



DOWNSVIEW PRIMARY SCHOOL

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

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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 schools 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 PSHCE 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 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 Downsview 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.

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.

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.

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.

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.

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.