



Equality Policy Statement and Objectives

Dulwich Wood Primary School wants to be recognised as a school at the heart of the community, providing an inclusive, safe, caring and stimulating environment. Our core values of community, collaboration, creativity and caring underpin everything we do.

Equality Statement

Dulwich Wood Primary School is committed to equality both as an employer and a service-provider. We aim to ensure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability that they may have; their ethnicity; their 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 or orientation. Our aim is to develop a community that celebrates diversity and has a culture of inclusion so that everyone, especially our children, is able to achieve their potential and be successful.

We are committed to:

- Ensuring that everyone is treated fairly and with respect;
- Consulting and involving people from different groups in our decisions through, for example, talking to pupils and parents/carers as well as discussions with our school council;
- Recognising that people have different needs and understanding that treating people equally does not always involve treating them all the same (equity).

Legal Duty

We welcome our legal duty under the Equality Act 2010. This replaces all the previous anti-discrimination acts and regulations which went before it and brings all the requirements together in one place.

Under this act, schools are asked to publish information about how their policies and practices ensure equality of access and opportunity for all children. They must also:

- Eliminate discrimination, harassment and victimisation on the basis of any of the protected characteristics;
- Advance equality of opportunity between persons who share relevant protected characteristics and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the group listed below:

- Age (for employees not for service provision)
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

Please also see our Accessibility Plan

In fulfilling our general legal obligations, we will therefore:

- Recognise and respect diversity;
- Foster positive attitudes and relationships, and a shared sense of belonging;
- Observe good quality practices, including staff recruitment, retention and development;
- Aim to reduce and remove existing inequalities and barriers;
- Consult and involve widely;
- Strive to ensure our community and the wider society will benefit.

In order to meet our general duties above, the law requires us to carry out some specific duties to demonstrate this:

- Publish equality information - to demonstrate compliance with the general duty across its functions;
- Prepare and publish equality objectives which we will review on an annual basis;
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis.

We will do this effectively by collecting data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our community, including hate crime data and demographic information.

In relation to school provision we will pay particular attention to the following areas

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the areas listed above. However, where we find evidence that other factors have a significant impact on any particular group, we will include work in this area.

We recognise that our work on equality is central to the successful promotion of fundamental British Values, especially in relation to the values of respect and tolerance and rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language.

Please also see our SMSC Policy

We also recognise that these 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.

We believe that promoting Equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	<ul style="list-style-type: none"> • 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 equalities objectives. • Ensuring staff have access to appropriate training and resources. • Taking an active role in supporting and challenging the Head Teacher to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Head Teacher	<p>As above, including:</p> <ul style="list-style-type: none"> • 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 it's day to day duties. • Ensuring that all of the school community receives adequate training to meet the need of delivering equality, including staff and pupil awareness. • Ensuring that all staff are aware of their responsibility to record report and respond appropriately to prejudice related incidents. • Ensuring fair treatment and access to services and opportunities. • Designing and delivering a highly positive, memorable and inclusive curriculum that it reflects and celebrates the achievements of a range of people and groups including those with protective characteristics. A curriculum that recognises diversity as a positive and rich resource to be used to enrich teaching and learning.

	<ul style="list-style-type: none"> • Embedding and developing the successful strategies in place for engaging parents and carers (zoom Learning reviews, impact sessions, 1-to-1 meetings with Inclusion Lead or CT, direct email access to Senior Leaders and opportunities to meet daily at the school gates) including those who might find working with the school difficult.
Senior Leaders, middle and subject Leaders	<ul style="list-style-type: none"> • Supporting the Head as above. • Rigorously reviewing and improving the Learning journeys to ensure that teaching and learning reflects the school's commitment to equality for example incorporating themes like 'Show Racism the red card' developing an understanding of citizenship, charity and providing positive images of people with disability e.g. 'Para-Olympics'. • Ensuring their teams are celebrating religious festivals and organising trips to a range of different places of worship. • Auditing learning environments to ensure book corners and classroom displays reflect the ethnic and linguistic diversity in the classroom. • Applying their knowledge and understanding of cultural capital and building it into the everyday. • Ensuring resources that provide examples of differing family set-ups, sexual orientation and gender identity are used by all teachers.
Teaching Staff	<ul style="list-style-type: none"> • Demonstrating at all times a commitment to the school's Equality Statement. • Ensuring the right outcomes are delivered to pupils. • Upholding the commitment made to pupils and parents/carers on how they can be expected to be treated. • Embedding and developing an inclusive curriculum that reflects pupils in their class and celebrates the achievements of a range of people and groups, including those with protective characteristics. This will also recognise diversity as a positive and rich resource to be used to enrich teaching and learning. • Explicitly teaching about equality and making pupils aware on inequalities that do exist at both a local and wider world level. • Making use of resources which challenge stereotypes and which encourage pupils to broaden their understanding of other's beliefs, cultures and faiths. • Encouraging pupils to think critically about how they can contribute towards eradicating or tackling inequalities. • Ensuring they record and respond appropriately to prejudice related incidents and seek support from senior leaders when necessary.
Non-Teaching Staff	<ul style="list-style-type: none"> • Demonstrating at all times a commitment to the school's Equality Statement. • Supporting the school and the governing body in delivering a fair and equitable service to all stakeholders. • Supporting colleagues within the school community.

	<ul style="list-style-type: none"> • Ensuring they record and respond appropriately to prejudice related incidents and seek support from senior leaders when necessary.
Parents/carers	<ul style="list-style-type: none"> • Taking an active part in identifying barriers for the school community and in informing the Governors, Head Teacher and/or Senior Leaders of actions that can be taken to eradicate these. • Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all. • Upholding the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Pupils	<ul style="list-style-type: none"> • Following the school rules and behaving appropriately, respecting one another and the adults that work with them. Reporting any peer on peer abuse or failure to uphold the school's commitment to addressing and eradicating any form of discrimination. • Supporting the school to tackle inequality.
Local community members	<ul style="list-style-type: none"> • Taking an active part in identifying barriers for the school community and in informing the Governors, Head Teacher and/or Senior Leaders of actions that can be taken to eradicate these. • Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

Addressing prejudice related incidents

This school is opposed to all forms of prejudice and we recognise that anyone who experiences any form of prejudice related discrimination may fair less well in the workplace, in the education system or in the wider community. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent incidents, if incidents still occur we address them immediately and may seek support from external services.

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 Head Teacher, the Governing Body and Southwark HR.

Monitor and Review

Every 4 years we will review our objectives in relation to any changes in our school profile.

Information

The information and data provided shows that we give careful consideration to advancing equality in everything we do and the steps we are taking to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

Pupil population/Admissions

Number of pupils on roll, broken into gender, SEND, ethnicity, languages and religion all information is held by School business manager

Southwark Council allocates places in Reception to our school. Please see our admissions policy for more detail.

Religious Observance

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

Anti-Racism

The school is committed to identifying and removing any discriminatory practices and any form of racism or racist behaviour. Throughout our curriculum we promote racial equality and organise special events to promote an anti-racism ethos.

Training

We ensure that all staff receive appropriate training and opportunities for professional development around equalities.

Most recent from Summer 2021

Pupil Premium/Cultural Capital INSET (3 hours) – making all staff aware of the range of possible barriers faced by pupils receiving pupil premium funding. Considering what strategies staff can use to break down these barriers and close any identified attainment gap. (06.05.21)

SEN/Inclusion staff meeting- highlighting importance of interventions to ensure any pupils who have fallen behind during lockdown (or for any other reason) are involved in catch-up programmes and make rapid progress in Autumn term (date)

Science staff meeting – Science Capital, addressing gender imbalance in STEM subjects/careers (02.11.21)

PE INSET (3 hours) – inclusive PE lessons, differentiation to include SEND pupils and those with disabilities, ensure access to (01.11.21) curricular sporting competitions e.g. bowling – all staff. Extending range of clubs to cater for differing needs and interests, not just about competency.

Phonics Training- Little Wandle ensuring no-pupil gets left behind- all staff (6 hours)

Record Keeping and monitoring

- We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We monitor admissions to the Reception Classes to identify trends in our school demographic.
- We use Cpoms to keep a record of prejudice related incidents and bullying, including those which are racist, homophobic, or related to those with disabilities. These incidents

are few and far between and when they do occur they are thoroughly investigated by a Senior Leader in accordance with our anti-bullying statement and parents are informed.

- We keep a record of internal and external exclusions.
- We monitor representation on school bodies for example the school council are carefully chosen to ensure a balance between gender and ethnicities. We keep records of attendance. Children with barriers to good attendance are well supported to improve and the pattern of their attendance is monitored to ensure it is improving.
- We offer a wide range of clubs and monitor take-up carefully to ensure balance by auditing uptake by gender and pupil premium.
- We record attainment and progress each term. We compare groups, identify gaps and put targeted interventions in place to narrow those gaps, which is then carefully monitored. We consider gender, ethnicity, SEN, looked after children, PP and EAL pupils.

Policies which particularly contribute to the promotion of equality

Issues relating to equality are carefully considered when a new policy or subject guidance is being developed. We consult to ensure all groups have the opportunity to express their views.

- ✿ School Behaviour Policy
- ✿ Accessibility Policy
- ✿ Anti-bullying and harassment (includes cyber-bullying and prejudice based bullying)
- ✿ Special Education Needs Information Report
- ✿ Complaints Procedure – sets out how we deal with complaints relating to our school
- ✿ Staff Code of Conduct and Respect at work policy
- ✿ ICT & E-safety Guidance
- ✿ Relationships and Sex Education Policy
- ✿ PHSE, RE, SMSC and Wellbeing Guidance

Equality Objectives – school level (2021- 2025)

NB: These objectives have been set by the Headteacher in partnership with SLT, parental and community feedback and will be reviewed annually and updated accordingly.

Equality Strand	Objective	Responsible Person/action	Timeframe	Monitoring Arrangements	Success Indicators
Religion/Race	To gain an accurate picture of how pupils feel they are represented across the school. Do they feel valued?	DHT School Council Devise and conduct a pupil voice survey Analyse results Make an action plan to address findings	Autumn 2 2021	Discussed SLT Included in termly report to Governors	Pupils feel religion, ethnicity is valued and their needs understood
Disability	To make school building more accessible to wheel chair or mobility impaired members of the community	HT/Premises Officer Repair lift in EYFS/Y1 building Put in ramps which enable wheel chair users to get from lift to main hall	on-going	Governing body	All Parents can access the main hall for events
Gender identity	To update school uniform on website to represent the reality of a more fluid way of dressing for school	HT/Office Staff Source Dulwich Wood track suit bottoms. Ensure photos on website do not reinforce gender stereotypes	on-going	Governing body	Pupils feel confident in what they are wearing for school.
Gender—marriage and civil partnerships	To review the SRE policy in line with Government guidelines	DHT in partnership with a working part of stakeholders	Autumn 2 2021	HT/Governing body	DWP is delivering best practice in SRE and parents are aware of and satisfied with the provision
General Equalities Objective	To analyse, rigorously pupil progress data each term to ensure key trends are being identified, shared and acted upon	AHT with responsibility for attainment data Key Questions around any attainment gap identified <ul style="list-style-type: none"> • Gender • Pupil Premium • Ethnic Group SLT to implement strategies to close the gap.	From Autumn 2021	HT/SLT and shared with Governing body termly	There are no differences in attainment data between 3 focussed groups
	To carefully assess participation in after school clubs	DHT , IL, Admin team analyse data and identify any disparities with a focus on <ul style="list-style-type: none"> • Gender • Pupil Premium • Ethnic Group Make an action plan to address findings	From Autumn 2021	HT	Representation of pupils at after school club shows no groups are under-represented.