



# THE BISHOPSWOOD SCHOOLS FEDERATION

## EQUALITY POLICY

### **Introduction**

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

### **National and Legal Context**

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to pro-mote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### **School Context**

Bishopswood Junior and Infant School together form The Bishopswood Schools Federation. The Federation has 426 children on roll, aged 4 – 11. The schools are situated in Tadley, a small town of approx. 18,000 in population, north of Basingstoke on the Hampshire/ Berkshire border. According to the 2011 census, 88% of residents living in Basingstoke and Dean described themselves as White British, 11.8% 'other white backgrounds', 4.7% Asian/Asian British and 1.7% other mixed backgrounds.

The School Deprivation Indicator is 0.1 compared to national of 0.2 and the Indices of Multiple Deprivation Rank for our catchment area is between 30,456 and 14,441 out of 32,484 and

within Hampshire 346 out of 429 however we do not feel that this ranking gives a clear picture of the variation in social economic background across the catchment area.

The school grounds are shared by the Infant and Junior School and Greenacres Preschool Unit. On site, based in the infant school, there is an extended schools facility providing care before and after school. The majority of children come from within the local catchment area. Parents have a variety of skilled and unskilled work, with many working at the local AWE establishment.

We actively seek opportunities to explore the different cultures, faiths and traditions that these children and their families bring to the school community.

### Children

As of March 2022 there are 448 children on roll (179 at the infants and 269 at the juniors).

### **Gender Breakdown (March 2022)**

Year	Male	Female	Total
Year R	30	29	59
Year 1	34	26	60
Year 2	30	30	60
Year 3	30	32	62
Year 4	38	24	62
Year 5	30	27	57
Year 6	46	40	88

### **Other Characteristics: Infants (March 2022)**

Pupils...	Number	Percentage
currently eligible for free school meals	14	7.8%
currently eligible for Pupil Premium	17	9.4%
who are 'looked after' (LAC)	0	0
who are 'post looked after' (PLACE)	2	1.1%
with Special Educational Needs (SEN)	10	5.5%
with an Education Health Care Plan (EHCP)	3	1.6%
with English as an additional language (EAL)	5	2.7%
registered as a traveller	0	0
Registered as a service child	2	1.1%
Registered as a young carer	0	0

### **Other Characteristics: Juniors (March 2022)**

Pupils...	Number	Percentage
currently eligible for free school meals	32	11.98%
currently eligible for Pupil Premium	38	14.2%
who are 'looked after' (LAC)	0	0
who are 'post looked after' (PLACE)	5	1.87%
with Special Educational Needs (SEN)	46	17.23%
with English as an additional language (EAL)	15	5.61%

registered as a traveller	0	0
Registered as a service child	1	0.37%
Registered as a young carer	0	0

## Principles

To fulfil our legal obligations, we are guided by a number of principles.

### 1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their sex
- Whatever their gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether or not they have a connection with the forces community
- Whether or not they have refugee / asylum status
- Whether or not English is their first language

### 2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made.
- Sex – we recognise that girls and boys, men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds.
- Age – we value the diversity in age of staff, parents and carers.
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marriage and civil partnership – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

### 3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

#### **4. We observe good equalities practice in relation to staff**

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

#### **5. We aim to reduce and remove inequalities and barriers that already exist**

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

#### **6. We consult and involve to ensure views are heard**

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

#### **7. We aim to foster greater community cohesion**

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

#### **8. We base our practices on sound evidence**

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

#### **9. We set ourselves specific and measurable equality objectives**

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

#### **Application of the principles within this policy statement:**

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions

- Our partnership working with parents and carers
- Our contact with the wider school community

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

### **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Executive Headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

**Policy Reviewed** – March 2022

**Next Review** – March 2026

*\* NOTES:*

*All schools must re-publish equality information contained in Appendix A annually.*

*All schools must review their equality objectives (contained in Appendix B) four years after publication, but are encouraged (in accordance with principle 9) to review progress towards these objectives annually having reference to relevant aspects of the annual equality information.*

*However, this policy statement should not require such regular review and governors should schedule a cycle of 4 years, coinciding with the review of objectives. However, a shorter cycle may be deemed necessary due to the circumstances of the school or if the annual review of the equality information prompts a shorter cycle.*

## Equalities Information

## Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act.
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- parent questionnaires
- involvement of the student council
- staff survey
- contact with the local community and disability organisations

### Pupil-related data

*(Please note: this data is from the academic year 2018-19. No external data has been published since then due to Covid-19)*

Information	Evidence and commentary																																								
External Attainment	<p>End of KS1</p> <table border="1"> <thead> <tr> <th></th> <th>Number</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Cohort</td> <td>60</td> <td>80</td> <td>78</td> <td>82</td> </tr> <tr> <td>Male</td> <td>29</td> <td>79</td> <td>72</td> <td>83</td> </tr> <tr> <td>Female</td> <td>31</td> <td>81</td> <td>84</td> <td>81</td> </tr> </tbody> </table> <p>End of KS2</p> <table border="1"> <thead> <tr> <th></th> <th>Number</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Cohort</td> <td>61</td> <td>89</td> <td>92</td> <td>95</td> </tr> <tr> <td>Male</td> <td>29</td> <td>83</td> <td>90</td> <td>90</td> </tr> <tr> <td>Female</td> <td>32</td> <td>94</td> <td>94</td> <td>100</td> </tr> </tbody> </table>		Number	Reading	Writing	Maths	Cohort	60	80	78	82	Male	29	79	72	83	Female	31	81	84	81		Number	Reading	Writing	Maths	Cohort	61	89	92	95	Male	29	83	90	90	Female	32	94	94	100
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Attendance 2018-19	Total Attendance for the academic year 2018-19 was 96.6% at the infants and 95.5% at the juniors. The percentage of persistent absentees was 5.08% and 7.6% respectively (compared to a national figure of 10.9% for the same year)																																								
Participation in After School Clubs	We have been unable to hold after school clubs in school over the past 2 years due to the COVID-19 pandemic. This will be updated next year at the review.																																								

*NOTE: Care must be taken not to enable the identification of individual pupils or families within the data published. The DfE's non-statutory guidance on the Equality Act advises that schools should consider (but are not obliged by) the DfE position on confidentiality which means that where information relates to fewer than 3 people, it is not generally published.*

## Staff data

Our school has fewer than 150 staff and the Governing Body is not required to publish information in relation to our staff as to do so may allow for individuals to be identified. As a school, we are still required to review information on the characteristics of our workforce to enable us to consider the impact of the School's policies and practices on particular characteristics and to determine whether objectives need to be set in relation to the staff.

## Other information

Information	Evidence and commentary
Attendance at parents' evenings 2021-22	Parent's evenings have been virtual for the past two years due to the COVID-18 pandemic. 97 % of parents attended our last parent's evening.  No significant differences observed between FSM, ethnic groups or gender.
Governor representation as at March 2022	45% male, 55% female.  100% White British
Volunteers as at March 2022	We have been unable to welcome volunteers into school over the past 2 years due to the COVID-19 pandemic. This will be updated next year at the review.

## Qualitative information

The school has published various policies on the school's internet site (<https://www.bishopswoodschools.co.uk/>). These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

**Date of publication of this appendix:** March 2022

**Date for review and re-publication:** March 2023

## Equality Objectives

## Appendix B

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- parent questionnaires
- involvement of the student council
- staff survey
- contact with the local community and disability organisations

**Having referred to and analysed our equality information, we have set ourselves the following objective(s):**

### Objective 1:

To ensure that all children continue to learn about and respect different religions in our world and respect the differences between them.

### Objective 2:

With the implementation of the new RSHE curriculum, ensure that all pupils understand their responsibilities under the Equalities Act in terms of protected characteristics.

Note: Objectives remain the same due to delays in implementing the new RSHE curriculum due to the COVID19 pandemic.

**Date of publication of this appendix:** March 2022

**Date for review and re-publication:** March 2023

*NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.*