



Equality Policy

Written February 2018 – Review date February 2024

1.0 INTRODUCTION

- 1.1 Bradford Christian School seeks to foster a warm, welcoming and respectful environment, which is free from discrimination and inequality.
- 1.2 Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.
- 1.3 The purpose of this Policy is to set out how our practice and policies have due regard to the need to:
- eliminate discrimination, harassment and victimisation
 - advance equality of opportunity
 - foster good relations **through tackling prejudice and promoting understanding**
 - **promote respect for difference and diversity through our school's vision, ethos and values**
- 1.4 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 recognise that it may not be possible to achieve equality for all by treating everyone the same.
- 1.5 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.
- 1.6 We will tackle inappropriate prejudices and promote understanding amongst our students.
- 1.7 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.
- 1.8 It is our aim that our students leave this school with high aspirations, equipped with the knowledge and skills and behaviours to achieve them.
- 1.9 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 It is our aim to ensure that equality and inclusive practice are embedded across all aspects of school life, which includes recognition of a range of educational, wellbeing, and material outcomes, by
- Eliminating discrimination, harassment and victimisation;
 - Promoting equality of access and opportunity within our school and within our wider community; and
 - Promoting positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.
- 2.2 To actively listen to and involve pupils, staff, governors and parents/carers in achieving better outcomes for our children and young people.

3.0 OUR APPROACH

- 3.1 We seek to embed equality of access, opportunity and outcomes for all members of our school community, within all aspects of school life in tandem with our school mission and vision:
- Our mission is to provide a holistic Christian education for all and to inspire discipleship.**
- Our vision is to be a Christian community in which everyone grows in character, faith, knowledge, understanding and wisdom.**
- **Growing in understanding -Shared Humanity.** Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality.
 - **A Christian Community, valuing difference and diversity.** We appreciate the richness within our differences and look for ways of celebrating and understanding them better

- **Growing in faith -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.
 - **Growing in wisdom through 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.
 - **Growing in Character through personal and cultural identity.** We will provide opportunities to explore and value the complexity of our personal and cultural identities
 - **Growing in Character through 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
- 3.2 We will work with children with disabilities, their parents and other available service providers (e.g. autism team, school nursing team, etc.) to ensure they can access education at BCS to achieve the best educational and wellbeing outcomes possible.

4.0 **ROLES AND RESPONSIBILITIES**

4.1 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

4.2 Our Headteacher in conjunction with the governing body will:

- have overall responsibility for the equal opportunities policy.
- ensure that governors and staff, 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

4.3 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.

4.4 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.

4.5 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

4.6 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 or sexual orientation.
- 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.

5.0 **OPPORTUNITIES FOR PROMOTING OUR VISION**

5.1 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 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

6.0 **USE OF DATA**

6.1 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

6.2 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.

6.3 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.

7.0 EQUALITY FOR OUR STAFF

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

7.2 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.

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

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

7.5 In accordance with the Equality Act 2010 we do not enquire about the health of an applicant until a job offer has been made.

7.6 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.

7.7 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.

8.0 RESPONDING TO HATE OR PREJUDICE-BASED INCIDENTS AND BULLYING

8.1 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.

8.2 Throughout our school ethos and curriculum, we want our students to better understand the diversity that exists in society. Our aim is to help students to develop spiritually, morally, socially and culturally. 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.

8.3 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.

9.0 EQUALITY OBJECTIVES

9.1 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.

10.0 LINKS TO OTHER SCHOOL POLICIES AND MATERIALS

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

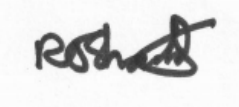

- Safeguarding and Child Protection Policy
- On-Line Safety Policy

- Behaviour and Discipline Policy
- SEND Policy
- Anti-Bullying policy
- Data Protection
- Relationships and sex education policy
- **Autism Provision Policy**

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

- 'The Equality Act 2010 and Schools' published by the Department of Education May 2014
- The Equality Act 2010

10.3 This policy will be reviewed annually by the senior leadership team and governing body. This latest review of the policy and objectives was completed in March 2023

Formally agreed through Governors compliance:	15th June 2023
Signed Richard Shackleton – Chair of Governors	
Signed Jane Prothero – Head Teacher	
Review Date:	February 2024

Equality Objectives and Accessibility Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

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.

UPDATE 2021: MIS helps to ensure that progress is measured through target grades and progress checks and is comparable for all students.

UPDATE 2022: MIS well used, impact of data considered at SLT level and in catch ups with staff 6 times a year, used to plan forwards.

UPDATE 2023: MIS now fully established with analysis of each PC reviewed at SLT, and discussion of data on catch up meetings each term
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.

UPDATE 2020: Our Progress 8 and Attainment 8 achievement show a year on year improvement

UPDATE 2021: Our 2020 results were based on teacher assessment due to the pandemic and continued the year on year improvement in progress 8 and attainment 8 although these were locally not nationally produced statistics.

UPDATE 2022: This year our progress 8 data will be impacted by the pandemic and a large percentage of SEND children accessing fewer than 8 GCSEs Year on year improvement in 2022 will not be as good, as there are almost half the year group on reduced GCSEs (10 entries)

UPDATE 2023: Much closer correlation between subjects, across year groups, and between identity groups as Target Grades continue to become embedded in the learning culture of the school
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.

UPDATE 2021: Students leaving the school are tracked and all students leaving 2020 accessed 6th form or equivalent education.

UPDATE 2022: As 2021

UPDATE 2023: Under our careers policy we have made a commitment to track student destinations for 3 years after they leave Y11. This is a new initiative and will hopefully provide helpful data as we move forward. All our Y11 students from 2022 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 children from the AP accessing mainstream school/GCSE classes.

2019: All students are monitored through MIS and changes made where appropriate to enable students to access the most appropriate level of education.

UPDATE 2020: Students from AP cedar class are accessing mainstream school classes where appropriate in accordance with their abilities and learning objectives and some main school students where appropriate access additional support in classes within the AP unit.

UPDATE 2021:

 - Planning for 2021/22 academic year will see more integration of cedar and cedar saplings into mainstream school dependent on their ability and supported where appropriate. Planning is also under consideration to split AP oak class into two separate classes splitting across the age range to create Oak and Oak saplings.
 - In Nov 2020 the school achieved IQM accreditation. The assessor noted in her report that:
 - The proportion of students with EHCP's 14% is significantly higher than the national average as is students receiving SEND support 36%.
 - The school has been on a significant journey over the last 4 years showing sustained and rapid improvement.
 - They are outward facing and providing the absolute best they can for all their students.
 - The small nurturing environment ensures that each child and their family needs can be known and understood and provision can be tailored at a bespoke level ensuring good outcomes for all.
 - The climate for learning throughout the school is very positive, students are well focused in lessons showing respectful and calm behaviour alongside a real desire to learn.

UPDATE 2022: SST created for Cedar students, now successfully integrated into many classes. Cedar moving into Y9 in September has an individualised GCSE programme. Oak have Asdan curriculum in place and entry level Maths and English. US Curriculum has a limited number of options, mostly offering a GCSE course against a BCS course, allowing for differentiation.

UPDATE 2023: As for 2022, a number of students with an EHCP engaged throughout school as well as a dedicated AP, on a case by case assessment of need. SST now a central resource for the school, now including a counsellor and SENCO meeting needs across the whole of Secondary School. AP now has two classes, each led by a teacher and a team of LSAs. A specialist in autism oversees both classes.

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%

UPDATE 2020: Senior staff continue to speak to parents where attendance of students drops below acceptable levels and attendance for the school currently stands at 96%. There is an application process for student leave in term time which is processed by the head.

UPDATE 2021: Due to the pandemic during much of the school year attendance has not been mandatory. Where we have been concerned about a child's online/in school attendance we have discussed this with parents and where appropriate brought children into school to support their learning.

UPDATE 2022: Conversations when attendance drops below 90 percent (Covid has had a huge impact this year on staff and student attendance)

UPDATE 2023: Our whole school attendance is currently 96% which is higher than the national average. E-mails are sent to parents of those below 90 percent encouraging better attendance and inviting for help if needed, meetings held to address the issue and make a plan. All recorded on absence management page in MIS and week ahead updated with positive attendance reminders

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 reviews late arrival information and has spoken to parents where lateness is beginning to impact a student's education.

UPDATE 2022: Some students are still coming late - same families each day. Meetings and emails asking families to be punctual, children waiting outside assembly so not to disturb. Headteacher communicating with parents dropping below 90%

UPDATE 2023: Continuing the work described in 2022. Incentives offered to younger students to be on time (merits, praise and encouragement)

Objective 3 – Spiritual, Social and Moral Development

Measured by **googleform surveys in term 1 and 3**, 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.

UPDATE 2020: Across the school our assemblies and forums are used to inform children and help them to think on a range of subjects and in older settings give them opportunity to discuss implications in a safe environment.

Update 2022: Looking to reinstate forum groups or a school council or student voice

UPDATE 2023 - students were consulted about new behaviour rules, and about character outcomes. This is mainly done in form groups as year groups are relatively small. There have been a number of external speakers this year, including a new local vicar. Googleform surveys introduced

2. To anticipate and support the needs of incoming students.

UPDATE 2021- There has been extensive work over this and the previous academic year on transitions for students both into and out of the school to improve the student experience. For incoming SEND students we ensure interviews with parents and students to ensure that we as a school can meet their needs physically, academically and spiritually and support their learning with appropriate staffing.

Update 2022: Enrolment procedure tightened this year to ensure we have as much info about students as possible, including CAT test as part of enrolment procedure.

UPDATE 2023 Enrolment procedure established, single point of contact to lead on the majority of the process

3. To develop and champion equality across the school especially in relation to inclusion of AP students so that the school is fully inclusive.

UPDATE 2020: AP students are integrated across the school as appropriate to their abilities and the setting. In primary students are supported by designated staff to access learning with their peers. In secondary where

appropriate to their abilities they will access mainstream lessons. Every effort is made to integrate students into the school community such as in PE at lunchtimes and break times.

UPDATE 2021: From Sept 2021, all students will be considered BCS students with SST supporting learning needs from Y5+ as Cedar and cedar saplings integrate more fully into mainstream school, other than the discrete AP for Oak.

UPDATE 2022: Successful integration of Cedar Saplings - a huge success.

UPDATE 2023: Continued integration of students with EHCP into mainstream provision via SST

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.

UPDATE 2021: The school has developed a quiet sensory space in EYFS to meet a variety of needs.

UPDATE 2022: Development of SST base in the main school. Consideration of plans to extend Oak teaching space, remodel staffroom and front of school, build two new classrooms to replace room 10 with a disabled access bathroom. The DSP name has also been revised to Autism Provision, at the suggestion of the Local Authority SEN Manager. This is due to the fact that the DSP term is not used across the Authority any longer.

UPDATE 2023: Ramp purchased to allow easier access to the front of the school for wheelchair users. Access is now possible through the front door as well as the back door.

A purpose built accessible bathroom has been created with a specialised changing bed.

2. The school will make reasonable adjustments for parents where required to ensure they can access the school.

UPDATE 2020: The school has applied for a blue badge for the minibus to be used when transporting less physically able students. We have also had 2 disabled parking bays installed outside the school to assist access.

UPDATE 2021: Blue badge available for use when on educational trips as appropriate. Due to pandemic minimal trips this academic year.

UPDATE 2022: Blue badge well used. Two recent examples of adjustments made to allow returning US students with temporary mobility challenges to access their curriculum

UPDATE 2023: As above

