



**Dalmain Primary School**

# **Equality information and objectives**

**20 March 2017**

# School policy statement on equality and community cohesion

At Dalmain Primary School we have a strong commitment to fairness and equality in everything that we do.

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, race or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to have due regard to the need to eliminate discrimination; to advance equality of opportunity; and to foster good relations.

We also welcome our specific duties to publish information about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities or disadvantages.

We recognise our continuing duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of reducing the difference in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled and/or
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

For more information about our work on equalities at Dalmain School please contact:

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## Part 1: Information about the pupil population

Number of pupils on roll at the school: **439** (*school census January 2017*)

### 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: **15**

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

- ASD/Aspergers
- Down's Syndrome
- Sickle cell disease
- ADHD

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils	Percentage (%) of school population
No Special Education Need	338	76.99%
SEN Support	100	22.78%
Statement	1	0.23%

### Sensitive information on pupils

Some information in relationship to protected characteristics we regard as sensitive. This includes information about pupils who may have gender issues.

As a primary school we do not collect data on the sexual orientation of our pupils, nor do we collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment.

However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils. We also recognise that people who are undergoing or who have undergone a process to reassign their gender may experience discrimination or harassment, although it is uncommon for this to apply to a child of primary age.

<b>Ethnicity and race</b>				
		<b>Percentage (%) of school population</b>		<b>Percentage (%) of school population</b>
<b>Asian</b>			<b>White</b>	
Bangladeshi		0.3%	British	39.7%
Chinese		0.9%	Irish	
Indian		0.3%	Traveller of Irish heritage	
Pakistani		0.9%	Gypsy/Roma	
Sri Lankan Tamil		0.9%	White European	5.5%
Other Asian heritage			Other White background	5.8%
<b>Black</b>			<b>Mixed</b>	
African		6.1%	Mixed White and Asian	2.3%
Other African		0.6%	Mixed White and Black African	2.3%
Caribbean		7.6%	Mixed White and Black Caribbean	7.0%
Other Black		9.9%	Other Mixed background	6.1%
<b>Other ethnic group</b>		2.0%	<b>Information withheld</b>	1.7%

<b>Gender</b>		<b>Percentage (%) of school population</b>
Male	202	46.0%
Female	237	54.0%

<b>Religion and belief</b>				
		<b>Percentage (%) of school population</b>		<b>Percentage (%) of school population</b>
Buddhist		0.23%	Jewish	
Christian		43.05%	Muslim	9.75%
Hindu		0.68%	Sikh	
Jehovah's Witness		0.68%	Other religion	0.68%
No religion		41.91%	Information not provided / Unknown	2.96%

## Information on other groups of pupils

Ofsted inspections look at how the education provided by a school supports the learning and progress of different groups of pupils who attend the school.

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

<b>Pupil with English as an additional language (EAL)</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
Number of pupils who speak English as an additional language (Y1 and above)			113	33.0%
Number of pupils who are at an early stage of English language acquisition (Y1 and above)			13	3.8%

<b>Pupils from low income backgrounds</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
Number of pupils (Rec to Y6) known to be eligible for free school meals			40	10.0%
Number of pupils (Rec to Y6) known to be eligible for free school meals within the last 6 years			94	23.6%

### **Looked after children**

At Dalmain there are currently no children who are looked after by a local authority.

### **Young carers**

We currently have no children that are identified as young carers.

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

The information provided in this section shows how we are meeting the public sector equality duty. We are required to 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.

The information below is a summary of how we have due regard to the need to **eliminate discrimination, harassment and victimisation**. Please contact us if you would like to see copies of any of our school policies, or look on our website: [www.dalmain.lewisham.sch.uk](http://www.dalmain.lewisham.sch.uk).

- We are aware that under the Equality Act 2010 it is unlawful to discriminate, harass and victimise a person because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity or sexual orientation.
- All incidences of discrimination, harassment or victimisation because of the above characteristics are recorded in the school's Equality Book and dealt with according to school policies.
- One member of the governing body has had training on the Equality Act 2010. When governors consider equality issues in relation to policies, decisions and services a record of this is kept in the minutes and papers of governing body meetings.
- We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school Behaviour Management Policy that is consistently applied and is published online for parents/carers. This is reviewed annually.
- We have a school Anti-Bullying Policy that is consistently applied and is published online for parents/carers. This is also reviewed annually.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a Special Educational Needs & Disability (SEND) Policy that outlines the provision the school makes for pupils with special educational needs.
- Our Accessibility Plan is in place and is updated every three years. This aims to increase the extent to which disabled pupils can participate in the curriculum, improve the physical environment of the school and increase the availability of accessible information to disabled pupils.
- Our admission arrangements are controlled by the Local Authority and are consistent with the requirements of the Equality Act 2010.
- Our Complaints Procedure sets out how we deal with any complaints relating to the school. This is published online.
- All incidents
- We aim to observe and implement the principles of equal opportunities and non-

discrimination in our employment practice.

- We have clear procedures for addressing staff discipline, conduct and grievances.

**Further detail on steps we have taken to have due regard for the general equality duty**

- Reviewed legislation and policies relating to Equality Act 2010

The following pages provide information on how we have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils with protected characteristics.

# Disability

## Summary information

- There are currently 15 children recorded as having disabilities. This is 3.3% of the school population.
- In March 2012 we carried out a voluntary survey of staff disability and identified two members of staff who consider themselves to have a disability. Neither felt that they had suffered any discrimination or harassment as a result of their disability.
- In general staff feel that the school has a positive attitude to disability and that there are good relations between children who have a disability and others who do not share that characteristic.
- A pupil disability questionnaire 'Making Dalmain a Better Place for Learning' is sent out to parents every two years and the results analysed.
- Staff receive training on the specific needs of our disabled pupils – e.g. all staff given information about sickle cell (4 children) January 2016, relevant staff received epilepsy training January 2017.
- We have a Disability Equality Scheme that ensures equality of education and opportunity for disabled pupils, pupils who are carers of disabled parents, disabled staff and all those with disabilities receiving services from the school.

## How we advance equality of opportunity:

- The SENCo analyses the progress of pupils with disabilities on an annual basis and most are making good progress. No trends or patterns were identified.
- We actively seek to identify the needs of pupils and involve outside agencies to support us with this.
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.
- The school has already taken steps as part of the Accessibility Plan to provide disabled access to all of the ground floor, but at the current time there is no disabled access to the upper floor. However, we cater for disability in particular circumstances, e.g. holding parents' evening or staging performances downstairs for a parent/carer in a wheelchair.

## How we foster good relations and promote community cohesion:

- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We promote Anti-Bullying Week.
- We ensure that the curriculum has positive images of disabled people.
- We tackle prejudice and any incidents of bullying based on disability through monitoring and evaluation of incidents.
- We promote the use of Circle Time and Circles of Friends to actively support any pupils who may be vulnerable to harassment
- We have increased the breadth of images of people with disabilities in our displays, for example we used posters from the last London Paralympics around the school, as well as Sainsbury's Active Kids voucher posters featuring athletes from the Paralympics.
- We make reference to the fundamental British Values of respect and tolerance and how they relate to disability and equality.
- The Headteacher seeks to include musicians with disabilities on our class list each year, in order to portray a positive image of disabled people.
- We have organised visits from Paralympic athletes such as Fran Williamson (in 2013) in order to develop further opportunities for children to learn about the experience of disabled people. Fran was an excellent role model and an inspiration to pupils.

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

- We have an equality objective on disability, focused on how we can make further appropriate reasonable adjustments for members of staff.
- We will ask the Friends of Dalmain to actively seek out and include disabled parents.
- We will consider improving disabled access to upper floor if and when building is extended / developed further.

- We will take two classes to the World Para Athletics Championships in July 2017 to provide positive role models.

## Ethnicity and race (including EAL learners)

### Summary information

- Our Race Equality & Cultural Diversity Policy seeks to:
- promote equality of opportunity
- promote good relations between members of different racial, cultural and religious groups and communities and a common sense of belonging
- eliminate unlawful discrimination
- prevent and address racist behaviour and attitudes
- In April 2017 the Senior Admin Officer analysed club membership by ethnicity and found that all ethnicities were represented in proportion to their percentage of the overall school population.
- In April 2017 the Admin Assistant analysed children in receipt of individual music tuition by ethnicity to ensure that all groups of children are taking advantage of this opportunity.

### How we advance equality of opportunity:

- We monitor the attainment and progress of all our pupils by ethnicity.
- We monitor recruitment of staff by ethnicity.
- We set targets to improve the attainment and progression rates of particular groups of pupils.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- We are developing particular initiatives to tackle the motivation and engagement in learning of particular groups.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.
- We link with groups, organisations and projects in the local community.

### How we foster good relations and promote community cohesion:

- The school's PHSCE and Community Cohesion Policies and British Values statement set out how the school promotes the spiritual, moral, social and cultural development of all pupils.
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes.
- We foster understanding and respect for the cultures and faiths of all our learners and their families (celebration of Eid, Easter, Diwali, Chinese New Year, etc.);
- We organise celebrations and special events such as international evenings, promoting activities that celebrate our common experience as well as those that recognise diversity (e.g. celebrations of Chinese New Year, Burns Assembly) and inviting parents / carers wherever possible;
- We take part in events such as Black History Month.
- Classes are named after musicians chosen from different cultures, religions and ethnicities.
- The curriculum is supported by resources that reflect the diverse communities of modern Britain.
- The school tackles bullying or harassment on the basis of race, ethnicity and culture in the same manner as any other form of bullying or harassment, as set out in the Anti-Bullying Policy. Incidents are documented and followed up.
- We encourage learners and their families of all ethnic groups to participate fully in all aspects of school life.
- We encourage the use of community languages in school and give all pupils the opportunity to hear and speak greetings from those languages.
- We seek to counter myths and misinformation that may undermine good community relations.

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

- Set an equality objective to analyse data in order to identify inequality in achievement and attainment by ethnic group
- Continue to use SIP to address the inequalities identified in particular ethnic groups
- Ensure that all ethnicities are represented in school clubs, school productions, reward/achievement assembly.

# Gender

## Summary information

- The school's Gender Equality Scheme sets out how we seek to remove inequalities between male and female pupils, staff and other stakeholders.
- There is a slightly higher proportion of girls than boys in the school. (53% of the school cohort are girls, which is above the national figure of 49%)
- There are more boys with SEN than girls. (58% of the SEN cohort are boys)
- Across the school, significantly more girls are working at or above the expected standard in Writing. In 2016 boys were underachieving compared to girls in Years 6, 4, 3, 2.
- Across the school girls are also slightly ahead in Reading. In 2016 boys were underachieving compared to girls in Year 5 and 6; however, boys achieved higher than girls in Year 1.
- Across the school boys are slightly ahead in Maths. In 2016 girls were underachieving compared to boys in Year 2; however, girls achieved higher than boys in Year 5.
- Across the school 75% of boys are making good progress and 80% of girls are making good progress. Girls are making slightly better progress in Reading and Writing.

## How we advance equality of opportunity:

- We monitor the attainment of all our pupils by gender.
- We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups.
- We monitor recruitment of staff by gender
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls.
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes in subject choices, careers advice and work experience are avoided.
- We are developing particular initiatives to tackle boys' attitudes to school and learning, for example by engaging with young mothers and drawing them into school life.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.
- Providing sports and clubs to all pupils, regardless of gender (e.g. football)
- 'I'm Here' Club for low attendees
- SRE policy
- Pay Policy does not discriminate by gender
- We make accommodation for children approaching puberty, e.g. separate toilet for girls who have their period

## How we foster good relations and community cohesion:

- The school's PHSCE and Community Cohesion Policies and British Values statement set out how the school promotes the spiritual, moral, social and cultural development of all pupils.
- We ensure we respond to any sexist bullying or sexual harassment in line with the school policies.
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- We ensure the inclusion of positive, non stereotypical images of women and men, girls and boys across the curriculum.
- We promote equality of opportunity between men and women (Single Equality Policy)
- We encourage the equal participation of boys and girls, women and men in all aspects of school life.
- Every mother, father and carer is automatically made a member of the Friends of Dalmain, which provides social activities for all parents and carers.

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

- We have developed an equality objective on girls' and boys' attainment (see objective 3: narrowing the gaps for underperforming groups, p.21)
- Analyse attainment in core subjects of boys with SEN, monitoring their progress and checking that

the intervention timetable is updated appropriately

- We had an objective to target a group of young single mothers whose children have poor attendance and improve these children's attendance to 90% from 1/9/12–31/7/13. This was largely successful.
- We aim to increase the inclusion of positive, non stereotypical images of women and men, girls and boys across the curriculum

## Gender reassignment

### Summary information

- Although it is rare for pupils - particularly very young pupils - to want to undergo a gender reassignment, when a pupil does so a number of issues arise that will need to be sensitively handled.
- We are aware that pupils may have experience of transgender issues in their family, and may experience harassment or bullying as a result.
- We have dealt with a transgender issue in the school with confidentiality and sensitivity.

### How we advance equality of opportunity:

- We have taken steps to ensure that staff understand the nature of gender variance, its biological influences and how it differs from sexual orientation.
- We recognise that all gender variant children should be supported and protected whether or not they undertake transition.
- We understand that transgender pupils who are entering puberty may experience intensifying stress, which may have a negative impact on their schoolwork. We take steps to provide appropriate and sensitive support to ensure that learning is not disrupted.
- We ensure that transgender staff are safe and comfortable in the school environment.

### How we foster good relations and community cohesion:

- We aim to tackle all incidents of transgender bullying whether these are directed at pupils, teachers and other members of staff, parents and carers, or transgender people in the community.
- Our curriculum, including PSHCE, encourages pupils to develop understanding of and respect for difference, and challenge negative stereotypes.

# Religion and belief

## Summary information

- There is a diverse set of faith backgrounds in the school and a diverse cross-section of pupils with different beliefs.
- The school respects the religious beliefs and practice of all staff, pupils and parents, and complies with reasonable requests relating to religious observance and practice.
- We are aware that there is an issue among Muslim girls regarding PE and sport, particularly swimming, about changing facilities. We make provision for this.
- Pupils at Dalmain are accustomed to celebrating diversity and there are good relations between pupils of different faiths.
- We celebrate the British values of tolerance and respect, and seek to enable students to acquire an appreciation for and respect for their own and other cultures through a study of different religions.

## How we advance equality of opportunity:

- The school is tackling any barriers that might prevent pupils with particular beliefs from taking a full part in school life.
- We support pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- We have a very strong RE curriculum that provides an opportunity to celebrate and foster awareness of different faiths within our school and the wider world.
- Our collective worship arrangements and assemblies ensure equal access for all faiths
- We organise workshops / theatre groups suitable for all religious groups
- We celebrate all significant faiths and festivals from a number of religions, such as Diwali, Eid, Yom Kippur, Christmas & Easter.

## How we foster good relations and community cohesion:

- The school's PHSCE and Community Cohesion Policies set out how the school promotes the spiritual, moral, social and cultural development of all pupils.
- Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- The school is tackling bullying or harassment on the basis of faith and belief in the same manner as any other form of bullying or harassment, through the relevant policies
- We invite parents / carers where possible to take part in religious celebrations
- We have set up an Equality Book for pupils or staff to record incidents of prejudice-related bullying, and monitor the number of incidences of religious bullying.

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

- We have organised school trips to local religious buildings e.g. mandirs, gurdwaras and mosques, to increase children's understanding of different religions and how they operate.
- We will continue to organise these trips to ensure that children from all year groups can benefit from an understanding of different religions.
- Analyse the number of children who do not have school dinners because they are not halal and investigate solutions.

# Sexual orientation

## Summary information

- Dalmain is a Stonewall School Champion (Bronze award), working alongside the national lesbian, gay and bisexual charity to celebrate diversity and tackle homophobic bullying.
- In April 2012 the school was aware of instances of inappropriate language use, and of a culture of low-level name-calling with little understanding (e.g. use of the word 'gay' in a derogatory sense). Examination of the missed play book, incident book and bullying incident book revealed that incidents involving homophobic language were not generally being reported except if the incident escalated (e.g. name calling led to someone being hit).
- The situation in school now is completely different. Following staff training and the introduction of an Equality Book to record homophobic incidents, pupils who used homophobic language were addressed by staff who explained the meaning of 'gay' and its appropriate use. The number of incidents is now extremely low.
- The school ethos includes celebrating difference and diversity as a way of developing tolerance, understanding and respect for one another.
- We have welcomed a number of families with same-sex parents and we aim to make these families feel as included as any other.

## How we advance equality of opportunity:

- Diversity and inclusion are threaded through the curriculum. Books and resources include images of a range of different kinds of families.
- We have carefully considered how to appropriately integrate sexual orientation into the curriculum in a positive and constructive way, which enables both heterosexual and gay pupils to understand and respect difference and diversity.
- We ensure that gay, lesbian and bisexual staff feel comfortable, and are supported to feel free from harassment and disadvantage which is related to their sexual orientation.
- We have drawn up an Action Plan with Stonewall to include activities over the next school year in support of our work as a School Champion.

## How we foster good relations and community cohesion:

- The school's PHSCE and Community Cohesion Policies and British Values statement set out how the school promotes the spiritual, moral, social and cultural development of all pupils.
- We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum and programmes such as SEAL (Social & Emotional Aspects of Learning).
- We use opportunities in circle time to talk about difference and different families to ensure all children, including those with gay and lesbian parents, feel included and know it's alright to be different.
- All staff, including lunchtime supervisors and teaching assistants, have received information and training in how to deal with homophobic language and how to work positively with different families.
- Posters and pictures around the school are selected to reflect the full range of families.
- We work with positive role models to help reduce bullying, provide support and make young people feel confident and comfortable.
- Increasing the inclusion of positive, non stereotypical images of lesbian, gay and bisexual people and the contributions they have made to different aspects of the curriculum

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

- We have published an equality objective to tackle use of homophobic language.
- We have updated the Anti-Bullying Policy to include reference to different family backgrounds and gender stereotypes.
- We involved pupils in rewriting the Anti-Bullying Policy in their own words, to make it more accessible
- We revised the Sex and Relationships Policy to include more discussion of relationships in general; refer to different types of relationship, including marriage and civil partnership
- We put up Stonewall posters around the school and in the staff room to spark debate among staff and pupils
- Carried out staff training using Stonewall DVD and introduced Stonewall resources to staff
- Provided refresher training for staff in November using the new Stonewall DVD and resources.
- Provided "Free" DVD for staff to use during Antibullying week, with lesson plans and resources (2015)

- Purchased new books from Stonewall recommended list for school library / use in lessons
- Carried out pupil survey on homophobic bullying
- Focused Anti-Bullying Week 2015 and 2016 on homophobic bullying, & linked to Stonewall lesson plans & resources
- Organised two Stonewall School Tours (latest in November 2015) – visits from the London Gay Men’s Chorus during which they performed for the children in assembly and taught them a song.
- We will continue to monitor the Equality Book for incidences of homophobic language / bullying
- Continue to publicise School Champions scheme in every school newsletter, reporting to parents and carers what we have done and what we plan to do
- We formed a focus group of staff to review the Antibullying Policy in Summer 2013. In Autumn 2013 we reviewed the policy with a focus group of pupils and in the Summer term 2016 will review with a focus group of parents and carers, to ensure that all stakeholders are involved in the consultation process.
- In January 2016 we were awarded Stonewall Bronze accreditation for our work on equality and on championing diversity.
- We held an assembly on LGBT History Month in February 2016, and invited the older children to explain the key issues to the younger children
- We have ordered and organised Story Sacks using Stonewall recommended reading list.
- We organise class assemblies during LGBT History month which feature positive role models (e.g. Labi Siffre in 2017)
- We arranged workshops run by Diversity Role Models in Autumn 2016, to enable children to talk confidently about their feelings, use appropriate language and create empathy for a child who feels different
- We will arrange METRO Anti-HBT training for staff to build staff confidence in dealing with issues of homophobic language or bullying

## Part 4: Consultation and engagement

We aim to engage with and consult with pupils, staff, parents and carers, and the local community so we can improve our awareness and 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:

- Parents' evenings
- Friends of Dalmain meetings
- School Council and Eco Council meetings
- Social events e.g. quiz nights, Christmas and summer fairs
- Half-termly whole school newsletters
- Termly class newsletters
- School website
- Twitter
- Notice boards
- Questionnaires for Friends of Dalmain, School Council, parents/carers, staff
- Feedback forms at Parents' Evenings, Open Days, etc.
- Informal chats with parents (Head greets parents in playground)
- Staff & SLT meetings
- Governing Body meetings

### Record of consultation and engagement

Date	Who we consulted	Summary	Action taken
June 2011	Parents	"Making Dalmain a Better Place for learning" – disability questionnaire	Responses analysed by SENCo and MIS updated with disability information. Reviewed Disability Equality Scheme & Accessibility Plan in light of the information received
March 2012	Stonewall	Resources for teachers on homophobic bullying	Joined School Champions scheme and added to Equality Plan
	Pupils	Self-esteem questionnaire	
March 2012	Staff	Disability /equality questionnaire	Information analysed and used to update Equality Plan
March 2012	Parents	Equality Questionnaire	Information analysed and used to update Equality Plan
March 2012	School Council	Pupils Equality Questionnaire	Information analysed and used to update Equality Plan
May 2012	Governors	Equality Briefing for Governors	Discussed at Governing Body meeting
June 2012	Stonewall	Stonewall Education for All conference attended by two members of staff	Information and advice from conference fed into action plan
Sept 2012	Pupils	Homophobic bullying questionnaire	

July 2013	Staff	Antibullying Policy review	Formed a focus group of staff to discuss and review the policy and make suggestions for changes
Nov 2013	Pupils	Antibullying Policy review	Formed a focus group of pupils to discuss and review the policy and make suggestions for changes
February 2014	Parents	Antibullying Policy review	
July 2016	Staff	Stonewall Equality for All conference	Information and advice from conference fed into action plan and SIP
February 2017	Pupils	Emotional literacy questionnaires	Currently being evaluated

## Part 5: Record of how we have considered equality issues when making decisions

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

<b>Date</b>	<b>Policy or decision</b>	<b>Equality issues we considered</b>	<b>Action taken or changes made</b>
July 2012	Antibullying Policy review	Homophobic bullying	Refer to different family backgrounds and gender stereotypes
October 2012	PSHCE Policy review	Differences and similarities between families	Amendments to policy and to curriculum, to allow for discussion of differences and similarities
Spring 2013	SRE Policy	Sexual orientation	Include discussion of relationships in general, referring to different types of relationship e.g. marriage, civil partnership
Sept 2015	Curriculum review	Consideration of equality issues across the curriculum	Equality theme added to long term plan template to ensure teachers include equality issues where relevant
July 2016	School Improvement Plan review	All of Equality Plan	Feed into SIP

## Part 6: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of information and other information. Our equality objectives focus on those areas where we have agreed 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: tackling homophobic language and bullying**

To increase the confidence of school staff to deliver the school's equality programme so that they can bring in cross-curricular links to LGBT people and issues, by July 2018.

#### **Progress we are making on this objective:**

- Dalmain is a Stonewall 'School Champion' (Bronze Award)
- The library and classrooms are stocked with resources from Stonewall's recommended reading list
- At least one staff member attends Stonewall's annual "Education for All" Conference in London
- Stonewall's "Different Families, Same Love" posters are displayed in classrooms and around school to spark discussion amongst pupils
- Stonewall posters are displayed in the staff room to spark discussion amongst staff
- New staff are shown the Stonewall DVD at the beginning of the Autumn term, and are introduced to Stonewall resources
- Resources tray in staff room for teachers to borrow, including lesson plans, leaflets, and postcards.
- Anti-Bullying Policy includes reference to different family backgrounds and gender stereotypes.
- Learning Mentor co-ordinated session for pupils to rewrite Antibullying Policy in their own words, to make it more accessible to pupils
- Introduced family diversity lessons into PSHCE curriculum to provide a forum to discuss differences and similarities between families
- Carried out pupil questionnaire on bullying, including homophobic bullying, in order to measure the impact of the school's work on reducing homophobic language
- In November, Antibullying Week includes a focus on homophobic bullying, using Stonewall lesson plans and resources
- Introduced the Equality Book with effect from January 2013, to record incidences of prejudice-related bullying (homophobic, racist, etc.)
- Publicised the School Champions scheme in every school newsletter, reporting to parents and carers what we have done and what we plan to do
- Revised the Sex & Relationships Education policy to include more discussion of relationships in general; refer to different types of relationship, including marriage and civil partnership
- Carried out whole school assembly to introduce the new pupils' Antibullying Policy. Checked pupils' understanding of bullying and different types of bullying including homophobic bullying, and what to do in the event of being bullied. Their responses showed they are well informed and have a good understanding.
- Published children's Antibullying policy on the website
- Formed a focus group of staff to review the Antibullying Policy, followed by a focus group of pupils.
- Carried out a further assembly during which the older children demonstrated to the younger children the values held within the Antibullying Policy.
- Organised two visits from the London Gay Men's Chorus during which they performed in a school assembly and taught the children a song with actions.
- Carried out refresher training for staff in November 2016
- Organised relevant class assemblies to coincide with LGBT History Month to provide

### **Equality objective 2: Parental Engagement**

**To increase the engagement of Black Caribbean and Black African parents/carers in school life, particularly by increasing the number of Black Caribbean / Black African class representatives in the Friends of Dalmain by September 2017.**

#### **Progress we are making on this objective:**

- Staff asked to encourage involvement during 2016-17
- Friends of Dalmain summer fair with 'carnival' theme to encourage Black African/Caribbean parents and carers to get involved
- Carried out analysis of underachievers which demonstrated that parental engagement is extremely important to pupils' achievement –engaging parents and carers in extra-curricular activities will have a direct impact on achievement
- Parent/carer questionnaires demonstrate a high level of satisfaction with the school but a low level of engagement
- Review of curriculum to make it more inclusive and ensure it celebrates equality (equality section added to long term plans)

### **Equality objective 3: Narrowing the gap for underperforming groups**

- To ensure that 100% of underachieving pupils in the underperforming groups mentioned have interventions in place, by October 2017 (and then by October 2018 and October 2019)
- To focus on a number of groups that are underperforming in particular curriculum areas (see individual year groups below)

#### **2016-17 focus:**

- Girls Maths KS1 & KS2
- Girls Greater Depth KS1
- Girls Science KS1
- Boys Writing KS2
- BCRB Writing KS2

#### **2016-17 targets:**

- For 60% of **Black/Black British** (9/15) children in Year 6 to achieve age related expectations in Reading, Writing & Maths by July 2017
- For 50% of **boys** (14/28) in Year 5 to achieve age related expectations in **Writing** by July 2017
- For 47% of **Black/Black British** (7/15) children in Year 5 to achieve age related expectations in **Writing** by July 2017
- For 70% of **boys** (19/27) in Year 4 to achieve age related expectations in **Writing** by July 2017
- For 73% of **Black/Black British** (11/15) children in Year 4 to achieve age related expectations in Reading, Writing & Maths by July 2017
- For 83% of **Black/Black British and MWBC/MWBA girls** (10/12) in Year 3 to achieve age related expectations in **Maths** by July 2017
- For 57% of **girls** (21/37) in **Year 2** to achieve age related expectations in **Writing** by July 2017
- For 59% of **girls** (22/37) in **Year 2** to achieve age related expectations in **Maths** by July 2017
- For 67 % of **Black/Black British boys** (4/6) in **Year 1** to achieve age related expectations in Maths by July 2017

#### **Progress we are making on this objective:**

- Identified underperforming groups from Summer data
- Set measurable targets for the underperforming groups
- Ensured that all underperforming pupils in these groups have interventions in place
- Assessed children in November 2016 and analysed data
- Assessment Co-ordinator met with Headteacher January 2017 to discuss the data and pupil progress and agree next steps
- Learning walks identify staff attitudes to inclusion
- Will review our targets for each year at the end of the year and revise the focus for the following year