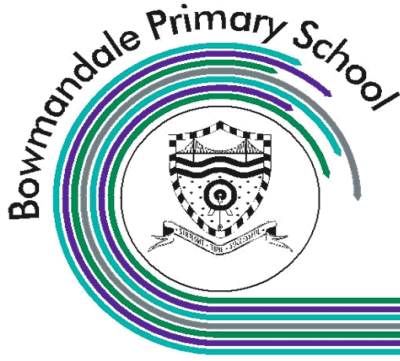




Straight... True... Successful

Equality and Diversity Policy 2025/26

Written in consultation with Governors, Staff, Families and Children

Defining Equality and Diversity

Equality

Equality is about fairness and equality of opportunity, and advancing equality of opportunity (equity) involves treating people appropriately. People should not be treated exactly the same. Some people may need extra help or adjustments to enable them to be a valued member of the school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as children, parents/ carers and governors.

Relating to the Equality Act (2010), there are nine 'protected characteristics'; these are age, disability, gender reassignment [transgender], marriage/civil partnership, pregnancy/maternity, race, religion and belief (and having no belief), gender and sexual orientation.

Under the general duty, schools must exercise 'due regard' in respect of each of the protected characteristics to:

1. Eliminate unlawful discrimination and harassment
2. Advance equality of opportunity
3. Foster good relations between different groups

Diversity

Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. By promoting diversity, we can meet different needs creatively to ensure opportunities are available to all and potential is fulfilled. By promoting a diversity friendly school culture, we are able to meet our school's aims and objectives more efficiently.

Culture is about the way all stakeholders (school governors, all employees in the school, parents/ carers, pupils and the whole school community) behave towards each other. It is about how we treat each other and respect each other's differences. Promoting diversity and a diversity friendly culture helps to create a more productive school community.

Our Vision and Aims for Equality and Diversity

At Bowmandale Primary School, we firmly believe that everyone is entitled to live, learn and work in an environment free from discrimination and abuse of any kind.

'We will treat everyone at Bowmandale Primary School fairly, celebrating difference and meeting different needs, so that all members of our school community are free to live, learn and enjoy.'

We are committed to:

- Tackling discrimination on the grounds of age, disability, gender identity (gender reassignment and transgender), pregnancy and maternity, race, religion or belief, attainment, sex (gender) or sexual orientation. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination.
- Advancing equality of opportunity for all individuals within the school community.
- Promoting the principles of fairness and justice for all through our curriculum and wider school provision.
- Creating good relations between different groups.
- Constantly striving to remove any forms of indirect discrimination that may form barriers to learning and achievement.
- Ensuring that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- Challenging stereotyping and prejudice whenever it occurs.
- Promoting positive social attitudes and respect for all through positive educational experiences and support for each individual's viewpoint.
- Thoroughly monitoring attendance to identify groups who are vulnerable to underachievement through poor attendance.

Our Equality Objectives

Equality Objective	Rationale
To narrow the attainment and progress gap between boys and girls in writing.	Our internal and national data shows inconsistencies in achievement between boys and girls, with boys often underachieving in writing compared to girls.
To provide support and challenge for more able children from all vulnerability groups to enable them to realise their potential.	Our data shows inconsistencies in in terms of the number of children achieving Greater Depth in core subjects, in comparison to national data.
To remove the barriers to learning for children with SEND to enable them to make progress in line with their peers.	Some learners find it difficult to access different aspects of learning at different times in their school career.

Purpose and Scope of the Policy

This policy sets out Bowmandale Primary School's commitment to promoting equality and diversity.

We believe that it is our responsibility to promote equality and diversity wider than the nine characteristics (areas) covered by legislation. We work to remove barriers and we will not unfairly discriminate on any grounds.

We do this by:

- Making appropriate changes to teaching resources, and emotional and pastoral support e.g. School Counsellor, Learning Mentor
- Accessing Local Authority Services e.g. Ethnic Minority and Traveller Advisory Service (EMTAS), EAL Support, CLA Support
- Providing a curriculum which:
 - promotes positive understanding of different characteristics,
 - recognises the contribution that individuals and groups with protected characteristics make to society,
 - challenges stereotyping and discrimination,
 - celebrates diversity and difference
- Monitoring and reviewing of this policy will take place annually and will be made accessible through the school website or will be made available in an alternative format as requested

The policy applies to:

- School Governors
- Staff
- Parents
- Pupils (as appropriate)
- Visitors to the school
- Multi-agency Professionals
- Contractors

What we do to promote equality of opportunity between different groups

- We know the needs of our school population very well and we 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 achieve their potential.
- 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 prior to entry into EYFS.
- We collect, analyse and use data in relation to attendance of different groups.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We are vigilant around 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.
- Our school has an accessibility plan which is renewed every 3 years or when a significant change has taken place.
- We will take positive and proportionate action to address the disadvantage faced by groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

Monitoring

- Whole school data, which includes the attainment and progress of vulnerable groups, is monitored at Governor and Local Authority level
- Attendance data is scrutinised at Governor and Local Authority level, with specific regard to vulnerable groups
- Data regarding exclusions and behaviour is scrutinised at Governor and Local Authority level
- We have a robust rolling programme for reviewing school policies
- Minutes of meetings are kept where equalities issues are discussed
- We carry out and analyse annual pupil voice questionnaires, school council meetings or other pupil voice meetings to ensure that the child's view is heard
- In order to ensure that the work we are doing on equality meets the needs of the whole school community we;
 - Review relevant feedback from annual parent surveys, annual report feedback and parents' evenings,
 - Secure and analyse responses from staff surveys, staff meetings and training events
 - Review feedback and responses from the children and groups of children from the School Council and Pupil Voice
 - Ensure that we secure responses and feedback at Governing Body and Local Authority level

Roles and Responsibilities

All members of the school community have a part to play in implementing this policy, promoting diversity and equality, challenging inappropriate behaviour or practice to remove barriers and avoiding discrimination.

To promote understanding of this responsibility we will:

- Ensure all Stakeholders are made fully aware of our Equality and Diversity Policy and how it affects their work
- Ensure pupils and visitors to our school are clear about the expectations relating to our commitment to promoting equality and diversity
- Pro-actively promote diversity through assemblies, our PSHE scheme and the diversity library
- Provide training/development and updates as appropriate
- Review our equality objectives and actions to ensure all relevant activity remains relevant and meets the identified needs and priorities of our school

In addition, the School Governing Body has responsibility for overseeing, agreeing, monitoring and reviewing of our school's equality objectives, and related activity.

Breaches of Policy

Bowmandale Primary School views any form of discrimination as a serious act of misconduct. Any allegation of a breach in the policy will be investigated by the Headteacher or where appropriate, the Governing Body. This may lead to disciplinary or other appropriate action being taken.

Monitoring and Review

Bowmandale Primary School has specific duties under the Equality Act (2010) to publish information about the diversity of our school community and the work we are doing to promote equality. This information can be accessed via our School Website. We will review this information annually. The next review date is September 2026.

Bullying and Diversity Incidents

• Pupils

Bowmandale Primary School believes that all pupils have the right to be safe and feel respected and valued, whatever characteristics they may have and whatever their culture and background. Bullying and harassment of pupils, staff, parents, visitors by pupils on the basis of their identity (including a perceived characteristic, and by association with a protected characteristic) is unacceptable. Incidents will be logged, investigated and appropriate actions taken to prevent future incidents and to support the victim as outlined in the School's Anti-Bullying Policy.

• Staff and Governors

The Local Authority and Bowmandale Primary School view any form of discrimination undertaken by adults as a serious act of misconduct. Any such breaches could result in disciplinary action being taken and in the case of harassment, might call for police involvement.

Diversity Complaints

Bowmandale Primary School takes seriously all complaints; where a complaint is related to equality/diversity issues, the school procedure for dealing with complaints will apply. This procedure will be made accessible through the school website or will be made available in an alternative format as requested. Complaints should be made to the Headteacher or the Chair of Governors.