



BISHOP CREIGHTON ACADEMY

Public Sector Equality Duty



Meeting the needs of ALL members of our
community
2017- 2018 objectives



BISHOP CREIGHTON ACADEMY

Public Sector Equality Duty: Meeting the needs of ALL members of our community

Academy policy statement on equality and community cohesion

Our Academy is committed to equality both as an employer and a service-provider and we carry out our day to day work through the following core beliefs:

- We accept and understand everyone for who we are and what we do.
- We play an active and welcoming part in our community and take pride in the environment that we share.
- We nurture determination to become life-long learners with unlimited aspirations.
- Our unique aspirations have no bounds. What we dream of today is a stepping stone for tomorrow.
- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our Academy is 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 try to ensure that people from different groups are consulted and are involved in our decisions, for example, through talking to parents, carers, pupils, staff.

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, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity and orientation.

Accessibility Plan

We set our Accessibility Plan objectives for a 3 year period and a review of the progress annually. We welcome our general duty under the Equality Act 2012 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our Academy's 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 are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our full accessibility plan can be view in the our academy website under About Us/SEND.

We also welcome our duty under the Education and Inspections Act 2006 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 who belong to low-income households and pupils known to be eligible for free school meals.
- Pupils who are disabled, or who are in the process of being diagnosed as disabled.
- Pupils who have special educational needs.
- Boys in certain subjects and girls in certain other subjects.
- Vulnerable pupils, where home circumstances are known or believed to be unsettled in some way, causing some level of concern.

The Equality Act 2012 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.

At Bishop Creighton Academy we have rigorous systems for monitoring standards and challenging any underperformance; our responsibility in this equality in this duty is scheduled as part of this rigorous process.

We follow the Greenwood Academies Trust policies with regard to ;

- Equal Opportunities
- Community Cohesion

Part 1: Information about the pupil population and their achievements compared to National where available

Number of pupils on roll: 233

Information on pupils by protected characteristics

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.'

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.

*Number of pupils with disabilities: 44 (SEN register from Nov 2017)

There are pupils at our Academy with different types of disabilities and these include:

1. Asthma and Eczema
2. Physical disability
3. Attention Deficit Disorder
4. Autism
5. Global learning delay
6. Communication difficulties

Special Educational Needs data:

Pupil Data on Special Educational Needs (July 2017 data)			
	% No identified SEN	% SEN Support	% EHCP
EYFS	86.7	3.3	10
Year 1	83.4	16.6	0
Year 2	76.7	23.3	0
Year 3	86.3	10	3.3
Year 4	88.6	21.4	0
Year 5	76.3	20	3.3
Year 6	76.7	23.3	0
% BCA 2016	85.8	13.3	0.9
% National 2016	86.6	12.1	1.3

Pupil Attendance Data on Special Educational Needs (2017)				
	Non SEND BCA 2017	Non SEND National 2017	SEN pupils BCA 2017	SEN pupils National 2017
% Attendance	96	??	91	??
% Unauthorised	1.4	??	1.6	??
% persistent absentee <90%	13.6	??	42.1	??

Pupil Attainment and Progress Data on Special Educational Needs (2017) EYFS, Phonics Screen & Key Stage 1							
	% GLD BCA	% GLD National	% Phonics Screen BCA	% Phonics Screen National	BCA End of KS1 Attainment (N.B No identified SEN based on ALL pupils data)		
					R	W	M
No identified SEN	73.1%	??	88%	??	70%	60%	63%
SEN Support	0%	??	80%	??	14%	0%	14%
SEN EHCP	0%	??	n/a	??	n/a	n/a	n/a

Pupil Attainment and Progress Data on Special Educational Needs (2017) Key Stage 2						
	Average Scaled Scores SEN pupils		BCA End of KS2 Progress Scores – SEN		Attainment SEN pupils	
	BCA	Nat	BCA 2017	Nat	BCA 2017	Nat 2016
Combined					14%	53%
Reading		??	-0.27	??	14%	
Writing		??	-1.22	??	14%	74%
Maths		??	-4.66	??	14%	70%

Gender data:

3 year trend data		2016	2015	2014	2013
Girls	Sch	44.4	44.6	43.3	39.7
	Nat	49	49	49	49

Pupil Data on Gender (Nov 2017)			
	Boys	Girls	Total
EYFS	50	50	
Year 1	47	53	
Year 2	67	33	
Year 3	37	63	
Year 4	37	63	
Year 5	57	43	
Year 6	60	40	
% BCA 2016	56%	44%	225 pupils
National 2016	51%	49%	Nat average: 275

Pupil Attendance Data by Gender (2017)				
	Boys BCA 2017	Boys National 2017	Girls BCA 2017	Girls National 2017
% Attendance	94.3%	??	93.3%	??
% Unauthorised	1.0%	??	1.2%	??
% persistent absentee <90%	14.5	??	21.2	??

Pupil Attainment and Progress Data by Gender (2017) EYFS, Phonics Screen & Key Stage 1							
	% GLD BCA	% GLD National	% Phonics Screen BCA	% Phonics Screen National	BCA End of KS1 Attainment		
					R	W	M
Boys	42.9	??	80	??	64	46	55
Girls	81.3	??	100	??	74	68	68

Pupil Attainment and Progress Data by Gender(2017) Key Stage 2										
	Average Scaled Scores				BCA End of KS2 Progress Scores		Attainment			
	Boys		Girls		Boys	Girls	Boys		Girls	
	BCA	Nat	BCA	Nat			BCA	Nat	BCA	Nat
Combined							38%	??	25%	??
Reading		??		??	-1.48	0.57	50%	??	42%	??
Writing		??		??	0.68	3.83	44%	??	50%	??
Maths		??		??	-4.63	-1.55	44%	??	25%	??

N.B. ?? To be added once national data released

Ethnicity data:

3 year trend data		2016	2015	2014	2013
% Minority ethnic groups	Sch	82.6	81.8	77.7	72.8
	Nat	31.6	30.7	29.7	28.7

Pupil data on Ethnicity and Race (Nov 2017)			
	Boys	Girls	Total
African & Asian	<i>Awaiting data</i>		
Any other ethnic group			
Any other mixed background			
Black African			
Chinese			
Indian			
Italian			
Not specified			
Other Asian			
Pakistani			
Portuguese			
Traveller of Irish Heritage			
White British			
White & Asian			
White & Black African			
White & Black Caribbean			
White European			

Religion and belief (Nov 2012)			
Buddhist	<i>Awaiting data</i>	Other	
Christian		No religion	
Hindu		Unknown	
Jewish			
Muslim			
Sikh			

Other protected characteristics data:

Pregnancy and Maternity (Nov 2017)	
Pupils who are pregnant	0
Pupils who have recently given birth	0

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:

First Language not English:

3 year trend data		2016	2015	2014	2013
% First language not English	Sch	70.3	66.8	62.6	57.0
	Nat	20.1	19.5	18.8	18.1

Pupil Data on English as an additional language (EAL) (Nov 2017)				
	Boys	Girls	No. of pupils	% of the academy population
No. of pupils who speak English as an additional language	66	80	107	55 %

Disadvantaged pupils:

3 year trend data		2016	2015	2014	2013
% FSM (Pupils from low- income backgrounds)	Sch	36	35.3	40.2	40.7
	Nat	25.2	26	26.6	26.7

Looked After Children:

Pupil Data on children in care (Nov 2017)		
	No. of pupils	% of the academy population
Pupils who are currently in care	0	0%

Part 2: Our main equality challenges

This is a summary of the issues that we are most concerned about. We have already developed strategies and interventions to tackle these concerns and are monitoring their impact closely as part of our regular monitoring cycle in the academy.

- Ensuring all groups of pupils make appropriate progress
- Bullying & harassment – ensuring there is no prejudice-based bullying related to disability or special educational need, ethnicity and race
- Identify issues – supporting our pupils to build their own sense of identity and belonging through our whole school values
- Ensuring opportunities are provided to learn about the different cultures within our academy's community

Part 3: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything 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 2012.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Where applicable our policies make explicit that we aim to give careful consideration to equality issues and as policies are reviewed in line with the monitoring cycle they will be edited to reflect this requirement.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees at whole school and year group levels.
- We analyse our data to ensure we act upon any concerns in relation to the protected groups and this is reported termly to our Education Director and the Trust Board, via our termly performance reviews with our Senior Education Adviser.
- We record any racist or homophobic incidents and act upon any concerns and report this to the academy advisory council and Trust board via Safeguarding returns on a termly basis.
- We give due regard to equality issues in decision and changes we make.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying 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 and importantly monitor the impact our provision has had.
- We have a special educational needs policy that outlines the provision the Academy makes for pupils with special educational needs.

**Disability: We are committed to working for the equality of people;
both with and without disabilities.**

<i>How we advance opportunity</i>	<i>How we foster and promote community cohesion</i>	<i>Impact and what we plan to do next</i>
<p>We set challenging targets to ensure our children with disabilities make good progress.</p> <p>We provide good training for staff on inclusion.</p> <p>When required we gain external advice and support from many different professionals.</p> <p>We promote positive links with our parents and carers.</p> <p>We work closely with the GAT SEND Team and Inclusion Leader</p> <p>We provide specific targeted support where appropriate</p> <p>We carry our Annual reviews</p> <p>We liaise with/work in partnership with a number of professional organisations.</p> <p>Our staff have access to wide range of resources, which are stored in an easily accessible central location and effectiveness reviewed regularly</p>	<p>Our Academy admissions criteria which welcomes all pupils.</p> <p>Our SEN Offer is updated annually and available to view on our academy website</p> <p>We work with Pre-school settings, Nurseries and parents to ensure transfer into Reception is effective and as smooth as possible</p> <p>We liaise with special schools in the City and beyond regarding effective provision</p> <p>We hold regular meetings with parents and carers, including termly specialised SEND only consultations meetings</p> <p>We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they may experience</p> <p>We ensure that the curriculum and resources we use have positive images of disabled people</p> <p>We use social stories to sensitively explain the needs and disabilities of pupils in the academy where appropriate</p>	<p>Children experience a positive start</p> <p>Parents/Carer are kept well informed</p> <p>Effective, positive relationships with parents, school and home working in partnership to support the child</p> <p>Effective inclusion of children with disabilities</p> <p>Pupil voice shows that our children with additional needs are happy in school</p> <p>NEXT STEP:</p> <p>Continue to build SEND Parents Forum group</p>

**Ethnicity and race including EAL Learners:
We are committed to working for the equality of all ethnic groups**

<p>Initial assessments are completed promptly for new arrivals and support plans are put into place, these may include targeted intervention.</p> <p>We identify appropriate provision and then monitor its impact</p> <p>A supportive network, we use a variety of strategies to support our new families.</p> <p>We set targets to improve the attainment and progress rates of particular groups of pupils.</p> <p>We identify and address barriers to the participation of particular groups in learning and other activities.</p>	<p>We use ICT to support translations. EMAS is used on the children's own Netbook laptop.</p> <p>An informal open door policy, staff are available at the start and the end of the day.</p> <p>We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.</p> <p>We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.</p> <p>We ensure that the curriculum challenges racism and stereotypes.</p>	<p>Children experience a positive start.</p> <p>Parents/carers are kept well informed and they attend events: assemblies, workshops, productions etc</p> <p>Effective, positive relationships with parents, school and home working in partnership to support the child.</p> <p>Pupil voice is monitored and it shows that our children with EAL are happy in school.</p> <p>NEXT STEP:</p> <p>To provide EAL parents with access to programmes so they can better support their child(ren)s learning</p>
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Gender: We are committed to working for the equality of both sexes

<i>How we advance opportunity</i>	<i>How we foster and promote community cohesion</i>	<i>Impact and what we plan to do next</i>
<p>We monitor the attainment and progress of all our pupils by gender.</p> <p>We take a 'Which boys? 'Which girls?' approach to address underachievement: neither boys nor girls are treated as homogeneous groups.</p> <p>We set targets to improve the attainment and rates of progress of particular groups of boys and girls.</p> <p>Our #BCASuperheroes (school council) ensures both boys and girls views are equally represented.</p> <p>Sports teams are equally represented by both boys and girls.</p> <p>We continuously review our provision to ensure that we address barriers to the participation of boys and girls in activities.</p>	<p>We support all our children in their interests of learning, not gender led.</p> <p>We try to ensure we include positive, non-stereotypical images of men and woman in the curriculum.</p> <p>Although with have a small percentage of male staff within the whole school, this provides positive role models for boys.</p>	<p>Children's attainment does not show any systematic differences in attainment.</p> <p>The curriculum is enhanced by increased pupil voice.</p> <p>NEXT STEP:</p> <p>Further developing our pupil voice in the curriculum to ensure it is meeting the needs of all.</p>

Religion and Belief: We are committed to working for equality for people based on their religion, belief or non belief

<p>We support our pupils to build their own sense of identity and belonging through our whole school values; We accept and understand everyone for who we are and what we do.</p>	<p>We follow the agreed RE syllabus from Peterborough.</p> <p>We provide opportunities in our Philosophy for Children sessions to encourage deeper thinking and reflection on some bigger issues.</p> <p>We forge links with Peterborough Cathedral.</p> <p>We recognise and celebrate where appropriate to our context of significant religious events from different religions. This is often lead and carried out by the children.</p>	<p>We have had very few racists incidents.</p> <p>We have a well resourced RE curriculum that supports the children's understanding and experiences of different religions.</p> <p>NEXT STEP:</p> <p>Planning assemblies that ensure we have appropriate links to other faiths.</p> <p>Display and provide more RE resources throughout the whole Academy.</p> <p>Visit some places of worship of other faiths</p>
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Part 4: Consultation and engagement

We aim to provide and consult with pupils, staff 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:

- Parent/carers consultation evenings
- Informal morning and after school dialogue – senior staff are available every day
- Parent Questionnaires – accessed online
- Academy Advisory Council – there are two parent/carer representatives in our advisory council

Part 5: Our Equality objectives

The Equality Act 2010 requires both 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 further actions.

Equality Objectives				
<i>Date set</i>	<i>Type of group objective</i>	<i>Objective</i>	<i>Measure</i>	<i>Achieved date</i>
Nov 2017	Disability	Continue to build SEND Parents Forum group	Parents feel listened to. SEN pupils and their families feel well supported and are making strong progress	July 2018
Nov 2017	Gender	Further develop our pupil voice in the curriculum to ensure it is meeting the needs of all – particularly boys	No significant gaps in attainment between boys and girls	July 2018
Nov 2017	Ethnicity	To provide EAL parents with access to programmes so they can better support their child(ren)s learning	EAL parents developing good spoken English and providing effective home support with their child's learning	July 2018
Nov 2017	Religion	Visit some places of worship of other faiths Planning assemblies that ensure we have appropriate links to other faiths.	Visit to other places of worship have taken place Links made to other faiths in assemblies. Children show heightened understanding of other world religions	July 2018