



The Downland Federation

Disability Equality Scheme, Accessibility Plan and Equality Information and Objectives

Contents

- Our disability equality scheme and accessibility plan
- Our commitment to equalities and community cohesion
- Part 1: Information about the pupil population
- Part 2: Our main equality challenges
- Part 3: How we have due regard for equality
- Part 4: Who we have consulted and worked with
- Part 5: Our Equality objectives
- APPENDIX: Employer's supplement (for schools with over 150 staff)

Date established: **January 2017**

Date of last review: **January 2017**

Monitoring and Evaluation:

The Downs School Equality Information and Accessibility Plan

The School seeks to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment

In order to do this effectively, the School has an action plan to ensure that reasonable adjustments are made and that there is a sensitive, caring, positive, encouraging and open approach to all stakeholders to enable them to enjoy and participate fully in the life and work of the School.

An effective scheme will be constantly developed, monitored and assessed.

Information will be gathered at regular intervals to inform action on policies and students' attainment, to promote equality of opportunity, to eliminate discrimination and harassment, to promote positive attitudes and encourage participation in public life.

Progress will be reported annually to the Governors.

Outside contractors will be expected to build disability equality into their contracts and fulfil its disability equality contractual requirements.

Accessibility Action Plan for September 2016-17

| Action | Person responsible | Deadline | Resources required | Success criteria |
|---|---|-------------|------------------------|---|
| Update register of disabled students, staff, parents, governors, community users 1. Letter for self identification to parents, students, governors & community users 2. Identification of students using the SEN register | Special Educational Needs Co-ordinator (SENCO); Personnel Manager | March, 2017 | Letter SEN Register | The register accurately reflects the school students, parents and staff |
| Use of pupil data in disabled students to overcome underachievement Monitoring of disabled students to ensure they meet their predicted grades | Heads of Year (HOYs); Raising Standards Leaders (RSLs) for each Key Stage | Ongoing | Relevant data | No group of students can be identified through lack of achievement. |
| Monitor and address incidents of bullying related to disability | HoYs Tutors | Ongoing | ECM meeting | Incidents dealt with efficiently & resolved |
| Monitor exclusions of students who fall under the equalities legislation. | Deputy Headteacher – Junior (DHT-J) | Ongoing | | |
| Reasonable adjustments are in place to ensure school trips are accessible to disabled students | Heads of Faculty (HOFs); HOYs | Ongoing | | Trips are accessible |
| To consult parents, students and staff about reasonable adjustments which we need to make, via letters, meetings and the school council as appropriate | SENCO | Ongoing | | Reasonable adjustments made |
| Carry out appropriate assessment for exam concessions | SENCO; Access Arrangement Tester; Exams Manager | Ongoing | | Special arrangements provided where necessary |
| Implement the actions identified in the accessibility audit, which was completed by a consultant | Business Manager | Ongoing | | The actions will be implemented |

Disability Equality Scheme

As a school we have a duty to promote disability equality. We aim to:

- Promote equality of opportunity between disabled and other people and positive attitudes.
- Eliminate discrimination and harassment.
- Encourage participation by disabled people.
- We should ensure that disabled people are treated as favourably as others and that we make reasonable adjustments.
- Continue to have a sensitive, positive and open approach to help all students and staff to enjoy school life and encourage an inclusive culture, policies and practices.

Achievement

- To continue to help all students to achieve their best.
- To monitor achievement of all groups of students who fall under the equalities legislation.

Curriculum

- To encourage all departments to be sensitive to curriculum and presentation of their subject in order to encourage positive attitudes towards disabled pupils and other students who fall under the equalities legislation.

Teaching & Learning

- To encourage all departments to consider barriers to learning and access to both curricular and extra curricular activities to all students who fall under the equalities legislation.

Voice & Involvement

- To consult parents, students and staff about reasonable adjustments which we need to make, via letters, meetings and the school council as appropriate.

Removing barriers

- Review audit for accessibility.
- Continue to improve access.
- To consider positive discrimination in order to maintain representative levels of students who fall under the equalities legislation in all aspects of school life including sports teams and peer mentors

Eliminate harassment & bullying

- To ensure that the school's policy on bullying includes all students who fall under the equalities legislation. All such incidents should be recorded.

Transition

- To insure positive and effective transition through communication with primary feeder schools and further education establishments. This may require attendance of Downs SEN staff at transition review meetings.

Employment, promotion and training of staff

- To ensure that all procedures are non-discriminatory and records kept via LEA monitoring on appointments (ongoing).

Assessment

- To ensure that this continues to be non-discriminatory and that appropriate access arrangements are in place.

Governance and relations with parents

- To encourage participation by disabled parents.

Breaks and lunchtimes, after school achievements and trips

- To make reasonable adjustments in order to prevent discrimination and encourage participation.

Contractors

- To ensure these policies are implemented by contractors as far as possible

Monitoring

- Exam analysis of students who fall under the equalities legislation to be carried out.

Admissions

- To be done by LEA which administers admissions (ongoing).

Exclusions

- Equalities legislation should be considered when making fixed term and permanent exclusions.
- Equalities legislation should be considered when supporting students who are felt to be risk of exclusion.

Recruitment

- To be monitored within school.

Appendix

– Definition of Disability

A person has a disability if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Our School Commitment to Equalities and Community Cohesion

The Equality Act 2010 requires us to publish information that demonstrates 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 The Downs School:

- We try to 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)

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

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

For more information please contact:

Phil Wilson (Member of teaching staff with responsibility for equality issues)

Tel: 01635 270000 Email: contact@thedownsschool.org

Chair of the governing body (Member of governing body with responsibility for equality issues)

Tel: 01635 270000 Email: contact@thedownsschool.org

Part One:
Information about the pupil population (2016-2017)

Number of pupils on roll at the school: **1202**

Information on pupils by protected characteristics:

The Equality Act 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 normal day to day activities.’

Number of pupils with disabilities: 101

There are pupils at our school with different types of disabilities and these include:

- Social, Emotional and Mental Health
- Speech and Language
- Dyslexia
- Dyspraxia
- Dyscalculia
- ME
- Neurofibromatosis
- Bi-polar

Ethnicity:

| Categories | | | | |
|------------------------|-----------------------------|-------------|--------------|--------------|
| Main Categories | Micro Categories | Boys | Girls | TOTAL |
| White British | English | 554 | 539 | 1093 |
| | Scottish | 0 | 0 | 0 |
| | Welsh | 0 | 0 | 0 |
| | Cornish | 0 | 0 | 0 |
| White Other | Gypsy / Roma | 0 | 0 | 0 |
| | Irish | 0 | 0 | 0 |
| | Albanian | 0 | 0 | 0 |
| | Serbian/Yugoslavian | 0 | 0 | 0 |
| | Traveller of Irish heritage | 0 | 0 | 0 |
| | White Eastern European | 1 | 0 | 1 |
| | White European | 0 | 0 | 0 |
| | White Western European | 5 | 3 | 8 |
| | Other White | 15 | 17 | 32 |
| Turkish | Turkish | 0 | 0 | 0 |
| | Turkish Cypriot | 0 | 0 | 0 |
| Kurdish | Kurdish | 0 | 0 | 0 |
| Bangladeshi | Bangladeshi | 0 | 0 | 0 |
| Other Asian & Chinese | African Asian | 0 | 0 | 0 |
| | Indian | 1 | 3 | 4 |
| | Kashmiri | 0 | 0 | 0 |

| | | | | |
|-------------------------|-----------------------------|---|----|----|
| | Nepali | 0 | 0 | 0 |
| | Pakistani: Mirpuri | 0 | 0 | 0 |
| | Pakistani: Other | 0 | 2 | 2 |
| | Sri Lankan Sinhalese | 0 | 0 | 0 |
| | Sri Lankan Tamil | | | |
| | Chinese | 2 | 1 | 3 |
| | Hong Kong Chinese | 0 | 0 | 0 |
| | Malaysian Chinese | 0 | 0 | 0 |
| | Other Asian Background | 3 | 1 | 4 |
| Black Caribbean | Black Caribbean | 0 | 0 | 0 |
| Somali | Somali | 0 | 0 | 0 |
| Other Black African | Ghanaian | 0 | 0 | 0 |
| | Nigerian | 0 | 0 | 0 |
| | Sierra Leonian | 0 | 0 | 0 |
| | Sudanese | 0 | 0 | 0 |
| | Other Black African | 0 | 0 | 0 |
| Black Other | Black European | 0 | 0 | 0 |
| | Black North American | 0 | 0 | 0 |
| | Black Other | 1 | 0 | 1 |
| White & Black Caribbean | White & Black Caribbean | 1 | 0 | 1 |
| Mixed Ethnicity | White & Black African | 1 | 2 | 3 |
| | White & Asian | 7 | 14 | 21 |
| | White & Chinese | 0 | 0 | 0 |
| | White & Other | 0 | 0 | 0 |
| | Asian & Chinese | 0 | 0 | 0 |
| | Asian & Black | 0 | 0 | 0 |
| | Asian & Other | 0 | 0 | 0 |
| | Black and Chinese | 0 | 0 | 0 |
| | Black & Other | 0 | 0 | 0 |
| | Chinese & Other | | | |
| | Other Mixed Background | 8 | 10 | 18 |
| Other | Other | 0 | 0 | 0 |
| | Arab Other | 0 | 0 | 0 |
| | Egyptian | 0 | 0 | 0 |
| | Filipino | 0 | 1 | 1 |
| | Iranian | 0 | 0 | 0 |
| | Iraqi | 0 | 0 | 0 |
| | Japanese | 0 | 0 | 0 |
| | Korean | 0 | 0 | 0 |
| | Latin/South/Central America | 0 | 0 | 0 |
| | Lebanese | 0 | 0 | 0 |
| | Malay | 0 | 0 | 0 |
| | Moroccan | 0 | 0 | 0 |
| | Polynesian | 0 | 0 | 0 |
| | Thai | 0 | 0 | 0 |
| | Vietnamese | 0 | 0 | 0 |
| | Yemini | 0 | 0 | 0 |
| | Any Other Ethnic Group | 1 | 1 | 2 |
| Unknown | Unknown | 0 | 0 | 0 |
| | Refused to Say | 5 | 3 | 8 |

Religion and belief:

| | | | |
|-----------|-----|----------------|-----|
| Buddhist | 3 | Sikh | 4 |
| Christian | 826 | No religion | 335 |
| Hindu | 1 | Other religion | 15 |
| Jewish | 1 | Unknown | 14 |
| Muslim | 3 | | |

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 from low income households:

| | Boys | Girls | Total | Percentage of school population |
|---|------|-------|-------|---------------------------------|
| Number of pupils currently eligible for free school meals | 20 | 16 | 36 | 2.99% |
| Number of pupils on roll who have been eligible for free school meals in the last six years (Pupil Premium applies to this group from September 2012) | 31 | 25 | 56 | 4.66% |

Pupil with Special Educational Needs (SEN):

| | Number of pupils | Percentage (%) of school population |
|---------------------------|------------------|-------------------------------------|
| No Special Education Need | 1101 | 91.6% |
| Special Education Need | 101 | 8.40% |

Pupil with English as an additional language (EAL):

| | Boys | Girls | Total | Percentage of school population |
|--|------|-------|-------|---------------------------------|
| Number of pupils who speak English as an additional language | 5 | 6 | 11 | 0.92% |

| | | | | |
|--|--|--|--|--|
| Number of pupils who are at an early stage of English language acquisition | | | | |
|--|--|--|--|--|

Looked After Children:

- Not required to report
- There are currently 5 looked after children in the school

Young Carers:

- Not required to report
- An annual survey reveals the numbers of students who are young carers (currently, approximately 10 students)
- These students are provided with support appropriate to their needs and wants

Sensitive information on some pupils with protected characteristics:

- Some information in relationship to protected characteristics we regard as sensitive. This includes pregnancy and maternity.
- *Please contact member of teaching staff with responsibility for equality issues mentioned above if you want more information.*
- It is not appropriate for us to collect information from pupils in relation to some protected characteristics, such as gender identity and sexual orientation.
- However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Part Two:
Our main equality challenges

This is a summary of the issues that we are most concerned about. We are already developing strategies and activities to address some of these challenges, and details are provided in Part 3 below. For some of these challenges we have also set and published **equality objectives**. See Part 5 of this document.

- Boys are generally making less progress than girls, most boys in the middle ability group, although the gap between boys and girls is narrowing
- At Key Stage 4, significant improvements have been made in the progress made by middle ability students. However, the progress of upper and lower ability students is less strong, although often still positive
- Pupil premium students make less progress than all students, although the progress of students with Special Educational Needs is strong relative to all students. Despite this, in both KS3 and KS4, the progress made by PP and SEN students in Mathematics is less strong than in most other subjects

Part Three:
How we have due regard for equality

- The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school. (Schools with over 150 staff may wish to include reference to their Equality duties as an employer throughout Part 3)
- We are committed to working for the equality of all our pupils. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act.
- Below is an overview of the main policies and activities that show the school has due regard to the first need of the general duty: 'eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act'

- Record-keeping linked to protected characteristics
 - Prospective employees are asked to submit a monitoring form relating to protected characteristics.
 - Student data is collected on non-sensitive protected characteristics and recorded through SIMS. Achievement and progress data is collected and analysed once a term by group (eg gender, SEN, pupil premium etc).
- Related policies, such as anti-bullying, behaviour....
 - The anti-bullying policy specifically refers to protected characteristics and there is a strong emphasis on safety and feeling safe. The behaviour policy is circulated to parents through the home-school agreement and is shared with students through tutor time and assembly on at least an annual basis.
- Accessibility plan for the disabled
 - This plan is being implemented
- Admission arrangements
 - The school follows all fair access procedures as laid down by law.
- Monitoring exclusions
 - Exclusions are monitored on a termly basis by group. This is reported to governors.
- Recording and tackling incidents of harassment
 - Bullying incidents are separately recorded and reported to governors (as mentioned above). As required by law, all racist incidents are recorded and followed up. Depending on the context and incident there will be educative consequences or a sanction.
- Complaints procedure
 - The school has a complaints procedure, which is available on the school website.
- Non-discriminatory employment practice
 - The school uses person and job specs to identify potential recruits. During interview, a graded criteria referencing system is used to ensure that extraneous matters are not brought into the recruitment process. Questions used in interview avoid drawing out information which may pander to bias or prejudice. Disabled candidates are guaranteed an interview if they meet the job and person spec.
 - The school follows employment law in terms of allowing staff with children under 18 to take time to look after their children if required. Staff are also paid for the first day of absence for child-care providing they have not exhausted the 5 discretionary days a year which the head can grant in special circumstances.
 - Where possible, staff who are carers are supported with part-time working and flexible time when required to help them with their duties.
 - Staff with disabilities have also been given at least reasonable adjustment to enable them to do their job. For example, a rest room was made available for the sole use of one member of staff; work hours were reduced and re-organised for another. Staff returning from long term illnesses have benefited from phased returns sometimes with double-staffing to enable them to ensure a successful transition back into the workplace.
- Staff and pupil codes of conduct
 - Both staff and pupil codes of conduct emphasise respect and fairness. The staff code specifically mentions equality

Further Information on Groups with Protected Characteristics

Disability

Summary information:

- Children with disabilities, overall, achieve at least as well as other groups. They are also participants in trips, visits and clubs.
- An extremely detailed summary of the support provided to students with disability and/or special educational needs is provided on the school's website, in the SEN Information Report (school offer)

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

Advance equality of opportunity by:

- Surveying students and parents with disability to gain up to date information about their concerns.
- Continuing to monitor the performance of disabled pupils.
- Analysing bullying data.
- Updating staff and governor training on the duty of equality, through induction process and governor meetings.

Foster good relations and community cohesion by:

- Providing a graded response to bullying and prejudice-related incidents. As a general rule, younger -student incidents are responded to by education-approaches; older students are expected to have a greater understanding and tend to receive a response which is more about sanctions. However, this is a generalisation and individual cases are considered according to their particular characteristics.

Curriculum Coverage of Bullying/Prejudice:

- The school's Personal Development Programme (PDP) lead, Becky Bailey, also leads the Personal Development network across West Berkshire
- Year 11 PDP emotional health and wellbeing lessons are centred around the need for social inclusion and community cohesion asking the question 'How diverse is West Berkshire?' incorporating a section on disability and acceptance of diversity/being unique – students learn the horrific consequences of discrimination through the story of Sophie Lancaster who was murdered by a gang for being a 'Goth'.
- Year 10 PDP– Lesson looking at a newspaper article in which 'A mother who killed herself and her disabled daughter had been terrorised by a gang of youths' asks why certain groups like the disabled are targets for gangs/bullies. Students also explore the consequences of 'Homophobic bullying' through the song 'I Can't Change Even if I Wanted To' by Macklemore and Lewis
- The Year 10 sex and relationships lessons focus on diversity through different relationships including 'silver ring thing' – abstinence and homosexuality.
- Year 9 PDP– Mini Biography Christopher Reeves – confined to a wheelchair after a horseriding accident. Students explore how to keep mentally positive, managing aggression and how to combat depression when faced with difficult circumstances.
- Year 9 Citizenship lessons explore Amnesty International's Campaign 'Justice for Dad', Guantanamo Bay and Terrorism
- Year 7 and 8 Emotional Health and Wellbeing lessons explore Cyber Bullying, how to stay safe on mobile devices and the internet

- Year 7 Emotional Health and Wellbeing lessons explore the concepts of 'labelling' and 'stereotyping' encouraging students to accept diversity.
- Providing disabled access and support to parents/carers attending the Dance Show and School Musical.
- There are a number of languages exchanges (Spanish, French and German) which enable students to meet others from different backgrounds and contexts. There is also a curriculum emphasis on international cultures (school has international school award) in the majority of subjects which encourages students to embrace difference.
- The School Council is a strength of the school. It is run by Head Boy and Girl and meets regularly, on a fortnightly basis. Year Teams also have their own councils. These groups are regularly consulted about bullying issues.
- Links with Beedon and Compton Primary School (federated school) provide a number of opportunities for Downs students to be leaders in music, sport and play. These opportunities are growing. Downs staff have also been allocated curriculum to work collaboratively with the federated primaries

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

- In general, there have been very positive outcomes for students with disabilities. For example, students with extreme (Autistic Spectrum Disorder) ASD have been integrated successfully into the school and have done very well. There are examples of students who have left other schools due to bullying because of disabilities who have settled very happily into The Downs, achieving academic and social success. However, there is no room for complacency.
- The Access plan includes a number of provisions that are in the process of being implemented.
- Surveys of the parents of students with disabilities show that the parents are overwhelming positive about the support their children receive from the school: 86% of parents feel that their children are fully supported by the school; 93% of parents feel that their children are progressing in the school; and 93% of parents feel their children are proud to belong to the school.

Ethnicity and race (including English As An Additional Language learners)

Summary information:

- Although numbers are small, overall there is no disparity between achievement of students from minority ethnic backgrounds and others. Bullying and racial incidents are rare, however they do happen. These groups are also fully involved in the extracurricular life of the school and receive similar amounts of praise and reward slips as other students.

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:

- Continuing to monitor the achievement and performance of minority ethnic groups.
- Continuing to work on students' understanding of the unacceptability of racist comments through the personal development programme, through assemblies and through the curriculum in general.

Foster good relations and community cohesion by:

- Valuing of cultural diversity (see disability section above). See also section on Religion and Belief below.
- Using PC Tim Emery, the police liaison officer, to educate students who have displayed racist attitudes.

Curriculum:

- Year 7 PDP Curriculum – What is Stereotyping? Investigating ethnicity and race.
- Year 8 Citizenship lessons explore the cause and effect of the 2011 August Riots including racism in relation to Mark Duggan being shot dead by police.
- Year 9 Citizenship lessons explore our attitudes towards the Muslim community following the attacks on 9/11
- Year 11 PDP emotional health and wellbeing lessons are centred around the West Berkshire strategy (2009-2012) for social inclusion and community cohesion asking the question 'How diverse is West Berkshire?' incorporating a sections on race and ethnicity
- Year 11 PDP Lesson on 'Discrimination' and how to tackle racist attitudes.

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

- Staff are very clear about the seriousness of racist attitudes and behaviour and challenge and any examples of this.
- The overwhelming majority of students understand the seriousness of racist attitudes and behaviour. Although there are still a few incidents of this nature, students' reactions when challenged make it clear that they know that these attitudes are very wrong.
- Links with more ethnically diverse schools have been attempted in the past. This work needs to be built on and made more solid and consistently part of school life

Gender

Summary information:

- Girls tend to make more progress than boys, although the picture is more complex across a range of different Year Groups and subjects
- Boys and girls are both successfully involved in leadership activities in the school. There are equal numbers of boys and girls on the school council and a good mix are involved as peer mentors. Boys and girls are equally involved in extracurricular activities, trips and visits.
- Female students achieve relatively higher marks for attitude to learning and organisation; male students achieve relatively higher marks for contribution to lessons.

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 performance of boys and girls on a termly basis and put interventions in place for underachievement. Exceptional achievers are rewarded with letters, messages home etc.
- Monitoring the involvement of both boys and girls in leadership opportunities within the school, in sports, trips, visits and other extra-curricular activities.
- Ensuring there is no sexual bullying and that all understand the implications of this sort of behaviour.
- Advancing positive role models of both men and women through curriculum coverage and through the make-up of middle and senior leaders within the school.
- Furthering a school behaviour code which forbids the use of disrespectful language and behaviour including sexism.
- Providing a broad and balanced curriculum which provides opportunities for a diverse range of learners to achieve.
- Ensuring there is regular consideration of the kinds of curriculum topics and approaches which will appeal to the different genders, in order to ensure engagement.

Foster good relations and community cohesion by:

- Providing a strong school council which has good gender representation.
- Providing high quality teaching and learning and curriculum which enables all to succeed.
- Providing a strong pastoral support system which ensures that students' concerns can be listened to.

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

- In general, students' outcomes are impacted as much by prior attainment as by gender. There is good involvement of both boys and girls in school leadership. Behaviour and engagement are generally good.
- Fully utilise Lesson Monitor, the system for recording behaviour and achievements, to enable boys to be more effectively rewarded for effort and attitude.
- The school priority supports boys to make better progress through the improvement of literacy.
- Continue to focus on bullying, including delivery of an assembly programme by the police liaison officer that focuses on discriminatory bullying.

Gender reassignment

Summary information:

- We are not aware of any instances in which a student, parent or member of staff has reassigned their gender.
- However, because of our commitment to eliminate discrimination, advance equality of opportunity and foster good relations, should we become aware of any instances of gender reassignment, we will actively seek to support the individuals involved should they become the target of discriminatory behaviour from others.
- Our approach currently is to ensure that no prejudice is displayed towards people in this bracket and by an increased openness of approach, hope that staff and students who are experiencing difficulties or who wish to be known are more confident in communicating this information.

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

Advance equality of opportunity by:

- Teaching students about gender re-assignment and enabling them to treat all with respect and dignity.
- Ensuring that the school's values of inclusion and fairness pervade our approach in all that we do.

Foster good relations and community cohesion by:

- As above

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

- This is an area which is relatively new in our curriculum so we are still feeling our way.
- PDP curriculum to consider how gender re-assignment and linked issues can be tackled.
- Assemblies to continue to address this issue.

Pregnancy and maternity

Summary information:

- In the last five years the school has had one student who was pregnant
- There are a regular maternity leaves amongst staff: on average about four to five each year.

We understand that pupils who are pregnant or who have recently had a baby can experience discrimination and barriers to accessing education. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- Providing education for students in these circumstances and supportive facilities.

Foster good relations and community cohesion by:

- Promoting school's values of equality and fairness.

Curriculum Coverage of Sex and Relationships:

- The KS3 lessons cover forging positive relationships, sex and the law and resisting negative peer pressure.
- The Year 11 Lessons focus on the BBC programme 'The Baby Borrowers' a social experiment which explores the impact a baby has on young parents in a relationship including emotional and financial issues.
- The Year 10 sex and relationships lessons focus on diversity through different relationships including 'silver ring thing' – abstinence.
- Year 9 PDP Day November – Students watch the A-Z of Love and Sex (Channel 4), understand why condoms could be life savers and watch a play by peer productions that explores the impact of teenage pregnancy.

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

- The student who was pregnant was extensively supported by the school, but had extremely complex needs and because of these, rather than the pregnancy, did not sit her GCSEs.
- We will monitor the needs of our students to ensure that any students who become pregnant are supported so that they can continue their education

Religion and belief

Summary information:

- The Downs School is a non-denominational school which caters for students of all beliefs and none. Although predominantly Christian, students adhere to the Collective Worship policy in conjunction with Education act of 1988 and in RE through the Education Act of 2002
- All students and staff are encouraged to treat other religions with mutual respect and tolerance, in accordance with the British values

We are committed to working for the equality of all 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:

- Through collective worship and Religious Education lessons we promote the value of the individual and 'The Sanctity of Life'. Throughout KS3 the value and equality of all humans is taught, more especially when students study the importance of equality, through the Work of Martin Luther King and Mother Teresa.
- In collective worship the school highlights the needs of others from the most vulnerable parts of society and of their invaluable contribution to society. For example Assemblies have been held on the Handicapped, on those who fight injustice and the necessity to value and promote the individual regardless of race, creed or ability.
- At KS4 all students at The Downs follow either a GCSE course in RE or a none- examination lesson. In these all students study and are taught about the value and dignity of the human being via philosophy and ethics.
- The school makes provision for all students to access and gain an understanding of Religion and Belief through, Collective Worship, Religious Education, PDP and through its system of Forms and House groups in which students are taught the value of respect of the individual.

Foster good relations and community cohesion by:

- As above

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

- The school is tolerant and informed about different religions.
- The school will continue to disseminate the same message.

Assemblies 1516:

| | Number | Wholly/Partly Christian in Nature | Other World Faiths | Achievement and Praise | School Life | SMSC |
|--------|--------|-----------------------------------|--------------------|------------------------|-------------|---------|
| Autumn | 12 | 8 | 2 | 1 | 1 | 12 |
| Spring | 10 | 4 | 2 | 1 | 1 | 10 |
| Summer | 11 | 7 | 1 | 2 | 1 | 11 |
| Total | 33 | 57.58% | 15.15% | 12.12% | 9.09% | 100.00% |

Sexual orientation

Summary information:

We are aware from research and engagement that:

- Homophobic bullying is almost endemic in Britain's schools. Almost two thirds (65 per cent) of young lesbian, gay and bisexual pupils have experienced direct bullying. Seventy five per cent of young gay people attending faith schools have experienced homophobic bullying.
- Even if gay pupils are not directly experiencing bullying, they are learning in an environment where homophobic language and comments are commonplace. Ninety eight per cent of young gay people hear the phrases "that's so gay" or "you're so gay" in school, and over four fifths hear such comments often or frequently.
- Ninety seven per cent of pupils hear other insulting homophobic remarks, such as "poof", "dyke", "queer" and "bender". Over seven in ten gay pupils hear those phrases used often or frequently.
- Less than a quarter (23 per cent) of young gay people have been told that homophobic bullying is wrong in their school. In schools that have said homophobic bullying is wrong, gay young people are 60 per cent more likely not to have been bullied.
- Over half of lesbian and gay pupils don't feel able to be themselves at school. Thirty five per cent of gay pupils do not feel safe or accepted at school.
- We know broadly that students' experiences can be very difficult in this area. However, we are not aware of specific personal experiences relating to this and are completing research into student perceptions of the use of homophobic language through our termly focus groups. This will form the basis of future planning on how to ensure all students are aware of the need to avoid using discriminatory language.
- As with gender reassignment, school has very little information about students or staff who are lesbian, gay etc. This is a highly sensitive area. Our approach currently is to ensure that no prejudice is displayed towards people in this bracket and by an increased openness of approach, hope that staff and students who are experiencing difficulties or who wish to be known are more confident in communicating this information.

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:

- Providing a clear message that discrimination or harassment is unacceptable and that all have equal rights to access respect, education and success, through assemblies, curriculum messages and response to behaviour incidents.
- Adopting a firm educative rather than sanction-led approach to these issues in the first instance, and ensuring that parents are aware of their children are behaving in discriminatory ways and why this is not acceptable.

Foster good relations and community cohesion by:

- Ensuring that students understand the real consequences of discriminatory and ignorant harassment of people who experience problems with their sexuality.

Curriculum:

- Year 10 PDP lesson on Homosexuality (also links to equality and prejudice) discusses article 'NHS to cure homosexuality,' and also includes a myth busters activity regarding HIV
- Year 8 PDP SRE - Describe how gender and sexuality can influence your choices about sex.

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

- Staff and students are far clearer that homophobic insults such as 'gay' are not acceptable. 1516 focus groups showed that only 20% of students regularly heard homophobic language being used in school, compared to the national figure of 98%.
- This message needs to be continually reinforced through PDP, assemblies and the manner in which members of staff model non-discriminatory behaviour.

Age (in relation to staff only)

Summary information and data:

- The age profile of the staff comprehensively covers staff in their early twenties to staff of pensionable age.

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:

Eliminate unlawful discrimination by:

- Ensuring that recruitment processes are based on merit (see first section regarding these processes).

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

- The school has a staff profile which covers all age bands.

Part Four:
Consultation and engagement

We aim to engage with and consult with students, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Surveys of parents and students regarding disability issues.
- Regular surveys of students, staff and parents.
- Student council.
- Head's breakfast with students and staff where issues can be raised
- Parent Forum
- Complaints from parents

Part Five:
Our equality objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

- Improve the progress being made by students with special educational needs
- This is being achieved by:
 - A mentoring programme for all students with SEN
 - The deployment of teaching assistants by faculty
 - The development of an effective staff training programme to improve teaching and learning for SEN students
 - The development of Challenge and Support Plans, to ensure SEN students receive the specialised support they need

Equality objective 2:

- Improve the progress made by students in receipt of the pupil premium
- This is being achieved by:
 - A mentoring programme for all pupil premium students
 - The development of a Pupil Premium Progress Manager
 - The development of Challenge and Support Plans, to ensure PP students receive the specialised support, should this be required
 - The development and evaluation of a range of provisions targeted at PP students, such as literacy or numeracy tuition

Equality objective 3:

- Address any inequalities in the progress made by students of different gender
- This is being achieved by:
 - Sharing good practice to improve teaching and learning
 - Ensuring the progress of boys is a priority on the School Improvement Plan through focusing on improving boy's literacy

APPENDIX – Employer’s supplement

(for schools with over 150 staff)

Part A: Information about the staff demographics

Number of staff employed by the school: 180 as at 2 December 2016

Information on staff by protected characteristics

| | |
|------------|---|
| Ethnicity | White British – 91.1% White, any other White Background – 3.9% White – Irish – 2.8% Any other ethnic background – 0.6% Asian or Asian British, Any other Asian Background – 0.6% Asian or Asian British, Pakistani - 0.6% Mixed, White and Black Caribbean – 0.6% |
| Disability | 0 |
| Gender | Female – 77.8% Male - 22.2% |
| Age | 17–25 – 6.6% 26-39 – 26.7% 40-55 – 50% Over 55 – 16.7% |
| Religion | (if gathered) Not Gathered |

| Pregnancy and maternity (January 2015 – December 2016) | |
|---|------------------------------|
| | Number of staff |
| Staff who are pregnant | 1 |
| Staff on maternity leave | 1 (plus 1 on Adoption leave) |
| Return to full-time work post maternity leave over the last year (as % of total reaching end of maternity leave over last year) | 33.33% (1 person) |
| Flexible working post maternity leave over the last year (as % of total reaching end of maternity leave over last year) | 66.66% (2 people) |
| Left post maternity leave over the last year (as % of total reaching end of maternity leave over last year) | 0 |

Sensitive information on some staff with protected characteristics

We currently do not collect information from employees in relation to some protected characteristics, such as gender identity and sexual orientation.

However we are aware that there may be equality issues for gay, lesbian and bisexual staff, as well as those who are undergoing or who have undergone a reassignment of their gender.

Gender Reassignment

We are aware from research and engagement that:

Sexual orientation

We are aware from research and engagement that:

Part B: Further Equality information

Information about recruitment, retention, training, performance assessment, promotion, disciplinaries, redundancy and leavers

Gender pay gap information.

Grievances, including reported incidences of harassment

Other organisations and groups we have worked with to increase equality of opportunity

What staff have said about equality issues

Policies and programmes put in place to address equality concerns raised by staff and trade unions