



Equality Policy and Accessibility Plan

Written: February 2018 **Current Review:** February 2026 (with substantial adjustment made) **Next Review:** February 2027

1.0 Introduction

1.1 Bradford Christian School seeks to foster a warm, welcoming and respectful environment, which is free from discrimination and inequality. The Equality Act 2010 protects everyone in England and Wales, so it applies

1.2 This policy is inclusive of our whole school community – pupils, staff, parents/carers, visitors and partner agencies, who have been actively involved in 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 must make 'reasonable adjustments' to minimise disadvantages to pupils, staff and parents/carers with disabilities.

1.5 We build on our similarities and seek enrichment from our differences to promote understanding and learning between and towards others to create a cohesive community.

1.6 It is our aim that our pupils leave this school with high aspirations, and are equipped with the knowledge, skills and behaviours to achieve them.

2.0 Protected Characteristics

2.1 The Equality Act 2010 covers the following protected characteristics:

- Sex
- Race
- Religion or belief

- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Age (protected characteristic in schools in relation to employment only, not pupils)
- Disability
- Marriage and civil partnership (protected characteristic in schools in relation to employment only, not pupils)

3.0 Our Approach and School Vision

3.1 We 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** - recognising our shared humanity and common values
- **A Christian Community** - valuing difference and diversity
- **Growing in faith** - understanding interdependence and mutual influence
- **Growing in wisdom** - pursuing excellence for all
- **Growing in character** - exploring personal and cultural identity and promoting fairness and social justice

3.2 We work with children with disabilities, their parents and other service providers to ensure they can access education at Bradford Christian School to achieve the best educational and wellbeing outcomes possible.

3.3 **Integration of Oak (AP) and Acorns (Mainstream):** We are committed to creating opportunities for integration between our Oak (Alternative Provision) and Acorns (Mainstream) settings where appropriate. This includes shared experiences during residentials, Duke of Edinburgh Award activities, break times, PE, MST (Maths, Science, Technology), assemblies, extra-curricular clubs, and other suitable opportunities that promote inclusion and foster good relations across our school community.

4.0 Unlawful Behaviour Under the Equality Act

4.1 The school will not tolerate:

Direct discrimination - intentionally treating someone less favourably due to a protected characteristic.

Indirect discrimination - where a policy or practice has a disproportionate impact on a group sharing a protected characteristic.

Harassment - unwanted conduct related to a protected characteristic that violates dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. Under

the legal definition, harassment only covers disability, race, sex or pregnancy and maternity.

Sexual harassment - unwanted conduct of a sexual nature.

Victimisation - retaliating against someone for taking action under the Equality Act.

Discrimination arising from disability - treating someone unfavourably because of something arising from their disability.

5.0 Roles and Responsibilities

5.1 Our Governing Body will:

- Ensure that they comply with their duties under legislation and have regard to this guidance, ensuring policies, procedures and training in the school are effective and comply with the law at all times. Keeping Children Safe in Education
- Monitor and review the working of this policy annually and the equality objectives every four years
- Support the Headteacher in implementing necessary actions
- Ensure appropriate safeguarding and child protection training at induction, including understanding obligations under the Equality Act 2010 and the Public Sector Equality Duty Keeping Children Safe in Education

5.2 Our Headteacher will:

- Have overall responsibility for the equality policy
- Ensure that the policies and procedures, adopted by the governing body (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff Keeping Children Safe in Education
- Oversee effective implementation
- Ensure staff have access to appropriate training
- Monitor the policy and report to the Governing Body at least annually on its effectiveness

5.3 Our Senior Leadership Team will:

- Support implementation of the policy
- Investigate patterns in exclusion and attendance data
- Monitor the progress of different student groups
- Address incidents of harassment and bullying

5.4 All Staff will:

- Challenge stereotypes and promote equality
- Ensure resources represent diverse groups
- Adapt teaching strategies for variations in learning
- Engage all students in learning

- Report concerns following safeguarding procedures

5.5 Students are expected to:

- Act in accordance with this policy
- Report incidents of discrimination or bullying
- Respect difference and diversity

6.0 Use of Data

6.1 We use data and other information about our school to determine the effects of a policy, practice or project on different groups. The data we use includes:

- 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 analyse whether what we are planning potentially has a differential impact on one or more particular groups (either positively or negatively).

7.0 Reasonable Adjustments

7.1 Under the Equality Act 2010, we must make 'reasonable adjustments' for pupils, staff and parents/carers with disabilities. This duty is anticipatory, which means we must think in advance about what people with a range of impairments might reasonably need and make adjustments accordingly.

7.2 When deciding what adjustments are reasonable, we consider:

- Our resources and availability of financial assistance
- The effectiveness of the adjustment in overcoming the substantial disadvantage experienced by a pupil with a disability
- The effect of the disability on the individual
- Health and safety requirements
- The interests of other pupils

7.3 The cost of an adjustment will be considered when deciding if it is reasonable. However, it is unlawful to charge a pupil for a reasonable adjustment. The Key Leaders

7.4 Our accessibility plan sets out how we will:

- Increase the extent to which pupils with disabilities can participate in the curriculum

- Improve the physical environment to enable pupils with disabilities to take better advantage of education and services
- Improve the availability of accessible information to pupils with disabilities The Key Leaders

8.0 Public Sector Equality Duty

8.1 Under the Public Sector Equality Duty (PSED), we must have due regard to the need to:

- Eliminate discrimination and 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 across all characteristics, between people who share a protected characteristic and people who do not share it The Key Leaders

8.2 The PSED places a general duty on schools to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications.

8.3 We will:

- Publish information demonstrating how we comply with the Public Sector Equality Duty
- Prepare and publish equality objectives (reviewed every four years)
- Maintain records of our decision-making processes

9.0 Equality for Our Staff

9.1 We comply fully with legislation protecting staff from discrimination based on all protected characteristics. Unlike pupils, staff are protected under all the protected characteristics including age and marriage The Key Leaders

9.2 For staff with disabilities, we will make reasonable adjustments necessary to prevent them being at a disadvantage compared to others. We involve staff members in working out reasonable adjustments as they know best about what support they need.

9.3 Our recruitment and staffing processes ensure no discrimination in relation to recruitment, terms and conditions, promotions, dismissals, training and employment practices.

9.4 We make efforts to ensure workforce diversity reflects our local community and wider society.

9.5 In accordance with the Equality Act 2010, we do not enquire about the health of an applicant until a job offer has been made. Keeping Children Safe in Education

9.6 We ensure the safety and well-being of staff and take seriously incidents of harassment and discrimination, recognising that staff may be either victims or perpetrators.

10.0 Equality for Parents/Carers

10.1 In some circumstances, a school is regarded as a 'service provider' under part 3 of the Equality Act, so we have a duty to make accommodations for the parents of pupils if those parents have a disability. For example, if a parent is deaf, our school would have a duty to provide a sign language interpreter for parents' evenings. The Key Leaders

10.2 As with adjustments for pupils and staff, what is 'reasonable' will depend on the context of our school and what we're capable of providing. The responsibility for making reasonable adjustments lies with the school. The Key Leaders

11.0 Responding to Hate Incidents and Prejudice-Based Bullying

11.1 A racist incident is "any incident which is perceived to be racist by the victim or any other person." We take all hate incidents and prejudice-based bullying seriously and will not tolerate behaviour driven by negative assumptions or stereotypes.

11.2 We will report bullying incidents to:

- The local authority's children's social care team (and police if appropriate) if we think the incident constitutes a child protection concern
- The police if the incident could be a criminal offence or pose a serious threat

11.3 We record all hate incidents and prejudice-based bullying to identify trends and patterns, enabling us to provide appropriate responses for victims and their families, sanctions and support for perpetrators, and education for our community.

11.4 Our behaviour policy addresses child-on-child abuse, recognising that while it is more likely that girls will be victims and boys perpetrators, all child-on-child abuse is unacceptable and will be taken seriously. This includes:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Sexual violence and sexual harassment
- Physical abuse
- Sharing of nude and semi-nude images

12.0 Safeguarding and Equality

12.1 The Public Sector Equality Duty means that whenever significant decisions are being made or policies developed, we must give specific consideration to equality implications, including the need to eliminate unlawful behaviours such as sexual violence and sexual

harassment, misogyny/misandry and racism. Good record-keeping and monitoring of all forms of abuse and harassment is essential.

12.2 We recognise that behaviour issues can indicate safeguarding concerns. Certain groups face greater barriers to safeguarding needs being disclosed, recognised and addressed. We ensure safeguarding support is offered equally to all groups of pupils.

12.3 When using reasonable force in response to risks involving children with SEND, mental health problems or medical conditions, we carefully recognise the additional vulnerability of these groups and consider our duties under the Equality Act 2010, including making reasonable adjustments and our Public Sector Equality Duty.

13.0 Equality Objectives (2024-2028)

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

14.0 Links to Other School Policies

14.1 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 Policy
- Relationships and Sex Education Policy
- Autism Provision Policy
- Admission Policy

15.0 Version Control

Date of Adoption of this Policy	19 March 2026
Date of Last Review	February 2025
Date of Next Review	February 2027
Policy Owner (SLT)	Jane Prothero
Policy Owner (Governors)	Zeilah Chadwick

APPENDIX A: Equality Objectives and Accessibility Plan (2024-2028)

Updated February 2026

Objective 1 – Attainment and Outcomes

Measured by: Externally validated results (GCSE), Student MIS, Intervention Impact Data.

1. Narrow the achievement gap between less able and academically able students in English and Maths.

- **UPDATE 2025:** Maths taught in year groups unless cohorts are <10.
- **UPDATE 2026:** Focus shifted to 'Mastery' and 'Retention'. Introduced peer-mentoring program where able students support emerging learners to reinforce understanding.

2. Analyse data to address underachievement in any student group (including gender/ethnicity).

- **UPDATE 2025:** Regular target grade analysis (6x/year) discussed with SLT.
- **UPDATE 2026:** Moved beyond identification to Intervention Impact Review. We now use post-intervention data to measure which specific tools (e.g., IXL, Spelling Frame, SWST) yield the highest progress for specific demographics. Matches interventions to core subject data (begun with Y5/6 Spelling group).

3. Track destination data to ensure equal success in accessing further education.

- **UPDATE 2025:** Continued tracking embedded.
- **UPDATE 2026:** Tracking now includes "Sustainability of Destination" (3-month post-leaving check-in). This monitors retention, not just access, allowing us to adjust transition support based on dropout feedback.

4. Ensure curriculum accessibility and appropriate movement across age/ability groups (including AP to Mainstream).

- **UPDATE 2025:** Integrated PE and Topic; reviewing Core vs GCSE PE pathways.
- **UPDATE 2026:** Soft-Skills & Vocational integration stream launched. AP students access mainstream facilities for residentials, Drama, PE, and MST. CAT data trialed as a baseline for "fluid ability groupings" rather than rigid year groups in non-core subjects. Parallel classes across Oak/Mainstream allow two-way movement.

Objective 2 – Attendance

Measured by: MIS attendance register.

1. Monitor and improve overall attendance.

- **UPDATE 2025:** Attendance officer appointed; incentives for 100%.
- **UPDATE 2026:** Shifted focus to "Barrier Removal." SST conducts 'Attendance Barriers' interviews focusing on mental health/transport anxiety. Introduction of a "reset" policy where incentives restart every half-term to prevent demotivation after a single absence.

2. Track lateness and address emerging issues.

- **UPDATE 2025:** Families encouraged to come late rather than not at all.
- **UPDATE 2026:** Introduced "Soft Start / Breakfast Club" to encourage early arrival without classroom pressure. Maintains "better late than not at all" ethos while shifting arrival times earlier through positive reinforcement (social/food) rather than sanctions.

Objective 3 – Spiritual, Social and Moral Development

Measured by: Termly surveys and Incident Log data.

1. Promote spiritual/moral/social development via assemblies, visits, and extra-curricular provision.

- **UPDATE 2025:** IQM visit affirming inclusive practice.
- **UPDATE 2026:** Embedding IQM recommendations. Student Voice forums expanded to specifically solicit feedback from AP students regarding "Safety and Belonging" within the wider school culture.

2. Anticipate and support needs of incoming students.

- **UPDATE 2025:** Tighter admissions and thorough screening process.
- **UPDATE 2026:** Interviews for new starters, allowing students to self-advocate their needs and preferences to staff prior to arrival.

3. Champion equality and inclusion of AP students.

- **UPDATE 2025:** AP students accessing lunch, clubs (Art/Drama), and assemblies.
- **UPDATE 2026:** Shared Responsibility Model: Mainstream student leaders (Student Council) now hold specific remit to plan one cross-site event per term to ensure social integration is student-led, not just staff-led.

Objective 4 – Physical Accessibility

Measured by: Site audit and accessibility adjustments.

1. Reasonable adjustments for staff/pupils (access to classes/changing rooms).

- **UPDATE 2025:** Physio in place for specific students.
- **UPDATE 2026:** Sensory Audit: While physical ramps are established, focus has moved to sensory accessibility. Creation of "Low Arousal Zones" identified in both Mainstream and AP buildings for self-regulation.

2. Reasonable adjustments for parents (access to school).

- **UPDATE 2025:** Disabled parking bays and ramp usage monitored.
- **UPDATE 2026:** Audit of signage visibility and lighting to assist visually impaired visitors during evening events.