



Danesfield School
Equality Information and Objectives

Issue date:	Autumn 2021
Reviewed by:	Headteacher SBM
Review frequency:	Annual
Approved by:	Full Governing Body

Our Equality Vision

Danesfield School is committed to promoting equality and celebrating diversity within the school and the wider community and have developed a school ethos based on respect and understanding of all races, religions and ways of life.

In conjunction with parents and the community, we will work hard to help children develop into confident, responsible and caring adults in an atmosphere of tolerance and mutual respect.

We respect all members of our school community as individuals taking account their protected characteristics in relation to their race, religion, beliefs, disability, sexual orientation, family background, gender, gender reassignment, age marriage and civil partnerships, pregnancy and maternity/paternity and ability.

To achieve this, we will:

- Educate all our pupils about equality
- Work to promote positive attitudes to disability
- Promote gender equality in all aspects of school life
- Create an environment of respect and racial harmony
- Take account of differences and help to overcome any barriers to learning in order to promote achievement and fulfilment of all our pupils
- Comply with all relevant legislation
- Regard parents as an integral part of our community and involve them as much as possible in making learning an exciting and positive experience for all
- Celebrate cultural and spiritual diversities
- The school will foster a positive atmosphere of mutual respect and trust, in which all staff, pupils and their families feel affirmed, safe and unthreatened.

We do not tolerate bullying and harassment of any kind and actively tackle all forms of discrimination, including disability, race, religion, gender and sexual orientation. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender, religion, belief/non-belief or background.

We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

Equality Duty

Danesfield School will follow the guidance as directed by the Equality Act 2010 in respect of carrying out the appropriate duty to ensure that equality is at the heart of everything that takes place at the school.

This equality duty will be in regard to:

- Eliminating discrimination, harassment, victimization and any other conduct that is prohibited under this act.
- Advancing Equality of Opportunity between persons who share a relevant protected

- characteristic and persons who do not share it.
- Fostering good relations between persons who share a relevant protected characteristic
- and persons who do not share it.

School Context

The school is situated in a woodland setting and originally built in the 1950s with steps to access some classrooms. The site has been adapted to include ramps and a stair lift to improve accessibility. The suitability of the site is continually under review. Further work will take place to analyse all current and potential needs in this area with the expectation that resources can be made available. At present, the school currently has 1 member of staff with a disability. We have implemented a Farm Project and keep animals on site.

The area is less ethnically diverse compared to the Bucks average (5.9% people are from a black and minority ethnic group, compared to 13.6% across Bucks) however we recognise and respect the religious backgrounds of the pupils and teach them about a variety of different faiths. Most pupils are of white British origin and very few speak English as an additional language. The proportion of pupils with learning difficulties and disabilities is well below average.

How Danesfield meets its Equality Duties

Pupils' Attitudes, Values and Personal Development

At Danesfield School, we celebrate diversity and make sure that we:

- Enable our pupils and staff to develop a critical awareness of diversity and equality
- Enable our pupils and staff to have the confidence and skills to challenge instances of prejudice, intolerance and discrimination
- Equip our pupils and staff to understand that reason, logic and sensitivity have to underpin the means of resolving arguments and conflicts
- Ensure a willingness by pupils and staff to learn from different cultures, backgrounds, faiths and beliefs
- Recognise the importance of language to a person's sense of identity and belonging and consider pupils' language abilities as a teaching and learning resource and a strength
- Ensure that pupils have the opportunity to receive the support and guidance they need on an individual basis and take account of the personal and cultural needs specific to that individual
- Ensure that pupils have the skills to communicate effectively (including the ability to listen and discuss) and to express their own opinions

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide a positive ethos of mutual respect where trust is fostered amongst pupils and staff and all members of the school community feel valued and safe

- Ensure teaching methods encourage positive attitudes to difference, cultural diversity and equality
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, human rights and inclusion;
- Provide educational visits and extra-curricular activities that reflect all pupil groupings;
- Teaching methods and styles take full account of the needs of pupils' background experiences
- All pupils are fully aware that staff have very high expectations of them and are continually challenged to reach higher standards

Curriculum

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity. Pupils will have opportunities to explore concepts and issues relating to identity and equality.

The curriculum will:

- Take steps to ensure that all pupils have access to the mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles;
- Provide opportunities for pupils to have meaningful interaction with people from different backgrounds, lifestyles and identities;
- Provide opportunities to recognise similarities while appreciating, respecting and valuing differences across and between groups;
- Challenge perceptions among majority groups about special treatment of minority groups;
- Challenge cultural, geographical or generational boundaries of the "community";
- Increase awareness about rights and responsibilities of pupils, their parents and carers as members of the wider community;
- Through our Farm School, we increase awareness of biodiversity and develop a sustainable and safe environment to introduce animal welfare into the wider curriculum.
- Remove barriers to access, participation, progression, attainment and achievement.

Staff recruitment and professional development

The following points are examples of what should be included with relevant examples of policy into practice mentioned where appropriate:

- All posts are advertised formally and open to the widest pool of applicants.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process.

- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school e.g. Recruitment of LA Governor as a positive role model.
- Access to opportunities for professional development is monitored on equality grounds.
- Equalities policies and practices are covered in all staff induction.
- All supply staff are made aware of equalities policies and practices.
- Facilitate training for staff, teachers, governors and head teachers on community cohesion.
- Reduce direct, indirect and institutional discrimination with regards to staff recruitment, training and retention.
- Where possible, workforce at all levels reflects local, regional and national diversity in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation.

Legislative Context

Equality is not about benefiting some people at the expense of others - equality benefits everyone. In an effort to ensure that marginalised groups are given equal opportunity, this policy will prioritise the following Protected Characteristics (Equalities Act, 2010):

Disability

Age

Race

Sexual orientation

Gender

Religion

The standard procedures and processes of our school

Disability

We follow the social model of disability which means that we understand that the barriers to disabled persons securing equality are due to the physical environment and people's attitudes. We use the Accessibility Plan to put in place any physical changes to the school that will remove or sufficiently reduce those barriers. Disabled people include those with physical and sensory impairment (difficulties), learning disabilities, mental illness, and long-term illness.

Gender

We ensure that all pupils have equal access to all parts of the school curriculum and work against gender stereotyping. We identify achievements of gender in each year groups and actively put in place interventions to remove or reduce gaps, as outlined in the school's SDP. The school employs equal opportunity policies when recruiting staff.

Race

We accept the definition of a racist incident based on recommendation 12 of the Report of the Stephen Lawrence Enquiry: 'A racist incident is any incident which is perceived to be racist by

the victim or any other person'. While we recognise that minority ethnic groups are represented by very small numbers in our school community, we nevertheless take any underachievement of those groups very seriously

Responsibility for the Scheme

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equalities and Cohesion scheme is reviewed;
- That procedures and strategies related to the scheme are implemented;
- The named Race Equality Governor will monitor, on behalf of the governing body, all racist incidents and ensure that appropriate action is taken in relation to all said incidents.

The Headteacher retains overall responsibility for ensuring this policy is delivered effectively and that all staff are aware of their responsibilities in order to deliver the scheme.

The staff are responsible for dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping and ensuring equality in terms of race, disability, gender, religion, sexual orientation and age.

The Senior Leadership Team and the Education Committee of the Governing Body will ensure that staff communicate with all pupils in the most appropriate way about how to understand and enact their own responsibilities as above.

Partnerships with parents/carers and communities

All parents/carers are encouraged to participate at all levels in the full life of the school.

We will, as a school, establish and strengthen partnerships with other schools to share good practice, exchange information and foster multi-cultural, multi-geographical and multi-generational activities.

Members of the local community are encouraged to come into school for exhibitions, performances and activities.

School pupils are also encouraged to participate in the community.

Putting Policy/Scheme into Practice

The school has undertaken an audit with all staff to identify areas for development and areas considered to be strengths. Staff and Governors have worked together to complete the Equality & Cohesion Scheme – again to identify areas for development and areas of strength. The Governing Body intends to set up a Community Committee to ensure strong links with the local and wider community and to address issues of community cohesion. A questionnaire has been developed to help the school understand the community's perceptions and expectations of the school.

The School Development Plan and Equalities and Cohesion Action Plan all state clearly who is responsible for key tasks and the time in which the task is expected to be completed (See Appendix A for Equality and Cohesion Action Plan).

The targets of the Accessibility Plan have been incorporated into the action plan with the Headteacher and Chair of Governors being responsible for its implementation.

These targets have been shared with and developed in collaboration with the school staff and Governing Body.

Monitoring and Reviewing

We have a rolling program for reviewing our school policies. When policies are reviewed, governors endeavour to ensure that due regard is given to the promotion of all aspects of equality within each policy.

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific attention to the impact that our policies have on the attainment of pupils from different groups.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Impact Assessments and how this policy/scheme relates to other school policies

We ensure that the commitments embodied in our mission statement for equality apply to the full range of our policies and practices, especially those concerned with:

- Equal opportunities
- Pupils' progress attainment and assessment
- Behaviour discipline and exclusions
- Pupils' personal development and pastoral care
- Teaching and learning
- Induction
- Admissions and attendance
- The curriculum
- All subjects
- Teaching and learning
- Staff recruitment and retention
- Governor /staff training and professional development
- Partnerships with parents/carers and communities
- Visits and visitors

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents

and carers from the different groups that make up our school. As part of the action plan a timeline of high, medium and low priority policies for impact assessment will be drawn up.

Signed Chair of Governors

Date

Appendix A

Example of an Equalities and Cohesion Action Plan

This action plan does not have to be separate from the School Development Plan but can be mainstreamed within it.

	ISSUE	ACTION	OWNER	TIMEFRAME	INTENDED OUTCOME
	The school has identified the following strategies that are specifically designed to address equality issues	What more can the school do to improve? In this section using the prompts as a guide identify the gaps in provision and determine what the school can do within a timeframe to support equality and cohesion.			
1.	Eliminating discrimination, promoting equality and celebrating diversity	Celebrate diversity/equality Celebrate achievement Promote positive attitudes towards disabled people Promote positive attitudes towards people of different ethnic groups/religion etc Celebrate religious occasions and festivals which are important to pupils and their families. Involve pupils, parents and staff Promote high expectations Communicate behaviour expectations Ensure that it welcomes applications for school places and jobs from all sections of the community.			

2.	<p>Preventing and dealing effectively with bullying and harassment</p> <p>Recognising that the groups covered in this policy are more vulnerable to bullying and harassment.</p>	<p>Communicate to pupils, parents and staff its zero tolerance to all forms of bullying and harassment</p> <p>Ensure that incidents are reported and addressed swiftly and effectively</p> <p>Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc.</p>			
3.	<p>Listening to pupils, staff, parents and others</p>	<p>Hear the student voice</p> <p>Actively seek staff views and listen to staff concerns</p> <p>Seek the views of parents</p> <p>Ensure it encourages, enables and hears the full range of views including those with disabilities</p> <p>Continue to consult fully on equalities issues with pupils, staff, governors, parents and local community.</p> <p>Identify areas in which the school needs to operate differently to capture all the views it needs – for example it may be necessary to seek views from voluntary groups outside the school to get the full picture on disability, race equality and or community cohesion</p>			

4.	Developing the Curriculum	<p>Ensure that all subject areas reflect cultural diversity and respect for others. Use RE/PSHE/SMSC/Citizenship as models for best practice in developing an inclusive curriculum.</p> <p>Use multi-cultural resources to ensure pupils enhance their understanding of different religions and cultures.</p> <p>Make use of positive role models in the classroom to develop the self- esteem of vulnerable groups and the respect of all for diversity within the community.</p>			
5.	<p>Equalising opportunities</p> <p>Recognising that some of the groups covered in this policy are likely to be economically disadvantaged</p>	<p>Ensure school uniform is affordable</p> <p>Avoid putting parents under unnecessary financial pressure</p> <p>Promote the take-up of extra- curricular opportunities</p> <p>Ensure that the school charging policy is appropriate</p> <p>Monitor take-up of extra-curricular opportunities</p> <p>Widen access to careers advice and work experience placements</p> <p>Maintain and improve links with other schools in order to widen pupils' range of experiences of different localities and backgrounds.</p>			

6.	<p>Informing and involving parents and carers</p> <p>Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible</p>	<p>Offer a range of ways of communicating between school and parents that meet parents' circumstances and needs</p> <p>Encourage parents to let the school know if they have a particular disability or other need</p> <p>Encourage parents to discuss their concerns</p> <p>Ensure that parents understand how well their child is progressing</p> <p>Explain how parents can help their child at home</p> <p>Explain how parents and others can help in school</p> <p>Encourage parents to join the PTA and/or governing body</p>			
7.	<p>Welcoming new pupils and helping them to settle in effectively</p> <p>Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year</p>	<p>Ensure a happy start to the school at normal times</p> <p>Ensure effective school transfer and induction mid-year</p> <p>Ensure that extra help is given to pupils who find change of school challenging</p> <p>Ensure well-planned school adjustments are made to cater for a child with disabilities - if possible in advance of starting at the school</p> <p>Ensure school's uniform policy is clear to parents, impact assessed and inclusive</p>			

8.	<p>Addressing the full range of learning needs Recognising that some of the groups covered in this policy are more likely to under-achieve</p>	<p>Ensure curriculum is relevant Ensure appropriate teaching styles and classroom organisation Planning is based on earlier learning Marking policy promotes learning for all Track pupil progress and identify under-performing Promote and maintain higher attendance – strategies and monitoring Develop provision management to establish effective analysis and development of interventions Ensure that staff CPD includes training on equalities and community cohesion. Ensure that all induction of new staff, including supply staff, includes reference to equalities and cohesion issues.</p>			
9.	<p>Supporting learners with particular needs Recognising that some of the groups covered in this policy are more likely to have particular needs</p>	<p>Provide distance learning packs for children out of school Prepare Personal Education Plans to focus on learning priorities Provide Basic Skills support Ensure language support is available as required Support students through tutoring/mentoring schemes Provide Homework/Revision support Provide appropriate training to enable</p>			

		<p>staff to meet particular learning needs – planned well in advance of a child’s admission.</p> <p>Gaps identified in training needs analysis are reflected in staff development plan</p>			
10.	Making the school accessible to all	<p>Meet the needs of pupils, staff and others with physical disabilities</p> <p>Meet the needs of pupils, staff and others with other disabilities</p> <p>Ensure that curricular and extra-curricular opportunities are available for pupils with disabilities</p> <p>Identify further developments to address outstanding issues</p> <p>Including transport and supervision for children with disabilities.</p>			
11.	<p>Ensuring fair and equal treatment for staff and others</p> <p>Recognising that the school needs to ensure that policies and practice do not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive role models and a wider perspective will strengthen the school</p>	<p>Ensure non-discriminatory recruitment and employment practices</p> <p>Ensure that the training of those responsible for staff recruitment is up to date and that it fully recognizes equalities issues.</p> <p>Promote dignity at work</p> <p>Encourage the development of all staff</p> <p>Encourage the recruitment of staff such that the balance of gender enables the provision of care and role models throughout the School.</p>			

12.	Encourage participation of under-represented groups Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially and economically disadvantaged groups	Recruit governors representative of the pupil population and/or community Encourage the widest participation in PTA activities Support individuals and community groups to express their views on matters affecting themselves and their community			
13	Monitor and act upon changes in demographic make-up of the school's catchment area	Liaise with the local authorities and obtain up to date information on population and demographic trends in order to meet changing local needs			
14.	Monitoring and Evaluating the policy Recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it so that gaps and the need for further development will arise from effective evaluation.	Report to governors Report to parents and pupils Train all staff and governors Consult pupils, parents and staff on how the policy is working and how it could be improved Monitor and review practice Carry out impact assessments to evaluate practice Monitor and review equalities and cohesion scheme annually Requirement to report on disability aspects in school prospectus Report on all aspects of inclusion via website, newsletter etc. Changes will also need to be reflected in the school SEF			

Appendix B

The Equality Act 2010: <http://www.legislation.gov.uk/ukpga/2010/15>

The Employment Equality (Sexual Orientation Regulations 2003): <http://www.opsi.gov.uk/si/si2003/20031661.htm>

Guidance on New Measures to Outlaw Discrimination on Grounds of Sexual Orientation in the Provision of Goods, Facilities and Services: <http://www.communities.gov.uk/documents/communities/doc/485013.doc>

The Equality Act (Sexual Orientation) Regulations 2007, Guidance for Schools: <http://www.teachernet.gov.uk/docbank/index.cfm?id=12504>

For detailed guidance on:

Admissions, teaching and the curriculum <http://www.dfes.gov.uk/sacode/> <http://www.teachernet.gov.uk/teachingandlearning/subjects/>

Handling sex and relationship education <http://www.dfes.gov.uk/sreguidance>

Impact of Part 2 of the Equality Act 2007 (discrimination on grounds of religion or belief) <http://www.teachernet.gov.uk/wholeschool/equality/religion>

Anti-discrimination legislation <http://www.teachernet.gov.uk/wholeschool/sexualhealthandorientation/homophobia/legislation>

Tackling homophobic bullying http://www.teachernet.gov.uk/teachers/issue33/secondary/features/Tacklinghomophobia_Secondary

Code of Practices for Disability, Gender and Race <http://www.equalityhumanrights.com>