

**Bishop Loveday CE Primary School
Equality Policy Impact statement September 2018**

The Warriner Multi Academy Trust's Single Equality Policy has 2 key equality objectives, and the policy outlines in detail what we will do to achieve them. The equality objectives are;

- **To ensure that the promotion of equality and human rights and elimination of discrimination and harassment is embedded in practice throughout all of our schools.**
- **To ensure progress of our children is not hindered by inequality**

The aim of this impact statement is to show our compliance with the Public Sector Equality Duty by demonstrating the impact of our Equality Policy and the progress towards our Equality Objectives.

This year, at Bishop Loveday we have done the following ***to ensure that the promotion of equality and human rights and elimination of discrimination and harassment is embedded in practice:***

- Assemblies and curriculum topics with a Global Learning theme, focusing on equality and children's rights.
- Embedded links with the RE curriculum, i.e. Fairtrade, rights of the children,
- Taken part in a European learning project, Erasmus+, focusing on the rights of all children and equality
- Reviewed our behaviour and anti-bullying policies
- Reviewed access to extra-curricular opportunities

This is how we've measured the impact;

- Consulted with parents on the impact of our behaviour policy and anti-bullying policy
- Consulted with children on incidents of bullying, including racial incidents
- Monitored incidents of bullying and alleged bullying

How would you rate	1 Excellent. Systems are clear and consistent	2 Happy. Systems are in place and used.	3 Unhappy Systems are confusing	Excellent /Happy	Unhappy /systems are confusing
How you are kept informed about your child's behaviour	19	44	1	98%	2%
How clear your children feel about behaviour expectations in school	31	32	1	98%	2%
The stickers as a method of communicating with you.	22	40	2	97%	3%
House system as a method for rewarding pupils and encouraging friendships across school.	36	26	2	97%	3%
Star of the Week certificates as a way of celebrating a sustained positive attitude to learning.	36	23	5	92%	8%
First Class learner stickers as a reward for active learning.	44	18	1	98%	2%
How bullying is dealt with at our school.	18	44	2	97%	3%

How easy it is for you to discuss any concerns with school.	33	29	2	97%	3%
Do you feel your voice/concerns are listened to and where possible acted upon.	32	31	1	98%	2%

Parent Questionnaire October 2018

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
My child is happy at school	54%	42%	0%	0%	4%
I feel that my child is safe and well cared for at school	67%	33%	0%	0%	0%
My child is making progress because the teaching is good	54%	29%	0%	0%	17%
The behaviour in school is generally good	58%	38%	0%	0%	4%
The school is well led and managed	54%	46%	0%	0%	0%
The school listens to the views of the children	46%	50%	0%	0%	4%
The school seeks the views of parents/ carers and takes account of their suggestions and concerns	46%	50%	0%	0%	4%
The school offers a range of visits and extra-curricular activities to enhance my child's experiences	63%	37%	0%	0%	0%
The school communicates well to ensure parents are well informed	54%	46%	0%	0%	0%

Pupil Questionnaire 2018

QUESTION	ALL OF THE TIME	MOST OF THE TIME	NEVER
I like school	40%	58%	2%
I enjoy playtime	56%	44%	<1%
I enjoy my work	34%	62%	4%
I feel safe at school	72%	26%	2%
I would know which adult to go to if I had a problem	69%	28%	3%
I like my teacher	76%	21%	3% (all from 6CM)
My parents help me with my homework	39%	48%	13%

Has anyone made a racist remark to you in the last few months?	YES = 0.5% This refers to two incidents, both of which have been reported by children, reported to governors and dealt with by SLT	NO = 99.5%
Have you been bullied in school recently?	YES = 4% (This is 16 children. Some children have referred to incidents that have been reported and others have referred to issues that have not been reported before. All cases referred to have been discussed with teachers. None are still ongoing.	NO = 96%

This year at Bishop Loveday, we have done the following ***to ensure the progress of our children is not hindered by inequality;***

- Monitored the progress of students with different characteristics in comparison to the whole cohort.
- Put strategies in place to minimize gaps identified, for example: small group tuition, access to extra-curricular activities, access to residential visits, booster groups, nurture groups and 1:1 sessions
- Monitor behaviour, including looking at patterns and trends within groups of pupils
- Monitored attendance of students with different characteristics in comparison to the whole cohort.

This is how we've measured the impact:

Attendance of pupil groups

Whole school: 96.67%

SEND: 95.17%

Disadvantaged pupils: 94.91%

Boys: 96.53%

Girls: 96.79%

EASL: 94.77%

Breakdown of progress in groups and subjects across the school (shown as percentage of children who made good progress within the year)

Groups of Pupils	Reading	Writing	Maths
All children	86%	84%	90%
Boys	84%	83%	91%
Girls	88%	84%	90%
Children with SEN	47%	49%	50%
Disadvantaged pupils	70%	58%	84%
EASL (English as a second language)	89%	83%	96%

The schools in the Warriner Multi Academy Trust will continue to strive towards removing inequality as a barrier towards achievement. We will ensure that our staff, parents and student are familiar with our Equality Policy, the objectives in it and what it means in practice.