



Bishop Fox's

Policy Details	
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Website (Y/N):	Yes
SLT	
Lead:	Headteacher
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Trustee Committee	
Name of Committee:	Full Trust Board
Link Trustee	To Be Confirmed
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Aims

Bishop Fox's School aims to promote respect for difference and diversity in accordance with our values.

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 1. Age
 2. Disability
 3. Gender reassignment
 4. Marriage or civil partnership
 5. Pregnancy and maternity
 6. Race
 7. Religion or belief
 8. Sex
 9. Sexual orientation

Although not included in the PSED, we also are committed to reducing gaps in attainment, wellbeing, skills and employment between children from low-income backgrounds and their peers.

OUR MISSION

Bishop Fox's School is an aspirational learning community where everyone strives to become successful lifelong learners who are resilient, respectful and responsible citizens.

OUR VISION

High Standards and High Expectations.

OUR VALUES

ASPIRATIONAL: Always work hard and strive to achieve your very best.

CONFIDENT: Have self-belief, a positive attitude and take pride in yourself.

KIND: Be aware of your own feelings, show care for others and yourself.

RESILIENT: Have the emotional strength to persevere and withstand difficult situations.

RESPECTFUL: Always be considerate of our environment, our community and of each other. Accept, tolerate and celebrate any differences people may have.

RESPONSIBLE: Be honest, reliable and lead others by example.

Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

This document also complies with our funding agreement and articles of association.

Roles and responsibilities

The board of trustees will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents/guardians.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Appoint a link IEC committee member with a focus on equality.

The equality link trustee will:

- Meet with the designated member of staff for equality at least twice in an academic year, and other relevant staff members as required, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Provide an annual written report to the full trustee board

The headteacher will:

- Ensure that the importance of equality and diversity is given a high profile and regularly reinforced to staff and students
- Promote knowledge and understanding of the equality objectives among staff and students
- Monitor success in achieving the objectives and report back to trustees
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics
- Appoint a designated member of staff for equality from the senior leadership team

Our designated member of staff for equality is Mr Matt Wood, School Business Manager.

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and students
- Receive appropriate high-level training, development and networking opportunities to enable them to carry out this role
- Meet with the equality link trustee twice in an academic year to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out.

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with inclusive provisions.

To ensure that equality is given a high level of importance, we will take regular and appropriate opportunities to reinforce this, including:

1. Policies and Procedures:

Where relevant, our policies will highlight the need to ensure equality and avoid any potential discrimination or other prohibited conduct.

2. Meetings:

Staff and trustees are regularly reminded of our school values and strategic goals as well as their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

3. Staff induction and training

New staff receive appropriate training and development to support the fulfilment of our strategic goal around equity for all as part of their induction and all staff will receive refresher training every September.

The school has a designated member of staff for monitoring and championing equality issues, and an equality link trustee. They regularly liaise regarding any issues and make senior leaders and trustees aware of these as appropriate.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act 2010, Bishop Fox's School aims to advance equality of opportunity by:

- Understanding diverse needs and barriers to ensure the school is inclusive and accessible to everyone, including students living with a disability, families on a low income and/or transgender students.
- Taking appropriate and reasonable steps to meet the needs of people who have a protected characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities e.g., encouraging all students to be involved in the full range of extracurricular and enrichment activities, and providing support and reasonable adjustments to ensure activities are inclusive.

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how students with different characteristics are performing in relation to their peers
- Analyse the data referenced above to determine strengths and areas for school improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups e.g. closing gaps in attainment, declining incidents of racial, homophobic or transphobic bullying

- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

In addition to the information about students, we will consider how our activities as an employer affect staff with protected characteristics. As a school, we will publish information to show:

- The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay including part-time work
- Gender pay-gap reporting and other pay equality issues
- The profile of staff at different stages of employment including recruitment, training, promotion and leavers.
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys and/or trade unions
- Records weighing the equality outcomes of important decisions including evidence used to make decisions

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or students will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or students to preserve their confidentiality.

Fostering good relations

Bishop Fox's School aims to foster good relations between those who share a protected characteristic and those who do not share it by:

1. The Curriculum:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in religion and world views, citizenship and elements of our personal, social, health and economic (PSHE) curriculum. Other curriculum areas, such as English, Geography, History and Languages, will afford opportunities for students to become more knowledgeable about other cultures and ways of life. For example, as part of teaching and learning in English, students will be introduced to literature from a range of cultures

2. Assemblies

- Our assembly programme will ensure that equality issues are addressed in a thoughtful and considered manner
- Where appropriate, external speakers will be invited to support our provision

3. School Visits

- Organising school trips and activities based around the cultural diversity in our local community

4. Potential student conflict

- Making students aware of our behaviour and anti-bullying policies
- Dealing promptly and effectively with any tensions between different groups of students within the school, linked to protected characteristics

5. Student Engagement

- Our school council has representatives from different year groups and is formed of students from a range of backgrounds
- All students are encouraged to participate in the school's extracurricular activities and enrichment; including performances and sports clubs
- We will identify any barriers to participation based on protected characteristics and work to reduce their impact
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach (e.g. 2BU)

Equality considerations in decision-making

Bishop Fox's School commits to paying due regard to equality considerations whenever significant decisions are made and will consider the potential impact of these decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Is accessible to all students including those with disabilities
- Caters to the students' needs, including access to appropriate and equivalent facilities

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions.

- This will be recorded at the same time as the risk assessment when planning school trips and activities
- The record will be completed by the member of staff organising the activity and is stored electronically with the completed risk assessment

Equality objectives

As a school, we are required to publish equality information every year.

Bishop Fox's School has agreed on the following equality objectives:

1. To commit to closing gaps in attainment and achievement especially for:
 - Students eligible for pupil premium
 - Students with Special Education Needs and Disabilities
 - Looked after children
 - Students from minority ethnic backgrounds
2. To commit to improving accessibility on our school site for students, staff and visitors with disabilities.
3. To introduce an Equality Impact Assessment (EIA) template from September 2026 (based on the DfE's Equality Act 2010: advice for schools), when we create or review policies and procedures, to evidence our considerations of equality.
4. Endeavor to increase the representation of trustees, teachers and support staff from local minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases by 10%.
5. Train all members of staff and trustees involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Monitoring arrangements

The trustees and designated member of staff for equality will update the equality information that we publish at least every year.

The Full Trustee Board will receive regular updates on progress toward meeting quality objectives through:

- Termly Headteacher reports
- Annual written report by the equality link trustee
- Verbal updates will be made available to various committees from, or on behalf of, the designated staff member for equality (as required)

This document will be reviewed by the Inclusive Education Committee annually, to ensure continued compliance with the PSED.

This document will be approved by Inclusive Education Committee.

The Headteacher will share an annual report in relation to the monitoring and impact of the equality objectives, this will be made available in June-July of each academic year following receipt of this report, trustees will review the provision and impact; identifying any action that needs to be approved. The Full Trustee Board will review and approve the Equality Objectives and Information Document at least every two years.

Links with other policies

This document links to the following policies and documents:

- Accessibility Plan
- Risk Register
- School Behaviour Policy
- Anti-bullying Policy
- SEN Information Report
- SEND Policy