



**Bowesfield  
Primary School**

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## **Equalities Statement**

Last Review Date: Autumn 2020
Date approved by Governing Body: 07.11.22
Review Date: November 2022

Bowesfield Primary School is committed to ensuring equality of provision throughout our school community. At our school we are all committed to promoting a learning and teaching environment that embeds the values of inclusive educational practices. We aim to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

We are committed to a policy of **equal opportunities for all**; regardless of disability, ethnic origin, gender, sexuality, family make-up, belief (religious or non-religious), or any other individual special need.

We value the many different cultures of our school and local community and know that our school benefits from the diverse and wide cultural inheritance of our children.

Any incident of a discriminatory nature is treated very seriously and we have a formal procedure for dealing with such incidents.

### **Legislative Framework**

We are aware of the current legislative framework.

We welcome our duty under the **Education and Inspection Act 2006** to promote Community Cohesion.

The School is bound by the **Public Sector Equality Duty (PSED)** of the **Equality Act 2010 and the Specific Duty**. To comply with this Duty:

- We maintain and publish quantitative and qualitative information showing our compliance with the PSED set out in Clause 149 of the Equality Act, to explain how we have due regard for equality.
- We publish information each year about our school population.
- We formulate and publish specific and measurable objectives, based on our collected and published evidence, which demonstrate how we plan to tackle inequalities and reduce or remove them.
- The objectives we identify, take into account national and local priorities and issues, as appropriate.

We monitor our equality objectives regularly and report annually on progress towards achieving. We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- age
- disability
- ethnicity
- colour or national origin
- gender
- gender identity or reassignment
- their marital or civil partnership status
- being pregnant or having recently had a baby
- religious beliefs
- sexual identity and orientation.

The Act does not cover socio- economic circumstances as a protected characteristic. However, in our school, socio economic circumstances are taken into consideration. We acknowledge the 'intersectionality' (Richardson 2013) of economic circumstances and that pupils may have a range of additional characteristics (protected characteristics) which intersect and must be taken into account when measuring the impact of the Pupil Premium Grant.

Bowesfield Primary School recognises that these duties reflect international human rights standards as expressed in the **UN Convention on the Rights of the Child (UNCRC), The UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.**

We welcome the general principles of UNCRC and have regard, in particular, for the needs of children and young people who are disadvantaged and vulnerable and their parents and carers.

We welcome the emphasis in the OFSTED Framework on the importance of narrowing the gaps in achievement which affect: pupil premium children, children from other cultures and children with special educational needs.

### School Context

<b>Gender</b>	<b>Girls 46%    Boys 54%</b>
<b>English as an Additional Language</b>	<b>65%</b>
<b>Special Educational Needs (SEND support)</b>	<b>35.7%</b>
<b>Special Educational Needs (EHCP)</b>	<b>3 children with EHCP in place.</b>
<b>Disadvantaged</b>	<b>45%</b>

### School Objectives.

- **To reduce the gap in attainment between children with SEND compared to children without SEND.**
- **To reduce the gap in attainment between boys and girls in reading and writing.**
- **To raise aspirations for all children in school with a particular focus on children with a Czech and Slovak background.**

<b>Objective</b>	<b>To improve access to the curriculum for children with SEND</b>	
<b>Action</b>	<b>Implementation</b>	<b>Impact</b>
To ensure staff have the skills to be able to identify the barriers to learning and to ensure that the provision matches the need.	<p>CPD for staff on identifying the SEND need.</p> <p>Use of staff meeting time to develop an understanding of different teaching and learning approaches and training on a range of interventions such as:</p> <p>Colourful Semantics.</p> <p>Working with the SENDCO through a coaching and mentoring approach.</p> <p>Use of Edukey to identify the impact of interventions and first quality teaching.</p>	<p>Provision in class matches the needs of the children so they can access all aspects of the curriculum.</p> <p>SEND children make progress.</p>

<b>Objective 2</b>	<b>To reduce the gap in attainment between boys and girls in reading and writing.</b>	
To increase the positive role models within school and across the curriculum for boys.	<p>reviewing the curriculum to seek opportunities to engage boys further</p> <p>talk to boys about their learning preferences and using this to inform planning and teaching</p> <p>using PiXL to track progress and identify gaps in knowledge for boys – and identify 'therapies' to support them</p> <p>collecting data on boys in leadership / ambassador roles within school to identify patterns</p> <p>developing a programme for boys to access positive male role models</p>	<p>Quality of education For boys ensure they make progress.</p> <p>The gap in attainment between boys and girls is closed.</p>
<b>Objective 3</b>	<b>To raise aspirations for all children with a particular focus for ethnicity group – Czech, Slovak</b>	
To increase the opportunities for all children across school through an aspirational culture.	<p>A whole school curriculum which has opportunities for a range of visits and visitors.</p> <p>Aspirations week (June) which based on pupil voice includes a range of different careers including visits from past pupils.</p> <p>Links made within the curriculum to a range of different careers eg. Dentist when learning about teeth.</p> <p>Displays across school promote a range of different careers and people to aspire to which reflect the school culture and diversity.</p>	<p><b>C</b>urriculum contains opportunities to promote aspirational thinking.</p> <p>Children are provided with opportunities for an aspirational future.</p>

**What are we doing to eliminate discrimination, harassment and victimisation?**

- We actively promote equality and diversity through the breadth and balance of our curriculum and by creating an environment which champions respect for all.
- We take account of equality issues in relation to admissions and exclusions. Our admissions arrangements 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.
- When recruiting we ensure 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 challenge all forms of prejudice and prejudice based bullying or harrasment.

### **What are we doing to ensure equality of opportunity between different groups?**

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels.
- We use a range of effective teaching strategies that ensures we meet the needs of all pupils
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings and home visits.
- We collect, analyse and respond to data in relation to attendance and exclusions of different groups
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

### **What are we doing to promote equality within our community?**

Throughout the curriculum we ensure that we:-

- teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- prepare children for life in a diverse society
- provide activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, and disability, avoiding stereotyping.
- include the contribution of different cultures to world history and that promote positive images of people
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- provide opportunities for pupils to listen to a range of opinions and empathise with different experiences

- promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Black History Month, Refugee Week, International Mother Tongue Day, Aspirations Week etc.

### **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 equalities statement**

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

- Publish our statement 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.