



**Dalmain Primary School**

# **Equality Statement, Information and Objectives**

*The Equality Act 2010 brings together over 116 pieces of legislation into one single Act, with the aim of simplifying the legal background relating to equality as well as extending provisions in some areas. Combined, they provide a legal framework to protect the rights of individuals and advance equality of opportunity for all.*

**November 2024**

# Equality at Dalmain

## Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

## Equality Statement

Dalmain Primary School is steadfast in its commitment to standing up against all forms of inequality. Everyone is welcome here, regardless of age, disability, gender, marital status, pregnancy, race, religion, gender or orientation or anything else that makes you the wonderful individual that you are.

Dalmain Primary School is dedicated to inspiring and empowering the next generation of positive, inclusive, tolerant and active global citizens through high quality education and giving them the skills they need to fulfil their potential.

This is a collective responsibility and all members of the Dalmain community will continue to challenge stereotypes, and contribute in a meaningful way as an educational institution in order to create a fair and equitable society.

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# 1. Introduction

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

The Equality Act 2010 brings together all the legal requirements on equality that the private, public and voluntary sectors need to follow. It affects equality law at work and in delivery all kinds of services and in the context of this policy in all aspects of the provision of an education.

- The Equality Act 2010 replaces all the existing equality law including:
- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995

Whether at work as an employee or in using a service, the message (or purpose) of the Act is that everyone has the right to be treated fairly at work or when using services.

The Act protects people from discrimination on the basis of certain characteristics, known as the 'protected characteristics' and they vary slightly according to whether the person is at work or using a service. These characteristics are;

- Age (for employees)
- Disability
- Gender Reassignment
- Marriage or Civil Partnership
- Pregnancy and Maternity
- Race
- Religion / Belief
- Sex (Gender)
- Sexual Orientation
- Marriage and Civil Partnership (for employees)

In England and Wales the Act applies to all maintained and independent schools, including Academies, and maintained and non-maintained special schools.

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of any of the above protected characteristics.

The Act makes it unlawful for the governing body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

We also recognise that our duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. In fulfilling our legal obligations we will:

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

### 1.2.2 Pupils

The policy will therefore ensure that:

- All pupils have equal access to the whole curriculum
- All information provided for parents clearly states that all subjects and facilities are equally available to all
- The issue of stereotyping will be brought to pupils' attention and that teaching materials do not reinforce stereotypes
- Equality of opportunity permeates the whole curriculum and is regularly reviewed.

## 3. School Policy Statement On Equality And Community Cohesion

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

- We make every effort to ensure that everyone is treated fairly and with respect.
- We make every effort to ensure 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 make every effort to ensure 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 make every effort to ensure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to have regard to the need to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year 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, and reduce or remove them.

We welcome the emphasis in the Ofsted inspection framework on the importance of diminishing 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
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

The school intends to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

### **Addressing Prejudice Related Incidents**

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately (see the school's Anti-Racism and Anti-Bullying policies).

## **4. Information About The Pupil Population**

Number of Pupils On Roll At The School 365 (October 2024).

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.

The figures and information below relates to pupils with particular protected characteristics but we are also aware that pupils may be impacted by equality issues relating to family members or other people they live with or are close to.

### **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.'

For example, it will include people who have hearing or sight impairments, a significant mobility difficulty; and mental health conditions or learning difficulties as well as long-term health conditions such as cancer, diabetes or HIV.

To ensure we are including all children who have additional needs we would include children who

have had an illness lasting longer than 12 months, which is limiting their ability to access the curriculum.

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

- Mobility Issues
- Communication issues including Autistic spectrum disorders
- ADHD
- Severe Allergies / Eczema
- Developmental delay
- Sickle cell
- Epilepsy
- Diabetes

### Special Educational Needs

	Number of pupils	Percentage (%) of school population
No Special Education Need	309	84.65%
SEN Support	41	11.23%
EHCP	15	4.1%

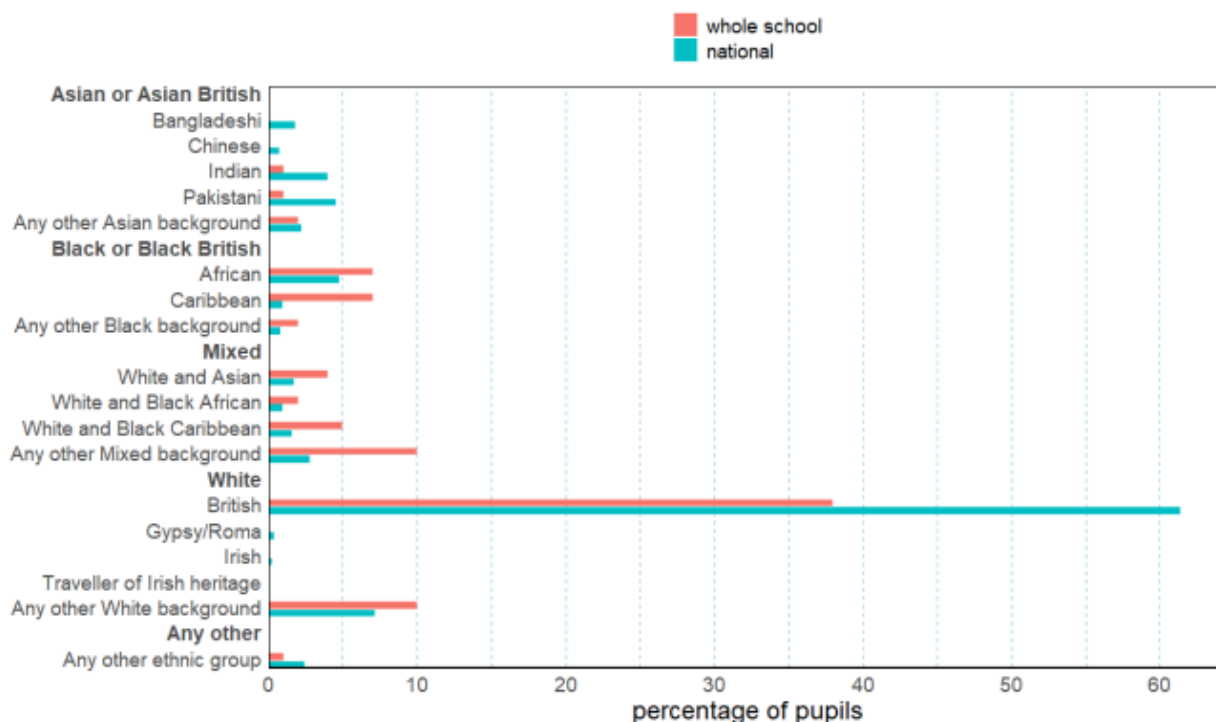
### Gender

		Percentage (%) of school population
Male	199	54.52%
Female	166	45.48%

### Religion & Belief

	Percentage (%) of school population		Percentage (%) of school population
Buddhist	1.36%	Jewish	0.52%
Christian	34.15%	Muslim	9.21%
Hindu	0.81%	Sikh	0.54%
Jehovah's Witness	0.81%	Other religion	1.63%
No religion	33.33%	Information not provided / Unknown	2.71%

## Ethnicity & Race



The data above is taken from the school's Inspection Data Summary Report of October 2024

## Gender Questioning and Sexual Orientation

### Sensitive information on pupils

Some information in relationship to protected characteristics we regard as sensitive. This includes information about pupils who may fall into this category.

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.

### Gender Questioning

We are aware from research and engagement that children with questioning their gender also present with separation anxiety, depression and emotional and behavioural difficulties. In a number of cases learning difficulties and school refusal are also present.

The data suggests that such children may experience considerable isolation owing to difficulties in their relationships. They can also become the victims of persecution, which may contribute to feelings of depression and misery.

We also know that some gender questioning children know they want to change gender from a young age but they do not always feel comfortable or confident enough to tell an adult.

### **Sexual Orientation**

We are aware, from research, that 65% of young lesbian, gay and bisexual people experience homophobic bullying in British schools.

Even if gay pupils are not directly experiencing bullying, they are often learning in an environment where homophobic language and comments are commonplace, as are their heterosexual peers.

## **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:

### **Pupil with English as an additional language (EAL)**

	<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)	49	44	93	25.47%
Number of pupils who are at an early stage of English language acquisition (Y1 and above)	3	2	5	1.37%

### **Pupils from low income backgrounds**

	<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	34	26	60	16.43%
Number of pupils (Rec to Y6) known to be eligible for free school meals within the last 6 years	31	42	73	21.00%

### **Looked after children**

We also have a number of children who:

- have been adopted (some very recently)
- are subject to residence orders
- are living with members of their extended family

We are aware that they may also face equality issues.

## Young carers

A small number of our children have caring responsibilities. This may well impact on children's school lives e.g.

- taking up out of school hours opportunities
- opportunities to complete home learning
- inability to focus on learning due to stress or tiredness

## Other Vulnerable Groups

We have a number of children in our school and community who we perceive to be vulnerable or potentially vulnerable. They include children subject to child protection or child in need plans; children whose parents/carers have mental health issues; children with poor attendance / punctuality; families in poverty; families living in poor or temporary housing; children of very young parents.

We are aware that any of the above may well impact on children's progress and their ability to access opportunities.

# 5. Our Main Equality Challenges

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

- We need to ensure that the success of our children, including but not limited to academic attainment, is not adversely affected by their race or gender.
- We need to continue to review and develop our curriculum so that it reflects the diverse communities of modern Britain and Dalmain in particular.
- We are aware that we could improve the way that we involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.
- The ethnicity of our staff increasingly reflects the community we serve but we can still do more in this area.
- We need to identify further opportunities to enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We need to explore how to appropriately integrate sexual orientation into the curriculum in a positive and constructive way, which enables all pupils to understand and respect difference and diversity.

For some of these challenges we have also set and published equality objectives. Details of these are in Part 8 of this document.

## 6. 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.

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

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies. All our written policies are also available to download from <http://www.dalmain.lewisham.sch.uk/policies/>.

We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.

When Governors consider equality issues in relation to policies, decisions and services, a record of this will be kept through the minutes and papers of governing body meetings.

We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and staff.

We have a Personal, Social and Health Education policy and curriculum which addresses a wide range of areas related to equalities both systematically and reactively. Weekly PSHE lessons and Circle Time give the opportunity for children to raise concerns, express opinions and listen to the opinions of others.

We have a school behaviour policy that cites a shared value system for us to 'live', guiding our choices and decisions in all that we do:

- responsibility;
- commitment;
- respect;
- care;
- equality;
- integrity; and
- honesty.

We have a school anti-bullying policy that includes specific reference to protected characteristics. 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 hold regular 'differences' events where children are given the opportunity to hear from a range of people with disabilities etc.

We have a special educational needs local offer that outlines the provision the school makes for pupils with special educational needs.

We have a home school agreement that includes the assertion that together, adults and children in our school community agree that we:

- will support all children to learn and to help them achieve their best

- expect good behaviour and self-discipline
- will have a positive attitude towards others and treat all members of the school community with respect
- Will keep the school a safe place for everyone

Our Behaviour & Safeguarding Leader can provide support to families where deemed necessary and appropriate.

Decisions about admissions to the school are managed by the local authority according to published criteria. We then meet every new family personally, either at home or in school, before they start in order to learn as much as possible about any barriers they might encounter. These can then be addressed as quickly as possible.

Our complaints procedure sets out how we deal with any complaints relating to the school.

We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.

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

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Decision makers in the school are aware of the duty to have due regard to Equality issues when making a decision or taking an action, and must assess whether it may have implications for people with particular protected characteristics.

We endeavour to consider equality implications before and at the time that we develop policy and take decisions, not as an afterthought, and keep them under review on a continuing basis.

The PSED is integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind

## **6.1 Disability**

We are committed to working for the equality of people with and without disabilities.

### **6.1.1 Summary Information**

We take a very flexible approach to meeting the needs of people with disabilities. As a diverse group, the issues need to be considered on an individual basis, even for those who may appear to have similar disabilities.

Our building has Disabled toilets and a hygiene room. We have stairs but the school will relocate classrooms to avoid stairs if needed to support access arrangements.

Where disabilities specifically impact on learning we take specialist advice and consult with families to draw up individual support arrangements. We have a number of children with care plans and individual support plans.

Our strong culture of support means that the adults in the school are prepared 'to go the extra mile' to ensure all children have a positive experience whilst at school.

Wherever appropriate we modify our curriculum and adjust our policies and have additional adult support.

Where disabilities specifically impact on learning we take specialist advice and consult with families to draw up individual support arrangements.

Relationships between disabled pupils and others are very positive and incidents of bullying or inappropriate behaviour based on disability are rare.

### **6.1.2 How We Advance Equality of Opportunity**

- We support disabled learners and staff by considering their individual needs.
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- 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.
- We access specialists to give advice and support for specific disabilities as appropriate.
- We carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils.

### **6.1.3 How We Foster Good Relations and Promote Community Cohesion**

- We have and will continue to develop a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We use assemblies and PSHE times to promote positive images and perceptions of disabled people.
- We promote tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- We take opportunities to acknowledge and celebrate people with disabilities. This includes regular 'differences' events in which children have the opportunity to explore the issues related to disabilities.
- We plan events that develop children's understanding of disability linked to world events eg, Paralympic Games
- We consistently tackle prejudice and any incidents of bullying
- Children with disabilities are encouraged and sensitively supported to participate successfully in all school events including sports events and trips.
- We work with our local community. This includes activities such as school trips and activities based around the local community, and inviting leaders of local faith groups to speak at assemblies.
- We encourage and implement initiatives to deal with tensions between different groups of pupils within the school
- All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

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

### Impact

- We consider that our children have a very good awareness of their peers and their needs, being supportive where appropriate but without undue attention.
- Children have a growing awareness and understanding of their peers' disabilities. They are regularly observed being supportive and making adjustments to accommodate their needs.
- Our building offers full access to physically disabled children
- Feedback from parents of children in this category is very positive about the level of care and support

### Plan

- Continue to develop our PSHE curriculum and provision
- Continue to provide professional development to staff to increase their knowledge of disabilities and how they might modify their teaching to best support their children.

## 6.2 Ethnicity And Race (Including EAL Learners)

We are committed to working for the equality of all ethnic groups.

### 6.2.1 Summary Information

*(including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)*

Dalmain pupils are drawn mainly from the local area. Over 60% of the intake is from one of a number of minority ethnic groups and there are more than 47 languages represented in the school. 27% of pupils come from homes where English is an additional language.

2019 data shows that there is no significant gap between children with English as a first language and children with English with an additional language (EAL) in the EYFS or KS1.

By the end of KS2 the gap has widened in Reading where 79% of EAL children achieved the expected standard compared to 90% of children with English as a first language. The same is true in Writing where 90% of children with English as a first language achieved the expected standard compared to 68% of children of EAL children.

There is an attainment gap between the percentage of all children and the percentage of children in minority ethnic groups achieving the expected standard in KS1 and KS2.

We are aware that Ethnic minorities are under-represented on the teaching staff and the governing body.

The cultural diversity of the school's population is seen as one of its positive features and we take every opportunity to celebrate and share the wide experience of our families.

The level of reported racist incidents in the school is very low, however, we are aware racism can impact on the day to day lives of some of our families and of the potential impact on access to the curriculum and broader opportunities.

### 6.2.2 How We Advance Equality Of Opportunity

- We monitor the attainment of all our pupils by ethnicity.
- We then take a "Which children from a given ethnic group?" approach to address underachievement: no ethnicity is treated as a homogeneous group. This happens through regular, termly pupil progress meetings and then on a week-by-week basis.

- We set targets to improve the attainment and rates of progress of particular groups and individuals.
- We have developed our curriculum to include content that is relevant to the ethnicity and culture of our families and supports all pupils to understand, respect and value difference and diversity.
- We actively engage in Black History across our curriculum
- Analysis and monitoring of makeup of schools council and some music groups.
- We monitor family attendance at parents evenings and other opportunities to discuss children's progress. We then support access for non-attenders e.g. by giving accessible times, support for EAL

### **6.2.3 How We Foster Good Relations And Promote Community Cohesion**

In developing our curriculum we are building in a range of opportunities for families and community members to contribute knowledge, experiences, and culture to the children's learning.

We ensure that our pupils:

- recognise diversity across the school and within the wider community, and are given opportunities to celebrate and value it as much as possible

We ensure that our pupils:

- have an understanding of Human Rights and how they apply to everyone. and the need to defend the human rights of all individuals

### **6.2.4 What Has Been The Impact Of Our Activities? What Do We Plan To Do Next?**

Day to day observations, feedback from parents, children, visiting professionals and parents is extremely positive about our strong sense of community and shared values.

- Although we can identify specific reasons why individual children did not reach age related expectations in KS2, we will undertake a review of our provision for EAL and provide further staff training.
- Continue to develop strategies to close any gaps in achievement; and develop further family / community engagement in our curriculum.

## **6.3 Gender**

We are committed to working for the equality of women and men.

### **6.3.1 Summary Information**

*(including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils).*

There is no gender trend across the school, for example at the end of KS1 (2017) girls outperformed boys in reading, writing and maths, whereas at KS2 the reverse was true.

Boys are over-represented in triggering sanctions from the behaviour policy (class-based sanctions)

Boys and Girls are equally represented on School Council and other school responsibilities.

We recognise that male carers can find it more difficult to actively participate in primary school life.

Men are under-represented on the staff as a whole.

*November 2024, Erika Eisele/Peter Clarke*

### **6.3.2 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 set targets to improve the attainment and rates of progress of particular groups of boys and girls.
- Where applicable, we run programs which focus directly on boys behaviour and attitudes to learning, in addition to our Young Leaders programme
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes in subject and activity choices are avoided.
- We ensure that our children have access to resources and experiences that challenge outdated images and ideas about careers and employment.
- Both male and female parents and carers are actively encouraged to be involved in the work of the school and contribute to their children's learning and progress.

### **6.3.3 How We Foster Good Relations and Promote Community Cohesion**

- We use a Social, Doing and Thinking curriculum to proactively teach social skills to children.
- Our Young Leaders programme encourages positive social interaction with other children in the school.
- 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.
- Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.
- We continue to develop our Chill Out Zones in KS1 and KS2 playgrounds
- We run 'Calm Club' and morning nurture groups

### **6.3.4 What Has Been The Impact Of Our Activities? What Do We Plan To Do Next?**

#### **Impact**

- Positive feedback from both children, parents and school staff – number of morning difficulties have diminished significantly.
- Behaviour is already very good across the school but, where improvements need to be made, targeted children have developed positively in their behaviour and attitudes to learning. This has been recognised by staff, the children themselves and their parents. However, this remains an area where on-going focus is needed.

#### **Plan**

##### **We will**

- Continue to developing particular initiatives to tackle attitudes to school and learning,
- Continue and expand lunchtime support by Behaviour & Safeguarding Leader and Mental Health & Wellbeing AHT
- Monitor and evaluate curriculum opportunities for gender balance/appeal.
- Hold special events for male carers.

## 6.4 Gender Questioning

We are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

### 6.4.1 Summary Information

*(including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)*

Although it is rare for pupils - particularly very young pupils - to undergo a gender reassignment, when a pupil does so a number of issues arise that will need to be sensitively handled. We are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

### 6.4.2 How We Advance Equality Of Opportunity

- We recognise that all gender questioning children should be supported and protected whether or not they undertake transition.
- Through training and awareness raising we hope to provide an environment where transgender staff would be safe and comfortable in the school environment.

### 6.4.3 How We Foster Good Relations and Promote 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 PSHE, encourages pupils to develop understanding of and respect for difference, and challenge negative stereotypes.
- Regular differences events and discussions in addition to learning in classrooms.
- Assemblies and information sharing opportunities are used to promote cohesion.

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

A culture of tolerance permeates the school. We will continue to work with staff and children to ensure that this culture is reinforced.

## 6.5 Religion And Belief

We are committed to working for equality for people based on their religion, belief and non-belief.

### 6.5.1 Summary Information

*(including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)*

We acknowledge and celebrate the diversity of faith backgrounds in the school. We see this as an opportunity to learn about each other, to develop respect and tolerance.

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

We build into our day to day organisation opportunities to ensure children mix. The skills to do this are taught through a range of interactive strategies.

We consult pupils and families in developing policies e.g. behaviour and school uniform policies to ensure that any issues specific to particular groups are taken into account.

We involve pupils and families in the delivery of the curriculum e.g. children and families talk about their religious ceremonies.

We ensure that specific activities such as school trips, visits from external providers and other workshops are not booked on days that coincide with religious holidays which children and families may be celebrating together.

### **6.5.2 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 by teaching to the RE Lewisham Agreed Syllabus which acknowledges all faith groups within the school community.
- We undertake visits to places of worship for a variety of faiths.
- 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. Our calendar of assemblies included celebrations of the faith groups within our school community.

### **6.5.3 How We Foster Good Relations and Promote Community Cohesion**

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.

Our assemblies reflect local faith communities and key celebrations e.g. Christmas, Easter, Eid and Diwali.

We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities.

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

#### **Impact**

- Reduced incidence of parents refusing permission for children to visit places of worship / RE curriculum; and culture of tolerance within the school.
- Revised RE curriculum has been implemented to meet the requirements of the new Agreed Syllabus
- Re to continue to engage with LA training and the most up to date knowledge of curriculum expectations

#### **Plan**

- Given that the largest single group in the school is those who have no religion, we need to reflect on how to ensure that atheism, humanism and other non-religious philosophies are included in the curriculum.

## 6.6 Sexual Orientation

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

### 6.6.1 Summary information

*(including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)*

We do not routinely collect information about the sexual orientation of staff or pupils.

We know that some of our pupils live in households headed by lesbian, gay or bisexual couples.

We are aware of the need to provide resources that reflect the circumstances of all our children and that celebrate difference and diversity as a way of developing tolerance understanding and respect for one another.

The school is committed to tackling any prejudice-related bullying and the use of inappropriate language.

### 6.6.2 How We Advance Equality of Opportunity

- Diversity and inclusion are threaded through the curriculum. We are gradually developing a range of books and resources include images of a range of different kinds of families.
- We ensure that gay, lesbian and bisexual staff feel comfortable, and are supported to be open about their sexual orientation.
- We hold an annual difference week which introduces children to adults with differing sexual orientations. This is done age appropriately.

### 6.6.3 How We Foster Good Relations And Promote Community Cohesion

- We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum.
- 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.

### 6.6.4 What Has Been The Impact Of Our Activities? What Do We Plan To Do Next?

#### Impact

- Limited incidents of bullying based on sexual orientation; and
- Very little inappropriate use of language.

#### Plan

Develop resources available to children to reflect variety of family structures.

## 7. Consultation And Engagement

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

Our main activities for consulting and engaging are:

- Survey staff to heighten awareness and further develop policies reflective of equality issues; and
- Consult with parents on the further development of our equality objectives.

## 8. Roles & Responsibilities

We believe that promoting Equality is the whole schools responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Headteacher	As above and in addition: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties. Ensuring that the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Head as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non-Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to tackle inequality and achieve equality of opportunity for all.

School Community	Responsibility
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to tackle inequality and achieve equality of opportunity for all.

**We will ensure that the whole school community is aware of our Equality Statement which forms part of our Equality Information & Objectives document by publishing them on our website, as well as sending out a letter to our stakeholders.**

### Breaches

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

## 9. Our Equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. 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.

Objective 1	
<b>Specific</b>	Sustain diversity across the staff and leadership teams to ensure representation of a variety of ethnicities and genders.
<b>Measurable</b>	Comparison of diversity across staff and leadership teams from different starting points, eg, from academic year 2023-24 compared with the following academic years.
<b>Attainable</b>	The school will continue to ensure parity within its recruitment practices and to implement knowledge gained from unconscious bias training. Staff involved in the recruitment process will be aware of expected practice and be up to date in equality training.
<b>Relevant</b>	Our school serves a diverse community and our leadership and staff, including governors, should reflect this.
<b>Time-bound</b>	This objective is dependent on staff turnover with action taken to secure future appointments that support this objective being made as a result.

Objective 2	
<b>Specific</b>	To annually review the whole school curriculum to ensure that a broad range of ethnicities and genders are represented across our programme of study.
<b>Measurable</b>	Our curriculum will include learning about historic or current individuals or groups that are from the protected characteristics.

<b>Attainable</b>	This will be achieved through on-going curriculum reviews and will follow input from all levels of leadership and teaching staff to ensure collective responsibility and distributed leadership. It has been prioritised through middle leadership training with SLT having the overarching strategic plan that identify key milestones across the year and tracks progress towards these targets.
<b>Relevant</b>	The quality of teaching and learning is our predominant SIP focus and this objective will be achieved as a direct result.
<b>Time-bound</b>	Our curriculum reviews form a critical part of our academic, social and emotional provision, with middle and senior leaders agreeing our strategic direction. The curriculum is and will continue to be reviewed yearly with any year group specific adaptations being made within the year as necessary.

<b>Objective 3</b>	
<b>Specific</b>	Improve attainment of significant groups from EYFS to the end of KS2.
<b>Measurable</b>	An increased percentage of children within particular groups will show increased attainment throughout the curriculum by the end of Year 6.
<b>Attainable</b>	Through quality first teaching, support from the Inclusion Team and targeted interventions that are timely. Following regular and rigorous analysis of progress towards achieving this objective, all action will be taken across children's time at school so that the gap closes year on year.
<b>Relevant</b>	The quality of teaching and learning is our predominant SIP focus and this objective will be achieved as a direct result. Appraisal objectives were set to reflect this with development being monitored at regular intervals across each term.
<b>Time-bound</b>	Prioritisation of quality first teaching was tackled from the start of the academic year with particular focus being on progress measures across all subjects, in addition to attainment. The progress of children in all groups will have improved by the end of each academic year.

### **Monitor and Review**

Every three years, we will review our objectives in relation to any changes in our school profile and the priorities set out in our school improvement plan.

Every year we will update this document with our progress towards our objectives.

<b>Approval Level:</b>	Full Governing Body
<b>Signed by Chair of Governors (Catriona Scott):</b>	<i>Catriona Scott</i>
<b>Date approved:</b>	November 2024
<b>Next review date:</b>	November 2027
<b>Author:</b>	Erika Eisele/Peter Clarke
<b>Implementation date:</b>	December 2012
<b>Version:</b>	002

## Progress towards our Equality Objectives

<b>2024-2027</b>	
<b>Objective</b>	<b>Progress</b>
Sustain diversity across the staff and leadership teams to ensure representation of a variety of ethnicities and genders.	
To annually review the whole school curriculum to ensure that a broad range of ethnicities and genders are represented across our programme of study.	
Improve attainment of significant groups from EYFS to the end of KS2.	

### Staff diversity

<b>Staff ethnicity</b>	<b>September 2024</b>	<b>September 2025</b>	<b>September 2026</b>	<b>September 2027</b>
White British	50%			
Asian/Asian other	16%			
Black Caribbean	22%			
Black African	6%			
Other	4%			
White other	2%			

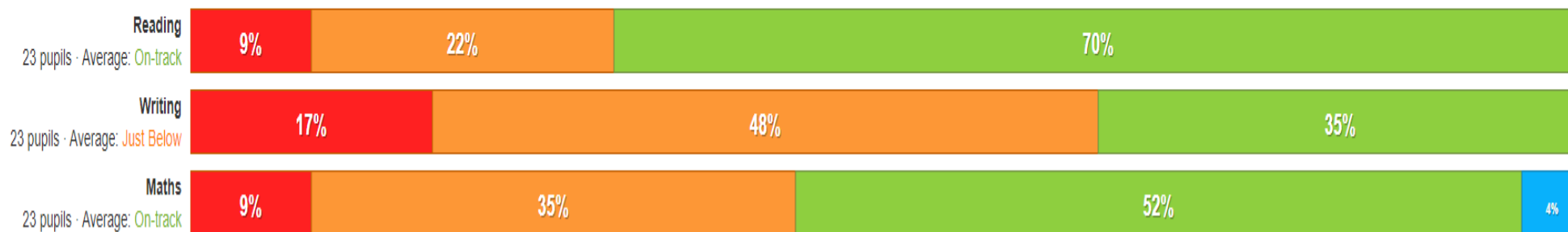
Staff gender	September 2024	September 2025	September 2026	September 2027
Female	82%			
Male	18%			

## Pupil Attainment Data

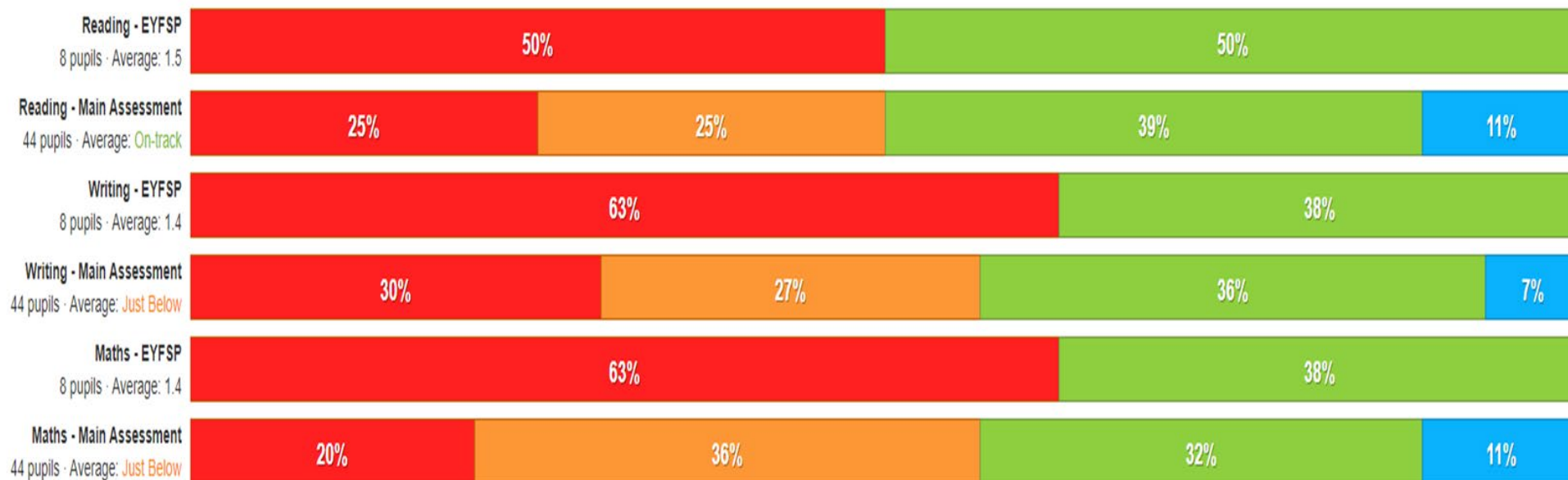
### Baseline September 2024

Attainment Overview for Pupils who are BAFR, BSOM, BNGN, BSLN, BAOF or BOTH - 2023-2024 Summer - Main Assessment Print

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Legend Well below Just below Expected Above No data



## Summer 2024 - Summer 2025

Data to be updated in September 2025



