**Equalities Statement September 2024**

At Little Bowden Primary School, we believe in the importance of equality and everybody having the same opportunities. This is modelled by our staff and taught through lessons and other experiences both discretely and explicitly.

PSHCE is our main curriculum driver. This is supported by the ‘No Outsiders’ programme, whose strapline is ‘All different, All welcome”. No Outsiders has three core values:

* Respect for diversity through education in schools;
* Commitment to community cohesion through understanding and acceptance of difference;
* Promotion of dialogue to counter fear and hate in society.

The No Outsiders programme involves the use of age-appropriate story books to explore seven of the protected characteristics of the Equality Act 2010. These include:

* age;
* disability;
* gender reassignment;
* race;
* religion or belief;
* gender;
* sexual orientation.

We strive to ensure that our pupils are surrounded by a consistent message:

* there are no outsiders at Little Bowden Primary School;
* everyone is different;
* we like being different;
* we are all equal in our difference;
* I can get along with you even if we are different;
* we live in the U.K., our British values support this and the law says this too.

**How Little Bowden complies with the Public Sector Equality Duty**

Age

* In EYFS and for some children in KS1, we address speech and language concerns to ensure children are prepared for the whole curriculum.
* We conduct three ‘residential’ events, ~~starting with a one-night stay in the hall for our Year 2 pupils,~~ two-night stay at Bawdsey Manor for our Year 4 pupils and a four-night stay at Liddington for our Year 6 pupils.
* Year 6 pupils hold additional responsibilities around school such as ‘lunch checkers’ and ‘play leaders’.
* We prepare our Year 6 pupils for secondary school through transition to their new schools with visits.

Disability

* Books within our ‘No Outsiders’ programme such as ‘You Choose’, ‘My World, Your World’ and ‘What the Jackdaw Saw.
* Our site is wheelchair accessible.
* To support the needs of children with physical disabilities, ADHD and Autism, we have held regular monitoring of classrooms to ensure that they are accessible and had regular training, including INSET days, on how to support pupils with these needs.
* We have a trained member of staff to lead ‘Forest School’ sessions every afternoon to ensure children with SEMH (social, emotional and mental health) challenges.
* To support pupils with hearing impairments, teachers use microphones attached to lanyards for those pupils with hearing aids.

Gender Reassignment

* A book called ‘Introducing Teddy’ is used in Year 6 to aid discussion around this topic.
* As a school, we challenge gender stereotypes within our curriculum and in assemblies.
* We consciously acknowledge children for non-stereotypical attributes.
* We teach children that objects are not gender specific (such as toys).
* We challenge people on their use of language such as ‘girly’ or ‘man up’ as an indicator of weakness.

Marriage and Civil Partnership

* Books within our ‘No Outsiders’ programme such as ‘This is our House’ and ‘Along Came a Different’ support this area.
* As part of our KS1 PSHCE curriculum, pupils experience the diversity of family make up.
* As part of our KS2 PSHCE curriculum, children have the opportunity to cover relationships and marriage.

Pregnancy and Maternity

* This is covered within our SRE curriculum.
* Rooms are made available to nursing mothers who have returned to work so that they can express milk in privacy.
* Adjustments are made to working patterns and duties to meet the needs of new parents.
* Consideration of flexible return to work where parents wish to reduce their hours.

Race

* Books within our ‘No Outsiders’ programme such as ‘The Truth about old People’ and ‘Mixed’ support this area.
* We have developed our History curriculum and are in the process of developing our Science curriculum to ensure we have mapped key historians, scientists and innovators to ensure we have a diverse curriculum.
* We are in the process of analysing our English curriculum to ensure each year group has a breadth of diverse texts that they are studying.
* Assemblies cover themes of diversity, race and inclusion.
* We support topic weeks throughout the calendar year that study race and inclusion.

Religion and Belief

* We have mapped the Religious Education curriculum to ensure our pupils leave Little Bowden with a good depth of knowledge.
* We welcome visitors of different religions to speak with our children.
* Year 3 visit to a mosque as part of their studies in to Islam.

Sex

* As part of School Development Plan, we have a strategy to address outcomes for boys in reading and writing (especially in KS1).
* As part of School Development Plan, we have a strategy to address outcomes for boys in maths in KS1
* As part of School Development Plan, we have a strategy to address outcomes for girls in maths in KS2.
* We have developed our History curriculum and are in the process of developing our Science curriculum to ensure we have mapped key historians, scientists and innovators to ensure we have a diverse curriculum.

Sexual Orientation

* Books within our ‘No Outsiders’ programme such as ‘Introducing Teddy’ and ‘Leaf’ are introduced in Year 6.
* As a result of a few incidences of inappropriate language targeted at the LGBTQ+ community, we have adapted our PSHCE curriculum to tackle ‘live’ issues. This is also the case with our assemblies.

**Statistical Data**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year Group | Girls% | Boys% | SEND% | EHCP% | Pupil Premium% | EAL | White British% | Non-White British% |
| Rec. | 44.7% | 55.3% | 2.1% | 0 | 2.1% | 14.9% | 59.6% | 40.4% |
| 1 | 45.2% | 54.8% | 16.7% | 5% (2) | 14.3% | 7.1% | 73.8% | 26.2% |
| 2 | 42.4% | 57.6% | 13.6% | 2% (1) | 10.2% | 3.4% | 88.1% | 11.9% |
| 3 | 40.0% | 60.0% | 8.9% | 2% (1) | 13.3% | 8.9% | 77.8% | 22.2% |
| 4 | 50.0% | 50.0% | 17.9% | 2% (1) | 12.5% | 8.9% | 78.6% | 21.4% |
| 5 | 41.2% | 58.8% | 17.6% | 0 | 17.6% | 5.9% | 84.3% | 15.7% |
| 6 | 44.1% | 55.9% | 25.4% | 2% (1) | 11.9% | 3.4% | 81.4% | 18.6% |

**Equality Objectives (2024-2028)**

|  |  |
| --- | --- |
| Objective | Action |
| To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity | Ensuring that PSHCE is the main curriculum driver, which is also supplemented by the ‘No Outsiders’ programme and ‘Route to Resilience’ programme. |
| To reduce prejudice and increase understanding of equality through direct teaching across the curriculum  To prevent the incidence of prejudice-related bullying in relation to the protected characteristics listed in the Equality Act 2010 | Monitoring the impact of the ‘No Outsiders’ programme through behaviour monitoring and pupil voice. |
| Narrow the gap between girls and boys in Maths |  |
| Narrow the gap between girls and boys in reading and writing |  |
| To promote cultural development and understanding through a rich range of experiences both in and beyond the school. Particularly through the teaching of foreign languages and culture | To continue to teach Mandarin from EYFS and have cultural experiences and trips mapped out from EYFS to Year 6. |