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## Equality Statement

At Holway Park Community Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background.

Holway Park Community Primary School provides education for all acknowledging that the society within which we live is enriched by diversity. We strive to ensure that the culture and ethos of the school reflects the diversity of all members of the school and wider community. Holway Park Community School we seek to ensure that everyone is equally valued and treats one another with respect and fairness. Pupils and other members of the school community are provided with the opportunity to experience, understand and celebrate diversity.

This commitment applies to our work in the classroom, our pupil support systems, our recruitment and retention of staff and our work in the local and wider community. Through our work in the classroom we will ensure that pupils understand the importance of equality and what forms discrimination can take and the impact discrimination can have. We will also seek to foster within our pupils their own commitment to promoting equality.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At Holway Park Community School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

We recognise and respect diversity.

Treating people equally does not necessarily involve treating them all the same. Procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences are recognised.

We offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

We aim for our curriculum to create:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society understanding their responsibilities

Through Holway Park 4Ss/Think Like a Learner we are developing and understanding the language around Stargaze-Spirit-Strive-Sparkle. Please read our Holway Park 4s - Stargaze-Spirit- Strive- Sparkle. A core part of this includes enabling all children to realise their potential through promoting reflective, resilient and 'growth mind set' behaviours towards learning. Celebration assemblies focus on these areas and the Year 6 leaver's assembly provides a time to celebrate and share their time at school with parents.

We ensure that time is taken every week to deepen children's understanding of 'thinking like a learner', work we developed with Di Pardoe and Tom Robson. This encourages pupils to think about personal responsibility and liberty.

PSHE (Personal, Social, Health and Economic Education) forms an integral part of our learning at Holway Park Community Primary School. In addition to our daily conversations and modelling of respectful, courteous behaviour, children have a weekly taught PSHE session where we build on their knowledge and understanding of creating safe, positive relationships with others as well as developing a healthy understanding about physical and mental wellbeing topics outlined in the statutory RSE curriculum.

Furthermore, we are committed to developing our children's awareness and mutual respect for diversity. For example, we focus on and revisit the UNICEF rights of the child during each 4S week. Respect and tolerance for diversity is reinforced further during our anti-racism days and anti-bullying awareness days; children are encouraged to explore and embrace what makes themselves and others unique but also realise that despite our differences; we also share a lot in common.

The information provided here aims to demonstrate that we consider equality, diversity and inclusion issues in everything that we do at Holway Park Community Primary. 'Due regard' ensures that we work towards eliminating bullying, discrimination, harassment and victimisation and other conduct that is inappropriate/prohibited by the Equality Act.

We are committed to promoting equality, tackling discrimination and fostering positive relationships for all our staff, parents/carers and children to beyond/meet our duties under the Equality Act 2010.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom;
- Ensure every child has access to a curriculum that is accessible them;
- Teaching and non-teaching staff work closely together to ensure that all learning tasks are made meaningful and relevant to every learner.
- To ensure that curriculum content and resources represent and celebrate diversity.

- Children's personal social and emotional development is carefully monitored to ensure that children's confidence and self-esteem thrive and that every child feels welcomed and sufficiently supported.
- Deal appropriately with any prejudice-related incidents that may occur;
- Identify and challenge bias and stereotyping in the curriculum;
- Support pupils in their class for whom English is an additional language
- Keep up to date with equalities legislation relevant to their work.

The governing body is responsible for ensuring that the school complies with legislation, and that a statement and its related procedures are created and reviewed regularly.

Review date September 2024