



BOWERHAM PRIMARY & NURSERY SCHOOL & BABY UNIT



Equality Statement

DATE: July 2024
Review date: July 2025

Stand tall, reach high, love learning

The Bowerham School community is proud to nurture aspiration, inspire love for life-long learning and prepare children for a changing society.

At Bowerham School we:

- Ensure all children have access to a fun and engaging, ambitious and creative curriculum that widens their life experiences
- Develop confident and independent learners with motivation, curiosity and a love of learning
- Ensure all children learn about and demonstrate the British Values of: tolerance, mutual respect, individual liberty, democracy and rule of law, while respecting differences including gender, ethnicity, religion and ability.
- Nurture, develop and challenge children to be aspirational and secure within themselves in order to prepare them for their future

Within our Bowerham Baby Unit we follow all Bowerham Primary & Nursery School's policies and procedures. Any wording highlighted in blue within the policies are specific additions only applicable to our Baby Unit.

Equality Statement

Legal Framework

- The Equality Act 2010 sets out specific duties that require public bodies to:
 - publish information to show their compliance with the Equality Duty, at least annually; and
 - set and publish equality objectives, at least every four years.We welcome our duties under the Equality Act 2010.
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- We recognise that these duties reflect international human rights standards as expressed in 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.

Aims:

At Bowerham Primary and Nursery School we uphold the three aims of the Equality Duty, which are to:

- **eliminate unlawful discrimination**, harassment and victimisation and any other conduct prohibited by the 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 people who do not share it.

Protected Characteristics

The protected characteristics covered by the Equality Duty are:

- age
- disability
- gender reassignment
- marriage and civil partnership (but only in respect of eliminating unlawful discrimination)
- pregnancy and maternity
- race – this includes ethnic or national origins, colour or nationality
- religion or belief – this includes lack of belief
- sex
- sexual orientation

Our Equality Ethos

- At Bowerham, we believe that equality should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.
- School Council- “We believe equality is when everyone is treated equally. It is important that our school includes everyone by giving them the same opportunities- no matter what type of person you are.”
- Equality is a key principle of the British Value of mutual respect and tolerance. Therefore, it is important to help create a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination.
- At Bowerham School there is an “*openness*” of atmosphere that welcomes everyone to the school.

Roles and Responsibilities

- The governing body and Leadership team are committed to equal opportunities and will continue to ensure that Bowerham Primary and Nursery School complies with all current equality legislation.
- The Headteacher and SLT will ensure that all staff are aware of their responsibilities and receive training and support in carrying these out.
- The Headteacher has day to day responsibility for ensuring the Equality Duties are adhered to.
- All staff are responsible for ensuring all children are treated fairly, equally and with respect; using resources and teaching strategies that reflect and value the diversity of pupils’ experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience, challenging stereotypes and the use of derogatory language in lessons and around the school.
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to inappropriate language or behaviour.

Developing Best Practice

We aim to give all members of the Bowerham Family equal opportunities through:

- Teaching, Learning and Assessment
- The School Environment
- Extended Learning Opportunities
- Staff development and Recruitment
- Partnerships with Families and the Wider Community
- Links with other agencies or clubs
- Policies and Procedures
- Governance

Teaching and Learning

Teaching and learning at Bowerham School will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils through provision mapping
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity.
- Our school will place a very high priority on the provision for special educational needs and disabilities, EAL and PPG children. We endeavour to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work and provision.
- The school will provide an environment in which all pupils have equal access to all facilities and resources.
- All pupils are encouraged to be actively involved in their own learning.
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupil.
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage.

Behaviour

At Bowerham School we implement a clear and effective behaviour policy. We record all incidents of red and yellow cards. Termly analysis of these records allows us to monitor the protected characteristics to ensure that our behaviour management systems are applied equally.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such

behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Children and young people can be bullied for a variety of reasons. Vulnerable groups are particularly at risk of bullying. Vulnerable groups include: children with special educational needs and/ or disabilities; children from ethnic minorities; young carers; transgender or any other recognised area of discrimination.

children with special educational needs and/ or disabilities

Public bodies have responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment. Children and young people with SEN and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence, and the robust friendship bonds that can protect against bullying. All schools should ensure that a whole-school approach is taken to deal with bullying related to SEN and disability, and that it is specifically covered in anti-bullying policies. Where children and young people with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

children from ethnic minorities

Some surveys and focus groups have found that a high proportion of bullied children and young people have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying.

Young carers

Children may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated.

Children and young people identifying as transgender

Children and Young people identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or who do not conform with the gender role prescribed to them) can be targeted by bullies; this can be confused with homophobia in some cases. Children and young people can also be targeted due to family members identifying as transgender.

Curriculum

At Bowerham School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity through differentiation and an emphasis on our values;
- Pupils will have opportunities to explore concepts and issues relating to identity and equality through our Values Curriculum, Languages and PSHEE;
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles;
- All pupils have access to qualifications which recognise attainment and achievement and promote progression.

Resources and Materials

The provision of good quality resources and materials within our school is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society;
- Reflect a variety of viewpoints;
- Show positive images of males and females in society;
- Include non-stereotypical images of all groups in a global context;
- Be accessible to all members of the school community.

Language

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates and enhances positive images of particular groups identified at the beginning of this document;
- Creates the conditions for all people to develop their self-esteem;
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case.

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age.

We carefully monitor registers for extended learning opportunities to ensure involvement of all groups of pupils. Pupil premium funding may be used to enable these opportunities.

We try to ensure that all such non staff members who have contact with children adhere to our equality guidelines.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible.
- We encourage the career development and aspirations of all school staff.
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils.
- Access to opportunities for professional development is monitored on equality grounds.

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Equalities policies and practices are covered in all staff inductions.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- Members of the local community are encouraged to join in school activities and Bowerham School have a role to play in supporting new and settled communities of the school.

Governance

It is our aim that the Governing Body is reflective of our school community.

We encourage this through the appointment procedures and committees of our Governing Body.