



**Bishopswood**  
School

## **Equality Policy and Objectives**

**2024 – 2026**

**March 2024**

<b>Frequency of review</b>	<b>Every 2 years</b>
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<b>Approved by</b>	
<b>Reviewed</b>	<b>March 2024</b>
<b>Date of next review</b>	<b>January 2026</b>

## **AIMS**

Bishopswood School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations across all characteristics – between people who share a protected characteristic and those who do not.

## **LEGAL BACKGROUND**

The document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

The 3 aims of the general duty are:

1. To eliminate unlawful discrimination, harassment, and victimisation by removing or minimising disadvantages suffered by people due to their protected characteristics.
2. To advance equality of opportunity between people who share a protected characteristic and those who do not by taking steps to meet their needs where they are different from the needs of others.
3. Foster good relations between people who share a protected characteristic and those who do not by encouraging participation in activities where it is disproportionately low.

The act also establishes three principles intended to focus on outcomes judged against local rather than imposed priorities:

1. Setting of equality objectives based on local data;
2. Schools to be judged on outcomes related to their identified equality objectives;
3. Greater transparency and communication of the data

The relevant protected characteristics are:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation
- Marriage and civil partnership

## **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.

## **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.

## **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.

## **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?

## **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.

## **ADMISSIONS, BEHAVIOUR AND EXCLUSIONS**

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

## Equality Action Plan 2024 – 2026

Issue	Action	People / Resources	Timescale	Success Criteria	Monitoring
<b>PARENTS AND CARERS</b>					
1.1 Parents will be involved in supporting and reviewing the policy through coffee mornings, forums and workshops.	HSLW and SLT to organise a series of events throughout the year.	HSLW SLT	Start January 2024	Parents attendance and engagement leads to collaboration of policy review, and amendments made based on their insights and perspectives.	Attendance log Feedback Minutes of meetings Collaborative work
<b>CURRICULUM</b>					
1.2 Ensure that the environment, curriculum, learning opportunities and trips are accessible to people with disabilities and that school-related communication is as inclusive as possible.	Peer MTP scrutiny to review levels of inclusion in planning.	Teachers Leaders	Start September 2024  Ongoing – ½ termly	Staff actively promote accessibility through physical space, curriculum adaptations, learning materials, planning trips and communication including AAC, signing, PECS, etc. There is both differentiation and scaffolding approaches embedded throughout the school day.	Leaders review MTPs and peer scrutiny of this planning.
1.3 Ensure that planning provides material with positive images of disability, gender and race and challenge stereotypes.	CPD for teachers on how to ensure planning and learning opportunities are fully inclusive.  Leaders review MTP to ensure action is implemented.	Teachers Leaders External CPD	September 2025 – July 2026	The curriculum representative of individuals from diverse backgrounds, including disabilities, genders, various racial and ethnic identities, reflecting a broader spectrum of human experiences and identities. Learning opportunities for pupils challenge stereotypes and are authentic portrayals including	Establish a diversity group of staff to review actions and implementation. Include strand into SIP and ensure an ongoing focus throughout the year. Build into teachers appraisals, so there is an ongoing focus.

				intersectional approaches and culturally responsive content to be reviewed and portrayed.	
<b>LEADERSHIP TEAM</b>					
1.4 Ensure employment panels receive training to ensure there is no discrimination in employment opportunities.	CPD for recruitment process	Leaders	September 2025 – July 2026	Leaders become aware of their potential bias, and understand their legal obligations as per the Equality Act 2010. Leaders become aware of any unconscious bias and ensure a welcome and respectful environment is provided to all.	HR advice to be sought Feedback from candidates
1.5 Introduce blind applications to reduce potential interviewer bias	CPD for recruitment process	Leaders	September 2025 – July 2026		
1.6 Review the curriculum and the equality of opportunity.	Teachers to review if the curriculum offers equality and equity for all – are we maximising opportunities.	Leaders	July 2024	The curriculum representative of individuals from diverse backgrounds, including disabilities, genders, various racial and ethnic identities, reflecting a broader spectrum of human experiences and identities. Learning opportunities for pupils challenge stereotypes and are authentic portrayals including intersectional approaches and culturally responsive content to be reviewed and portrayed.	Leaders review MTPs and peer scrutiny of this planning. Establish a diversity group of staff to review actions and implementation.
1.7 Ensure equality is a strand of the School Improvement Plan from September 2024.	HT to review SIP for 24-25 and ensure there is a equality strand committed within	HT	July 2024	The curriculum encompasses a wide range of perspectives, incorporating individuals from diverse backgrounds, including those with disabilities, various	Leaders review MTPs and peer scrutiny of this planning. Establish a diversity group of staff to review actions and

	the Quality of Education from next year.			genders, and different racial and ethnic identities, thereby reflecting a rich tapestry of human experiences and identities. Learning opportunities for students must actively challenge stereotypes and present authentic portrayals, employing intersectional approaches and culturally responsive content. This approach will be reviewed and enhanced to ensure alignment with the goal of integrating equality into the School Improvement Plan by September 2024.	implementation.
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