



Equality Statement and Targets 2025

Written By	R. Eldred	Approved By	Governors
Date	February 2025	Review Date	February 2029
Review Cycle	Reviewed and approved by the full governing board every 4 years.		

Statement

Aligned with British values and being committed to making society a fair place, our school is committed to equality and equity. We aim and strive to ensure everyone is treated fairly and has equality of opportunity. We recognise that in society, people are not always treated fairly, don't have the same opportunities and privileges. As a school we want to eliminate prejudice and help raise children who see people as individuals who are equal. We continuously work to develop tolerance, respect, and knowledge between different groups.

We work to ensure our school is a safe place for everyone and don't tolerate unfair treatment or bullying.

We understand that people have different needs and to ensure equity individuals may need different treatment or consideration. These needs present in various ways and include when someone needs extra support to help them achieve.

In decision making, we ensure that the different groups represented in our school are consulted and involved in decision making, for example through pupil voice, parent forums and questionnaires and through involving all staff.

To this end, we set equality objectives and review progress towards them every year.

Targets

Public bodies are required to publish at least one, or more, equality objectives every four years. The objectives need to be published. As a matter of good practice, objectives should be SMART with Specific and Measurable, being explicitly mentioned in legislation.

An equality duty target is written to ensure that appropriate support or actions are in place to address a gap in attainment or experience for pupils from an identifiable characteristic. The equality duty target is approved by the governors and monitored for impact.

School staff are responsible for ensuring that their actions support the positive outcomes of all pupils in the school. They work with the school leadership team to ensure that actions result in relation to the equality target are put in place and lead to positive outcomes for the identified group.

The Governing Body has identified the following Equality Duty Target for Bowlish Infant School to work towards.

Target

Ensure all children have regular opportunities to engage with diverse role models, cultures and perspectives to break down barriers, stereotypes and broaden children's minds to a global outlook.

Why?

- *Our school community are predominantly similar. And does not represent many of the 10 protected characteristics. In addition to living in rural Somerset, this means our children are not often exposed to people from different groups.*
- *Our staffing body are predominantly similar in their perspectives, and do not represent many of the 10 protected characteristics.*
- *Resources in the school could be more immersive in terms of creating an environment and resources which break down unconscious and conscious barriers.*

How?

- *Enable submersion by embedding inclusive books, resources and experiences across the curriculum.*
- *Promote belonging in a global sense by linking with people from different groups.*
- *Help break down stereotypes by inviting diverse role models into school.*
- *Carefully design our curriculum to enable a general deeper understanding of others.*

This target will be reviewed annually and reported to the Governing Body.

Promoting Equality

The school will promote equality through:

- The school ethos, visions and values.
- Staff training on topics such as unconscious bias, privilege, disadvantaged learners.
- The school's behaviour expectations.
- A curriculum which features learning about different countries, cultures, religions, communities and languages.
- Using resources which reflect a range of cultures, families, disabilities, languages.
- Answering questions and talking openly and knowledgeably about equality.
- The Spiritual, Moral, Social and Cultural aspects of the curriculum.
- Social, Emotional Aspects of Learning (SEAL).
- PSHRE (Personal, Social, Health and Relationships Education) curriculum.
- Class circle times and times of reflection.

- Assemblies.
- The use of Equality Targets.
- The Staff Operations Handbook and Code of Conduct Handbook.
- Staff training on subjects such as unconscious bias.
- Staff having open, professionally challenging conversations around diversity and equality.

Responding to prejudice-based incidents

By promoting equality through the school ethos and curriculum the intention is for the children to be accepting of differences and engage positively with all members of their community. If prejudice-based incidents do occur the school will deal with these quickly and review the curriculum and school ethos to identify ways to prevent further incidents.

Through the curriculum and school ethos, the children will be taught to recognise incidents which may cause harm (emotional or physical) to another. They will be taught that they must always tell an adult if they feel that they or another child has been affected by what another has said or done.

Prejudice-based incidents must all be taken seriously to:

- reassure the victim.
- ensure that incidents do not re-occur and take necessary action.
- ensure that all members of our school community understand that prejudice-based incidents are not acceptable.
- ensure that the school community remains a safe place for everyone.

Time will be taken to help children understand why prejudice-based behaviour is wrong and wherever appropriate we use restorative approaches to help them to re-build positive relationships.

In all cases where it is evident that a prejudice-based incident has occurred, both sets of parents / carers will be spoken to about the incident.

Somerset County Council has a well-established system of racial incident reporting and we abide by this system. All reportable incidents are reported to the Governing Body via the Head Teacher's termly report.

2021-2025 Target Review

To reduce the gap in English spoken language skills between pupils who are bi-lingual and those who speak English as their first language.

- The school now has an EAL coordinator.
- The school now has a specific EAL governor.
- Race to English is provided to all children who have English as an Additional Language.
- EAL children's progress is monitored as a separate group for phonics, reading, writing and maths. They achieve in line with their English-speaking peers for Maths and phonics but not in reading and writing.