



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 approx. 412 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 2021 census, 81.9% of residents living in Basingstoke and Dean described themselves as White British.

The Pupil Base Deprivation Indicator (2024) shows our school is 'well below' average and is in the lowest 20% compared to all schools. The Indices of Multiple Deprivation Rank (2019) 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.

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 – February 2026

Next Review – February 2030

** 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 (annual review)

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

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.

As of February 2026, there are 389 children on roll (169 at the infants and 220 at the juniors).

Ethnicity

Infants- The main ethnic categories in the school are: White British making up 81% of our population, in addition we have pupils from Spain, Poland, Lithuania, Bulgaria, Romania, India, Bangladesh and Pakistan.

Juniors - The main ethnic categories in the school are: White British making up 88% of our population, in addition we have pupils from Spain, Poland, Lithuania, Bulgaria, Romania, Chinese, India, Bangladesh and Pakistan.

Gender Breakdown (February 2026)

Year	Male	Female	Total
Year R	30	28	58
Year 1	23	32	55
Year 2	31	25	56
Year 3	26	29	55
Year 4	25	26	51
Year 5	33	22	55
Year 6	30	29	59
Total	198	191	389

Other Characteristics: Infants (February 2026)

Pupils...	Number	Percentage
currently eligible for free school meals	17	10.05%
currently eligible for Pupil Premium	17	10.05%
who are 'looked after' (LAC)	0	0%
who are 'post looked after' (PLAC)	0	0%
with Special Educational Needs (SEN) (inc. EHCP)	26	15.38%
with an Education Health Care Plan (EHCP)	2	1.18%
with English as an additional language (EAL)	17	10.05%
registered as a traveller (GRT)	4	2.36%
Registered as a service child	1	0.59%
Registered as a young carer	0	0%

Other Characteristics: Juniors (February 2026)

Pupils...	Number	Percentage
currently eligible for free school meals	30	13.63%
currently eligible for Pupil Premium	30	13.63%
who are 'looked after' (LAC)	1	0.45%
who are 'post looked after' (PLAC)	2?	0.9%
with Special Educational Needs (SEN) (inc. EHCP)	60	27.27%
with an Education Health Care Plan (EHCP)	13	5.9%
with English as an additional language (EAL)	15	6.8%
registered as a traveller (GRT)	2	0.9%
Registered as a service child	3	1.36%
Registered as a young carer	0	0

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 2025-26	Parents' evenings were held in October 2025 and February 2026. The majority of our parents attend in person and where this is not possible class teachers offer telephone calls. No significant differences observed between FSM, ethnic groups or gender.

Governor representation as at February 2026	45% male, 54% female. 90% White British
Volunteers as at February 2026	At present we have a number of volunteers who come into school to help out. They mainly help with reading and art/craft days in different year groups. We also work closely with our local Churches Together group who lead weekly assemblies at the infant school. We also have a local Youth Pastor who supports some of our children with mental health and wellbeing. This is known as the Transforming Lives for Good Project and SAMS.

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: February 2026

Date for review and re-publication: February 2027

Equality Objectives (annual review)

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

Equality Objectives and Action Plan 2025-26			
Objective <ul style="list-style-type: none"> • Improve overall attendance rates across the schools (Target = 96%) • Maintain rates of persistent absenteeism below national rates (National 2025 = 13.5%) • Improve number of children persistently late (Lateness continues to be an issue, specifically for some of our children from vulnerable groups.) 			
Action	Who	When	Success Criteria
Set up a system where by Admin Assistant analyses attendance data termly and advise AHT about the need for intervention.	Admin & AHTs	On-going and face to face with SLT member each half term	For the % for this group of children to be 95% by the end of the academic year 2025-26 and for the amount of lates to be reduced by 50%.
To monitor attendance for those children who receive initial concerns letter (Letter 1)	Admin & AHTs		For attendance of children who received Letter 1 to be above 92% for remaining part of academic year.
Objective <ul style="list-style-type: none"> • For all SEND children to make at least good progress throughout the year. 			
Action	Who	When	Success Criteria
To use INSIGHT effectively to track SEND progress across ability based objectives.	SLT SENDCO	Ongoing	That all teachers feel confident when measuring progress in the core subjects and how this relates to SEND children.
To share data with parents to ensure all are aware of how we	SLT SENDCO	By end of academic year	That all parents understand how we are supporting

are supporting their children.			children who are working significantly below ARE.
To refresh all teacher's subject knowledge on how to differentiate yet challenge SEND pupils	English and Maths Leaders SENDCO	On-going	For SEND children to make good progress. For lesson obs to demonstrate high levels of challenge for all pupils including SEND
<p>Objective</p> <ul style="list-style-type: none"> As we have a largely White British population we need to ensure that they are given opportunity to learn about other cultures and religions including those present in our school. 			
Action	Who	When	Success Criteria
Ensure that the RE curriculum is broad and incorporates an awareness of different cultures around the world	RE/SMSC Leader	By Spring 2025	That our plans and the children's work evidence greater knowledge and understanding of the multi-cultural world that we live in.
Ensure that curriculum planning incorporates opportunity to look at different cultures with regards to beliefs, art, music and literature.	AHT	Half termly review and then feedback to SLT	
To ensure that themes and stories that are chosen for assembly reflect the diversity of our country and the wider world.	RE/SMSC Leader	Termly	

Date of publication of this appendix: February 2026

Date for review and re-publication: February 2027 (latest February 2030)

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.