

**Downs View Life Skills College**

**Equality Policy information and objectives (Sept 2024)**

Downs View Life Skills College seeks to foster a warm, welcoming and respectful culture, which allows us all to question and challenge discrimination and inequality, resolve conflicts peacefully, promote equality and work and learn in a safe environment.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences are celebrated and do not become barriers to participation, access and learning.

We will create inclusive processes and practices where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs.

We recognise and welcome our equality duties as set out in the Equality Act 2010 and have due regard to the need to:

* Eliminate discrimination and other conduct that is prohibited by the Act,
* 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.

We recognise that it is unlawful to discriminate against a learner, prospective learner or a member of staff by treating them less favourably if they have protected characteristics:

* age (staff only),
* sex,
* race,
* disability,
* religion or belief,
* sexual orientation,
* gender reassignment,
* pregnancy or maternity

We link our work on equality to our duties under the Education Reform Act 1988 to provide a balanced and broadly based curriculum which:

* *promotes the spiritual, moral, cultural, mental and physical development of learners at the school and of society; and*
* *prepares such learners for the opportunities, responsibilities and experiences of adult life.*’

We take seriously our duty to show due regard and this is evidenced through minutes of meetings and through the completion of equality impact assessments.

We welcome feedback on the information and objectives published.. Please speak to the Head teacher with any feedback.

**Equality Information and Objectives**

# 1. Contextual Information

***We have***

|  |  |  |  |
| --- | --- | --- | --- |
| **Learners on Roll**  | **Total Number 32** | Male  | Female  |
|  |  |
| **Ethnicity**  | White - British  | 5 | 1  |
| White - Irish  | 1 |   |
| Any other mixed background  |   |   |
| Arab  |   |   |
| Indian  |   |   |
| White and Asian  |   |   |
| White Eastern European  |   |   |
| Black - African  |   |   |
| White and Black Caribbean  |   |   |
| White Western European  |  1 |   |
| Any other Asian background  |   |   |
| White and Black African  |   |   |
| Bangladeshi  |   |   |
| Pakistani  |   |   |
| Other ethnic group  | 1  |   |
| Refused to State  | 18  | 5  |

|  |  |
| --- | --- |
|  |  |
| **Languages other than** **English spoken mainly in learners’ homes**  | **Total Number** 32 |  |
| Arabi**c**  |  |
| Albanian/Shqip  |  |
| Bengali  |  |
| Fula/FulfuldePulaar  |  |
| Italian  |  |
| Krio  |  |
| Kurdish  |  |
| Lithuanian  |  |
| Pashto/Pakhto  |  |
| Persian- Dari  |  |
| Polish  |  |
| Romanian  |  |
| Russian  |  |
| Somali  |  |
| Spanish  | 1  |
| Talag/Filipino  |  |
| Tamil  |  |
| Urdu  |  |
| Refused  |  |
|  | Sinhalese Sri Lanka | 1  |

|  |  |
| --- | --- |
|  | **Other** **Information**  |
| Sexual orientation  | We are aware that learners in our college may identify as lesbian, gay or bisexual. We are also aware that some students may express sexual behaviour which does not necessarily infer a preference or orientation towards one or another gender. We aim to manage all sexual behaviours in an appropriate way which reinforces appropriate and safe behaviours. We also know that our parents and carers will be represented across all the protected groups.  |
| Learner disability | All of our learners have a EHCP which details their needs which are met within the college. We are confident that the college is inclusive around individual learner disabilities and accessibility.  |
| Religion  | The following religions are represented in our overall population:

|  |  |
| --- | --- |
| Christian  | 20.2%  |
| Catholic  | 3.0%  |
| Muslim  | 6.4%  |
| Jewish  | 0.5%  |
| Buddhist  | 0.5%  |
| Other  | 3.5%  |
| No Religion  | 49.3%  |
| Refused/not declared  | 17.2%  |

  |
| Gender identity   | We are aware that there may be individual children in our school community who question their gender identity and may express their gender identity in a way that does not conform to stereotypical norms or the sex they were born as. If a learner identifies as transgender, non-binary or gender diverse, we will work with the team around them, including parents, to support them in ways appropriate to them as an individual.  We also know that our parents and carers will be represented across all the protected groups.  |

# 2. Fostering good relations information

We take pride in the range of work we do to foster good relations and in discussions with learners and students and in surveys (including Annual Review information) our learners tell us that they like coming to school and feel safe. This is evidenced for learners and parents in our Ofsted report of 2020.

The evident lack of behavioural issues on daily arrival suggests high levels of learner satisfaction. Our learners across all 5 Key Stages make good and mostly outstanding progress in relation to their individual starting points.

You can read more about our approach to fostering good relations in the following policies; Teaching and Learning, Spiritual Moral Social and Cultural Development, Positive Behaviour, Equality and PSHE Education.

We aim to foster good relations by:

* Providing annual staff training on at least one aspect of equality and diversity.
* Ensuring the whole school environment and curriculum reflects the diverse community within which we live. We aim for all learners / students in our school to see themselves reflected in the stories we read, the assemblies we hold and in our displays and curriculum. As an example we have BME dolls available for sex education and maps to explore family history.
* Giving clear messages about expectations as part of school values and this includes regular assemblies which make use of the Equality Calendar. For example we regularly celebrate key religious festivals to reflect the diversity of our community and the world around us.
* Constantly reviewing and developing the PSHE Education curriculum so that it provides opportunities to explore values and attitudes, understand similarities and differences and builds understanding of different groups and out own identities. We have recently reviewed our curriculum to ensure we do sufficient work on sex and relationships education as well as how we support learner behaviour. Please see our PSHE curriculum framework and schemes of work which show the learning by key stage.
* We are also twinned with a school in France and use this to challenge stereotypes and build understanding of international perspectives.
* The charity work that is led by learners and students also helps to foster good relations (Red Nose Day, Jeans for Genes Day, fundraising for disasters, fundraising for the Friends of Downs View).
* We provide creative and cultural events and activities on a regular basis throughout the year to encourage understanding of our diverse community in a positive light.
* For learners and students who struggle to understand the importance of respect for others we have a range of interventions including small group work.

# Fostering good relations objective(s)

* To ensure our curriculum and teaching promotes mutual respect and equality.
* To review the sex and relationship education programme; particularly in the Link College related to consent and sexual orientation to ensure safety with a particular focus on young women (supported by staff training if appropriate).

# 3. Eliminating discrimination information

Our behaviour data shows that learners in the school do not bully or target on the basis of the protected groups. At the Link College there are occasional incidents of intentional unkind behaviour, however, these incidents are not directed towards protected characteristics. If this did happen this would be immediately challenged.

Occasionally individual students at the Link College express negative feelings to staff about their peers’ abilities, this is immediately responded to through individual discussions and PSHE.

If a learner or student did use abusive and derogatory language this would be challenged by staff and then recorded in individual files and monitored.

We are aware that Disability Hate Crime may be something that affects our students outside of school and college and so attempt sensitively to build their resilience and capacity to deal with this.

# Eliminating discrimination objective(s)

* To review PSHE education programme and wider (Link College) supports for students to explore and challenge their negative attitudes to the disabilities of other students (reduction of incidents)
* To identify and then actively address gaps in learners’ or students’ achievement and participation in extra-curricular activates, in particular: disadvantaged learners/students and learners/students from different heritage groups.

# 4 Equality of opportunity information

Our annual progress data and termly Area of Learning progress data tells us whether individual learners and students are achieving their outcomes. It is also confirmed by our outstanding Ofsted inspections of 2016 and 2020.

We track and monitor progress and targets related to protected groups but no trends or issues that cause concern are apparent in the current data.

We have noticed that the diversity of our staff group does not reflect the diversity of our learners. We will continue to discuss this matter as a Board.

We have the following objectives in place:

|  |  |  |
| --- | --- | --- |
| **Aim**  | **How**  | **Outcome**  |
|  For all staff to understand what unconscious bias is and how it may affect adults and learners. bias.  | External training for all staff on unconscious bias. (bi-annually)  Complete equalities and diversity audit (bi-annually) Use data from learning walk.  Review of recruitment material and processes.   | To identify positive ways to impact on unconscious bias. E.g. recruitment processes    |
| For resources, visual aids and curriculum to reflect the diverse range of people at DV and in society.    | Staffing training. Learning walk as audit.(annually) Regular visual checks and reminders.  Investment in appropriate  resources.  | All staff recognise the importance for learners and staff to see visual representations that ‘look like them’.  |
| To gain an greater understanding of whether learners feel they are represented around school and by their families at events.   | Review health and wellbeing survey to add in question to reflect this. Collate responses. School council to review sites around representation.  Review attendance at school events to ensure all groups are represented. Identify any barriers to attendance. Relevant staff to be involved in review.   | Learners have opportunity to express whether they feel represented.   |