



Annual Report on Progress against the School’s Equality Objectives for 2019 – 2020

This report aims to describe the work that has been undertaken in our school to promote equality and tackle discrimination over the academic year.

We are mindful of both the General and Specific Duties of the Equality Act. As a school we are committed to the principles of Equality for All and the need to promote equality but plan to make equality happen over and above tackling discrimination when it arises.

This report is just a small part of demonstrating our dedication to ensuring our services to pupils and parents are equitable and that our staff are treated equally as well as working to promote equality themselves.

Over the coming pages we have attempted to report how we as a school have planned to:

- 1) Tackle discrimination, harassment, and victimisation against people from different protected characteristics
- 2) Promote equality of opportunity and outcome between people of different protected characteristics.
- 3) Foster good relations between people of different protected characteristics.

Aim 1: Eliminate unlawful discrimination, harassment, and victimisation.

Objective	Lead	Update
1. Increase staff understanding of 'equality' and implications for all on a daily basis, through CPD in order that staff understand the implications of the Equality Act.	Line Managers Individual responsibility	This is clarified through management meetings, Pastoral training and SEN training and development. PSO's and Headteacher received New Ways of working training. De-escalation training and Mental Health First Aid undertaken by several staff. Support to students in line with this training. All new staff read and receive the staff 'Code of Conduct' before commencing employment at Bishops'. The code of conduct references the schools Equality and Diversity Policy and is reviewed every 3 years. During COVID Ignite briefings throughout the term and CPD training w/c 8 th June: Disadvantaged – focus on Disadvantaged First, mitigating gap, connection, extended writing. SEND – focus on passports, expectations, differentiation

		EAL – focus on barriers, vocabulary, simplification and home-school communication Differentiating learning for all.
2. Make reasonable adjustments so that all students, staff, parents/carers and visitors have access to all school activities	All Staff	An accessibility plan runs alongside the Equality and Diversity Policy. D5 Equipped with height adjustable sink, cooker and desk. Majority of C block doors replaced, some of which include hold open magnets. Accessible outside space - T Block ramped fire exits completed. Peace garden completed with accessible height flower beds and accessible picnic benches. Wide range of lunchtime and after school activities. Public events include accessible toilets and spaces. Staff Wellbeing Group and Wellbeing Policy
3. Continue to reduce the number of all prejudice based incidents . Those which do occur are recorded and reported.	Pastoral team	CPOMs used since November 2019 can track and analyse the number of incidents across the school year for scrutiny by the Student’s Committee of the Governing Board. Assemblies and PHSCE lessons Anti-Bullying Day in November observed Anti-Bullying Ambassador training from the Diana Award.

Aim 2: Advance equality of opportunity for all.

Objective	Lead	Update
4. Ensure fair access to the curriculum offer for those with different abilities; including access to appropriate pathways, EBacc/ facilitating subjects and through promoting inclusive approaches to teaching and learning and the use of specialist equipment where necessary	All staff	The Bishops’ ‘Staff Handbook’ includes ‘Ethos and Values’ Use a range of teaching pedagogies to stretch and challenge pupils of all abilities. A varied curriculum offers at all Key stages enabling access for all pupils to ensure successful outcomes. Year 9 Options quality assessed with Year Leader. Disadvantaged students on right courses, suitable for their ability and interests. Physical access - the shower within the sports toilet repaired Hearing/visual impairment – class change and evacuation bells transformed. Some red, others grey, few strobing lights in place. EAL cohort use Lexia as a literacy booster in distance learning environment, organised by English department and embedded into the timetable.
5. Strive to ensure the attendance of all disadvantaged pupils	All staff	Effective studying, setbacks and pride captured in IRIS neutrals and submission of work in SMHW. Staff use of SMHW Insights tool to analyse student engagement/submission

reflects the school target of 96%		<p>Improved sense of independence over time as students organise and problem-solve</p> <p>Overall student attendance shown below. Attendance regulations during COVID have been suspended but we have continued to make contact phone calls home?</p> <p>Year 9 disadvantaged cohort receive free breakfasts as part of pilot scheme</p>
-----------------------------------	--	--

Aim 3: Foster Good Relations between people.

Objective	Lead	Update
6. Ensure opportunities exist in our school curriculum to learn about and celebrate respect (irrespective of their culture, ethnicity, gender, disability, sexual orientation, or gender reassignment).	Line managers	<p>Pupils have PHSCE lessons in all years, known as Lessons4Life. Attached are details the PHSCE lessons taught across the school.</p> <p>Extended Curriculum Days</p> <p>Year 9 Options quality assessed with Year Leader: Year 9 and TLR holder for Options. All students on right courses, suitable for their ability and interests. Process supported with phone calls, supported decisions.</p> <p><u>Destinations</u> – IAG supported for Year 11 and 13 through careers advisor and TLR holder for Careers</p> <p><u>Year 6-Year 7 transition</u> (especially important for PP, SEND and vulnerable students): Google Forms to replace primary visits and collect data, personalised handwritten communication, resource packs posted home, link teacher phonecalls, interactive school tour, Year 7s writing postcards for new Year 6s.</p> <p><u>Physical and mental health</u> – supported by LA trauma training shared in staff CPD.</p>
7. Continue to provide opportunities for all parents/carers to participate in the life of the school	All staff	<p>Regular update letters and the use of Google Forms during partial closure – SMHW and online learning visible.</p> <p>Awards Evening</p> <p>Christmas Cathedral service</p> <p>Christmas and Summer Fayres</p> <p>All new Y7 starters meet their form tutor on and Induction day. (Due to the outbreak of COVID this will look different this year, with new form groups invited to meet their form tutor and take part in socially distant induction activities)</p> <p>Parent Prayers</p> <p>Parent Voice questionnaires</p> <p>FSM vouchers co-ordinated and food hampers provided</p> <p>Looked After Children meetings with social care to arrange</p> <p>Personalised Education Plans (PEPs) coordinated</p>
8. Strengthen links between the school and	Line managers	Several examples including: STEM, Careers Education links,

local community including businesses, charitable organisations and other schools.		6 th forms visit to Grosvenor Care Home Careers fair with local businesses Cathedral services – Christmas and Easter and links to local faith communities Rounder's/netball and sports days for Primary Schools Organised school activities with Y5 students Termly Charity days to raise money for charities Mickle Trafford Teaching School Alliance
---	--	---

Equality Characteristics - Ethnic Categories

Numbers of students

ETHNIC CATEGORIES	TOTAL Jul 19	TOTAL Jun 20	ETHNIC CATEGORIES	TOTAL Jul 19	TOTAL Jun 20
White British	895	924	White & Black Caribbean	4	4
Irish	7	7	White & Asian	2	2
Any other white background	39	43	White & Black African	3	4
Traveller of Irish Heritage	0	0	Any other mixed background	20	19
Gypsy/Roma	1	1	Chinese	6	6
Indian	4	3	Any other Asian background	4	
Pakistani	1	2	Any other Black Background	4	2
Bangladeshi	3	2	Refugee	0	0
Any other Asian background	4	6	Asylum Seeker	0	0
Black Caribbean	2	3	Any other ethnic group	1	0
Black African	5	6	Information refused/ Unknown	5	12

Religion & Beliefs (June 2020)

Religion	2019	2020	Religion	2019	2020
Buddhist	0	1	Jewish	2	1
Christian	720	762	Muslim	8	10
Hindu	4	3	Other Religion	11	10
Sikh	0	0	Unknown/refused to say	--	200
No Religion	205	202			

Key Pastoral Factors

	Whole School		Whole School
Free School Meals	134	In Care	6
English as Additional Language	43	Young Carer	16
Disadvantaged*	137	SEN Needs	224
Medical Condition	344	SEN Status	106
Service Children	5		

*Does not factor in Y7 due to lag funding,

Attendance

An analysis of attendance does not show equality considerations. Attendance for those with disadvantage is lower than others and consequently a larger number of authorised and unauthorised absences. Below is attendance data from 2nd September 2019 - 20th March 2020 (before school closure due to COVID-19)

Session Attendance Summary (02 Sep 2019 - 20 Mar 2020) for Attendance								
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
All	96.04%	94.75%	94.50%	93.34%	94.02%	94.26%	94.21%	94.54%
Male	96.30%	95.09%	94.49%	93.64%	94.85%	95.34%	95.75%	95.02%
Female	95.78%	94.41%	94.51%	93.07%	93.31%	93.46%	92.78%	94.09%
FSM	94.64%	91.09%	91.19%	86.45%	86.41%	92.39%	94.72%	90.94%
Not FSM	96.27%	95.34%	95.25%	94.15%	94.74%	94.42%	94.17%	95.05%
CLA	98.77%	97.93%	99.16%	96.58%	0%	0%	0%	98.06%
Not CLA	96.03%	94.69%	94.47%	93.32%	94.02%	94.26%	94.21%	94.52%
CLA or FSM	94.64%	91.73%	91.44%	86.97%	86.41%	92.39%	94.72%	91.18%
Not CLA or FSM	96.27%	95.28%	95.22%	94.13%	94.74%	94.42%	94.17%	95.03%
Pupil Premium	0%	93.10%	92.13%	89.49%	92.77%	93.42%	0%	92.05%
Not Pupil Premium	96.04%	95.11%	95.35%	94.05%	94.22%	94.38%	94.21%	94.92%
PA Low	0%	0%	0%	0%	92.13%	99.59%	0%	92.76%
PA Middle	0%	0%	0%	0%	93.19%	94.78%	92.09%	93.29%
PA High	0%	0%	0%	0%	96.28%	95.01%	95.85%	95.76%
EAL	94.63%	96.38%	93.72%	94.13%	97.51%	92.40%	90.34%	94.76%
Not EAL	96.08%	94.64%	94.51%	93.29%	93.93%	94.39%	94.28%	94.53%
SEN	96.09%	91.75%	88.50%	87.11%	87.37%	97.92%	99.17%	91.61%
Not SEN	96.03%	95.08%	95.10%	93.85%	94.89%	94.08%	94.13%	94.87%

