



Equality Information and Objectives Statement

Signed by headteacher: *A Hughes*

Signed by Chair of Governors: *David Bradley*

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Equality Information and Objectives Statement

Bitterne Manor Primary School is committed to promoting the understanding of the principles and practice of equality and justice. We aim to equip children with an awareness of our diverse society and to appreciate the value of its diversity.

Every member of the school community is regarded as of equal worth and importance, irrespective of his/her religious beliefs, culture, socio-economic background, race, gender, sexuality and/or disability. The school will make every possible effort to ensure that it not only provides a broad and balanced curriculum but that it promotes access to the curriculum for all children, and that it enables all children to make progress and develop their abilities.

Every aspect of Bitterne Manor Primary School's activity has an equal opportunities dimension. This may be expressed explicitly in teaching materials and display, implicitly in classroom practice, or as part of the 'hidden curriculum' of social interaction amongst and between staff and children.

We believe that our school environment influences the developing attitudes of the children within it and can be a powerful vehicle for the promotion of understanding and practice of equal opportunities.

Children and teachers at Bitterne Manor Primary School contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals, and should welcome the opportunities to celebrate and explore individual diversity and heritage.

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

In this section, introduce how your school aims to limit and abolish prejudicial incidents. Listing ways in which your school is attempting to create a prejudice-free environment and how this environment will be achieved is a good approach. In this section, reference how the school will monitor and evaluate data relating to incidents of discrimination and how this data will be broken down by the different protected characteristics to inform the school of what training staff need to support pupils.

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

Dealing with prejudice and celebrating diversity

[Here, write a brief explanation of your school's procedure for dealing with prejudice-related incidents and how your school celebrates diversity. It should be phrased in a way that your readers can access and understand; field-specific jargon should be clarified. Readers should feel confident in the school's procedure and understand the processes that are followed. An example is provided below.]

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.

Seek training if they need to improve their knowledge in a particular area.**Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:**

- Planning activities for key diversity awareness days.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.

Equality and dignity in the workplace

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

The Sex Discrimination Act 1975 makes it unlawful to discriminate against a person on the grounds of his or her sex.

Racial Discrimination - The Race Relations Act 1976 defines racial discrimination as discrimination on the grounds of colour, race, nationality or ethnic or national origins.

Disability Discrimination - Under the Disability Discrimination Act 1995, disabled people have a right not to be discriminated against in employment or access to goods or services. A person has a disability if he or she has a physical or mental impairment which has a substantial long-term adverse effect on his or her ability to carry out normal day-to-day activities.

All of the above legislation has been taken into account in drawing up this policy and these laws will be complied with by the school in every area of its activity.

Aims:

- To ensure that children, staff and governors recognise that discrimination on the basis of colour, culture, origin, sex, or religion is not acceptable.
- To ensure that the school challenges all forms of prejudice and stereotyping wherever they may occur.
- To promote the principles of fairness and justice for all through the education provided at our school.
- To educate, develop and prepare all our children for life whatever their sex, colour, origin, socio-economic background, culture or ability
- To raise awareness among all members of the school community of any form of indirect discrimination which may form a barrier to learning, and where possible, take steps to prevent this.
- To ensure that all recruitment, promotion and training systems are fair to all and provide opportunities for all members of the school community to demonstrate and/or develop their abilities.
- To ensure the principles and practice of equal opportunities apply to all members of the school community: children; teaching and non-teaching staff; parents; governors and visitors.
- Equal Opportunities practices should be evident in
 - a) the formal curriculum (the programme of lessons);
 - b) the informal curriculum (extra-curricular activities); and
 - c) the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc).
 - d) Preventing and dealing with discrimination

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any form of unfair discrimination or harassment on any grounds. Where such unfair discrimination is alleged to have occurred, we will act immediately to investigate the incident and take appropriate action to prevent any repetition. We will work with all parties involved in such incidents to promote mutual understanding and respect. We will also encourage all members of the school community to challenge prejudice, stereotyping and unfair discrimination whenever they come across them.

Parents should be aware of the school's commitment to equal opportunities. A list of the school's main policies will be published on the school website and these policies will be made available for them to consult on request from the school office.

All cases of alleged unfair discrimination or prejudice should be taken seriously and dealt with, as appropriate. A record of racial and cultural incidents will be kept and will be carefully monitored by the chair of governors. These incidents will also be reported to the LA. All other incidents will be dealt with in accordance with the Behaviour Policy or the Staff Conduct Policy, as appropriate.

Respecting and valuing diversity

Bitterne Manor Primary School respects the fact that members of the school community come from diverse cultural, racial and socio-economic backgrounds. We endeavour to foster an atmosphere of mutual respect, social and racial harmony and tolerance for the beliefs of others.

We endeavour to make our school welcoming to all. We value the history, experience and contribution of our multicultural community and seek to express this in the curriculum and life of our school.

Bitterne Manor Primary School recognises the inequalities of opportunity which exist within society and we are determined to take positive action to maximise the self-esteem of every individual as well as to raise their expectations and performance to give them wider choices in life. We will try to counter negative, patronising and stereotyped views by challenging them and encouraging all members of the school community to do the same, as we recognise that prejudice is often the result of ignorance and misunderstanding.

Gender

As a school, we recognise that there are still gender inequalities in our society which impose limits on expectations and behaviour, so we constantly examine our curriculum, procedures and materials for gender bias or inequality.

We encourage pupils to be aware of and to challenge the rigid gender stereotypes often presented by the media.

We try to ensure that:

- 1 teachers allocate their time fairly,
 - 2 all pupils have opportunities for working with pupils of both genders,
 - 3 we break down traditional gender stereotypes (for example by not asking boys to move furniture while girls tidy up).
- e) Religion

We acknowledge that members of the school come from diverse backgrounds: some have no religious faith, others are committed to a greater or lesser extent to a variety of religions. We seek to promote an ethos of tolerance based on understanding of and respect for the beliefs and practices of others, and this is reflected in the school's policy on collective worship and in the way assemblies are organised, as well as in the wider curriculum.

Resources and the school environment

Bitterne Manor Primary School aims to meet the needs of all children, irrespective of gender, ability or ethnic origin. Resources should reflect cultural, social and racial backgrounds of children to support the development in each child of a positive self-image. We try to ensure that our resources do not convey stereotypical images or attitudes. All materials in use in Bitterne Manor Primary School will be monitored regularly in line with this policy.

Relationships

Relationships between staff, governors and children and management should be such that any member of the school acting in a manner contrary to the spirit of this policy is made aware of the unacceptable nature of his/her behaviour. This should be done in a supportive manner to encourage positive changes in attitude and behaviour and to reinforce the principles of this policy. When it is uncomfortable or inappropriate to address the issue between staff, members of the senior management team must be made aware of the incident and they will address the incident with the staff involved.

Children who feel that they have been unfairly treated should tell their class teacher or another member of staff who should deal with the matter as soon as possible. If they or their parents feel that this does not

resolve the situation then they should contact the head teacher. In extreme circumstances, formal procedures may be taken by the head teacher in line with the Behaviour Policy, Code of Conduct or Racial Equality policy.

If children, staff or parents have followed through all of these steps and feel that the problem persists and the school has not done everything possible to resolve it, they should contact the governing body under the school's Complaints Policy.

Appointments

The headteacher and governing body should ensure that in recruitment procedures, any advertisements, short-listing and interview procedures are without any hint of direct or indirect discrimination.

All employment, promotion and training procedures will comply with this policy.

In all staff appointments the best candidate will be appointed based on strict professional criteria.

Key Responsibilities

At Bitterne Manor Primary School we monitor the impact of our school's policies and procedures on different groups (by race, gender and disability) and the effectiveness of such policies are assessed through the school's self-evaluation procedures.

- The governing body is responsible for ensuring the school fulfils its legal responsibilities, in promoting equality and that the strategies in the policy are implemented.
- The head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities, are given appropriate training and support, and for taking appropriate action on any cases of unlawful discrimination.
- All staff are expected to deal with discriminatory incidents that may occur; to know how to identify and challenge bias and stereotyping; to support pupils in their class for whom English is an Additional Language and to incorporate principles of equality and diversity into all aspects of their work.
- To monitor all incidents of discrimination, ensuring that appropriate action is taken by the school.

Diversity and representation

[Under the PSED, schools, as public authorities, must identify and publish one or more equality objectives that it intends to focus on and improve. In this section, outline how your school is working to ensure that all groups are represented in the school community. An example has not been provided in this instance as the objectives you have in place will be very dependent on your school's circumstances and your school community.]

Inclusion

[Under the PSED, schools, as public authorities, must identify and publish one or more equality objectives that it intends to focus on and improve. In this section, outline how your school is working to ensure that all groups are represented in the school community. An example has not been provided in this instance as the objectives you have in place will be very dependent on your school's circumstances and your school community.]

Closing statement

[Use this section to summarise your school's attitude on promoting equality. An example is provided below.]

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

The school's Equality Information and Objectives Policy, Pupil Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity and Inclusion Policy further outline the school's policies regarding equality.