



THE BISHOPSWOOD SCHOOLS FEDERATION

EQUALITY INFORMATION AND EQUALITY OBJECTIVES

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Foster good relations between people who share a protected characteristic and people who do not share it.

At The Bishopswood Schools Federation:

- We try to ensure that everyone is treated fairly and respectfully
- We want to make sure that our schools are a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same

We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- Their age
- A disability
- Their ethnicity, colour or national origin
- Their gender
- Their gender identity (they have reassigned or plan to reassign their gender)
- Their marital or civil partnership status
- Their being pregnant or having recently had a baby
- Their religion or belief
- Their sexual identity and orientation.

We recognise that some pupils need extra support to help them to achieve and be successful. We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably. Our aim is for all children to be successful.

The values we teach our children are: Tolerance, Empathy, Resilience, Enthusiasm, Ambition, Motivation and Self Belief.

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

As part of this we will:

- Publish information every year about our school population
- Publish information regarding our main equality challenges
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do.

Part 1: Information about the pupil population

Number of pupils on roll at the schools: Infants 199, Juniors 228

Information on pupils by protected characteristics:

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

There are pupils at our school with different types of disabilities and these include:

- Autism
- Speech Language and Communication Needs
- Hearing Impairment
- Visual Impairment
- Severe Allergies

Ethnicity

The main ethnic categories in the school are: White British making up 97% of our population, in addition we have pupils from Italy, Spain, Poland, France, Bulgaria, Romania, India, Bangladesh and Pakistan

Religion and belief

The majority of the school are either Christian or non-declaring.

Information on other groups of pupils

We aim for all our pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support. In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Infants (June 2020)

Pupils...	Number	Percentage
currently eligible for free school meals	20	11.3%
currently eligible for Pupil Premium	22	12.4%
with Special Educational Needs (SEN)	15	8.5%
with English as an additional language (EAL)	12	6.8%
registered as a traveller	0	0%

Juniors (June 2020)

Pupils...	Number	Percentage
currently eligible for free school meals	30	12.1%
currently eligible for Pupil Premium	45	18.2%
with Special Educational Needs (SEN)	35	14.2%
with English as an additional language (EAL)	8	3.2%
registered as a traveller	4	1.6%

Young carers

Currently no children are registered as Young Carers

Other vulnerable groups

There are a number of children who are on our Vulnerable Child register. We provide counselling for children with emotional difficulties. There are a number of children with severe and complex needs, including autistic spectrum disorder, global delay and severe speech and language.

Part 2: Our main equality challenges

This is a summary of the issues that we are most concerned about. We are already developing strategies and activities to address some of these challenges, and details are provided in Part 3 below.

For some of these challenges we have also set and published equality objectives. See Part 4 of this document.

- Although we have met our target of 96% attendance this year, there are still some pupils whose attendance is not meeting this target, including some children with Special Educational Needs (SEN) and some children from the Traveller background (GRT).
- Lateness continues to be an issue specifically for some SEN children and GRT children across the schools.
- Due to the changes in assessment and National Curriculum progress rates for SEN children is difficult to evidence.
- Children who have had high levels of turbulence require additional support to ensure that they are making good progress.
- 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.

Part 3: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school.

The things we have in place to support equality.

- Accessibility plan for the disabled
- Admission arrangements – new arrivals have an induction.
- Exclusions are monitored and reported.
- Incidents of harassment are recorded.
- Incidents of bullying are recorded and outcomes of actions reported.
- Staff and governors have regular safeguarding and SEN training.

- Non-discriminatory employment practice is adhered to.
- There are staff and Governors codes of conduct.
- EAL strategies are employed and resources targeted.
- We provide equal access to all areas of the curriculum and provide support where necessary.
- We are committed to working for the equality of people with and without disabilities.
- Providing adequate training for all staff.
- Tracking and monitoring identified groups and their access and performance.
- Promoting the spiritual, moral and cultural development of all pupils through our curriculum and enrichment activities.
- Providing a curriculum which is incorporated into PSHE, Citizenship and Spiritual Moral Social and Cultural (SMSC) and which celebrates difference and diversity.
- Providing policies, systems and procedures that promote tolerance and tackle prejudice e.g. Behaviour Policy, Anti-Bullying Policy, E-safety Policy, Safeguarding policy.
- Monitoring and ensuring equal access to after school clubs to pupils with SEND, if this is deemed beneficial for their well-being.

Policy Reviewed – June 2020

Next Review – June 2021

Equality Objectives and Action Plan 2020-2021

Objective

- Improve overall attendance rates across the schools (Target = 96%)
- Maintain rates of persistent absenteeism below national rates (National 2017 = 8.7%)
- 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 EDHT about the need for intervention.	Admin & DHTs	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 2019-20 and for the amount of lates to be reduced by 50%. For attendance of children who received Letter 1 to be above 92% for remaining part of academic year.
To monitor attendance for those children who receive initial concerns letter (Letter 1)	Admin & DHTs		

Objective

- For all SEN children to make at least good progress throughout the year.
- For all SEN children to have evidence of working at greater depth at the correct ability related objectives.

Action	Who	When	Success Criteria
To embed the Pupil Profile tracking system for SEN progress across ability based objectives.	SLT	Ongoing	That all teachers feel confident when measuring progress in the core subjects and how this relates to SEN children.
To share Pupil Profile tracking system and processes with parents to ensure all are aware of how we are supporting their children.	SLT	By end of academic year	That all parents understand how we are supporting children who are working significantly below ARE.
To refresh all teachers subject knowledge on how to differentiate yet challenge SEN pupils	English and Maths Leaders SENCo	On-going	For SEN children to make good progress. For lesson obs to demonstrate high levels of challenge for all pupils including SEN

Objective

- Children who have had high levels of turbulence receive additional support to ensure that they are making good progress.

Action	Who	When	Success Criteria
For the DHT/SENCO to support the class teacher in assessing any new arrivals needs and then organise the appropriate support be academic, social or emotional.	EDHTs with Class Teacher, monitored by year/phase leader	When new children arrive	That new arrivals make good progress and settle quickly to life at Bishopswood School
A group of children to attend Hampshire New Ambassador training to help support children new to the school	SMSC leader	Autumn term	

Objective

- 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 019	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.	DHT	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	