Equality Policy and objectives

Bonner Primary School

Confidence, respect and a love of learning

Our vision and aims support Articles 2, 3, 12, 14, 29 and 30 of the United Nations Convention on the Rights of a Child.

Article 2: The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status.

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously

Article 14: Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30: Every child has the right to learn and use the language, customs and religion of their family.

Approved by:	Governing Body	**Date:** March 2024
Next review due by:	March 2026	

Contents

1. Introduction 2
1. Aims 2
2. Legislation and guidance 2
3. Roles and responsibilities 3
4. Eliminating discrimination 3
5. Advancing equality of opportunity 4
6. Fostering good relations 4
7. Equality considerations in decision-making 5
8. Equality objectives 5
9. Monitoring arrangements 6
10. Links with other policies 7

1. Introduction

It is unlawful for a school to discriminate against a pupil, prospective pupil, members of staff and visitors. At Bonner we intend to eliminate any practices which contribute to inequality of any form.

We intend to reinforce and extend existing good practice, and to promote equality. We:

- have a whole school, shared understanding of what equality means.
- understand that we are ambassadors of equality and should treat children and staff fairly and not discriminate.
- understand how we promote equality.
- have a consistent and fair approach to dealing with inequalities- discriminatory incidents
- understand that here can be no bystanders.

1. Aims

Bonner aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

At Bonner we are committed to ensuring that all members of our school community feel valued, respected, understood and know and feel that all forms of discrimination are totally unacceptable and will be counteracted.

- everyone is treated according to their needs and rights:

- diversity is respected, valued and celebrated
- everyone recognises their responsibilities;
- every pupil, staff member, Governor is able to fulfill their potential, unhindered by any form of prejudice, discrimination or harassment and is ensured equal opportunity

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

TARC project leads will:

- work alongside Global Learning London and other agencies to ensure that this policy is adapted and reviewed as necessary

School staff will:

- have regard to this document and to work to achieve the objectives as set out in section 8.

4. How we can be ambassadors for Equality

At Bonner we have high expectations of all pupils, staff, parents/carers and governors and expect everyone in the school community to:

- recognise that they have a responsibility to promote equality
- regard everyone as an individual and not stereotype anyone based on their race, gender, physical or mental ability or sexual orientation, marital status, age, pregnancy, maternity, religion or belief.
- treat everyone according to their needs and rights

- respect all cultures, languages, abilities and beliefs in school
- recognise the needs of different cultural and religious groups, particularly regarding dress, diet and religious observance.
- notice and challenge all forms of discrimination;
- respect, value and celebrate diversity
- listen to the views and opinions of others
- think about the thoughts and feelings of others
- not to shout or bully
- to not give anyone special treatment

The staff at Bonner communicate these expectations to pupils not only through direct teaching but also through modeling good behaviour and challenging any form of discrimination. We follow the school's Behaviour Policy to ensure all pupils are treated fairly.

5. How we promote Equality

Everyone has a shared responsibility for implementation of the Equality policy and it is everyone's responsibility to deal effectively with all equality issues.

We aim to ensure that all staff and governors have a shared understanding about equalities legislation in which discrimination is prevented, counteracted and effectively challenged.

The Leadership team ensures that steps are taken to ensure that everyone associated with the school is kept informed about the school's Equality policy and procedures and abides by them.

We aim to achieve this by creating a safe and secure environment for all pupils and adults within our school so that real learning can be achieved; quality first teaching and learning which ensures that pupils and all staff feel respected, valued, supported and comfortable in their own unique identity. At Bonner we encourage pupils and staff to express their views and opinions so that inappropriate and damaging discriminatory behaviours can be addressed within a secure and safe environment. We work closely with external bodies to develop our approach to equality and diversity, notably with Global Learning London.

The governing board has a responsibility to promote equality and to consider this when making strategic decisions and monitoring provision.

6. Fostering good relations

Bonner aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Being a Gold UNICEF Rights Respecting School and linking this throughout our school ethos. We use UNCRC Article 13 to teach the children that they can share their thoughts freely unless it harms other people.
- Making sure that every child has access to quality first teaching to enable them to fulfill their full potential.
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to

literature from a range of cultures and backgrounds that mirrors their own experiences and also acts as a window to others.

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our Change Makers are made up of representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We provide additional support for pupils who are unable to fully access the curriculum.

7. How we deal with discriminatory incidents

Through our ongoing work with Global Learning London we have developed a procedure to support children and staff when dealing with any prejudicial or discriminatory incidents as the principals are the same.

At Bonner we take a zero tolerance stance on discriminatory incidents.

When dealing with these incidents the impact of discriminatory behaviour will be viewed as much more significant than the intention. The school will work with perpetrators of discriminatory incidents to make clear the severity of this behaviour regardless of whether the perpetrator 'meant' to be racist or discriminatory.

Steps to take when dealing with discriminatory incidents

Discriminatory incident occurs
Adult dealing with incident MUST record on CPOMS including referring incident to Assistant or Associate Headteacher
Assistant or DeputyHeadteacher to discuss the incident in detail with the pupil. Pupil should be supported to consider the impact of their actions and the consequences/sanctions explained to them. Reflection with AHT
Pupil misses following playtime
Red slip issued - cannot be earnt back. Golden Time missed completely.
Parent/Carer of perpetrator should be informed of what has happened - this can be a meeting at the end of the day or a phone call.
Parent/Carer of victim should be informed of what has happened - this can be a meeting at the end of the day or a phone call.

Repeated incidents
All the above steps followed again.
Further escalation - parent/carer and pupil attend meeting with Headteacher and Chair of Governors in attendance. Meeting should be scheduled and follow the relevant serious behaviour structure/process.
SLT to consider internal exclusion or suspension.

Victim/Perpetrator support
Immediately following the incident, the victim should be offered space to discuss their feelings and be given support. Relevant SLT should support to allow this to occur, either leading themselves or supporting CT to lead.
Once the perpetrator has completed reflection, mediation should occur between the victim and the perpetrator. CT should be present but may be led by relevant SLT. Use of the 'Restorative Justice' framework could be used.

8. Equality objectives

Objective 1

UNCRC Article 29 (Aims of Education)

Ensure teaching and learning resources, curriculum development and school environments promote diversity and equality so that everyone feels included and welcomed.

Objective 2

UNCRC Article 13 (Sharing Thoughts Freely)

Identify and tackle discriminatory incidents through actively listening for discrimination and developing a consistent approach using appropriate language.

Objective 3

UNCRC Article 2 (non-discrimination)

Develop recruitment processes to increase the diversity within our staff team. Link training for the leadership team and Governors to this objective.

9. Monitoring arrangements

This document will be reviewed by the headteacher at least every 4 years.

This document will be approved by the governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Behaviour policy
- Child Protection Policy