

Equality Policy

Written February 2018 – Review date February 2020

1.0 INTRODUCTION

- 1.1 Bradford Christian School seeks to foster a warm, welcoming and respectful environment, which allows us to challenge discrimination and inequality, resolve conflicts peacefully and work and learn together free from harassment and violence.
- 1.2 We recognise that there are similarities and differences between individuals and groups within the school but we strive to ensure that our differences do not become barriers to participation, access and learning. We are committed to creating inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.
- 1.3 We build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create a cohesive community.
- 1.4 We work hard to ensure that whatever the inclination, aptitude or level of ability, every one of our students is presented with a variety of educational and social opportunities which sensitively challenges and supports each of them to maximise their developments.
- 1.5 Our students will leave this school with high aspirations and equipped with the knowledge and skills and behaviours to achieve them.
- 1.6 Our students who enjoy learning will make accelerated progress and achieve high standards.
- 1.7 The following policy which relates to the equality of opportunity for students and staff aligns with and supports the above statements and meets the requirements of all the protected characteristics covered under the Equality Act 2010.

2.0 AIMS

- 2.1 To ensure that equality and inclusive practices are embedded across all aspects of school life which includes recognition of a range of educational, wellbeing, and material outcomes.
- 2.2 We will listen to and involve pupils, staff, governors and parents/carers in achieving better outcomes for our children and young people.
- 2.3 We will seek to:-
- To eliminate discrimination, harassment, victimisation and racial prejudice.
 - To promote equality of access and opportunity and outcome for all members within our school community, within all aspects of school life..
 - To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.
 - To enable students to take responsibility for their behaviour and relationships with others.
 - identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life.
- 2.4 We actively seek out opportunities to embrace the following key concepts:
- **Shared Humanity.** Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality.
 - **Valuing difference and diversity.** We appreciate the richness within our differences and look for ways of celebrating and understanding them better
 - **Interdependence, interaction and influence.** We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other.
 - Social cohesion within our school.
 - **Excellence.** We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere.
 - **Personal and cultural identity.** We will provide opportunities to explore and value the complexity of our personal and cultural identities
 - **Fairness and social justice.** We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

3.0 **ROLES AND RESPONSIBILITIES**

3.1 Our governing body will:

- Evaluate, monitor and review the working of the policy and procedures annually and the objectives every 4 years.
- support the headteacher in implementing any actions necessary

3.2 Our Headteacher in conjunction with the proprietor will:

- have overall responsibility for the equal opportunities policy. On a day to day basis the responsibility for the organisation and implementation of this will lie with a member of the senior leadership team who will present reports and statistics to the head and governing body as requested.
- ensure that governors, staff, parents/carers, and students are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

3.3 Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing the Equality Policy
- provide a lead in the dissemination of information relating to the policy – the nominated person will be the school business manager.
- with the Headteacher, provide advice and support in dealing with any incidents and issues
- assist in implementing reviews of this policy.
- Identify and investigate any patterns with regard to exclusions and poor attendance
- Monitor differences in student attitudes to work and towards each other, with a view to identifying any significant patterns
- Address issues such as sexual or racial harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents.
- Ensure that the performance of different groups of students is monitored and evaluated so that the particular needs of different students are met.
- The impact of additional support on standards achieved is evaluated
- Ensure that strategies are implemented to raise performance, aspirations and self-esteem.
- Ensure that an environment is created which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal and community and race relations.

3.4 Our school staff will:

- be involved in the development of the Equality Policy
- be fully aware of the policy and how it relates to them
- understand that this is a whole school issue and support the policy
- identify any queries or training requirements
- ensure that teaching styles, methods, language, questioning and classroom management includes and engages all students.
- Ensure that suitable resources are chosen which motivate and are sensitive to different groups, cultures and backgrounds.
- Ensure that stereotypes and what are thought to be stereotypical activities are effectively challenged.
- Ensure that teaching strategies are reviewed in relation to variations in learning and attainment and in the light of known good practice.
- Ensure that they are aware of possible cultural assumptions and bias within their own attitudes.

3.5 Our parents/carers will:

- be given accessible opportunities to comment on the Equality Policy
- have access to the policy via the school web page or can request a copy from the school office.
- be encouraged to actively support the policy
- be informed of any incident related to this policy which could directly affect their child

3.6 Our students will:

- be expected to act in accordance with the policy

- be encouraged to actively support the policy
- will have equal access to all curriculum programmes of study throughout each Key Stage and non-compulsory courses according to aptitude and ability.
- Have reasonable adjustments where they require auxiliary aids and provision of services
- Engage with subjects that have equality of opportunity at their core and will have access to target levels individually set for them by teachers to monitor progress and intervene as necessary to enable students to be aware of their own progress and achievement.
- Aware of our school policies in relation to acceptable behaviour through the discipline policy and anti-bullying policy in that they are forbidden to vocalise discrimination on the grounds of race, culture, religion, gender, ability or disability
- Through assemblies, forums and PSHE lessons have awareness of equality of opportunity and the implications this places on them within the school and wider community.

4.0 **OPPORTUNITIES FOR PROMOTING OUR VISION**

4.1 Our opportunities to ensure that we are complying with our equality vision across the school are:

- preparation for entry to the school
- school policies
- breaks and lunchtimes
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school or school visits
- school sports
- employees' and staff welfare
- Forums and assemblies
- Application of targets and subsequent discussions with students
- Parent teacher conferences

5.0 **USE OF DATA**

5.1 We will use data and other information about our school as a measure to determine the effects of a policy, practice or project on different groups. The data we will use for this function is described below:

- MIS data
- Serious incident log
- Behaviour and sanctions log
- Accident data
- Attendance and punctuality data
- Safeguarding records
- Special Needs register
- Admissions register

This approach helps us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). The information helps us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. They help to ensure we meet the diverse needs of our students and staff and that diversity, equality and inclusion run through all areas of school life.

5.2 A log (Annex B) will be maintained of these decision areas and will be annexed to this policy in accordance with 5.5 and 5.6 of 'the Equality Act 2010 and schools' published by the department of education and will be published to parents annually.

6.0 EQUALITY FOR OUR STAFF

6.1 We comply fully with legislation which protects our staff (teachers, teaching assistants, supervisors, student teachers and admin staff) from discrimination based on protected characteristics.

6.2 With regard to staff with disabilities, we will make reasonable adjustments that are necessary to prevent a disabled person being at a substantial disadvantage in comparison to others.

6.3 Our recruitment and staffing processes will be robust and will ensure that no discrimination is present in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment, practices (such as dress codes) and disciplinary procedures.

6.4 We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.

6.5 In accordance with the Equality Act 2010 we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

6.6 We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

6.7 We interpret our duties positively; and take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

7.0 RESPONDING TO HATE OR PREJUDICE-BASED INCIDENTS AND BULLYING

7.1 We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, negative views of disabled people or sexism. We take action to prevent, challenge and eliminate any such behaviour.

7.2 Throughout our school ethos and curriculum, we want our students to better understand the diversity that exists in society. We provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We address the experience, understanding and needs of the victim, the perpetrator and the wider school community through our actions and responses.

7.3 We record all hate incidents and prejudice based bullying. We use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

8.0 EQUALITY OBJECTIVES

8.1 Using the views of pupils, parents, staff, governors equality analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. (Annex A) These will be reviewed every 4 years and a report on progress will be published annually with the policy.

9.0 Links to other school policies and materials

9.1 Our equality policy is closely linked to other school policies:

- Child Protection and Safeguarding Policies
- On-Line Safety Policy
- Behaviour and Discipline Policy
- SEND Policy
- Anti-Bullying policy
- Data Protection
- Relationships and sex education policy

9.2 In writing this version of the policy the following have been referenced:-

- 'The Equality Act 2010 and Schools' published by the Department of Education
- The Equality Act 2010

Formally agreed through Governors compliance:	20th June 2019
Signed Andrew Taylor – Chair of Governors	Andrew Taylor
Signed Phill Moon – Head Teacher	Phill Moon
Review Date:	February 2020

Objective 1 – Attainment and Outcomes

Measured by externally validated results e.g. GCSE results and student MIS system

1. To narrow the achievement gap between less able students and academically able students in English and Maths and ensure that barriers to achievement are tackled.
2. To analyse achievement and progress data for all students in order to identify and address any issues of under achievement in any student group or cohort including gender and ethnic origins.
UPDATE 2019: The school has now established a MIS system to analyse student achievement and identify areas of concern. These areas of concern are discussed at senior management level to identify strategies to resolve them.
3. To track destination data to ensure all students are equally successful in accessing further education.
UPDATE 2019: Students leaving the school are tracked and all students leaving 2018 accessed 6th form or equivalent education.
4. Ensure that the curriculum is accessible to all students and where appropriate students move across age ranges and ability groups to access the most appropriate learning including accessing children from the DSP to main stream GCSE classes.
UPDATE 2019: All students are monitored through MIS and changes made where appropriate to enable students to access the most appropriate level of education.

Objective 2 – Attendance

Measured through MIS attendance register

1. To track student attendance and put specific plans in place to address emerging issues as they arise.
UPDATE 2019: The management team have been proactive in speaking to parents of students with attendance at less than 95%
2. To track students arriving late and put specific plans in place to address emerging issues as they arise
UPDATE 2019: The management team regularly review late arrival information and have spoken to parents where lateness is beginning to impact a students education.

Objective 3 – Spiritual, Social and Moral Development

Measured by forum feedback and comparative data on incidents from incidents log

1. To promote spiritual, moral, social and cultural development through assemblies and forums, educational visits, external speakers and extra-curricular provision with particular reference to issues of equality and diversity.
2. To anticipate and support the needs of incoming students.
3. To develop and champion equality across the school especially in relation to inclusion of DSP students so that the school is fully inclusive.

Objective 4 - Physical

BCS accepts that there are physical barriers around the school premises, as it is a Victorian property with a number of buildings on its campus and is built into a hill

1. The school will make reasonable adjustments for staff and pupils to ensure that they can access classes and where appropriate change rooms to a more appropriate location within school to ensure access issues are resolved.
2. The school will make reasonable adjustments for parents where required to ensure they can access the school.

