



Bishop Wood Junior School Equality & Diversity Statement And Development Objectives 2023 – 2027

Policy Review

Status:	Statutory
Approved by:	Full Governing Body
Date Approved:	08.02.23
Next Review Date:	08.02.27

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 2012
- 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.**

3. Roles and Responsibilities

The Governing Body will:

- Ensure that the equality information and objectives as set out in this document are published and communicated through the school, including to staff, pupils and parents.
- Ensure that the published equality information is updated at least every year 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

The Equality Link Governor is Hannah Ade-Oroleye. She will:

- Meet with the designated member of staff for equality every term, and other relevant members of staff, to discuss any issues and how these are being addressed
- Ensure they are familiar with all the relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the Full Governing Body regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students
- Monitor success in achieving the objectives and report back to Governors

The designated member of staff for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the Equality Link Governor every term to raise and discuss any issues
- Support the Headteacher in identifying any staff training needs, and deliver the 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 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.

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

5. Advancing Equality of Opportunity

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

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. students with disabilities, or gay students 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 clubs and societies)

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

- Publish attainment data each academic year showing how pupils with different characteristics are doing
- Analyse the above data to determine strengths and areas for development, implement actions in response and publish this information
- Make available evidence 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 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 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, students will be introduced to literature from a range of cultures
- Holding collective worship 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 worships, 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 such as Stonewall who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality Consideration 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 a disability
- Has equivalent facilities for all genders

8. Equality Objectives

Objective 1 – Embedding Diversity into the Bishop Wood Curriculum

Why we have chosen this objective:

- Our school, and the local community, has little racial diversity. Pupils should be exposed to varied representations of all people
- We want our pupils to be understanding of each other and to embrace each other's differences

To achieve this objective, we plan to:

- Protected groups to be represented in texts pupils read
- Set up a pupil diversity group
- Celebrate events with a specific focus on diversity in school such as Show Racism the Red Card and Black History Month. Share specifics of these events with all stakeholders
- Class teachers to review the curriculum and share with subject leaders aspects that have been changed to include greater diversity and/or to decolonise the existing offer. Changes must never be tokenistic
- Offer regular diversity training

Progress we are making towards this objective:

Review will take place in Autumn 2023

Objective 2 – Ensure the successful integration and support of refugee children from Ukraine

Why we have chosen this objective:

- We believe that these children may have undergone significant trauma in their lives and we wish to welcome them and provide a supportive and nurturing environment in which they can thrive and learn

To achieve this objective, we plan to:

- Put support plans in place for these children
- Purchase support materials such as Learning Village to help them develop their verbal language skills
- Sessions with a EAL specialist
- Provide support for their emotional and mental wellbeing
- Modify the curriculum to support their needs
- Prepare the wider staff and students to help understand the experiences and needs of refugee children

Progress we are making towards this objective:

Review will take place in Autumn 2023

Objective 3 – Pupils with SEMH Needs

Train, inform and educate all students, staff and key stakeholders in an improved awareness of the needs that people face whose mental welfare is fragile and who need extra support in order to achieve their full professional and academic potential.

Why we have chosen this objective:

- To reduce stress-based incidents
- To provide timely and effective support to students whose mental welfare is at risk
- To provide an improved educational offer for students whose mental welfare makes normal attendance difficult

To achieve this objective, we plan to:

- Continue to support staff with mental health training updates
- Offer more staff full mental health first aider training
- Access counselling/therapy through approved providers
- Ensure staff are using the support documents and plans within the behaviour policy
- Support pupils on reduced timetables with effective home learning

Progress we are making towards this objective:

Review will take place in Autumn 2023

Objective 4 – Pupils on with a diagnosis of ASD

Why we have chosen this objective:

- One quarter of SEN students in our school have Autism
- To provide support to those children who may view the world differently
- To celebrate and ensure that access to opportunities are available to all by taking into account children's differences.

To achieve this objective, we plan to:

- Update all staff with training from HAT - level 1 training webinar for all.
- Specific training re anxiety and pupil voice
- Ensure children's plans are targeted to helping them access the learning and reasonable adjustments are made.

Progress we are making towards this objective:

Review will take place in Autumn 2023