



Equality Policy and Objectives

2026 - 2028

March 2026

Frequency of review	Every 2 years
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Approved by	LGB
Reviewed	March 2026
Date of next review	March 2028

1. Equality Information and objectives policy

Bishopswood School is committed to promoting equality of opportunity and ensuring that all members of the school community are treated with fairness, dignity and respect.

This policy sets out how the school meets its responsibilities under the Equality Act 2010, which requires public bodies, including schools, to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between people who share a protected characteristic and those who do not
- promote positive relationships between individuals from different backgrounds

The protected characteristics defined within the legislation are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

As a specialist provision for pupils with special educational needs and disabilities, Bishopswood school is committed to ensuring equitable access to education for all pupils.

2. Vision and Values

A Respectful, Innovative, Progressive, and Inclusive Learning Community

Bishopswood cultivates a welcoming and respectful atmosphere that empowers students, staff, parents, and caregivers to approach learning confidently and with courage. Our commitment to inclusive practices and processes ensures that the needs of individuals are addressed, enabling everyone to realise their full potential.

3. Equality in policy and practice

Bishopswood School is committed to promoting the 9 protected characteristics through the curriculum, wider community, and policy.

The Headteacher is the National lead for BAME Education SEND. It aims to ensure that discrepancies in opportunities, progress and achievement for pupils, parents, and staff from BAME backgrounds, and all protected characteristics, are recognised and addressed in curriculum planning, communication with parents, induction support, and CPD for staff.

4. Admissions, behaviour and exclusions.

Admissions to Bishopswood School are managed in accordance with the school's admissions arrangements and local authority procedures.

The school ensures that:

- admissions processes are fair and transparent
- no pupil is discriminated against because of a protected characteristic
- provision is planned to meet pupils identified needs

All pupils admitted to the school have an Education, Health and Care Plan which outlines their learning needs and required support.

Admissions arrangements are fair and transparent. Exclusions will always be based on the school's Behaviour Policy. Strategies are always implemented to meet the needs of any child at risk of frequent sanctions or exclusion. We monitor Behaviour Support Plans to avoid potential adverse impacts and ensure discrepancies are identified and dealt with.

Consultation and involvement

We aim to ensure the development of the Equality Plan, and the input informs the actions within of the staff, pupils, parents, and carers. We will achieve this by using the following to shape the plan.

- Feedback from the annual parent survey
- Feedback from parent/teacher meetings
- Parent/carer discussion events
- Issues raised in annual reviews
- Issues identified from Individualised Learning Plans
- Governor discussion and feedback
- Teacher meetings
- Full staff meetings

Behaviour and Inclusion

Bishopswood School promotes positive behaviour and inclusion across the school community.

Behaviour support focuses on:

- understanding the needs underlying behaviour
- supporting emotional regulation
- promoting positive relationships
- providing consistent and fair responses

Behaviour approaches are adapted to reflect individual pupil needs, particularly for pupils with social, emotional and mental health needs.

Behaviour data is reviewed to ensure that approaches are applied fairly and that no group of pupils is disproportionately affected.

5. Curriculum

Teaching and Learning

All pupils at Bishopswood School have the right to have their voices heard, their diversity respected, and their parents acknowledged as their first educators. We aim to:

Assessment and Planning

- Take account of the achievement of all pupils when planning for future learning and setting challenging targets.
- Monitor achievement data by ethnicity, gender, and specific needs and take action to address any gaps.
- Analyse data to ensure full appraisal of progress and attainment of all pupils.

Lessons and learning

- Provide a curriculum that is accessible and relevant to the needs of each individual pupil through a range of activities, technologies, and opportunities that ensure learning is outstanding and fun.
- Use specialist techniques, teaching approaches, and technology to motivate, support pupil needs, and improve access to learning for all pupils.
- Create a total communication environment that features signs, symbols, tactile clues, and other objects, as necessary.
- Ensure pupils have the time to acquire, practise, and apply skills.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures, including celebrating British culture and values.

- Ensure teaching and classroom-based approaches are appropriate to meet pupils' individual needs.

Resources

- Use materials and activities that reflect the diversity of the school, population, and local community regarding race, gender, and disability without stereotyping.

Equality information – Attainment and progress

The school reviews pupil progress data regularly to monitor outcomes across different groups and ensure equality of opportunity.

Recent assessment reports show positive attainment across the curriculum, with strong progress demonstrated in both English and mathematics. Progress against Individual Learning Plan targets remains consistently strong across the school.

Analysis over time indicates that most pupils are making secure progress relative to their individual starting points.

Analysis of attainment by ethnicity

The school reviews attainment data across ethnic groups as part of its equality monitoring.

Analysis of recent school data indicates that pupils from all ethnic backgrounds demonstrate positive progress in English and mathematics.

Outcomes across White and Asian pupils are broadly comparable over time, with strong progress also seen for pupils from Mixed and Black backgrounds. Due to small cohort sizes in some groups, outcomes are interpreted alongside individual pupil progress.

Review of attainment data across multiple years does not identify a sustained attainment gap linked to ethnicity. Variations in attainment are more closely associated with individual learning needs, starting points and levels of support required.

6. Policy

- All policies will be reviewed with a commitment to the 9 protected characteristics outlined, specific to the policy.
- Policy review will include the teaching and learning policy to demonstrate the commitment to increasing representation of the 9 protected characteristics through the curriculum and wider curriculum offer.

- Staff will receive training and support to develop their understanding of topics and the applicability to the pupils, their families, the curriculum, and the community,
- All staff must identify and eliminate discrimination and harassment in our employment practice and actively promote equality across groups within our workforce.
- The wellbeing group will be tasked with discussing ways to further support our community, in line with the 9 protected characteristics, and ways to further create a sense of belonging.
- Continued professional development opportunities for all staff. For example, are we successfully identifying career opportunities for staff groups who experience barriers to promotion?

7. Promoting community cohesion

Pupils are supported across the curriculum to develop an awareness of their identity, take pride in and deepen their knowledge of their family and potential emerging cultural and spiritual identity. Visits to places of faith are a part of this work.

The school actively fosters relationships with businesses and organisations within the community, such as Rotary and Lions clubs, which help to extend curricular opportunities within the community.

The school will continue to review innovative strategies to promote collaborative working across the characteristics, such as working alongside an elderly care home for some music, singing, and art activities for some pupils.

8. Equality objectives

Based on analysis of school data and pupil needs, the following equality objectives have been identified.

- **Literacy Development**

Strengthen targeted reading support for pupils with significant literacy needs to improve access to the curriculum.

- **Social, Emotional and Mental Health Support**

Continue to develop therapeutic support and targeted strategies to improve emotional regulation and readiness for learning.

- **Communication Access**

Further develop the school's Total Communication approach, including the use of augmentative and alternative communication.

- **Cultural Capital**

Provide a wide range of enrichment opportunities that broaden pupils' experiences and support their understanding of the wider community.

7. Roles and responsibilities

Our Parents/Carers will:

- Be given the opportunities to become involved in developing and reviewing the policy, e.g., through innovative practice and involvement in the school.
- Be encouraged to actively support the policy, e.g., through workshops, parent coffee mornings and forums.
- Have access to the Policy through a range of different media, appropriate to their requirements.

The Headteacher will:

- Ensure equality is a strand of the School Improvement Plan from September 2024.
- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

All school staff will:

- Be committed to equal opportunities and will endeavour to ensure the school is fully inclusive and responsive to the needs of pupils.
- Support the headteacher in implementing any actions necessary.
- Seek to ensure that people are not discriminated against when applying for posts at the school.
- Take all reasonable steps to ensure that the environment is accessible to people with disabilities and that school-related communication is as inclusive as possible.
- Review all plans and policies, particularly the Equalities Policy, annually and the objectives every two years, together with the school's accessibility plan.

Our Headteacher and Senior Leadership Team will:

- Implement, communicate, and monitor the Equality plan to pupils, parents/carers, staff, visitors, and contractors.
- Monitor the policy, report to the Governors at least annually on its effectiveness, and publish this information.
- Ensure accurate records are kept of pupils and staff, including, where appropriate, information about the protected characteristics
- Ensure staff have training that helps implement the policy, e.g., on various disabilities.
- Ensure employment panels receive training to ensure there is no discrimination in employment opportunities
- Promote equality of opportunity when developing and reviewing the curriculum
- Respond to bullying, racism, discrimination, or unfair treatment with due seriousness.

Our Teaching and Non-Teaching staff will:

- Ensure that all pupils are treated fairly, equally and with respect, and maintain awareness of the Equality Policy
- Strive to provide material with positive images of disability, gender and race and challenge stereotypes.
- Promote understanding of different disabilities and avoiding discrimination against anyone for reasons of disability.
- Challenge incidents of prejudice, racism or homophobia and record and pass on serious incidents to the attention of SLT.

8. Monitoring and review

Equality information is reviewed through analysis of:

- pupil attainment and progress data
- attendance and behaviour information
- participation in enrichment activities
- feedback from pupils, parents and staff

Equality objectives are reviewed annually, and the governing body monitors the impact of actions taken.

Please review Accessibility Plan for focused actions in supporting and promoting Equality.