

## Equality Duty Statement – Bonneygrove Primary School (May 2018)

Bonneygrove Primary School should be a place where everyone feels welcome, respected and where everyone can thrive – physically, emotionally, socially, spiritually and economically. We will do everything within our powers and resources to make this happen.

We will do this with due regard to our responsibilities as a public body incorporating the General duties and Specific duties detailed under the Equality Act 2010.

### The General Duty requires us to:

- Eliminate discrimination, promote and advance equality of opportunity and foster good relations between people from different groups.
- We will take action to ensure equality of opportunity and we will work vigorously to combat all forms of discrimination and injustice.
- We will celebrate diversity within our school community.
- We will work to ensure that School is a strong and vibrant community where everyone feels safe and valued with the opportunity to participate fully in school life.

### To eliminate discrimination we will:

- Ensure that this Equalities Statement is based on consultation of all stakeholders, and is available to all.
- Actively challenge gender stereotypes and regularly assess differences in gender achievement.
- Offer a culturally diverse curriculum to ensure awareness of different cultural needs and customs.
- Ensure that prompt action is taken for homophobic, racist or sexist comments.
- Respect different religious beliefs and make allowances for these in the curriculum.

We recognise the importance of equality of opportunity for all staff and users of our public service. To promote and advance equality of opportunity we will:

- Ensure that every employee is treated fairly at work and will not receive less favourable treatment on the grounds of age, disability, gender, marital status, sexual orientation, race, colour, nationality, ethnic or national origin or any other grounds which cannot be justified.
- Ensure that our recruitment procedures reflect a non-discriminatory base as outlined above.
- Commit to removing disadvantage, meeting needs and encouraging participation with regard to individuals including staff and service users who have *protected characteristics* documented in the Equalities Act.

We acknowledge the importance of fostering good relations with all staff and all those in our community. To promote and foster good relations we will:

- Commit to eliminate discrimination on the grounds of age, disability, gender, marital status, sexual orientation, race, colour, nationality, ethnic or national origin or any other grounds which cannot be justified.
- Take positive action to enhance the opportunities of those who experience discrimination or disadvantage.
- Use the strength of our partnerships with parents and professionals to ensure good relationships continue to evolve and develop.

Analysis of our policies and practices with regard to the requirements of the General Duty.

Our current practice shows that we are pro-active in:

- Our ethos and core values, PRIDE, promotes respect for all and appreciation of diversity and difference
- Eliminating discrimination and harassment (anti-bullying)
- Promoting equality of opportunity
- Promoting good relations and positive attitudes towards all people
- Encouraging participation in community; Local, National and Global Agenda.

Our commitment covers equality on grounds of: age, disability, gender (including Trans-gender), race, religion/belief and sexual orientation. We expect our staff and governors to put in place our commitment and organisational values by:

- Ensuring acceptable behaviour
- Responding to complaints and incidents in a positive and pro-active way
- Providing access to services, facilities and information
- Recruiting and employing people fairly and
- Meeting specific needs.

#### IN PRACTICE, HOW DOES THIS WORK?

- ❖ 'Broadening Horizons' promotes an outward looking attitude and encourages open mindedness
- ❖ We celebrate, explain and embrace diversity of faiths, ethnicity, gender, and growth mindset through day to day teaching, through assemblies, school culture and ethos
- ❖ We learn about a wide range of religious celebrations through assemblies and our RE curriculum
- ❖ We embrace the whole school community, local and wider communities through delivery of a creative, positive curriculum, the extended curriculum and through assemblies: families and local representatives are welcomed into assemblies pupils visit the local Ware Memorial, local residents and church
- ❖ We plan whole school focus weeks/months to celebrate diversity such as, 'Christmas around the world', 'International Week'
- ❖ Throughout the school year (and during the already mentioned topic weeks) we welcome a range of visitors from differing backgrounds, to meet with the children and discuss their varied lives
- ❖ We do not tolerate racism or bullying in any form, and log incidents in our bullying log
- ❖ We endeavour through daily school life to make the children more resilient, more tolerant of others, more aware of their own actions and the impact on others, and ready for the future
- ❖ We support pupils with a wide range of social, emotional and academic needs. We do this through teaching and tolerance, explanation and discussion. Adults model the management of pupils with varying needs and other pupils learn open-mindedness and understanding of others.
- ❖ Our behaviour policy reflects this practice, <https://www.bonneygrove.herts.sch.uk/attachments/download.asp?file=752&type=pdf>

**Equality objectives at Bonneygrove School 4 year plan – to be reviewed annually (December 2018, 2019, 2020, 2021)**

<b>Objectives:</b>	<b>Specific actions (how?):</b>	<b>Responsibility of:</b>	<b>Success criteria:</b>	<b>Specific Monitoring</b>	<b>Impact: Check Review</b>
<b>Effective teaching &amp; learning in order to raise progress &amp; attainment for all</b>	Robust monitoring plan in place Regular monitoring Effective Performance Management Focused CPD Effective use of assessment	Leadership team " " All teaching staff	T&L overtime is consistently good and better	Learning walks Book scrutinies Book scrutinies for specific disadvantaged groups 'In house' termly and half termly data End of Key Stage data (statutory)	Good & better provision of T & L Raised progress & attainment for all
<b>Identify barriers to learning and minimise and/or remove</b>	Identify barriers for learning for disadvantaged pupils Ensure appropriate staff are aware	Teachers, leadership, pastoral team	Barriers noted & all staff aware Strategies in place to support	Pupil progress meetings and all data will show pupils and their needs	Barriers identified and therefore able to be addressed & supported
<b>Reduce/remove barriers to learning – support increased focus and improved attitude to learning</b>	Provide targeted support for focus pupils: * Nurture * Pastoral Behavioural * Counselling Attendance * SEND * Interventions * Diverse 'curriculum' provision * Parent support/ workshops / info	Leadership team All teaching staff Pastoral, SENDco, S&L team	Focussed support provided for specific pupils	Pupils individual progress monitored through : * pupil progress meetings * book scrutinies * nurture repost * boxhall profiles * individual case studies * parent/pupil voice	Increased progress and attainment for disadvantaged pupils

Continue to develop a caring, tolerant and understanding community	Ensure good quality PSHE & SMSC curriculum- Ensure caring behaviour policy in place- Assembly program to explore themes of love, tolerance, respect etc- Good quality adult modelling of expectations across the school- Themed weeks & visitors- Clear accessibility plan	Leadership teamTeachersAll staff	An inclusive school - measured by HIP visits, parent and pupil voice, data - 'other' compared to disadvantaged	Behaviour/bullying/ICT log(s)Book scrutinies (PSHE/ SMSC)Behaviour policyAssembly themesPupil and parent voice	Pupils better placed to learn Pupils emotional intelligence better developed Pupils better placed to go forward in society and make a positive difference
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