

Bishop Carpenter C of E Primary School  
Equality Policy Impact statement January 2021

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 Carpenter** we have completed the following ***to ensure that the promotion of equality and human rights and elimination of discrimination and harassment is embedded in practice;***

- When reviewing policies ensuring that equality is a key factor on all levels of interpretation
- Ensured our approach to remote learning, on both occasions is accessible to all and everyone is treated equally
- Listened to feedback from stakeholders to enhance our remote learning from September when appropriate; activated in January 2021
- Continues to teach an embedded 'Protective Behaviours' curriculum to all of our pupils with a focus on 'we all have the right to feel safe' and 'is my fun, fun for everyone?'
- Reviewed the PSHE curriculum against the SCARF model. This will roll out in summer 2021
- Had a whole school focus on mental well-being including mental health training for staff in October 2020
- Promoted positive views for different groups through planned assemblies, visiting speakers, classroom learning opportunities, etc.
- Focused on values (worship) such as generosity, compassion, friendship and courage, recognising when these values are embodied in pupil behaviour through our rewards system.
- Actively encouraged positive attitudes towards pupils and staff with the expectation that everyone treats others with dignity and respect.
- Continued to actively seek to develop links with those from other areas, countries and cultures to share experiences
- Reviewed our SEND (Special Education Needs and Disability) policy (annual) and shared expectations with the community.
- Democratically elected our pupil school council and held regular assemblies and meetings to ensure that the voice of all pupils can be heard.
- Continued additional opportunities for pupil leadership through Worship team and House Captains.
- Communicated with parents via weekly newsletters, emails, parent's consultation via Teams, phone calls, parent mails, the school website and social media, making additional effort to contact parents who might need support with communication, e.g. accessible timings for meetings, no internet access, etc. Ensuring split families are appropriately communicated with too.
- Continued/established CAFs (Common Assessment Framework) and TACs (Team Around the Child), EHCPs (Education, Health and Care Plan) and individual health care plans to support pupils within school.
- Encouraged specific groups to participate in extra-curricular activities such as sports clubs, sporting events, and enrichment and challenge workshops – when available during the pandemic
- Monitored attendance
- Worked closely with outside agencies to support pupils and families where appropriate.
- Ensured that staff members are appropriately trained to meet the needs of pupils.
- Developed risk assessments to ensure that all pupils can access trips, including our residential trip – no trips since March 2020

- Ensured that no pupil is excluded from opportunities such as trips and extra-curricular activities where hardship is a potential barrier, through use of pupil premium and other funds.
- Encouraged positive working relationships between staff through collaborative working
- Ensured all staff members are aware of our Whistle Blowing policy and the other policies that relate to equality and equal opportunities.
- Furtherly embedded the positive rewards system through the 'House System' to encompass teamwork, belonging and leadership.

This is how we've measured the impact;

- Listened to feedback and adapted remote learning approach accordingly
- Listened to feedback from pupils, WMAT advisors and Governing body
- Whole school attendance is good
- Continue to hold the platinum sports mark award – measured uptake in participation of remote activities, such as street tag and virtual sports day
- Staff training opportunities, including SEND and behaviour support.
- TAC/TAF reviews.

This year at Bishop Carpenter Primary School 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,
- Held regular pupil intervention meetings to identify and discuss strategies to meet the needs of children both in identified 'groups' i.e. SEN, PP (Pupil Premium) and also those who may be vulnerable for other reasons, and review impact.
- Headteacher has coaching meeting with SENCO and PP lead on a weekly basis
- Ensured that all staff are aware of the needs of different pupils and appropriately trained to meet those needs.
- Put strategies in place to minimize gaps identified for all pupils, including;
  - personalised interventions,
  - additional adult support,
  - flexible timetabling,
  - targeted opportunities such as enrichment and challenge workshops, inclusion sports events.

This is how we've measured the impact;

- Generating and analyzing comparative attainment and progress statistics for groups, specifically boys, girls, SEND and Pupil Premium (PP)
- By tracking the attainment and progress SEND and PP pupils individually and comparing each pupil's attainment with both their class peers and ARE (Age Related Expectations).
- By rigorously recording and regularly reviewing the impact of interventions on pupil learning, and adapting as needed.
- Through careful monitoring of behaviour to assess the impact of different strategies.

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.

***'There are only two lasting bequests we can hope to give our children. One of these is roots, the other, wings.'***

**This statement was approved by the Academy Committee for publication on Tuesday 16<sup>th</sup> March 2021**

**To be reviewed: January 2022**