



**Bowesfield
Primary School**

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Equality statement and objectives

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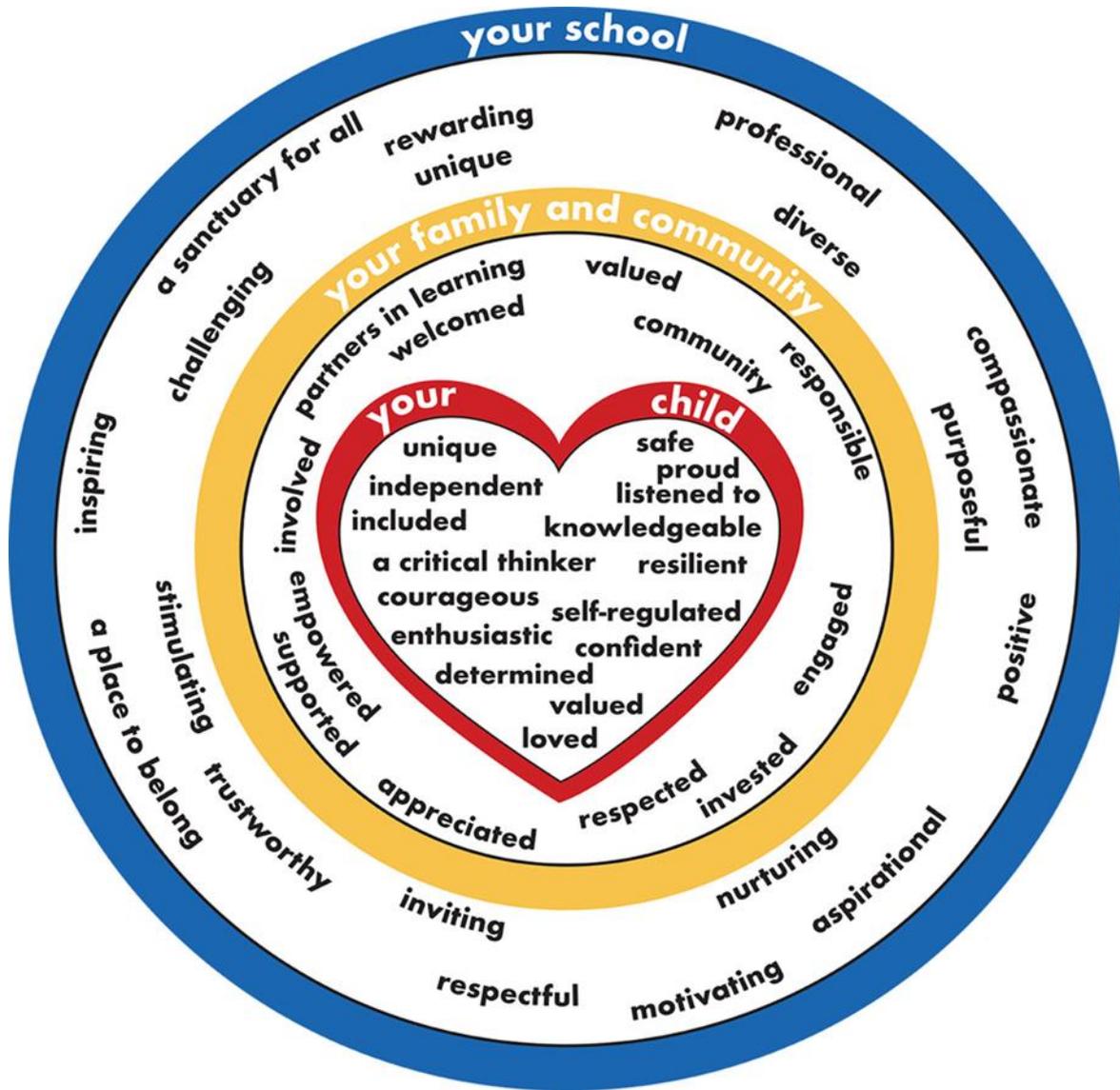
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Our vision

The Governors and Staff at Bowsfield 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:

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

Gender	Girls 46% Boys 54%
Taken from 2020 ISDR	
Ethnicity	13 out of 17 possible ethnic groups
English as an Additional Language	65%
Special Educational Needs (SEND support)	35.7%
Special Educational Needs (EHCP)	0.4%
Disadvantaged	45%

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*

Review 1 November 2020:

In 2019-20 (to February 2020) the absence of Gypsy/Roma pupils increased to 22.5% (4 pupils). This was partly due to one pupil moving out of the area and the delay in accessing a place in a new school.

Gypsy / Roma pupil absence half term 1 autumn 2019: 22.04% (4 pupils)

Gypsy / Roma pupil absence half term 1 autumn term 2020: 14.2% (4 pupils – 2 of whom joined school in February 2020)

It has not always been possible to contact parents but there is evidence that daily attempts have been made to.

Reduce the gap in attainment between boys and girls

Boys' 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*
- *collecting data on boys in leadership / ambassador roles within school to identify patterns*
- *developing a programme for boys to access positive male role models*

Review 1 November 2020:

The use of floorbooks as a way to record learning means that boys can contribute ideas and knowledge which is recorded in a range of ways.

KS1 project 'Building on Strong Foundations' includes training on engaging boys.

Positive male role models have been available to boys through the allotment project, in partnership with Cornerhouse Youth Project, Eco - schools meetings and the use of Schools Out Sports in male coaches.

A male teacher has been appointed to start work in January 2021.

The curriculum in EYFS, with an increased focus on planning in the moment has motivated boys further as learning has focused on their interests and activities.

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*
- *providing staff training on emotion coaching delivered by the Educational Psychology Service*

Review 1 November 2020

Exclusion data autumn half term 1 2019: 3 boys excluded for a total of 11 days.

Exclusion data autumn half term 1 2020: 2 boys excluded for a total of 2 days.

Emotion coaching training in the spring term improved staff understanding of behaviour and ways to respond to this to de-escalate situations and enable children recovery time.

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 means the review of all current and proposed policies and practices in order to formally assess their impact on disabled people. This is an on-going process to ensure that our policies and practices develop and evolve and is part of the planned review and revision of every policy. All policies or procedures are written 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

The development of this plan and the actions within it have been informed by the input of staff, governors, 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 pupils
- Issues raised in annual reviews or reviews of progress within support plans, mentoring and support
- Feedback at governing body meetings

Roles and Responsibilities

The role of Governors

- 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 and responsive to pupils' needs based on race, gender and disability.
- Seek to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- 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.
- Welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- Ensure that no child is discriminated against on account of their race, sex or disability.

The role of the Headteacher

- Implement the school's Equality Plan, supported by the governing body
- Ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations
- Ensure 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
- Promote 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
- Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness

The role of staff: teaching and non-teaching

- Ensure that all pupils are treated fairly, equally and with respect
- Provide resources that gives positive images based on race, gender and disability, and challenges stereotypical images
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher

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 reported to the governing body on a monthly 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'.

Examples of types of discriminatory incidents that could occur are:

Physical assault against someone 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 pupils or staff. Incidents should be recorded on CPOMS with a record of action taken.

Review of progress and impact

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 available in other languages or formats, upon request.