

# **BOURNE PRIMARY SCHOOL**

## **EQUALITIES POLICY**

### **I Legal framework**

- 1.1 This Equality Policy for Bourne Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.
- 1.2 We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

### **2 Our school within the wider context**

- 2.1 The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.
- 2.2 Bourne is a community school located in the heart of Eastbourne. Housing in the area is very mixed. Families live in council, private rented and owner-occupied accommodation. The local area is home to families from a range of backgrounds, and many of our families speak languages other than English at home. This diversity is reflected in our school community.
- 2.3 The school is two form entry with a nursery attached. Owing to pupil place shortages, the school accepted an additional bulge class for the 2023 cohort (current Year 1). We have 453 pupils on roll which is significantly larger than other schools when compared to the national average of 257.
- 2.4 Our Free School Meal percentage (34.0%) is significantly higher than the national average of 25.2%. This is an increase from 2015 (33.6%). Our deprivation indicator is currently 0.28 compared to the national figure of 0.21.
- 2.5 The stability rate for the school has varied over the past few years (2013 – 69.2%; 2014 – 68.7%; 2015 – 69.1%) and is currently 70.8% compared to a national average of 85.7%. This figure has improved over time due to strategies including first day calling; mid-year letters to parents; weekly attendance rewards; and attendance awards at the end of the year.
- 2.6 The percentage of pupils whose first language is not English is high at 56.9% compared to the National average of 20.1%. The main community languages spoken at the school are Polish and Portuguese, although our data shows that up to 40 languages are spoken within our community.
- 2.7 The school has 65.8% of pupils from minority ethnic backgrounds (2013 – 58.6%; 2014 – 60.1%; 2015 – 61.9%), compared to a national average of 31.6%. The highest minority ethnic groups represented are Any Other White Background at 44.4% of the school population (the majority of these come from Eastern Europe); Any Other Asian Background at 4.9%; and Any Other Mixed Background at 3.0%. 34.1% of pupils identify as White British
- 2.8 The percentage of pupils with a statement or education health care plan, is 2.9%, more than double the national average of 1.3%. The percentage of pupils receiving SEN Support is 16.6%, well above the national average of 12.1%.
- 2.9 The school was most recently inspected in May 2013, and was judged to be good in all areas.

### **3 Our approach**

- 3.1 We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

### **4 Our vision statement about Equality**

- 4.1 Bourne CP school seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.
- 4.2 We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.
- 4.3 We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

### **5 Guiding principles**

In fulfilling the legal obligations cited above, we are guided by nine principles:

#### **5.1 Principle 1:** All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity.

#### **5.2 Principle 2:** We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- Religion, belief or faith background
- Sexual identity.

#### **5.3 Principle 3:** We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture,
- Religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

- 5.4 **Principle 4:** We observe good equalities practice in staff recruitment, retention and development.  
We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:
- Whatever their age
  - Whether or not they are disabled
  - Whatever their ethnicity, culture, religious affiliation, national origin or national status
  - Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.
- 5.5 **Principle 5:** We aim to reduce and remove inequalities and barriers that already exist.  
In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:
- Disabled and non-disabled people
  - People of different ethnic, cultural and religious backgrounds
  - Girls and boys, women and men.
- 5.6 **Principle 6:** We consult and involve widely.  
We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve a wide cross-section of our native population in terms of staff, pupils and wider community.
- 5.7 **Principle 7:** Society as a whole should benefit.  
We intend to provide all the children with the broad knowledge and experiences necessary to help them grow up in a diverse society. It is our intention that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:
- Disabled people as well as non-disabled
  - People of a wide range of ethnic, cultural and religious backgrounds
  - Both women and men, and both girls and boys
  - Gay people as well as straight.
- 5.8 **Principle 8:** We base our policies and practices on sound evidence.  
We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in [clause 149 of the Equality Act 2010](#), and on the basis of which we decide on specific and measurable objectives. Evidence relating to equalities is integrated into our self-evaluation documentation.
- 5.9 **Principle 9:** Measurable objectives
- 5.9.1 We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8).
- 5.9.2 The objectives which we identify take into account national and local priorities and issues, as appropriate.
- 5.9.3 Our equality objectives are integrated into the school improvement plan.
- 5.9.4 We keep our equality objectives under review and report annually on progress towards achieving them.

## 6 The curriculum

6.1 We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles above.

## **7 Ethos and organisation**

7.1 We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community.

## **8 Addressing prejudice and prejudice-related bullying**

8.1 The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1.1 and 5.8, above:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia.

8.2 There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

8.3 We keep a record of prejudice-related incidents and provide an annual report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

## **9 Roles and responsibilities**

9.1 The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

9.2 A member of the governing body has a watching brief regarding the implementation of this policy.

9.3 The head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

9.4 The key leader for equality and diversity in liaison with the schools leadership team and other stakeholders will be responsible for reviewing this policy on a regular basis

9.5 All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons that reflect the principles above
- Support pupils in their class for whom English is an additional language
- Keep up-to-date with equalities legislation relevant to their work.

## **10 Information and resources**

- 10.1 We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

## **11 Religious observance**

- 11.1 We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

## **12 Staff development and training**

- 12.1 We ensure that all staff, including support and administrative staff, receives appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **13 Breaches of the policy**

- 13.1 Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

## **14 Monitoring and review**

- 14.1 We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
- 14.2 In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.
- 14.3 It is the responsibility of the Governing Body to monitor the effective deployment of this policy. This has been delegated to the Key Leader for Equalities and Diversity, who will report to the governing body on an annual basis.
- 14.4 This policy will be reviewed on an annual basis.

## **APPENDIX A: EQUAL OPPORTUNITIES GUIDELINES: THE CURRICULUM**

- The curriculum should be enriched by using the varied experiences that children bring to the classroom.
- Care should be taken to guard against the teaching of a racist or a sexist view of human achievement. For example, in History, children should be taught how men and women from all ethnic and cultural backgrounds have been part of this achievement.
- Children should be helped to understand the difference between opinion, fact and emotive language.
- Children should have equality of access to the National Curriculum, regardless of their cultural, religious or linguistic background/
- Regular review and monitoring of the curriculum, including its materials and methods, is essential. Appropriate action must be taken if any group is identified as failing to make progress in any particular area of the curriculum.
- Teaching staff should suitably differentiate work so as to ensure that tasks are set at an appropriate level for every child.
- The school must seek to provide appropriate resources for all pupils according to their various needs.
- Staff should ensure that resources used in all curriculum areas contain multicultural dimension, this reflecting the value placed on all the children in the school.
- All teaching resources and materials should be free from racism and sexism. Staff finding any racist or sexist materials should report their occurrence to the Key Leader for Equality and Diversity
- In providing bilingual materials the school should keep in mind the numbers of children who speak each language.
- Lessons should be planned and presented with the needs of all children in mind. They should be built on the children's existing language skills, so acknowledging their first language and recognising it as a stepping stone to the acquisition of English.
- Equal Opportunities should feature throughout the School Improvement Plan.
- The linguistic development of children from ethnic minorities should be encouraged by the acknowledgement of, and building on, the skills acquired in their first languages.

## **APPENDIX B: EQUAL OPPORTUNITIES GUIDELINES: PUPILS**

- Children of both sexes have equal opportunity within and equal access to all areas of the whole school curriculum. This includes both the Programmes of Study and Attainment Targets for the National Curriculum subjects; other subject areas currently outside the National Curriculum and areas such as extra-curricular activities. Boys and girls are encouraged to participate equally in the full range of activities both inside and outside the classroom.
- Pupils and staff should work together to create a secure and caring atmosphere where learning can take place.
- Pupils will be encouraged to respect themselves and each other.
- All pupils should feel that they are valued and have something to offer their class-mates and the school as a whole.
- Pupils will always be encouraged to help one another.
- Pupils should have the chance to view the world from different standpoints, encouraging them to question prejudice and develop open-mindedness.
- Pupils should have the chance to participate in the running of the school in some way.
- Racist behaviour and name-calling will be dealt with promptly and in accordance with the school's Inclusion, Behaviour and Anti-Bullying Policies
- We recognise the right of children new to English to have equality of access to the National Curriculum.
- That is:
  - lessons planned and presented with the needs of all children in mind.
  - building on the children's existing language skills; so acknowledging their first language and recognising it as a stepping stone to English.
  - including in lessons material which is relevant to all pupils.
- To this end language support teachers should participate in classroom activities and the expertise of all teachers will continue to be increased through INSET and Performance Management.

## **APPENDIX C: EQUAL OPPORTUNITIES GUIDELINES: STAFF**

- Staff should help to foster within the school an awareness that everyone should be treated equally.
- Staff need to develop positive attitudes to every individual.
- Staff should be aware and sensitive to the fact that educational achievements are always influenced by factors outside of the school's control (e.g. social, cultural, linguistic and homelife.)
- Staff should aim to counter any stereotypes and prejudices.
- Staff should ensure that teaching resources and materials are appropriate and available to each child.
- Staff should foster mutual respect and tolerance between all children.
- Staff should encourage the pupils and each other to act positively against any form of discrimination.
- Staff should always value and use the experiences that children bring into the classroom.
- Staff should encourage the children to value the richness of the multi-cultural society around us.
- Staff will have high expectations of all pupils, each pupil should have equal entitlement to reach his or her goal.
- Staff need to be aware of the language used inside and outside of the classroom. Racist and sexist and other offensive comments should be challenged.
- Staff will ensure that their use of rewards and punishments are fairly administered, as appropriate, between each sex.
- An awareness of Equal Opportunities will be evident in planned programmes of work for each class.
- Clubs and activities run by staff need to be available to all pupils. However, although access should be open to all children, staff pupil ratios may limit number of children able to attend certain clubs. Pupils may be selected by ability for certain school teams.
- The expertise of staff in teaching and nurturing all the children will continue to be increased through INSET and Performance Management.
- Bourne CP School is an equal opportunities employer and will not discriminate on grounds of colour, creed, race, nationality, gender, sexuality, marital status or disability in any matters relating to employment.
- The staff of the school should provide an environment which allows each child to develop a positive self-image.

## **APPENDIX D: EQUAL OPPORTUNITIES GUIDELINES: PARENTS AND THE LOCAL COMMUNITY**

- The family and community are partners with the school in the education process. This partnership should provide a firm foundation for children to develop towards being responsible adults.
- Communication between home and school is essential.
- We are accountable to parents. Parents have the right to know what their children are learning and all information regarding this process needs to be communicated clearly. School will attempt to provide information in parents' preferred language using staff who share these languages or interpreters if necessary.
- Concept of home school liaison requires organised and active partnership. Parents and community must have a real voice in discussions on educational matters.
- At Bourne CP School, we...
  - encourage close liaison with all parents in order to form a partnership with them for the benefit of the children's education and development towards maturity.
  - give information to parents through the prospectus and the School Newsletters.
  - make every effort to ensure that prospective parents and their children are shown around the school, with an interpreter when necessary.
  - arrange meetings between teachers and parents on a regular basis to exchange information about children, discussing progress and problems.
  - provide a parents' notice board in the playground and key information is provided in different languages.
  - encourage parents to participate in and support extra-curricular activities such as fetes and sports days.
  - invite parents from time to time to contribute/ participate in some lessons.

**APPENDIX E:  
EQUAL OPPORTUNITIES GUIDELINES: ENVIRONMENT AND ETHOS**

- The value placed on all the children will be reflected through:
  - displays showing the variety of cultures and languages in the school.
  - notices around the school in the various languages which the children`s families understand (including those bidding them welcome.)
  - the acknowledgement in displays and assemblies of the various religious festivals which are kept by children in the school.
  - Annual culture day assemblies to celebrate and value the school and the community`s diversity.
  - The acknowledgement of excellent academic achievement and effort to be regularly shared through a school newsletter.

## **APPENDIX F:**

### **EQUAL OPPORTUNITIES GUIDELINES: ADMISSIONS**

- Bourne CP School admits pupils irrespective of their gender, race, creed, disability or special educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and welfare of other pupils.