




Southville Primary School

Equalities Statement and Objectives

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| Statement written by: | Andy Bowman (Headteacher); Emma Morris (Governor) | |
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| Signed (Headteacher): |  | Date: 21.11.25 |
| Signed (Chair of Governors): | | Date: 21.11.25 |

Southville Primary Equalities Statement

At Southville Primary School we are committed to ensuring equality for all members of our school community in line with the [Public Sector Equality Duty](#). Our school values of Connection, Courage, Imagination and Care individually and collectively underpin and strengthen an unflinching commitment to creating a secure, inclusive and purposeful environment in which all adults and children can thrive.

All members of our community should feel valued, respected, cared for, and encouraged to grow and develop emotionally, socially and academically. We aim to identify and remove barriers to progress and success for all those in our school community regardless of age, disability, gender reassignment, marriage or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, familial background, sex or sexual orientation and through other non-statutory aspects including deprivation (socio-economic), health and being a carer. We aim to nurture a richly diverse culture in which everyone feels proud of their identity and is seen and heard within our school, and we robustly challenge and address all forms of prejudice and/or harmful behaviour.



Connection

Our value of Connection drives us to ensure that every member of our community feels they belong. We endeavour to understand our school's story and the stories of the people within it to enable us to connect effectively with the groups and communities who make our school the special place it is. Our children understand we are all global citizens and we look for opportunities to highlight and explore our connections to the global community, to ensure that everybody's story forms and informs their journey with us.

- Our responsibilities are as both employer and educator and we are an equal opportunities employer. We particularly welcome applications for new posts and promotions from underrepresented groups including, but not limited to, ethnicity, gender, transgender, age, disability, sexual orientation or religion and through our recruitment process we ensure that we appoint members of staff who will actively positively contribute to our ethos.
- We actively further the continuous professional development of all staff in relation to equalities to ensure they have the knowledge to establish and develop meaningful connections with their colleagues, all children and their families.
- We value, and actively encourage, the engagement of all pupils in all aspects of our curriculum and aim to provide a curriculum which is equally relevant, inspiring and challenging to all pupils and represents a broad and accurate view of global history and cultural narrative.
- We are committed to continuously reviewing our school environment and the resources the children have access to in order to ensure that protected minorities are effectively represented and that every child in our school can 'see themselves' in their resources and environment.
- Through our behaviour policy we encourage children to understand that their behaviour affects others and vice versa, and that unkind words and actions related to differences of any sort are not tolerated.
- Our Family Liaison Worker maintains strong connections with our school community, actively communicating with, and supporting, families for whom there may be barriers related to areas such as communication, attendance and accessibility.



Courage

Our value of Courage drives us to lean into the unknown, to explore issues around equality with sensitivity and a curiosity to ask, listen and understand. We foster a classroom culture which encourages children to do the same and to share their own story and truth with confidence and pride. We do not ‘shy away’ from difficult conversations to challenge prejudice and we establish the cause of such behaviours and address them robustly.

- We act swiftly and strongly in response to any incident in which one child unkindly highlights differences in another, including but not limited to physical or cultural differences.
- We consistently and robustly challenge negative attitudes and behaviours in all sections of our community and encourage our children to do the same, providing them with the necessary knowledge and skills to do so.
- Through assemblies and in-class circle time, discussion time and PHSE we encourage all children to ‘know their superpowers’ and to be proud of what makes them different or unique.



Imagination

Our value of Imagination encourages us to ‘think freely’ and we encourage children to gain insight and knowledge in order for them to develop their own well-informed views. We are committed to continuous reflection and evaluation in order to imagine an improved response and use this to deepen our understanding and inform a stronger future for the school community. We actively promote the idea of ‘searching for wonderland’ and are unapologetically optimistic about our capacity to continually learn and improve.

- We encourage children to imagine the world through another person’s eyes to develop empathy and compassion and to support restorative conversations where necessary.
- Through the behaviour policy we use the power of imagination to structure coaching conversations based around imagining alternative responses and identifying specific positive actions.
- We work alongside our children to create solutions to issues related to accessibility, bias and harmful behaviours and work with relentless determination to ensure an inclusive, purposeful and supportive environment is maintained.



Care

Our value of Care begins with kindness. As adults and children we remember that in our expressions and behaviours we must always be kind, and we couple this with a commitment to empowering others. Empowerment is the exchange of information in order to create a space in which all can thrive. It begins with a person sharing their story and being heard and understood by those around them. From this point of shared understanding, we see it is a collective responsibility to maintain an environment in which everyone has the support and opportunity to thrive. Children and adults are expected to care about their impact on the people around them and aim high in their interactions and relationships.

- We are committed to ensuring that anyone affected by discriminatory or harmful behaviour feels cared for and safe within our school, whilst the cause or emotions behind the action are identified and an appropriate next step identified.
- Through assemblies and in-class circle time, discussion time and PHSE we reinforce the importance of kindness, empowering others and caring about our impact on others.
- Our staffing structure is designed to enable us to maintain and strengthen an ethos of kindness, empowerment and aspiration for all members of our community, with a Mental Health Lead Practitioner, Family Liaison Worker, SENDCO (Special Educational Needs and Disabilities Co-ordinator), Deputy SENDCO, PHSE Leader (Personal, Health, Social, Economic education) and Diversity and Equalities Leader working alongside the Deputy Head (Pastoral) to deliver our Inclusion Strategy.
- We identify patterns of achievement within the school and address at a strategic level any disparities between the achievement of groups, considering both reasons and responses, and through partnerships within the local and online communities, proactively seek the advice of experts, charities and community groups to ensure we are best meeting the academic and SEMH needs of all children.
- We closely track the achievement of all pupils to ensure that they have an equal opportunity to succeed, and target intervention groups, in-class support and other external SEMH (Social, Emotional and Mental Health) and SEND support as required.
- We encourage all pupils to fully engage with the extended school provision (breakfast club and enrichment programme), directing pupil premium funding to support families in overcoming financial barriers.

Our Key Strategic Objectives

2022 – 2026



Connection

Ensure all members of the school community feel equally connected to school by reviewing and strengthening communication methods and accessibility of support and resources [2024-25] by:

- Ensuring key policies are available in multiple languages on the website
- Ensuring induction information is translated into a range of languages

Provide a curriculum which is equally relevant, inspiring and challenging to all pupils and represents a broad and accurate view of global history and cultural narrative. [2024-26]

Embed an Equality Impact Assessment process into all policy reviews. [2023-25]



Courage

Implement and embed a new Relationships and Behaviour policy which supports us to act swiftly and strongly in response to any incident in which one child unkindly highlights difference in others, and enables children to grow in empathy, learn and adapt their responses to difference. [2022-23]

Implement and embed a new Prevention and Management of Bullying policy which promotes a robust and effective approach to preventing, identifying and eradicating bullying, including in relation to discriminatory and/or prejudicial bullying. [2023-24]

Through assemblies, challenge thinking and further develop a culture of inclusivity by exploring the following themes:

- The value of human connection
- Embracing difference whilst avoiding division
- How unkindness can divide and kindness can connect
- The difference between free speech and hate speech
- Developing vigilance and challenge towards misogynistic language and behaviour
- Developing vigilance and challenge towards racist language and behaviour

[2024-26]



Imagination

Actively build local partnerships to broaden our collective perspective, create solutions and opportunities, and work towards an aspirational vision for equalities [2022- 2026]



Care

Through partnerships within the local and online communities and within the school team, ensure we are best meeting the academic and SEMH needs of all children and staff through a comprehensive Mental Health and Well-being Strategy rooted in belonging and inclusivity. [2023-2026]