



Bishop Henderson Primary School Equalities Statement

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INTRODUCTION

This document provides information on Bishop Henderson Primary School's context with respect to the Protected Characteristics set out in the Equality Act 2010; sets out our Equality Objectives; and provides data to demonstrate our progress towards these aims.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

SCHOOL CONTEXT AND VALUES - PUPIL

This section provides information on the composition of the pupil population at Bishop Henderson Primary School with respect to the 'protected characteristics' outlined in the Equality Act. The 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. The protected characteristics for pupils are disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

Bishop Henderson Primary School is a small primary school in the village of Coleford. We have 109 pupils on roll, split into 4 mixed-age classes as well as 21 children in the nursery. We run a breakfast club and after school club. We also have extensive grounds which lend themselves to a wide range of outdoor activities. We are very proud of our school uniform and the children, parents, staff and governors all have a strong part to play in our community.

We promote the principles and practices of equality and justice throughout the school and we aim to be a school where everyone:

- is respected and respects others
- takes part in the life of the school
- achieves to their potential
- develops skills essential to life

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- exercises choice
- celebrates cultural diversity

ROLES AND RESPONSIBILITIES

We believe that promoting equality is the whole school's responsibility:

Governing Body

Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.

Headteacher

As above including:

Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

Senior Management Team

To support the Head as above. Leading on actions to achieve our equality objectives.

Ensuring fair treatment and access to services and opportunities. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.

Teaching Staff

Helping in delivering the right outcomes for pupils. Upholding the commitment made to pupils and parents/carers on how they can be expected to be treated. Designing and delivering an inclusive curriculum. Ensuring that they are aware of their responsibility to record and report prejudice related incidents.

Non-Teaching Staff

Supporting the school and the governing body in delivering a fair and equitable service to all stakeholders. Upholding the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated. Supporting colleagues within the school community. Ensuring that they are aware of their responsibility to record and report prejudice related incidents.

Parents

Taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

Pupils

Helping the school to achieve the commitment made to tackling inequality. Upholding the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.

Local Community Members

Taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Taking an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

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 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 September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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 that 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, the 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.

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 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

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- 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 assemblies, 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 the 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 the 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.

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 pupils with disabilities.
- Has equivalent facilities for boys and girls.

The 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.

GUIDING PRINCIPLES

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners, parents/carers, governors and staff are of equal value

We see all learners and potential learners, and their parents and carers, and our governors and staff, as of equal value:

- whether or not they are disabled.
- whatever their ethnicity, culture, national origin or national status.
- whatever their gender and gender identity.
- whether or not they are pregnant or mothers.
- whatever their religious or non-religious affiliation or faith background.
- whatever their sexual orientation.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless, take account of differences of life-experience, outlook and background, and of the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made and needs met.
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised, and specific needs met.

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- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised and met.
- religion, belief or faith background, so that different needs and experiences are recognised and met.
- pregnancy and motherhood, so that different needs and experiences are recognised and met.
- sexual orientation, so that different needs and experiences are recognised and met.
- We also understand that people have complex, multiple identities. No-one is just one thing and people have many affiliations and loyalties. We know that although social class is not explicitly mentioned in the Equality Act, we need to consider and address.
- inequalities of income and social class as part of our work to address other inequalities.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents.
- mutual respect and good relations between boys and girls, and women and men, fair treatment for those who are pregnant or mothers, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled.
- whatever their ethnicity, culture, religious affiliation, national origin or national status.
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.
- whatever their age.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

We use a social model of disadvantage, understanding that disadvantage is often caused by the structures, systems, attitudes and opinions of society as a whole, not by the people that suffer the disadvantage. Therefore, in addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people.
- people of different ethnic, cultural and religious backgrounds.
- girls and boys, women and men, people who are pregnant or mothers and others.
- people of different sexual orientation or gender identity.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We recognise that there are risks that consultation processes do not always access the views of some disadvantaged groups. We consult and involve:

- disabled people as well as non-disabled.
- people from a range of ethnic, cultural and religious backgrounds.
- girls and boys, women and men, people who are pregnant or mothers and others.
- people of different sexual orientation or gender identity.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled.
- people of a wide range of ethnic, cultural and religious backgrounds.
- girls and boys, women and men, people who are pregnant or mothers and others.
- people of different sexual orientation or gender identity.

Principle 8: We base our practices on sound evidence and openness about the issues that face us

We maintain and publish quantitative and qualitative information (as appropriate) about our progress towards greater equality in relation to:

- disability.
- ethnicity, religion and culture.
- gender.
- pregnancy and maternity.
- sexual orientation and gender identity.

We also publish other information needed to show how we are meeting our duties to eliminate discrimination/harassment/victimisation, advance equality and promote good relations between different groups.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement through which we have involved people from different groups (principle 7), in relation to:

- disability.
- ethnicity, religion and culture.
- Gender.
- pregnancy and maternity.
- sexual orientation and gender identity.

GENDER (%)

Male	70	54.26 %
Female	59	45.73%

SPECIAL EDUCATIONAL OR MEDICAL NEEDS AND DISABILITY

Pupils with a Statement of SEN or EHCP:	3	2.32%
Pupils for whom the school receives top-up funding	3	2.32 %
Children receiving SEND support	20	15.50 %
Total number of children with SEND	20	15.50%

ETHNICITY AND RACE

White British	127	98.44%
Any Other White Background	1	0.77 %
Any Other Mixed Background	1	0.77%
Any Asian Background	0	
Black – African	0	
Any Other Ethnic Group	0	

RELIGION AND BELIEF

Christian	18	13.95 %
No Religion	17	13.17%
Not Stated	87	67.44%
Other Religion	1	0.77%
Muslim	0	
Hindu	0	
Refused	6	4.65%

ADDITIONAL GROUPS

We look at how schools help "all 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:

Identified groups:	Number	% of school
English as an Additional Language	1	0.77%
Number of pupils eligible for Pupil Premium	29	22.48%
Number of Looked After Children	0	
Number of children in Post Looked After arrangements (adoption/special guardianship)	1	0.77%

OUR EQUALITY OBJECTIVES Progress and achievement is our central concern and is a major equality issue

Our primary concern is that all individuals, irrespective of their background, make outstanding academic progress in order that they can secure good standards. Given this, we have a great deal of strategies to address this, some of which are detailed below:

- Track and assess progress at least termly and take appropriate action where progress is not sufficient.
- Rapid identification of need for children who are not making expected progress.
- Planned interventions for pupils who are making insufficient progress or who are failing to meet the required standards.

Therefore, our key Equality Objectives are:

1. To identify and narrow the gap of under-achieving groups of children within the school.

In recognition of other needs that are specific to the context of our school and the life experiences of the children within our care, the Governors and staff have identified the following additional Equality Objectives:

- 2. Increase the awareness and access to cultural diversity for all children at Bishop Henderson Primary School.**
- 3. Provide access to a creative curriculum that fosters awareness of the wider world, other cultures and ethnicities.**