



DOWNSVIEW PRIMARY SCHOOL

Diversity and Inclusion Policy **Including the Public Sector Equality** **Duty Statement**

Originator: Meghan Pugh & Caroline Hussey
Adopted on: December 2025
Revision due: December 2026

Downsview Primary School
Biggin Way
Upper Norwood
London
SE19 3XE
Telephone: 020 8764 4611
Email: sec1@downsview.croydon.sch.uk
Webpage: www.downsview.croydon.sch.uk

Signed on behalf of the Governing Board:

Date:

Diversity and Inclusion Policy

Including the Public Sector Equality Duty Statement

We are committed to providing our pupils with a broad, balanced, enriched and inspiring curriculum, which is accessible to all. It is our ambition to develop the potential of all individuals to prepare them for their roles as adult members of society.

At Downsview Primary and Nursery school, we aim to foster a sense of community and belonging; and to offer opportunities for learners to achieve their potential, including those who may have experienced previous difficulties and those who are particularly able. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take into account their varied life experiences and needs.

Public bodies such as schools have a duty, under the 2010 Equality Act, to ensure they promote equality within their organisation. At Downsview we believe in the right of every single person to be treated with equal dignity and compassion alongside equal legal protection is fundamental to the ethos that underpins everything we do in school.

The Equality Act makes explicit our responsibility to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and those who do not share it.

In this respect, a protected characteristic could be any one of a multitude of factors that are shared by particular groups of people. Our policy will include the 9 listed on the equality act 2010; such as age, disability, race, gender, gender identity, marriage and civil partnership, pregnancy and maternity, religion and belief, sexual orientation. At Downsview we welcome all gender identities and therefore policies use the term 'gender' instead of 'sex' and 'gender identity' instead of 'gender reassignment'.

As a school, we are in the privileged position of supporting equality in our current practices, whilst also helping children to develop and embed the principles of equality and responsibility that will best promote this in the longer term.

We will collect and use equality information to help us to:

- Identify key issues;
- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively;
- Assess whether we are discriminating unlawfully when carrying out any of our functions;
- Identify what the key equality issues are for our organisation;
- Assess performance;
- Benchmark our performance and processes against those of similar organisations, nationally or locally;
- Consider taking steps to meet the needs of staff who share relevant protected characteristics;
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations;
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality;
- Foster good relationships as part of the community;
- Develop equality objectives to meet the specific duties;
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In

addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work from maternity leave
- return to work of disabled employees following sick leave relating to their disability
- appraisals
- grievances (including about harassment)
- disciplinary action (including for harassment)
- dismissals and other reasons for leaving

Publication of Equality Information

We will collect and use enough workforce information to effectively meet the general equality duty. Where relevant and proportionate we will publish on our website some information about the impact of our employment functions on people with the different protected characteristics in order to demonstrate compliance with the general equality duty.

Principles into practice:

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services. The following list covers some of the main ways in which we seek to implement our moral and legal responsibilities to ensure equality within school. However, this is by no means an exhaustive list and there is of course a crossover between many of these elements:

- Analysis of exclusion and other data enables the school to track particular groups and address any concerns.
- Our admissions arrangements, which are administered by Croydon, are fair and transparent, and we do not discriminate against pupils by treating them less favourably on any grounds.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- Continue to monitor the school's Accessibility Plan which is designed to increase the extent to which pupils with a disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils.
- We are committed to meeting the individual needs of each member of our community and will take full account of the 9 protected characteristics from the Equality Act 2010.
- To ensure equality of opportunity, we monitor attainment and achievement through data analysis. Where these issues are identified, they are recorded within our school improvement plan.
- We actively promote diversity and inclusion through the curriculum and by creating an environment which is underpinned by our one rule of respect for all and awareness and acceptance towards others.
- Our PSHE curriculum (~~Safety & Healthy Body, Mind and Spirit Curriculum~~) is supported by a range of resources which includes the NSPCC, Picture News and SEAL.
- Our core values are taught to address equality, during assembly time and circles, the wider curriculum and through specific events which celebrate and promote community cohesion and diversity.
- Regular informal assessments, summative assessments three times a year and Pupil Progress meetings aim to ensure that all children have equality of opportunity and that potential barriers to learning and participation are removed.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We support 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. Through our policies and actions, we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

Diversity and Inclusion Objectives

The objectives set will be updated in December 2022 and every 3 years thereafter.

The three objectives represent our school's key priorities, as set out in our School Improvement Plan (SIP) as well as the National and local priorities and issues.

The Leadership Team and Governors at Downsvie Primary and Nursery School regularly review the progress we are making to meet our equality objectives and, where needed, additional actions are put into place. Annually, as part of the evaluation of the School Improvement Plan, progress towards our identified objectives is reported on and the objectives, where necessary, adjusted.

Our Equality Objectives are:

Objective 1 (Aligned with SIP Priority: Raising Standards - Spotlight on STEM);

Increase engagement and achievement of all pupils, with a focus on girls, in STEM subjects by promoting equality, challenging stereotypes and ensuring inclusive learning environments.

- Raise awareness and promote positive attitudes towards STEM careers among all pupils, especially girls.
- Provide targeted support and enrichment opportunities to deepen reasoning, application and challenge in STEM lessons.
- Ensure literacy skills do not limit access to STEM learning by implementing rigorous adaptations.
- Strengthen parent and community engagement in STEM learning to support aspiration and enrichment.

Objective 1 (SIP Key priority 1&3):-

- All staff to work collaboratively to promote the well being and harmony of all members of the tri-partnership (pupils, parents and staff). Staff should be positive role models and be committed to making a difference in the lives and outcomes of the children.
- To continue to develop pupils into interesting and interested individuals, ready for the next chapter in a diverse and multi-cultural society, by providing a rich and inclusive curriculum which draws on a variety of experiences.
 - raise awareness of and promote positive attitudes and respect towards a diverse community;
 - promote greater understanding of the 9 protected characteristics;
 - ensure all members of the school community are treated, and treat each other, with respect;
 - create a curriculum of mirrors and windows; mirrors that reflect our community and allows pupils to see themselves; windows that build in opportunities to look around and learn from and about others.

Actions we are taking towards meeting this objective:

- Deliver workshops and activities that challenge gender stereotypes in STEM.
- Embed inclusive STEM resources and role models reflecting diverse backgrounds.
- Monitor participation and achievement in STEM by gender and other protected characteristics.
- Collaborate with parents and community partners to raise awareness and support for STEM learning.
- Parent workshops at the start of the academic year – these were well attended and well received. They set out the expectations across the Tri-partnership (Staff, Governors, pupils and parents/carers) through our core values – love, trust, cooperation, diversity, resilience, responsibility and respect.
- Assemblies focus on one of the school values each half term and focus on healthy, positive and respectful relationships with others. These are also followed up in class circles.
- Involving Junior governors in ensuring the school values all members of the community and the school environment reflects this

Mapping out opportunities across both the curriculum and school life in the wider sense, to develop the 4 key life skills of:

- showing empathy,
- having the ability to compromise and negotiate,
- taking responsibility of one's own actions,
- expressing feelings with appropriate words rather than impulsive behavioural reactions.
- Involving parents through a variety of workshops.
- Embedding the PSHCE curriculum following Jigsaw scheme of work.
- Continue to embed an inclusive curriculum focusing on equality, diversity and sustainability.

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

- Monitoring the teaching of our core values and social, moral, spiritual and cultural aspects of our curriculum.
- A robust system of monitoring and incidents related to SEND, prejudice and HBT phobia (homo, bi and transphobia) which is analysed on a termly basis and reported to the Governing board.
- Ensuring that the Restorative Justice approach is used consistently across the school.
- Implementing thematic approach through the RE curriculum which encourages children to consider what we can learn from religion and where there are similarities between faiths.
- Continue to mark a variety of religious and cultural based festivals.
- Ensure a broad range of trips and visits are planned for e.g. visiting a variety of places of worship and variety of visitors to the school.
- Review the literature that the children are exposed to ensuring that it reflects the diversity of our community.
- SMSC review and award application process begun to build on the school's commitment to be inclusive and reflect our diverse community.

Objective 2 (Aligned with SIP Priority: Inclusion for All - Spotlight on Accelerated Progress & Meeting Individual Needs);

Ensure accelerated progress for all pupils, with a particular focus on children new to English (EAL), SEND and disadvantaged pupils, through adaptive teaching and effective deployment of support staff.

- Embed consistent and inclusive approaches to support language acquisition and integration for EAL pupils.
- Use adaptive teaching practises and strategically deploy Learning Support Assistants to complement quality first teaching.
- Implement robust assessment and reflective practises to identify and close gaps in attainment and progress.
- Promote equality of opportunity by addressing barriers to learning and participation.

Objective 2 (SIP Key priority 2): To raise standards of writing by drawing on reading knowledge and experiences and using these to develop the individual as a writer:

- Year group writing targets in place and discussed regularly with teams and reported/reviewed with governors.
- Books show good and sustained progress has been made in writing.
- Exposing and immersing children in a variety of diverse texts that are rich in language, inspiring and thought provoking.

Actions we are taking towards meeting this objective:

- Provide targeted professional development on adaptive teaching and EAL strategies.
- Regularly review and update provision maps and intervention plans.
- Use data-driven approaches to monitor progress and adjust support.
- Foster collaboration between teachers, support staff and families to meet individual needs.
- Phonics scheme embedded in EYFS & KS1 to ensure consistent structured approach to phonics and early reading.
- Focused writing tutoring in years 3, 4 & 5, Autumn 2022.
- Differentiation project in place with a focus on supporting those making limited progress.
- Continuing to use and embed Talk for Writing techniques and structures
- Learning Support Assistants are deployed strategically across the school to ensure that they are being used effectively and to maximise impact.
- Embedding SPAG (spelling, punctuation and grammar) within writing lessons — a combination of a structured spelling scheme and Alan Peat sentences & grammar.

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: No bullets or numbering, Border: Top: (No border), Bottom: (No border), Left: (No border), Right: (No border), Between : (No border)

Formatted: Font colour: Auto

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

- All classrooms being language rich environments, including the use of a working walls showing short burst writing techniques.
- Collaborative writing and feedback approaches which allow the children to take ownership of their learning.
- Rigorous systems in place for the monitoring of the teaching of writing, impact of marking and quality of the books. This includes regular 'Learning walks' of year groups and subjects by the Senior Leadership Team and external partners, such as the school reviews with partnership school SLT.
- Coaching, team teaching and modelling for staff.
- Year group English planning support, where needed.
- Writing linked to the wider curriculum and books / writing focuses chosen to engage the children.
- Data and progress systematically tracked and, along with regular Pupil Progress meetings, used to identify 'next step' actions and adapt practice in a timely way.

Objective 3 (Aligned with SIP Priority: Everyone's a Leader - Spotlight on Distributed Leadership & SMSC):
Develop leadership opportunities for staff and pupils to promote equality, inclusivity and personal development across the school community.

- Embed distributed leadership through coaching to strengthen accountability and professional growth.
- Increase pupil leadership roles to support social, moral, spiritual and cultural (SMSC) development and STEM aspirations.
- Foster a culture of respect, responsibility and inclusion aligned with the school's core values and equality principles.
- Enhance staff wellbeing by promoting a supportive and inclusive workplace culture.

Objective 3 (SIP Key priority 4): To ensure we meet the individual needs of all children.

- Identified disadvantaged pupils tracked — progress, well being etc. so that any areas of concern are quickly identified and support put into place
- A range of emotional and well being support in place (some for individuals and others for groups), along with a focus on 'learning to learn' skills (including metacognition and growth mind set projects).

Actions we are taking towards meeting this objective:

- Implement a sustainable coaching and mentoring programme for staff and emerging leaders.
- Create and support pupil leadership roles that reflect the diversity of the school community.
- Integrate SMSC and equality themes throughout leadership development and pupil activities.
- Monitor and support staff wellbeing initiatives linked to inclusive leadership practises.
- Comprehensive Year group and Individual provision maps in place
- Individual plans put in place quickly — e.g. reward chart for a child struggling with the demands of the classroom etc.
- DHT and EWO hold fortnightly meetings to identify children whose attendance is causing concern and actions agreed.
- Expanded targeted programme planned & implemented to support progress — E & D group.
- Ensure assessment knowledge is utilised effectively by staff so that they plan next steps carefully to ensure rapid progress and close any gaps, which exist.

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted Table

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri

Formatted: Font: (Default) Calibri