupils and their parents	Report to Standard and Curriculum committee Governing Body	SIL Assistant Heads Deputy headteacher	Termly – On going
Race Equality	Improving black representation in school leadership and Governing Bodies	Governing body	Headteacher Deputy headteacher	On going
Race Equality	Lewisham schools holding each other to account. Lewisham Learning and Lewisham Council report annually to the Council, on the progress that is being made across Lewisham.	Lewisham schools Governing bodies LA	Headteacher	Annually



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