



BISHOP RAWSTORNE
Church of England Academy

Accessibility, Race, Gender Equality Policy

'But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere'
James 3:17

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Approved by: Deputy Headteacher
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This document and the content contained therein remains the responsibility of the Headteacher, and Governing Body of the Academy. No amendments can be made without their express instruction and they remain the final arbiters in any matters relating to it.

FORTITER ET FIDELITER
Bravely and Faithfully

Bishop Rawstorne Church of England Academy Accessibility, Race, Gender, Equality Policy

Verse

“But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere.”

James 3:17

Vision

“Bishop Rawstorne Church of England Academy aspires to cultivate wisdom rooted in Christian Values. It is our vision that all members of our community will experience life in all its fullness, flourishing through dignity, knowledge and understanding, bound together in unity, giving hope and worth to all.”

Our Values

Hope, Service, Compassion, Peace, Wisdom, Fellowship.

Our values are taken from the work of Neville Norcross ‘Christian Values for Church Schools’. Whilst there are many Christian values, we have chosen the six above to complement our commitment to a rich curriculum and outstanding pastoral care.

Philosophy

At Bishop Rawstorne Church of England Academy, we believe that every individual is created in the image of God, unique in worth and purpose. Guided by our Christian values of hope, compassion, peace, and fellowship, we are committed to promoting equality, celebrating diversity, and challenging injustice in all its forms. We strive to create an environment where all members of our community—students, staff, parents, and visitors—feel respected, included, and empowered to thrive.

Equality at Bishop Rawstorne is not simply about compliance with legal duties, but about cultivating a culture of dignity, fairness, and mutual respect. We actively seek to remove barriers, eliminate discrimination, and ensure that opportunity and access are not limited by race, gender, disability, age, sexuality, faith, or background. Our approach to equality is woven into the curriculum, pastoral care, recruitment, and leadership—reflecting our belief that inclusion strengthens our shared community and enhances the life of every learner.

We recognise that equality is an ongoing commitment, not a static achievement. As a Church of England academy, we reflect regularly on how our policies, practices, and relationships embody our values and vision. Through open dialogue, self-reflection, and action, we aim to model the kind of just, compassionate, and inclusive society we wish our students to help build the future.

CODE OF CONDUCT IN OUR CHRISTIAN COMMUNITY

Our aim is to ensure that you feel happy, safe and secure in your school.

We believe:

- that every individual in our community is a unique and valuable creation made in the image of God.
- we all have a right to be considered equal, worthy of respect and esteem.
- we all have a responsibility to treat others as we would like to be treated ourselves.



Bishop Rawstorne Church of England Academy

Accessibility, Race, Gender, Equality Policy

Bishop Rawstorne Church of England Academy is committed to fostering an inclusive and equitable environment where accessibility, racial and gender diversity, and equality are prioritized. We actively promote respect, remove barriers, and ensure equal opportunities for all individuals, recognizing and valuing the unique contributions of every person regardless of their background or identity. This policy is in line with and supportive of our distinctive Christian ethos of respect and tolerance for all and educating for hope, dignity and aspiration.

1 Aims

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

- a. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- b. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- c. 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:

- a. The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination.
- b. 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.

3 Roles and responsibilities

The Academy Trust Board and Senior Leadership Team will:

- a. Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils, and parents.
- b. Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 2 years.

The Headteacher will:

- c. Promote knowledge and understanding of the equality objectives amongst staff and students.
- d. Monitor success in achieving the objectives and report back to Academy Trust Board.

The Senior Leadership Team will:

- e. Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- f. Raise and discuss any issues.
- g. Support the headteacher in identifying 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 8.

4. Eliminating discrimination

The 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 the Academy Trust Board 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 information on the Equality Act as part of their induction.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the 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. students with disabilities, or gay pupils who are being subjected to homophobic bullying).
- Taking steps to meet the needs of people who have a particular characteristic (e.g. enabling students to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school societies).

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

- Publish attainment data each academic year showing how students 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 any types of bullying incidents).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students.

6. Fostering good relations

The 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, PSHE and RSE, but also activities in other curriculum areas. For example, as part of teaching and learning in Communication, Language and Literacy, students will be introduced to literature from a range of cultures.
- Working with our local community. This includes inviting leaders of local faith groups to school and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our Student Council has

representatives from different year groups and is formed of students from a range of backgrounds.

7. Equality considerations in decision-making

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

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

- Cuts across any religious holidays.
- Is accessible to students with disabilities.
- Has equivalent facilities for boys and girls.
- Is inclusive of disadvantaged students.

8. School characteristics

Bishop Rawstorne Church of England Academy is a Christian secondary school based in Croston in Lancashire. This is an over-subscribed school with over 960 students on roll, predominantly with a socio-economically advantaged profile. We have a range of students who are disadvantaged, be it with a special educational need, designated as pupil premium or with Education, Health, and Care plans.

The Academy serves the following five Foundation Ecclesiastical Parishes - Bretherton, Croston, Eccleston, Mawdesley with Bispham and Wrightington with Heskin and the Named Ecclesiastical Parishes of Appley Bridge, Banks, Douglas in Parbold, Hesketh with Beconsall, Hoole, Leyland St James, Rufford and Tarleton.

The number of places on roll as from August 2025 will be:

Year Group	7	8	9	10	11	
The PAN numbers are	190	190	190	190	190	= 950
No of Students	196	193	191	192	188	= 960

In 2023/2024 107 students were on the SEN register, all with an ILP, Individual Learning Plan. This represented 10.9% of the whole-Academy cohort. For 2025/2026, this figure has risen to 156, 16.25% of the cohort. 23 students have an Educational Health Care Plan, up from 18 in 2024. This represents 2.3% and will provisionally rise to 2.88% from August 2026. There are currently 4 Looked After Children on roll and 24 previously looked after children. There has been a significant increase in the uptake of students accessing counselling support over the last three years and we have greatly increased strategies and calendared events to raise awareness of well-being and mental health support initiatives. These are shared **with parents as well as** students. 11.3% of our cohort get the pupil premium grant, up from 9.6%.

Bishop Rawstorne gathers the following information and data regarding students annually:

Ethnicity of students	Any other Asian background Any other white background Any other mixed background Black African Black Caribbean Pakistani White British White and Asian White and Black African
Gender	Male Female Transgender male Transgender female Non-binary / non-conforming Prefer not to say
Students with home language other than English	
Socio-economic background of students	Pupil Premium
Attainment	We recognise and plan for the fact that some children's attainment on entry to the school is below or well below that expected for their age due to their special educational needs or other disadvantage that may be designated as pupil premium.
Cultural, faith and diversity of students	Christian Muslim Jewish Hindu Buddhist No religion
Looked after children & Previously looked after children	
Service Children	
Students on Child Protection Plans, with an Early Help Assessment Open or who are known to Children's Social Care.	

The school has identified the following issues that may be barriers to effective learning:

- Special Educational Needs
- Disabilities
- Attendance levels
- Low self-esteem, low expectations

- Low income leading to difficulty in participating in some aspects of school life, and access at home to learning tools o Low parental support and expectations.
- Lack of stability in life
- Lack of external help with emotional, mental & physical well-being o Students on the Child Protection Register
- Looked After students.

9. Equality objectives

Whatever the nature of the local community, our students are growing up in a wider multicultural and multiracial society where they are subject to various attitudes towards minority groups, certain images of these groups portrayed by the media and their own unconscious bias. The school's Equality Objectives should be read in conjunction with the Trust's Accessibility Policy, Equality Statement Policy, and Equality Duty Policy.

	Equality Objective	Equality Plan
1	Establishing, maintaining, and developing a school culture and ethos	Bishop Rawstorne Church of England Academy has a strong consistent approach to behaviour. We expect all members of the school community to celebrate students' success and achievements and to recognise the importance of positive shared values about behaviour. To ensure that all staff working in the school adopt a common approach towards students' behaviour whole school training communicating this policy, is delivered annually and reinforced regularly. We believe in encouraging students to develop all their positive abilities and qualities; this includes helping some students learn to behave in positive ways. Staff and students work together to create a school community which is caring and respectful, regardless of special need, disability, gender, faith, race, religion and diversity. We seek to celebrate student achievements; we believe that our students are unique individuals whose qualities, personalities and achievements will be celebrated. We celebrate personal qualities and attributes; encourage students to express themselves; share achievements with their peers and the wider school community. We involve parents, carers, and key stakeholders through regular meetings to discuss progress and attainment. place great emphasis on the celebration of diversity and equality through the curriculum.
2	Preventing and dealing effectively with bullying and harassment	Bishop Rawstorne Church of England Academy has clear procedures and policies to deal with bullying and harassment. All students are aware that any incidents of bullying and harassment will be dealt with in accordance with the academy's policies. Incidents are reported and

		addressed through the Senior Leadership Team, with records and incidents analysed to track any bullying trends. Incidents of a racial nature are reported to the Senior Leadership Team immediately. The academy has strong links with the Police Liaison Officer who is available to offer guidance and support with a range of anti-social behaviours e.g. racial discrimination. Any racial incidents are reported termly to the Academy Trust Board.
3	Listening to students, staff, parents and others	The school welcomes the voice of students, staff and stakeholders. Senior staff are available daily from 8.00 am onwards to listen to staff concerns and to answer questions. Senior teaching staff are available to listen to students throughout the school week, including at lunchtime. The Student Council meets regularly to share concerns and so the school can consult the group on activities and proposals. The views of parents are sought through termly Parent Forum meetings, parents' evenings and through informal consultation. All staff have a line manager with whom they can discuss issues and concerns. The school takes a consultative approach, ensuring equality of voice to all.
4	Equalising opportunities	The school recognises that the socio-economic profile of some students could potentially reduce their ability to access opportunities. The school has a charging policy in place and ensures that contributions to fund activities and trips are voluntary as far as is possible. No child is precluded from accessing an opportunity because of financial pressures. The school in some circumstances funds students to access activities and takes a flexible approach to payment, for example offering staggered payment plans. Emphasis is placed on offering students' opportunities which may not be available to them from any other source: for example, theatre visits, sporting activities, community visits. The promotion of independence skills, such as cooking, and independent travel, are a key part of the school's offer. While the school has a school uniform, these requirements are discussed with the Parent Forum regularly and there is a pre-loved uniform "shop" that is available to parents every half-term. This is well supported.
5	Informing and involving parents and carers	The school tailors its communications with parents in order to meet their needs. Communication channels include telephone and email contact and face to face meetings. In certain circumstances home visits may be made. The main communication system is through parent mail, In Touch, which offers parents/carers

		<p>further opportunities to access information promptly. The school caters for any special needs that parents/carers have by adapting the method of contact. Where necessary, the school adapts information for parents who have English as an additional language and has organised translators for those who need them. Parents are welcomed into the school, both formally through regular, scheduled meetings, and through informal meetings. An effort is made to accommodate parents through the arrangement of meetings at times to suit their commitments, and meetings are frequently rearranged to meet needs. Senior Leaders and class Teachers have, on occasion, visited parents in their own home to aid transition. If parents need us to hold meetings in their house, we will facilitate that, if this is deemed to be supportive. Parents/carers can invite friends and supporters to meetings if they wish. The In Touch provides daily contact between home and the school team with an account of the day's major events and we send out a weekly information sheet known as Bishop's Bulletin. The school ensures that absent parents receive communications, e.g. school tracking reports, invitations to church services, etc.</p>
6	Welcoming new students and helping them to settle in, effectively.	<p>The school ensures that all students have a structured and tailored introduction to the school through a carefully thought-out transition process, which is agreed after discussion with their current provision. Information regarding new students is shared with key staff to ensure that there is a clear understanding of their needs and how best to accommodate them. New students are placed into classes after consideration of their learning and social needs, and the nature of their learning difficulties. Each parent/carer meets with the class teacher and appropriate additional adults at a post-admission meeting as part of joining the school, where this is appropriate, either as a group or on a one-to-one basis. This allows any concerns to be discussed and addressed early in the student's school career.</p>
7	Addressing the full range of learning needs	<p>The school has rigorous data collection systems to ensure that any students who are at risk of under-achievement are rapidly identified, and interventions are put into place to meet their specific needs. Student assessment is ongoing, and student progress is tracked to ensure appropriate teaching strategies are used to meet needs. Student progress meetings are set 3 times a year to monitor the progress made students with an EHCP and all learners receive a tracking report three</p>

		<p>times per year. Attendance is tracked rigorously throughout the year to address any issues of poor attendance before these can impact on student progress. Students' Educational Health and Care Plans (EHCPs) are reviewed annually with parents and key professionals. These reviews give parents/carers an opportunity to discuss their son or daughter's learning needs and to share their rights with professionals. The curriculum has been developed to address the full range of learning needs across the school, offering bespoke learning packages as necessary. Teachers use a variety of creative teaching approaches and detailed assessment to ensure progress is made by all learners. Classrooms are carefully designed with the needs of all learners in mind.</p>
8	Supporting learners with particular needs	<p>All students have Learning Objectives outlining their termly targets and progress made towards each area of the Curriculum. Outside agencies such as Speech and Language Therapists, Occupational Therapists, Physiotherapist, Hearing Impairment teacher, Visual Impairment teacher are welcomed into the school on a regular basis to support students and advise staff and parents. We ensure that all staff receive the necessary training and understand the specific health needs of each individual student. The school's behaviour policy and school teams support students who have particular needs due to their own personal circumstances, for example, Looked After Children. The School Improvement plan features strategic objectives to develop specific areas designed to enhance teaching and learning. Progress against the objectives are reviewed and monitored through the academic year, and funding is allocated to resource the initiatives. Bespoke learning packages are created for students who require additional support to meet educational/learning/emotional needs.</p>
9	Making the school accessible to all	<p>The school meets the needs of students with physical disabilities and reviews the physical site facilities on a regular basis. An Accessibility Plan is in place. All after school activities are accessible to students regardless of their special need, disability, and diversity. A stringent Health and Safety Policy and rigorous Risk Assessment ensures that if any issues are posed by disability, control measures are put into place to accommodate needs so that full access is maintained. This can be informal, for example when a student is on crutches for a short period of time and cannot access the upstairs area of</p>

		the main block. In this instance their timetable would be amended accordingly. Students and staff are not prevented from accessing any area of the school site at present through disability.
10	Ensuring fair and equal treatment for students	The school does not discriminate on any grounds and admissions to the school are based against non-discriminatory criteria. The needs of different cultures, races and religions are accommodated. Should the issue of gender reassignment, cultural or diversity issues be raised, the implementation of the uniform and other policies would be applied flexibly. The careful monitoring of incident reports ensures that staff do not impose stricter disciplinary penalties on any particular group, as trends would be quickly identified. Incidents of bullying and harassment which may be linked to diversity are, along with all incidents, rapidly dealt with through the school's anti-bullying policy. All teaching regarding diversity, such as same sex relationships, gender, faith, culture and race is conveyed responsibly and sensitively.
11	Ensuring fair and equal treatment for staff and others	The school follows the principles of Safer Recruitment, ensuring that it does not discriminate against any particular group at any stage throughout the recruitment process. The school follows All staff receive equal access to funding for training and professional development. The school endeavours to ensure that equality, respect, and dignity are observed by staff within the workplace. Any discrimination to a member of staff would be pursued rapidly in line with appropriate policies.
12	Encourage participation of underrepresented groups	The Academy Trust Board represents parents and the wider community. All recruitments follow appropriate electoral procedure, including the election of teacher and parent governors/trustees. Students have regular opportunities to learn about their local community through curriculum opportunities, but also by inviting community groups into school to talk about their work e.g. the local food bank, local faith groups, local businesses.
13	The school recognises its continuing duty to treat former students fairly and equally in relation to the provision of references and access to 'previous students'	Former students are welcomed back into school for pre-arranged visits and work experience opportunities. The school provides references for ex-students.

	communications and activities.	
14	Monitoring and evaluating the policy	The school will report on disability issues on the school prospectus. The school will continually monitor and review how this policy is applied on a rolling programme and will address any concerns rapidly. This policy will be brought to the attention of staff and students on an annual basis.