



**Bowesfield**  
Primary School

# **Bowesfield Primary School**

## **Equality statement and objectives**

Date: September 2019
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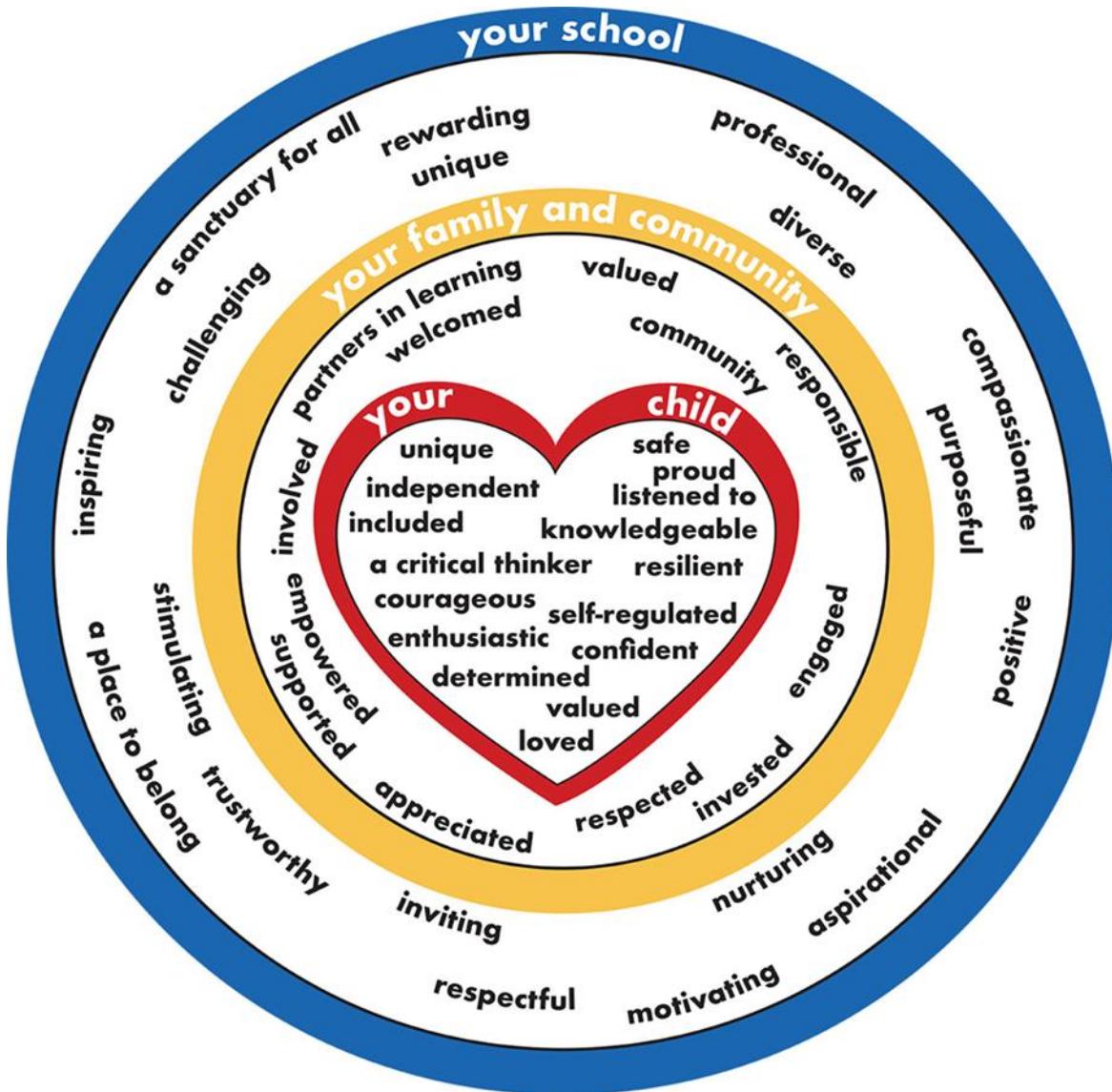
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Reduce the absence rate for Gypsy/Roma pupils  
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## Our vision

The Governors and Staff at Bowesfield Primary School are committed to providing all pupils with a curriculum which provides equality of opportunity and freedom from discrimination. We are committed to overcoming discriminatory attitudes with an approach which seeks to raise consciousness and develop positive attitudes.



## **Equality Statement**

Bowesfield Primary School is committed to Equality, Diversity, Inclusion and Human Rights.

- We ensure that everyone within the school community is treated fairly and with respect.
- We ensure that school is a safe place for everyone.
- We consult with people from different groups and involve them in decision making.
- We recognise that people have different needs and that treating people equally does not always mean treating everyone in exactly the same way.
- We recognise that some children need extra support to be successful and achieve their full potential.

## **Equality into policy and practice**

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways:

### **Teaching and learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- ensuring that work on the United Nation Rights of the Child supports children in celebrating diversity and uniqueness and in learning how their behaviour and language choices allow other children to have their rights met
- ensuring that the curriculum promotes tolerance, friendship and understanding of others
- ensuring that positive relationships are modelled by adults
- ensuing that any incidents of discriminatory behaviour or language are addressed promptly and recorded and that children understand that this behaviour is unacceptable
- ensuring that school practices and policies do not discriminate against people due to their protected characteristics
- ensuring that decision making in school takes account of the Equality Act
- ensuring that financial planning; including Pupil Premium and P.E. and Sport Premium are targeted at supporting children who need additional support
- ensuring that children have equal access to school and extra-curricular activities and to financial support (if required) so that they can participate fully
- ensuring that the needs of people who have a particular characteristic are met
- ensuring that information can be accessed by all those it is intended for
- working closely with children and families so that we understand your needs
- using data to identify gaps in achievement or participation and planning to address and close any such gaps
- making reasonable adjustments for pupils with a disability

## **Equal Opportunities for Staff**

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments are made on the basis of merit and ability and in compliance with the law. However we are mindful that wherever possible that the staffing of the school reflects the diversity of our community.

### **Employer duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all

### **Equality objectives:**

#### **School population – taken from 2018 ISDR**

<b>Gender</b>	<b>Girls 44.2%</b>	<b>Boys 55.8%</b>
<b>Ethnicity</b>	<b>11 out of 17 possible ethnic groups</b>	
<b>English as an Additional Language</b>	<b>67.4%</b>	
<b>Special Educational Needs</b>	<b>28%</b>	
<b>Disadvantaged</b>	<b>45.7%</b>	

## **Reduce the absence rate for Gypsy/Roma pupils**

*Although the number of pupils within this ethnic group is low, their absence last year (2018-19) was significantly higher than that of any other group in school and the national average (17.4%).*

*We plan to address this by*

- *monitoring the absence of Gypsy/Roma pupils weekly, with a summative evaluation at the end of each half term*
- *contacting parents daily during any absences*
- *developing staff understanding of the use of 'T' to record traveller absences appropriately*

## **Reduce the gap in attainment between boys and girls**

*Boy's performance was below that of girls particularly at the end of Early Years Foundation Stage (Good Level of Development), Y1 Phonics Screening Check, and at the end of KS1 (Combined Reading, Writing and Maths)*

*We plan to address this by*

- *reviewing the curriculum to seek opportunities to engage boys further*
- *talking to boys about their learning preferences and using this to inform planning and teaching*
- *using PiXL to track progress and identify gaps in knowledge for boys – and identify 'therapies' to support them*
- *collect data on boys in leadership / ambassador roles within school to identify patterns*
- *develop a programme for boys to access positive male role models*

## **Reduce exclusion rates for boys**

*All pupils with fixed term exclusions last year were boys.*

*We plan to address this by*

- *ensuring that early intervention is in place to identify social, emotional and mental health needs*
- *working with agencies to support boys in developing self-confidence and self-esteem*
- *working with the Primary Inclusion Panel to find further alternatives to exclusion*
- *working closely with families of targeted boys to improve their behaviour*
- *staff training on emotion coaching delivered by the Educational Psychology*

## **Legislative framework**

Under the Equality Act 2010 & Human Rights Act 1988 our school is obliged to:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act; by removing or minimising disadvantages suffered by people due to their protected characteristics (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, religion and belief and sexual orientation);

Advance equality of opportunity between people who share a protected characteristic and those who do not; by taking steps to meet the needs of people from protected groups where these are different from the needs of other people;

Foster good relations between people who share a protected characteristic and those who do not; by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

**Article 8** of the European Convention on **Human Rights** provides a right to respect for one's "private and family life, his home and his correspondence", subject to certain restrictions that are "in accordance with law" and "necessary in a democratic society".

## **Impact assessment**

Impact assessment refers to the review of all current and proposed policies and practices in order to formally assess their impact on disabled people. Impact assessments will be an on-going process to ensure that our policies and practices develop and evolve and will be incorporated into the school's planned review and revision of every policy. Every new policy or procedure will be drawn up with regard to our duty to promote disability equality.

## **Understanding Community Cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007

## **Under our specific duty we will:**

- Prepare and publish an Equality Plan which covers the requirements for a 'Single Equality Scheme' identifying our equality goals and actions to meet them
- Review and revise this Scheme every three years

## **Consultation and involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from parent questionnaires and parents' evening
- Feedback from staff
- Feedback from school ambassadors, PSHE lessons, whole school surveys on

- children's attitudes to self and school
- Issues raised in annual reviews or reviews of progress on support plans, mentoring and support
- Feedback at governing body meetings

## **Roles and Responsibilities**

### **The role of Governors**

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

### **The role of the Head teacher**

- It is the headteacher's role to implement the school's Equality Plan and they are supported by the governing body in doing so
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness

### **The role of all staff: teaching and non-teaching**

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

## **Tackling discrimination**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Headteacher where necessary. All incidents are reported to the Headteacher, recorded on CPOMS and racist incidents are reported to the governing body and local authority on a termly basis.

### **What is a discriminatory incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

### **Types of discriminatory incidents that can occur are:**

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress etc
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation

### **Responding to and reporting incidents**

All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school. Incidents should be recorded on CPOMS with a record of action taken.

## **Review of progress and impact**

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

## **Publishing the action plan**

In order to meet the statutory requirements to publish a Single Equality Scheme, we will:

- Publish our plan on the school website
- Raise awareness of the plan through assemblies, staff meetings and other communications
- Make sure hard copies are available

## **Alternative Copies**

Copies of this policy can be made freely available in other languages or formats, upon request.