

Bishop Martin CE Primary School



'Learning Together, Growing in Faith'

'May Your Light Shine Before Others So They May See Your Good Deeds' (Matthew 5.16).

Equality Information & Objectives

Jan 2024

Review Date: Jan 26

Vision and Values

Our school motto statement **'Learning Together, Growing in Faith'** is underpinned by the gospel saying **'May Your Light Shine Before Others So They May See Your Good Deeds'** (Matthew 5.16). Our five Core Christian Values are: **Hope, Trust, Respect, Kindness** and in the centre of all four of these, **Love**. These values are represented, throughout school, by our Values Design. Rooted in the Bible Quotes around the outside of the design, the four Values of **Hope, Trust, Kindness and Respect** all flow towards the centre where our motto sits, surrounded by the heart representing **Love**. This design, it's meaning and symbolism and these Christian Values were agreed upon with all members of the family of Bishop Martin fully involved.



1. Aims

Our 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 that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This 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](#).

This document also complies with our Trust's funding agreement and articles of association.

3. Roles and responsibilities

Our governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout our school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year (pupil population), and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

Our headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Identify any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 10.

4. Eliminating discrimination

Our school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every academic year as part of Safeguarding Training.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, our school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, our school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

Our school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Having lessons and holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute

- Working with our local community. This includes inviting leaders of local faith groups to speak at collective worship, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within our school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in our school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

Our school ensures it has due regard to equality considerations whenever significant decisions are made.

Our school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, our school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

Our school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Our school community

In addition to pupils with protected characteristics as defined in the Equality Act, our school gathers further information on the following groups of pupils which includes our socio-economic duty:

- Pupils eligible for Free School Meals (FSM)
- Pupils eligible for Pupil Premium (PP)
- Pupils with Special Educational Needs (SEN)
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children (LAC)
- Children of members of the armed forces

As it may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is special category information, the information will be excluded from publication but will be taken fully into consideration when developing and determining our policies, procedures and equality objectives.

Number of pupils on roll at the school: 215 on roll (Nursery-Y6) 185 (R-Y6)

Age range of pupils: 3-11

Gender: 47% male, 53% female

Race: split by kind/% The vast majority of our pupils are white British, however we also have pupils of Pakistani, White European ethnicity

EAL: 24%

SEND: Dyslexia, ADHD, Visual Impairment, Hearing Impairment, Autistic Spectrum Disorder

Pupil Premium: 55%

School Attendance: 91.7%

No Information was available on the following protected characteristics:

- **Gender Reassignment** - The school did not have any information on whether any of the children on roll had reassigned their gender. [The school agreed to seek further support and guidance on how and when to monitor.]
- **Sexual Identity** - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT+) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitivity when collected.

As our school has fewer than 150 members of staff, we are not required to publish data about our staff. However, employee-related statistics for our Trust will be published centrally to demonstrate that we are complying with the general duty. When doing this, our Trust will be aware of the data protection rules, ensuring individuals are not identified through the publication of data.

9. Equality Objectives

- To embed equality, diversity and inclusion into the curriculum and teaching & learning practices, so that all pupils can overcome barriers and achieve the highest standards of education.
 - Ensure the use of interventions to improve provisions for pupils who have SEND.
 - To further engage parents of children with SEND/prospective SEND in their children's education.
- Actions and timescales to achieve these objectives are detailed in our SEN School Improvement Plan and are regularly monitored and reviewed.

10. Monitoring arrangements

The Headteacher will update the equality information we publish at least every year.
This document will be reviewed by the governing body and Headteacher at least every 4 years.
This document will be approved by the governing body.

11. Links with other policies

This document links to the following policies:

Accessibility plan
LDST Equality and Inclusion Policy
SEND Policy/Plan
Pupil Premium Plan
Behaviour Policy
Exclusions Policy
All Employment Policies
School Improvement Plan

Jan 24

Review Date Jan 26

