

**Bishop Loveday CE Primary School
Equality Policy Impact statement January 2020**

(This statement was considered and approved by the Governing Body in their meeting on the 27th January 2020.)

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.

Over the last 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

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	63%	37%	0%	0%	0%

enhance my child's experiences					
The school communicates well to ensure parents are well informed	54%	46%	0%	0%	0%

Pupil Questionnaire November 2019

QUESTION	ALL OF THE TIME	MOST OF THE TIME	NEVER
I like school	55%	44%	1% (This child does enjoy their work and playtime though)
I enjoy playtime	61%	38.5%	0.5% (2 chn)
I enjoy my work	46%	53%	0%
I feel safe at school	84%	15%	1% 3 chn: 1 worries about fire, 1 says she suffers with anxiety and so doesn't always feel safe (is supported by welfare officer) and 1 is a new pupil who hasn't been here very long and doesn't yet feel she belongs)
I would know which adult to go to if I had a problem	68%	31%	1% (3 chn, 2 of whom regularly talk to welfare officer about issues and one who says he doesn't know which adult, it would depend on the problem)
I like my teacher	87%	13%	0
My parents help me with my homework	46%	42%	12%

Would you recommend this school to a friend	YES =98%	NO = 2% (chn who wouldn't said that they have friends in clubs outside school but wouldn't want them to come here as they like having different groups of friends)
Has anyone made a racist remark to you in the last few months?	YES = 0	NO = 100%
Have you been bullied in school recently?	YES = 2% (1 chd in Y2 reported that the boys had chased her and she didn't like it; 1 chd reported that someone called her a name – adults sorted it out; 5 chn described friendship issues – falling out and making up; 1 chd said he sometimes feels isolated – he is currently on our nurture programme to support this)	NO = 98%

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: 96.53%

SEND: 92.63%

Disadvantaged pupils: 93.04%

Boys: 96.43%

Girls: 96.62%

EASL: 96.70%

Breakdown of progress in groups and subjects across the school, shown as average points progress. 3 points is considered good progress in year 1 and 4 points is good progress in year 2-6.

Groups of Pupils	Reading	Writing	Maths
All children	3.92	3.81	3.91
Boys	4.04	3.87	3.99
Girls	3.8	3.75	3.82
Children with SEN	3.44	2.96	3.52
Disadvantaged pupils	3.67	3.53	3.73
EASL (English as a second language)	4.38	3.82	3.85

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.