



**Bishop Wood CE Junior School  
Equality Information and Objectives  
Statement**

2018 to 2022

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# 1: School Context

## The characteristics of our school

### A brief description of our school and its community setting

Characteristic	Total	Breakdown (number and %)
Number of pupils	239	133 Female (56%) 106 Male (44%)
Number of staff	45	91% Female 9% Male
Number of governors	11	27% Female 73% Male
Religious character		Buddhist 3, Christian 134, Hindu 2, Jewish 1, Muslim 2, No Religion 82, Other 4, Refused 11
Pupils known to be eligible for Pupil premium	15	6%
Deprivation factor		School = 0.07 National Figure = 0.21
Disabled staff	0	
SEN pupils	33	14%
Disabled pupils (no SEN)	0	
Children looked after / Special Guardianship	1	
Children with CAFs / Team Around Family	1	
Pupils identifying as non-white	17	7%
Staff identifying as non-white	0	0%
Pupils who speak English as an additional language	11	5%
Average attendance rate		96.3%
Significant partnerships, extended provision, etc.		<ul style="list-style-type: none"> <li>• Link Infant and Nursery School</li> <li>• Counselling with Play therapy</li> <li>• Link with Tring Secondary School</li> <li>• St Peter and St Paul Church</li> <li>• Tring Area School Liaison Group</li> </ul>
Awards, accreditations, specialist status		Inclusion Quality Mark Bronze Eco Award

## 2: Legal Background

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### The duties that underpin our scheme from the Equality Act 2010

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Our school is committed to meeting its public sector statutory duties and we understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

The duties of the act enable schools to meet their obligations under the Public Sector Equality Duty (PSED) as follows:

- To publish quantitative and qualitative information annually, showing with PSED clause 149, Equality Act 2012
- To set specific, measurable equality objectives every four years

#### Purpose of Policy / Scheme

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity across individuals in the school and wider community
- Foster good relations between members of the school and wider community

#### Protected Characteristics specified by the Equality Act 2010:

- Age
- Disability\*
- Ethnicity or Race
- Gender
- Religion or Belief
- Pregnancy or maternity
- Gender reassignment
- Sexual orientation
- Marriage or Civil Partnership

\*Disability provision -schools are expected to make reasonable adjustments to ensure disabled pupils can benefit from what they offer to the same extent that pupils without a disability can. An element of positive discrimination may be necessary to achieve this end, which is not a feature of the provision for other protected characteristics.

### 3: Roles and Responsibilities

#### Chain of accountability

The Headteacher retains overall responsibility for ensuring the implementation of this scheme. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work

#### Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively, alongside the Inclusion Team. Managers and key staff will report to the Inclusion Team on actions and progress on a regular basis. Every 12 months there will be a report on equality and diversity to the Governors meeting.

#### Commitment to review

The school equality scheme will be aligned with the School Improvement Plan. Its implementation will be monitored within the school’s self-evaluation and other review processes as well as being updated annually. At each review it will be posted on the website. Following this regular impact assessment, the whole equality scheme will be reviewed at least every four years.

#### Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every four years – in which we will make proposals for future action.

#### Commitment to action

##### Governors will:

- |                                |   |
|--------------------------------|---|
| Equality scheme Development    | <ul style="list-style-type: none"> <li>• Provide leadership and drive for the development and regular review of the school’s equality and other policies</li> </ul>   |
| Equality scheme Implementation | <ul style="list-style-type: none"> <li>• Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies</li> <li>• Highlight good practice and promote it throughout the school and wider community</li> </ul>  |
| Behaviour                      | <ul style="list-style-type: none"> <li>• Provide appropriate role models for all managers, staff and pupils</li> <li>• Congratulate examples of good practice from the school and among individual managers, staff and pupils</li> <li>• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li> </ul> |
| Public Sector Duties           | <ul style="list-style-type: none"> <li>• Ensure that the school carries out the letter and the spirit of the statutory duties</li> </ul>  |

##### Headteachers and senior staff will:

- |                                |   |
|--------------------------------|---|
| Equality scheme Development    | <ul style="list-style-type: none"> <li>• Initiate and oversee the development and regular review of equality policies and procedures</li> <li>• Consult pupils, staff and stakeholders in the development and review of the policies</li> </ul>   |
| Equality scheme Implementation | <ul style="list-style-type: none"> <li>• Ensure the effective communication of the policies to all pupils, staff and stakeholders</li> <li>• Ensure that managers and staff are trained as necessary to carry out the policies</li> <li>• Oversee the effective implementation of the policies</li> <li>• Hold line managers accountable for effective policy implementation</li> </ul> |
| Behaviour                      | <ul style="list-style-type: none"> <li>• Provide appropriate role models for all managers, staff and pupils</li> <li>• Highlight good practice from departments, individual managers, staff and</li> </ul>  |

	pupils
	<ul style="list-style-type: none"> <li>• Provide mechanisms for the sharing of good practice</li> <li>• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li> </ul>
Public Sector Duties	<ul style="list-style-type: none"> <li>• Ensure that the school carries out its statutory duties effectively</li> </ul>
	<b>Line managers will:</b>
Equality scheme Development	<ul style="list-style-type: none"> <li>• Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard</li> </ul>
Equality scheme Implementation	<ul style="list-style-type: none"> <li>• Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary</li> <li>• Be accountable for the behaviour of the staff team, individual members of staff and pupils</li> <li>• Use informal and formal procedures as necessary to deal with 'difficult' situations</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>• Behave in accordance with the school's policies, leading by example</li> <li>• Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)</li> </ul>
Public Sector Duties	<ul style="list-style-type: none"> <li>• Contribute to managing the implementation of the school's equality scheme</li> </ul>
	<b>All staff: teaching and non-teaching will:</b>
Policy Development	<ul style="list-style-type: none"> <li>• Contribute to consultations and reviews</li> <li>• Raise issues with line managers which could contribute to policy review and development</li> </ul>
Equality scheme Implementation	<ul style="list-style-type: none"> <li>• Maintain awareness of the school's current equality policy and procedures</li> <li>• Implement the policy as it applies to staff and pupils</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>• Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme</li> <li>• Provide a consistent response to incidents, e.g. bullying cases and racist incidents</li> </ul>
Public Sector Duties	<ul style="list-style-type: none"> <li>• Contribute to the implementation of the school's equality scheme</li> </ul>
	<b>All pupils will:</b>
Equality scheme Development	<ul style="list-style-type: none"> <li>• Understand that the views of all parties are equally important</li> <li>• Participate in generating rules and policies</li> </ul>
Equality scheme Implementation	<ul style="list-style-type: none"> <li>• Contribute to raising issues for discussion</li> <li>• Respect and celebrate good work and other shared events by peers and adults</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>• Treat all community members with respect and good manners</li> <li>• Be good role models to younger pupils and conduct themselves appropriately when representing the school</li> </ul>
	<b>All parents and Carers are expected to:</b>
Equality scheme Development	<ul style="list-style-type: none"> <li>• Contribute to consultations and reviews</li> </ul>
Equality scheme Implementation	<ul style="list-style-type: none"> <li>• Recognise the importance of working in partnership with their school</li> <li>• Support school policies and lead by example</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>• Model respectful behaviour in front of children</li> <li>• Be accountable for their behaviour</li> </ul>
Public Sector Duties	

## 4: Stakeholder Consultation

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### Involving our learners, parents/carers and other stakeholders

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Our school is committed to encouraging all stakeholders to contribute to the development and review of the policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme and continue to consult various stakeholders on this scheme regularly (see our Action Plan).

## 5: Impact Assessment

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### Evaluating the impact in terms of the outcomes

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#### Impact assessment statement

- We collect and analyse a range of data relating to incidents of harassing and bullying by pupils relating to gender, race, disability, sexual orientation, beliefs and the ways that people live their lives. This is then used to help determine future action plans
- We listen to information and feedback given to us through parental / pupil online surveys, interviews and other mechanisms and use it to help determine future action plans
- We reflect on any issues raised relating to discrimination and harassment based on any of the nine protected characteristics within our school community and these help us to form future action plans
- The Governing Body receive an annual report on the outcomes of the action plans and ask questions / give their views on future action plans

## 6: Our School's Equality Priorities:

Key priorities for action: Gender, Race, Language, disabled /siblings of disabled

<b>Priority</b>	<b>Category</b>	<b>Diversity strand</b>	<b>Background</b>
1 Disadvantaged Pupils	National	Disadvantaged	National focus
2 Autistic Pupils	National	SEN	Ensuring inclusion and wellbeing of those pupils
3 Boys' Behaviour	School Data National Indicator	Boys	Survey Data Teacher Voice
4 Policy review	Statutory	All	Incorporate an examination of equality aspects into our rolling programme of policy review –to be reported annually
5 Stakeholder consultation	Statutory	All nine characteristics	Implement a programme of consultation
6 Impact assessment	Statutory	All	Refine statistical analysis of all statutory strands

## 8: Action Plan

### Making progress on equality issues

#### 1

Priority issue and objective	Disadvantaged Pupils	
Category	School data	
Diversity strand	All	
Tasks	Detail	Responsibility
Ensure that young carers get support and encouragement in school to enable them to achieve	Draw more attention to PPG pupils on Provision Maps and Planning documents	All teaching staff
	Ensure parents are aware of PPG status and what it includes/involves	
Set up support structures to cater for young carers	Focus for discussion at Pupil Progress Meetings with clear actions and impact identified	SLT/Class Teachers
	Teachers to identify provision on all planning	Class teachers
	Monitoring progress and attendance	SLT
	Governors to monitor progress and attainment of all PPG children through termly updates. Dedicated PPG Governor	SLT and Governing Body
Review/impact assessment		

#### 2

Priority issue and objective	Autistic Pupils	
Category	National Indicator	
Diversity strand	SEN	
Tasks	Detail	Responsibility
To ensure progression and achievement of VEG pupils is in line with peers	Training for all staff, especially those with autistic children in their class.	All staff
	Longer SEN consultations offered to parents	SENCo
Refine input for VEG pupils to enable equal achievement with peers	Raise the awareness of autism amongst the children	SENCo
	Offer alternative arrangements during social time as needed	SENCo
	Autistic pupils have access to FLW to develop social skills	FLW
Review/impact assessment		

**3.**

Priority issue and objective	Behaviour - Boys	
Category	Behaviour	
Diversity strand	All	
Tasks	Detail	Responsibility
To monitor incidence of boys misbehaviour	Introduction of new Behaviour Policy to staff, pupils and parents	SLT
	Ensure that Behaviour Policy is accessible to all parents	
	Focus on rewarding positive behaviour	All staff
	Train staff (including TAs and MDSAs) to ensure that behaviour is managed consistently across the school	SLT
Promote and reward good behaviour	Ensure that Behaviour Policy is used effectively by all staff members	SLT
	Use CPOMS to develop formal systems for recording behaviour incidents	Class Teachers
Review/impact assessment		

**5**

Priority issue and objective	Policy Review	
Category	Statutory	
Diversity strand	All	
Tasks	Detail	Responsibility
Ensure all policies refer to equality aspects	Subject leaders to act on this as policies come up for review	Subject leaders
	Leadership to ensure all school policies comply	Leadership
Review/impact assessment		

**6**

Priority issue and objective	Stakeholder consultation	
Category	Statutory	
Diversity strand	All	
Tasks	Detail	Responsibility
To consult with stakeholders	Work in consultation with Governor and Parent representatives	Inclusion team / SLT / HT
	Inclusion team meeting with parents / governors	Inclusion team / SLT / HT
	Consultations with pupils and staff	Inclusion team / SLT / HT
Review/impact assessment		

**7**

Priority issue and objective	Impact Assessment	
Category	Statutory	
Diversity strand	All	
Tasks	Detail	Responsibility
To refine statistical analysis of the strands	Evaluate collected data to measure impact of action plan	SLT / Inclusion Team
Review/impact assessment		