



BISHOP CORNISH CHURCH OF ENGLAND V.A. PRIMARY SCHOOL



Equality Information and Objectives Statement for Publication

Bishop Cornish C. of E. V.A. Primary School was founded by and is part of the Truro Diocesan Board of Education.

The school is to be conducted as a Church of England school in accordance with the teachings of the Anglican Church and in accordance with the Diocese of Truro.

We aim to cater for children as individuals, appreciate their needs and enable them to be as roundly educated as possible in order to flourish in their everyday life in a multi-faith and multi-cultural world.

We will oppose all forms of racism and sexism and stress our lesson: "Always treat others as you would like them to treat you" (Matthew 7 xii NEB).

At Bishop Cornish, we see all members of the school community as special, unique individuals who are created in God's image who deserve to be treated with respect without any form of discrimination.

We aim through this policy and its implementation to:

- Ensure equal opportunities regardless of race, faith, gender, academic ability, physical ability, sexual orientation or social background.
- Provide and develop an environment free from social, religious, sexual, racial, cultural or physical prejudice.
- Foster an environment of respect for all members of the school community in which different cultural and faith backgrounds enrich the school for all.
- Encourage a strong feeling of school identity where all members of the school community are responsible for the feelings of everybody else in a positive way.

Rationale

Equal opportunity for all underpins the whole life and ethos of our school and is the responsibility of the whole school community. This is especially true as a church school.

Equal opportunities are reflected throughout the organisation of the school and must be actively addressed in both the taught and implicit curriculum as well as openly demonstrated amongst staff, parents and governors.

All staff, governors, parents/carers and pupils are fully welcome and are encouraged to participate in the life of the school regardless of their race,

faith, ethnicity, any disability, their gender or socio economic background. Each group has specific needs that need to be actively planned for so their contribution to the school can be the fullest that it can.

Bishop Cornish recognises and carries out its responsibilities under the Race Relations Act, Sex Discrimination Act and Disability Discrimination Act. All these documents aim to eliminate discrimination and to promote good race relations. Systems are constantly under review in the light of changes that are taking place both locally and nationally so that we can provide the best education possible.

Inclusion

Bishop Cornish has been praised for its unstinting belief in inclusion and we have had many successes particularly in catering for pupils with specific needs so that they can fully access the curriculum and the life of the school. We recognise and harness the diversity that exists within our school community to ensure that all have the opportunity to respond to the high expectations, challenges and excitement of the curriculum and everyday life of the school.

We have excellent systems in place for children who are vulnerable or have special needs.

Our full range of after school activities ensure that children with different talents and abilities can be stretched outside the normal curriculum and our excellent parent/ teacher relationship ensures that we endeavour to meet the needs of individual parents wherever necessary.

Inclusion of different faiths is also of great importance ensuring that the spiritual needs of children from different religious backgrounds and for those with no faith are met.

Our school is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that every child has individual needs which must be nurtured and supported in order for them to reach their true potential.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council, 'Friends', Local Parish and Community.

- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.
- We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.
- We also welcome our duty under the Education and Inspections Act to promote community cohesion.

We welcome the emphasis in the OFSTED inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils from low-income households and pupils eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Part 1: Information about the pupil population

Number of pupils on roll at the school:	Boys	Girls
202	51%	49%

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Number of pupils with disabilities: **less than 40**

Pupil Special Educational Needs (SEN) Provision (September 2019)		
	Number of pupils	Percentage (%) of school population
No Special Education Need	168	83%
School Action Plus or Early Years Action	34	17%
EHCP	3	1.5%

Information on other groups of pupils

OfSTED inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support".

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

November 2014	Boys	Girls	Total	% of school population
Number of pupils who speak English as an additional language	1	1	2	1%
Number of pupils eligible for free school meals	14	10	24	12%
Looked after children	1	6	7	3.5%
Young carers	0	0	0	0
Other vulnerable children				

Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do. Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

We deal promptly and effectively with all incidents and complaints of bullying and harassment related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief, and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken.

Our complaints procedure sets out how we deal with any complaints relating to the school.

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

How we advance equality of opportunity:

- We support disabled learners by meeting their individual needs, through meeting with parents and carers with specialists to draw up individual support plans. These needs are then cascaded to all staff who come into contact with the child to ensure their needs are fully met.

How we foster good relations and promote community cohesion:

- The school is outstanding at promoting the spiritual, moral, social and culture development of all pupils, as was recognised by both OFSTED and SIAMS inspections in 2017.
- We ensure that the curriculum has positive images of disabled people. Pupils and visitors are fully included in all aspects of school life- regardless of any disability.

What has been the impact of our activities?

- Pupils see other people, particularly those with disabilities, as equals, and as a standard part of the diverse town in which they live.

Ethnicity and race (including EAL learners)

- We are committed to working for the equality of all ethnic groups.

- We are proud that incidents of racist bullying are negligible, but we are not complacent.

Analysis of three year assessment trends between 2016 and 2019, indicate that children from all ethnic backgrounds perform at least as well as, and frequently exceed, national comparatives.

How we advance equality of opportunity:

- Initial assessments are completed promptly for new arrivals and targets are set out. These may include targeted interventions.
- We identify appropriate provision and then monitor its impact.
- We identify and address barriers to the participation of particular groups in learning and other activities.

How we foster good relations and promote community cohesion:

- All ethnic diversity and community involvement are celebrated during our weekly celebration worship/assembly.
- We provide special events, international days, e-safety weeks, class and school production and sports days. Visits are also conducted to other local places of interest, worship and to local community groups.
- We have an informal open door policy; staff are available at both the start and the end of the day.
- The Head Teacher or Deputy Head personally meet all new families during induction meetings and the EYFS/Reception or Nursery leaders meet all new pupils in their settings.
- Special induction meetings are arranged with parents for our children starting in Nursery or Reception.
- We have a curriculum that supports all pupils to understand, respect and value difference and diversity and ensures that the curriculum challenges racism and stereotypes.

What has been the impact of our activities? What do we plan to do next?

- Pupils see other people, particularly those from other ethnic backgrounds, and those with seen and unseen disabilities as equals.

Gender

- We are committed to working for the equality of women and men.

Analysis of three year assessment trends between 2016 and 2019, indicate that girls and boys perform at least as well in most areas, and frequently better than, national comparatives.

How we advance equality of opportunity:

- We monitor the attainment and progress of all our pupils by gender every term and take action to address any negative trends that may materialise.
- We have 2 male and 9 female teachers.

How we foster good relations and promote community cohesion:

- Through our extended school provision, boys and girls are represented (football club, tag rugby club, rounders club, nature club, gardening club, choir, drama club, cookery club, etc.)
- We ensure that the curriculum has positive images of people, male and female.

What has been the impact of our activities?

- Pupils see other people, male or female, as equals.
- Pupils work with positive male and female role models.
- We have high attendance from our parents for all our parents' evenings, assemblies, productions, concerts, sports days and Friends Association events.

Religion and belief

- We are committed to working for equality for people based on their religion, belief and non-belief.
- We celebrate and promote differences amongst the children.

How we advance equality of opportunity:

- The school supports our pupils to build their sense of identity and belonging, which helps them to flourish within their communities and as citizens in a diverse society.

How we foster good relations and promote community cohesion:

- The curriculum makes robust provision for the teaching of other faiths across the school

What has been the impact of our activities?

- Pupils understand and respect the authenticity and the value of the beliefs of others.

Part 3: Consultation and engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community, so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Teachers and senior leaders in the school are easily accessible to all pupils and parents.
- High quality information is communicated through regular newsletters and the school website.

- Important information is shared with parents and the wider community as soon as possible - inspection reports are shared in full and further feedback is requested at every opportunity.
- Regular and meaningful consultation takes place with the school council and team captains.
- The regular surveys of pupils and parents are undertaken with statistical data published to the community and planned responses communicated.
- Parent workshops (Link into Learning and Cornwall Council).

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

How we foster good relations and promote community cohesion:

- Visits to places of worship and reflection have provided us with opportunities to engage with different religious and spiritual communities around us.
- We encourage and involve our parents and families through our newsletters and website in celebrations based on the different religions. These have included displays, talks and sharing experiences and customs around significant festivals.
- Our curriculum, including RE and PSHE, encourage pupils to accept others' lifestyles and beliefs, as well as exploring shared values.
- The RE and PSHE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs and helps to challenge prejudice and discrimination.

What has been the impact of our activities? What do we plan to do next?

- Pupils enjoy RE and PSHE and are willing to learn about the range of beliefs.
- We have a rich curriculum that enables children to learn about different cultures and religions.

Next Steps

- We would like to increase the number of outside speakers from different religions into the school to share with us their beliefs and practices.

Part 4: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1: To focus on national and global inequalities through our work with the Arch bishop of York Young Leaders Award

Equality objective 2: To support community projects which focus on reducing local inequalities and discrimination

Part 5: Information about our employees

If we have more than 150 employees we are required to publish information about them.

The school currently has approximately 32 employees and therefore does not deem this to be necessary.

To be reviewed in June 2021

Signed Chair of Governors

Signed..... Headteacher