Equalities Policy,

Statement and Objectives 2025-27

Date adopted: 12th May 2014

History of most recent policy reviews

Date (review annually)	Review	Who is Responsible?
May 2015		Standards Committee
May 2016	Page 10 & 11 – add referral to LA or Police for incidents of racial harassment	Standards Committee
May 2017	To include a review & update of Action Plan	Standards Committee
January 2021	Full policy update & renewed statement and objectives	
January 2025	Page 7: updated contextual information Objectives updated	Education Committee

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1. Rationale

At Air Balloon Hill Primary School, our vision is that everyone can achieve, everyone can learn and everyone belongs.

Our school vision underpins our positive and active relationships with members of our wider community irrespective of their age, gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics. (Single Equalities Act 2010).

Every member of the school community is expected to be safe, kind and respectful towards all others so everyone feels valued, of equal worth and ready to learn. Air Balloon Hill Primary School welcomes the duties upon schools under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and promote good relations including tackling prejudice and promoting understanding.

Equality and inclusion permeate all aspects of school life and is the responsibility of every member of the school and wider community. We are committed to promoting equality of educational achievement and opportunities for our children. We strive to overcome all possible potential barriers to success so that all children receive a broad and balanced curriculum.

We believe that an education that promotes equality and inclusion is a human right, is good education and is essential to building a fair and inclusive society where all children will grow up being able to embody the school vision: we look to the stars.

2. Policy Commitments

2a. Everyone Can Achieve:

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, language acquisition, religious belief or faith, learning needs or disability, economic background or sexual orientation. To secure the best possible outcomes we recognise that:

- All adults in the school are expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils;
- All pupils are actively encouraged to engage fully in all aspects of our curriculum;
- Families may need additional support to ensure the best outcomes for their children.

2b. Everyone Can Learn:

We aim to provide all our pupils with the opportunity to succeed through our reading, writing and mathematics curriculums. The aim of our wider curriculum is to help children understand why the world is like it is and what can be done to make the world a better place. To achieve these endeavours, we will ensure:

- Curriculum design reflects a commitment to equality and inclusion;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school community and beyond;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

2c. Everyone Belongs:

There is a consistently high expectation of everyone's behaviour and we are committed to supporting all members of the community so that they are safe, kind and respectful towards others. We want all members of our community to be proud of who they are and help contribute to school life.

- At Air Balloon Hill Primary School, we understand that school leaders must visibly demonstrate the expectations of being safe, kind and respectful to all members of the school community;
- Taking into account intersectionality, we strive to achieve a feeling of openness and respect that welcomes everyone into our school;
- The school environment reflects the diversity of the school community and all aspects of our work on equalities and inclusion are frequently monitored;
- We ensure there is equality of access for all our community and visitors both in terms of the physical environment and learning;
- Provision is made to cater for the cultural, moral and spiritual needs of all children through all aspects of school life e.g. Whole school events and assemblies; Our curriculum design; PSHE; Trips and visitors;
- All stakeholders views are actively encouraged and respected. Parents are surveyed and involved with a range of school events. Pupils are given an effective voice through the various representative groups established, such as the school's Pupil Guardians and Pupil Ambassadors as well as pupil surveys. There are also regular opportunities to engage with pupils about their learning and the life of the school.

3. Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity;
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Leaders build in opportunities for professional development linked to equalities, intersectionality and discrimination and this work is actively promoted across our whole staff profile;
- Equalities policy and practice is covered in all staff inductions;
- Employment policy and procedures are reviewed with EPM HR to ensure conformity with legislation at all times.

4. Tackling discrimination, Countering and Challenging Harassment and Bullying

- Harassment on account of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation is unacceptable and is not tolerated within the school environment.
- All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents. Incidents are recorded and monitored on a termly basis.
- All incidents of harassment or bullying, racist, sexist, homophobic, transphobic, faith or culture-related and disability-related are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and reported to the governing body on a termly basis.

4a. What is a discriminatory incident?

According to the Equality Act 2010, discrimination is less favourable treatment on the grounds of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. It can take many forms including verbal or physical

abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti. A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

4b. Types of discriminatory incident:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic, transphobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic, transphobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.
- Definition of homophobic harassment: because of, or focusing on the issue of sexual orientation
- Definition of transphobic harassment: because of, or focusing on the issue of gender identity.

5. Partnerships with Parents/Carers and the Wider Community

Air Balloon Hill Primary School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Actively make meaningful connections with our local community and families through our curriculum design, trips, visitors and enrichment activities;
- Maintain good channels of communication, e.g. through parent focus groups and questionnaires, to ensure parents' views are captured to inform practice;
- Encourage members of the local and wider community to join in school activities and celebrations;
- Ensure that the parents/carers of members of our community are made to feel welcome and that individual needs are met.

6. Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

6a. The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's 'Equalities and Inclusions Policy' is maintained and updated in line with recommendations and that the 'Equality Information and Objectives' are updated every 3 years;
- The actions, procedures and strategies related to the policy are implemented;
- All Governors will oversee the implementation of the policy and ensure necessary action is taken in relation to any prejudice related incidents.

6b. The Headteacher and Senior Leaders has responsibility for:

- In partnership with the Governing body, provide leadership and vision in respect of equality and inclusion;

- Overseeing the implementation and monitoring of the Equalities and Inclusion policy and Equality Objectives;
- Co-ordinating the activities related to equality and inclusion and evaluating impact;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

6c. All school staff have responsibility for:

- The implementation of the school's Equalities and Inclusion Policy and objectives;
- Dealing with incidents of discrimination swiftly and in line with school policy, knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of social and economic background, language acquisition, ethnicity, gender, special educational needs or disability, gender orientation or other groups vulnerable to discrimination.

7. Monitoring and Review

- The staff member responsible for co-ordinating and leading the monitoring and evaluation of this policy is the Head Teacher.
- The school carries out a range of monitoring and evaluation activities that measure the impact and success of this policy on pupils from all key groups:
    - Disadvantaged (Pupil Premium);
    - English as an Additional Language (EAL);
    - Ethnicity;
    - Gender;
    - Special Educational Needs or Disability (SEND);
    - Children in Care;
- The school uses a range of evidence to judge the impact of this policy:
    - Pupils' progress and attainment
    - The quality of teaching
    - Behaviour and incidents
    - Attendance
    - Incidents of prejudice related bullying and all forms of bullying
    - Parental involvement
    - Participation in extra-curricular and extended school activities
    - Staff recruitment and retention
    - Visits and visitors
- The Head Teacher provides updates on equalities legislation and the schools responsibilities in this regard;
- Leaders regularly update governors with analysis of pupil performance in line with equalities and inclusion.

This policy should be read in conjunction with:

- Equalities Statement and Objectives
- Behaviour policy
- Anti–Bullying Policy
- Personal Social Health Education policy
- Relationships and Sex Policy
- Staff Handbook (teaching and learning expectations / curriculum expectations)

Equalities statement

2025-27

At Air Balloon Primary School, we believe that everyone can achieve, everyone can learn and that everyone belongs. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers irrespective of gender, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability, religion or belief. We promote and develop a culture of inclusion and diversity where everyone is proud of their identity, feels able to participate fully in school life so that they can embody the school vision: we look to the stars.

Outcomes

Air Balloon is a larger than average primary school that serves the St George community in East Central Bristol. The school's current number on roll is 765. The school location deprivation indicator is in quintile 3 (average) of all schools. The pupil base is in quintile 3 (average deprivation) of all schools in terms of deprivation although the number of children receiving support through the pupil premium grant is slightly higher than the national average (26%).
On average, disadvantaged children's achievement in reading, writing and maths is below their peers and other children nationally although above compared to other disadvantaged children nationally.

At Air Balloon there are children from 32 ethnic groups. Those with 3% or more are: – 57%: White – British, 5%: Black or Black British – African, 5%: Mixed - White & Black Caribbean. Children from minority backgrounds achieve as well as their peers. The number of children who speak English as an additional language (EAL) is 24%.There are 41 languages spoken within the school. The school's EAL children's achievement ispresently not in line with other children in reading, writing and maths.

The number of children who are recognised as requiring support for Special Educational Needs or Disabilities (SEND) is higher than the national average. Children with SEND are supported so that they can access the curriculum and achieve.

The achievement of pupils is monitored by ethnicity,, gender, pupil premium status, EAL, SEND. . We also monitor the progress of children who join the school during Key Stage 2 as some of these children arrive at Air Balloon having not secured expectations in their previous key stage. We use this data to support pupils, raise standards and ensure inclusive teaching.

Equalities objectives relating to outcomes:

- Gaps between disadvantaged pupils and their peers reduce.
- Identified (recent arrivals and hard to reach) children make accelerated progress so their achievement is in line with peers.
- EAL pupils make accelerated progress in line with their peers.
- Pupils with SEND make at least expected progress in relation to their provision plan.

Quality of education

Air Balloon is a diverse community and we recognise the wide range of members of faith groups as well as those with no religion. Our curriculum provides opportunities for children to learn about the main religions of the world from lessons and links with local religious communities. We also recognise and celebrate a range of religious festivals and special days through a variety of different ways including special menus designed by our kitchen team. Children are given opportunities to celebrate their cultural heritage and learn about other people's lives and beliefs in a way that is safe, kind and respectful.

Our curriculum is designed to ensure positive images, awareness and reflection of the culturally diverse world in which we live. We take part in national themed events to raise awareness of equalities through our own values led 'Safe, Kind and Respectful' weeks. We hold regular Everyone Belongs Assemblies to raise awareness and understanding around equalities issues. Within our curriculum we explore the lives and achievements of numerous famous people who have overcome adversity and have helped changed people's perspectives of minority groups. We also explore six archetypes of human behaviour that help shape the world so all children can see how equality continues to be a pertinent issue in their lifetime.

Equalities objectives relating to quality of education:

- The school's curriculum will provide opportunities for children to recognise and celebrate the diversity and strengths of themselves, their school and the wider community.

- The school's curriculum will be accessible for all children regardless of their ethnicity, religious belief, special educational need or disability, sexual orientation or gender identity.

Behaviour, attitudes and personal development

Our behaviour policy is clear and expects everyone within our school community to be safe, kind and respectful. We are committed to eliminating discrimination, harassment and victimisation and advancing equality of opportunity for all children and members of the community. This is regardless of their ethnicity, religious belief, special educational need or disability, sexual orientation or gender identity. We achieve this through our curriculum, assemblies and whole school approach for tackling discrimination and promoting diversity, equalities and inclusion.

Equalities objectives linked to children's behaviour, attitudes and personal development:

- Pupils contribute to specific policies and practice linked to behaviour, attitudes and personal development.
- Pupil Ambassadors are established and provide the children of the school with a clear voice on a range of issues and mandates.
- The school gathers the views and opinions from all key groups across the school.

Leadership

The leaders of Air Balloon are instrumental in promoting the school's values and demonstrating mutual respect between all members of the school community. Leaders ensure that the school is welcoming to everyone and that there is equality of access for all in terms of physical environment and learning. Leaders make sure that all school policies relating to equalities are regularly reviewed and updated and understood by all staff.
Pupils' views are actively encouraged and respected. Pupils are given an effective voice through the pupil ambassador roles that run across a variety of areas across the school.

In terms of recruitment, all posts are advertised so that they are open to the widest pool of applicants. All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity for all those who apply. Access to opportunities for professional development is actively promoted across our whole staff profile.

Equalities objectives relating to leadership:

- School leaders will ensure that the school is operationally effective and financially stable so that outcomes for all pupils, including key groups, continues to improve.
- School leaders will ensure that the integrity of the school vision and ethos is maintained so that rights of all members of the school community (with regard to protected characteristics) are upheld.

Air Balloon Hill Primary School's Equalities Objectives

The school supports the Bristol Equalities Charter,the Bristol Children's Charter and the Section 175 audit through specific objectives within the School Development Plan (SDP). These objectives are created by reviewing a range of contextual information about the school and how groups of children are achieving.

Below is a summary of the SDP areas linked to the school's commitment to equalities.

For more information, please see the school's equalities statement and objectives document.

SDP Area	Equalities objectives
Outcomes	• Gaps between disadvantaged pupils and their peers reduce. • Identified (recent arrivals and hard to reach) children make accelerated progress so their achievement is in line with peers. • Pupils with SEND make at least expected progress in relation to their provision plan. • EAL pupils make accelerated progress to bring them inline with their peers.
Quality of Education	• The Whole school's curriculum will provide opportunities for children to recognise and celebrate the diversity and strengths of themselves, their school and the wider community. • The school's curriculum will be accessible for all children regardless of their ethnicity, religious belief, special educational need or disability, sexual orientation or gender identity. • The curriculum will provide pupils with the skills necessary to challenge discriminatory behaviour. • The school has completed an audit tool such as UNICEF's 'Right Respecting' accreditation (or equivalent) and has embedded this within policy, practice, and culture.
Behaviour, Attitudes and Personal development	• Pupils contribute to specific policies and practice linked to behaviour, attitudes and personal development. • Pupil Ambassadors are established and provide the children of the school with a clear voice on a range of issues and mandates. • The school gathers the views and opinions from all key groups across the school. • Pupils from minority groups feel a greater sense of belonging. • Scripts are in place for staff and pupils to use when tackling discrimination and they are seen to work effectively. • Staff are using scripts effectively to challenge discrimination. • Pupils feel they have the language to deal with discriminatory language and be active bystanders or upstanders.

Leadership	• School leaders will ensure that the school is operationally effective and financially stable so that outcomes for all pupils, including key groups, continues to improve. • School leaders will ensure that the integrity of the school vision and ethos is maintained so that rights of all members of the school community (with regard to protected characteristics) are upheld. • School leaders will ensure staff CPD centres around developing confidence in tackling discriminatory behaviour so that it is tackled by all members of staff when it occurs. • identify and target key groups of parents that result in meaningful and sustainable school/parent partnerships.