

## EQUAL OPPORTUNITIES POLICY

### INTRODUCTION

Bradford Academy recognises that many people in society experience discrimination. Discrimination is acting unfairly against a group or individual through for example exclusion, verbal comment, denigration, harassment, victimisation or a failure to appreciate needs or the assumption of such needs without consultation. Discrimination can be direct or indirect (where there is a requirement or condition on all, but which has an adverse impact on a particular group and cannot be justified). All forms of discrimination are unacceptable, regardless of whether there was any intention to discriminate or not.

This policy sets out two aspects of our commitment to equality and diversity:

- ◆ Equal Opportunities as related to our learners;
- ◆ Equality and Diversity in employment (Appendix 1)

Both aspects are linked by our duty to implement the requirement of the 2006 Equality Act to promote understanding of equality and diversity by:

- ◆ Encouraging good practice in relation to equality and diversity
- ◆ Promoting equality of opportunity
- ◆ Promote awareness and understanding of rights
- ◆ Work towards the elimination of unlawful discrimination and harassment

Appendix 3 contains our equity plan, detailing how we will implement this policy and involve stakeholders in the monitoring and evaluation of equal opportunities at the Academy.

The Education Act 2002 restates the entitlement of all students to follow a national curriculum. It says:

*“The national curriculum secures for all pupils, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to a number of areas of learning and to develop knowledge, understanding, skills and attitudes necessary for their self-fulfilment and development as active and responsible citizens”.*

This principle can only be fulfilled through a whole Academy approach to equal opportunities. It continues to be a dimension which permeates every aspect of the curriculum and the whole of Academy life. Bradford Academy needs to be pro-active to ensure that students of all backgrounds learn in an environment where they have equality of opportunity.

### Inspecting Equalities

The new Ofsted evaluation schedule states that schools have a duty to promote equality of opportunity and promote good relations between people of different groups. Schools also have a number of statutory duties to monitor equality and discrimination, including gathering specific evidence and publishing plans. The inspection of equalities has two connecting strands in the new framework:



- ◆ **Compliance with statutory requirements:** *the effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met*
- ◆ **Evaluating impact:** *the effectiveness with which the school promotes equality of opportunity and tackles discrimination*

Specifically, the Ofsted Evaluation Schedule takes account of the following:

- ◆ the performance and experience of different groups of pupils, for example minority ethnic groups, looked after children, gifted and talented pupils, pupils with special educational needs and/or disabilities, and of other groups even though the number of pupils may be small in number
- ◆ the extent to which the school has regard for the Human Rights Act by promoting respect for human rights through developing understanding about differences and valuing diverse experiences
- ◆ the emphasis the school gives to processes and provision to promote equality and eliminate discrimination and ensure that stereotypical views (for example of learning and work opportunities) are challenged
- ◆ the degree to which the school makes best use of the differing skills and talents of individual pupils
- ◆ the effectiveness of staff training (assessed through staff awareness, and evidence in work) in meeting the needs of learners
- ◆ how the school manages incidents and complaints
- ◆ arrangements for consulting with users and stakeholders
- ◆ how outcomes of work – for example, achievement of equality targets or positive actions on equality – are published

**The effectiveness with which the school promotes equal opportunity and tackles discrimination: grade descriptors (Outstanding)**

The school places the promotion of equality of opportunity at the heart of all of its work and its aspirations are understood and acted upon consistently at all levels. Consequently, the outcomes for pupils and their experience are positive and any unevenness between different groups is minimal or reducing rapidly. Monitoring and evaluation are sophisticated and highly influential in maintaining and improving the school's effectiveness. There is no evidence of discrimination and where there has been any evidence of inequality this has been tackled exceptionally well.

## **EQUAL OPPORTUNITIES AT BRADFORD ACADEMY**

Bradford Academy provides a **values rich environment**, dedicated to the **affirmation, formation** and **high standards of achievement** for all our learners; in other words, that all learners in the Academy are **known, valued and understood**. **Justice** is the governing authority in the Academy. The higher the standard of justice in the learners' rights and the Academy's values, the higher the levels of learning, empathy and tolerance in student achievement and formation. These principles are the rights of all the learners, both student and staff and should be the guiding principles underlying all Academy policies and procedures.



#### Our aims are to:

- ♦ reward success and learn from failure
- ♦ continuously improve on our previous best
- ♦ secure the equal status and value of all members of the Academy community
- ♦ work in partnership with the Academy community to enhance the quality of learning.
- ♦ fulfill the needs of all learners and provide genuine equality of opportunity
- ♦ ensure that all learners
  - are happy and secure
  - enjoy learning
  - are excited by the challenge and opportunity to learn
  - make significant progress
  - achieve at high levels and fulfill their academic and personal potential
  - develop responsibility for their own learning and skills for learning
- ♦ encourage ownership of learning so that learners develop the fundamental attitudes, skills and behaviours to become successful independent and interdependent learners
- ♦ provide high quality educational standards for all
  - good teaching and effective learning
  - good behaviour and discipline
  - good levels of attendance and punctuality
- ♦ continually explore and implement new and effective approaches to teaching and learning
- ♦ create a climate which recognises, rewards and celebrates success
- ♦ prepare all learners to continue to succeed and grow in the world beyond the Academy so that they can
  - handle uncertainty and respond to change
  - create and implement new ideas and way of doing things
  - make reasonable risk assessments and act upon them in their personal and working lives
- ♦ develop the enterprise and citizenship capability of all learners through the promotion of
  - **Knowledge and understanding** – organisation, innovation, risk and change
  - **Skills** – decision making, personal and social, leadership, risk management and presentation;
  - **Attitudes** – self-reliance, open mindedness, respect and commitment to making a difference
  - **Qualities** – adaptability, perseverance, determination, flexibility, creativeness and initiative

It is our belief that our mission, vision and aims will be achieved through the creation of a high quality collaborative learning environment where all members of the Academy community feel safe (emotionally and physically), work hard and work fair and where there are equal opportunities for all our learners.

#### **BASIC PRINCIPLES**

The basic principles of the Equal Opportunities policy are to :

- ♦ promote the means by which students may come to know themselves more fully and in relation to others
- ♦ help the student to relate such self-knowledge to the immediate problems of the Academy, through study, friendships, social life, career choices and application



- ◆ help the student to develop sufficient self-assurance to face the challenges and problems of modern life, through planned schemes for learning which meet the needs of all students
- ◆ support the development of knowledge, skills and dispositions that students need to become successful learners
- ◆ avoid stereotyping.

## **CURRICULUM PLANNING**

Directors of Personalising Learning and Subject leaders need to ensure that their curriculum planning:

- ◆ enables all students to realise their potential in all areas of the curriculum, irrespective of gender, cultural diversity, sexuality, disability or special needs of all kinds
- ◆ enables all students to have equal access to all elements of the curriculum
- ◆ provides opportunities to engage in a broad range of activities which will actively encourage informed choice at all stages of secondary education
- ◆ enables all students to have equality of opportunity in terms of access and choice in all aspects of Academy life including option choices

## **LEARNING AND TEACHING STYLES**

Directors of Personalising Learning and Subject leaders need to ensure that the variety of learning and teaching styles used within their areas of learning:

- ◆ create a classroom environment which avoids domination by one particular group or individual
- ◆ actively discourages any endorsement of stereotyped behaviour or racist attitudes
- ◆ encourages awareness among teachers that the language they use is important in respect of student expectations; labelling of students and gender specific language are pitfalls to be avoided
- ◆ provides opportunities for all students to explore their preferred learning styles
- ◆ present a positive image of world ethnic minorities, the disabled and the socially disadvantaged

## **MATERIALS AND RESOURCES**

Directors of Personalising Learning and Subject leaders need to ensure that:

- ◆ all displays, books, ICT resources and visual aids present positive information, and at the same time examine the ways in which discriminatory materials/resources could be used in the classroom
- ◆ all students have facilities, if necessary in the Academy for homework completion – encouraging students to attend homework clubs might support this
- ◆ where possible, visits from speakers from non-traditional roles can provide positive learning experiences and help in our efforts to avoid stereotyping

## **PRACTICAL EXPERIENCE**

At Bradford Academy, students have many opportunities to gain practical experiences, both within the classroom and outside. It is very important that teachers organising such learning experiences:

- ◆ ensure that all students have equality of opportunity to become involved in such experiences including access to elective sessions outside the formal curriculum



- ♦ ensure that work experience placements enable students to have the opportunity, if they wish, to work in non-traditional jobs
- ♦ provide as wide a range as possible of Academy visits, social occasions or residential opportunities to allow students equal access throughout their Academy career to the possibilities of social, emotional, physical and academic development

## EQUAL OPPORTUNITIES AND OTHER ACADEMY POLICIES

Equal Opportunities is a dimension of the Academy which permeates everything we do. All Academy policies support the need for equality of opportunity. These include:

Special Educational Needs	- setting out the requirements of the Code of Practice to ensure that all students with SEN have equality of opportunity
English as an Additional Language	-setting out the procedures for inducting and supporting learners with EAL needs so they all have equality of opportunity
Gifted & Talented	-setting out procedures that ensure the needs of the most able and talented are supported
Health and Safety	- ensuring that the health and safety of all students the paramount responsibility of the Academy
Child Protection	- setting out clearly the procedures for child protection thereby supporting the needs of all students
Collective Worship	- providing opportunities for reflection and giving students the opportunity to recognise and celebrate diversity
Attendance	- setting out procedures to encourage high levels of attendance for all students
Assessment for Learning	- ensures that all students are set meaningful targets which are achievable. Also ensures that departments/areas of learning monitor and evaluate their results to ensure equality of opportunity
Spiritual, Moral, Cultural and Social Development	- provides students with reflection time within lessons, and enables them to 'come to know themselves more fully and in relation to others'
Positive Behaviour	- provides a structure for behaviour to ensure that all students have equal opportunities to learn
Anti-Bullying Policy	- students are encouraged to report any bullying incidents – these are monitored by SMT to ensure that any issues re. pupil attitudes are addressed
Citizenship	- provides essential learning activities which can actively challenge stereotyped opinions
Equality and Diversity in employment Policy	describes our commitment to equality and diversity amongst our employees (see Appendix 2)

## **DISABILITY STATEMENT**

The Disability Equality Duty came into force on 4 December 2006.

This legal duty requires all public bodies to actively look at ways of ensuring that disabled people are treated equally. All of those covered by the specific duties must also have produced a Disability Equality Scheme, which we must now implement. Specifically, we should endeavour to:

- ◆ promote equality of opportunity between disabled persons and other persons
- ◆ eliminate discrimination that is unlawful under the Act
- ◆ eliminate harassment of disabled persons that is related to their disabilities
- ◆ promote positive attitudes towards disabled persons
- ◆ encourage participation by disabled persons in public life; and
- ◆ take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

In relation to Bradford Academy, in successfully applying the duty, we will be able to ensure that our disabled students and learners can reach their potential by tackling the barriers to their learning. We must also ensure that our recruitment processes enable disabled potential employees to have the same rights of access to employment as able bodied applicants.

In particular, in implementing the duty at Bradford Academy, we will:

- ◆ provide a framework to consolidate education provision for disabled students
- ◆ mesh with other strategies and policies to take account of the particular barriers to achievement for disabled students and staff
- ◆ help widen participation and retention in further and higher education
- ◆ create an emphasis on equality for disabled students and implement the planning duties which are imposed by the Special Educational Needs and Disability Act 2001
- ◆ ensure effective transition of disabled young people in choosing routes of education
- ◆ lead to an increase in the representation of disabled people in the teaching profession and the retention of staff who become disabled
- ◆ help to avoid claims of unlawful disability discrimination
- ◆ enable Bradford Academy to think strategically about other disabled stakeholders, including parents and people using Academy premises, as well as promoting a greater knowledge and understanding of disability amongst all learners with benefits to society at large, thus ensuring that we meet our mission, vision and values.



## **RACE EQUALITY**

Bradford Academy has a community of learners from a wide range of racial, cultural and religious backgrounds. Through our specialism of Citizenship and Enterprise, we will ensure that all our learners take their roles and responsibilities as active Citizens seriously.

### **COMMITMENTS**

We are committed to:

- ♦ actively tackling racial discrimination, and promoting equal opportunities and good race relations;
- ♦ encouraging, supporting, and helping all our learners to reach their potential;
- ♦ working with parents and carers, and with the wider community, to tackle racial discrimination, and to follow and promote good practice; and
- ♦ making sure the race equality policy and its procedures are followed.

### **RESPONSIBILITIES**

#### **GOVERNING BODY**

The governors are responsible for:

- ♦ making sure the Academy complies with the amended Race Relations Act 1976
- ♦ making sure the race equality policy and its procedures are followed.

#### **PRINCIPAL**

The Principal is responsible for:

- ♦ making sure the race equality policy is readily available and that the governors, staff, pupils, and their parents and carers know about it;
- ♦ produce an action plan to make sure that the race equality policy and its procedures are followed;
- ♦ producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary;
- ♦ making sure all staff know their responsibilities and receive training and support in carrying these out; and
- ♦ taking appropriate action in cases of racial harassment and racial discrimination.

#### **ALL STAFF**

All staff are responsible for:

- ♦ dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping;
- ♦ promoting equal opportunities and good race relations, and avoiding discrimination
- ♦ ensuring that they deal equally with all learners and colleagues irrespective of race, colour, nationality or ethnic or national origins;
- ♦ keeping up to date with the law on discrimination, and taking up training and learning opportunities.

**Appendix 1** sets out the Academy procedures for dealing with racist incidents.

## GENDER EQUALITY

The **Gender Equality Duty** [GED] is a legal obligation which came into force in April 2007. It was introduced by the Equality Act 2006, which in turn amended the Sex Discrimination Act 1975. The duty places the legal responsibility on **public authorities** to demonstrate that they treat men and women fairly. In implementing this equal opportunities policy, Bradford Academy will ensure that we meet the requirements of the Gender Equality Duty and avoid discrimination of male and female learners.

### MONITORING AND EVALUATION

The Vice Principal (Learning and Teaching) has overall responsibility for the implementation of the equal opportunities policy. This includes keeping the governing body and SLT informed about the latest developments re. Equal Opportunities, and ensuring that whole Academy documentation meets statutory guidelines. Legislation sets out our duty to review and revise the policy every three years.

Monitoring and evaluation of the policy is part of the whole Academy monitoring and evaluation cycle. SLT monitoring includes:

- ◆ analysis of end of Key Stage Three, Key Stage Four and post 16 results in terms of the performance of students re. gender, race, disability and ability
- ◆ analysis of the effects on results of student groupings
- ◆ analysis of departmental documentation, together with scrutiny of student work, student interviews and observation of lessons with a focus on equal opportunities
- ◆ examination of the take-up of extra-curricular opportunities by differing groups within the Academy i.e. sex, ethnic origin, SEN etc.
- ◆ examination of the choices made for work experience opportunities by different groups.
- ◆ Ensure that appropriate risk assessments have been undertaken to ensure all students have appropriate access to the curriculum including visits wherever possible.

The Senior Leadership Team have an important role to play in the implementation of the equal opportunities policy through their role as team leaders, monitoring the work of departments and areas of learning.

Directors of Personalising Learning and Subject Leaders take a key role in monitoring the implementation of the policy through:

- ◆ ensuring materials used in departments/areas of learning do not contravene the policy
- ◆ analysing examination results within their departments/areas of learning
- ◆ monitoring the learning and teaching in their department/areas of learning, through the monitoring and evaluation cycle
- ◆ discussing equal opportunities issues in department/areas of learning meetings, strategic groups or with SLT line managers
- ◆ ensuring that departmental/areas of learning documentation, including schemes for learning, refer to the equal opportunities policy



- ♦ liaising with the Vice Principal (Learning and Teaching) to ensure that staff receive appropriate training. This might include exchanges of teachers between cultures, ages groups (primary/secondary) and academic disciplines.

#### **Breach of the Policy**

- ♦ Bradford Academy will take seriously any instances of non-adherence to the Equality and Diversity Policy by students, staff or visitors. Any instances of non adherence will be investigated and where appropriate will be considered under the relevant disciplinary policy and could lead to disciplinary action against employees, appropriate action against a member of the Governing Body, termination of contracts for services of consultants or trainers, or withdrawal of volunteer agreements.

## **APPENDIX 1 DEALING WITH RACIST INCIDENTS**

This appendix includes guidelines on dealing with racist incidents. Through the formal and informal curriculum, and as part of our Academy aims, the Academy actively encourages tolerance and understanding between all members of the Academy. It is our aim to ensure that students leave Academy as responsible citizens, who respect all races and cultures. Racist attitudes are not tolerated in the Academy, and all teachers and associate staff will challenge such attitudes with a view to changing the opinions of those expressing them. Learning experiences encourage a celebration of the variety of cultures and races in the world as part of a wider appreciation of the diversity of humanity.

The following procedure should be used by teaching and associate staff in the event of a racist incident:

- ◆ any racist language or attitude shown by students should be challenged by staff and students should be clear that such behaviour is not tolerated (parents/carers should also be made aware in meetings with SLT that such behaviour and attitudes are not tolerated by the Academy)
- ◆ where appropriate, the challenging of such attitudes can form part of a topic within a lesson
- ◆ any student reporting a racist incident (name-calling, stereotyping, physical assault etc) should record the incident on CMIS and assign to the appropriate Pastoral Support Worker
- ◆ The Pastoral Support Worker will discuss the incident with their Pastoral Manager and agree the appropriate action to be taken. The Learning Guide will be informed.
- ◆ Where appropriate, the victim's parents should be contacted to make them aware of the incident.
- ◆ Any racist incident should be reported to Phil Allen (Lead Behaviour Director) who will complete the Academy form and report the incident to the LEA
- ◆ it is the responsibility of the Lead Behaviour Director to inform the Principal, Vice Principal (Learning and Teaching), Assistant Principal (Support and Guidance) and Governing Body of any racist incidents, and to complete the annual return to the LEA of any racist incidents
- ◆ The Vice Principal (Learning and Teaching) will maintain a log of racist incidents in the Serious Incident Folder kept in her office.



## **APPENDIX 2**

# **EQUALITY AND DIVERSITY POLICY (FOR EMPLOYEES)**

### **1. INTRODUCTION**

- 1.1. Bradford Academy wholeheartedly supports the principle of equal opportunities in employment. The Academy aims to encourage, value and manage diversity and recognise that talent and potential are distributed across the population. Not only are there moral and social reasons for promoting equality of opportunity, it is in the best interests of the Academy to recruit and develop the best people from as wide and diverse a pool of talent as possible. That diversity adds value and supports the Academy's mission to secure the affirmation, formation and achievement of all our learners in the management of access, choice and freedom for discrimination. These principles lie at the heart of the equal opportunities policy of the Academy.
- 1.2. Bradford Academy recognises that many people in society experience discrimination. Discrimination is acting unfairly against a group or individual through for example exclusion, verbal comment, denigration, harassment, victimisation or a failure to appreciate needs or the assumption of such needs without consultation.
- 1.3. Discrimination can be direct or indirect (where there is a requirement or condition on all, but which has an adverse impact on a particular group and cannot be justified).
- 1.4. All forms of discrimination are unacceptable, regardless of whether there was any intention to discriminate or not.
- 1.5. This policy focuses on equal opportunities in relation to the employees at the Academy.

### **2. AIMS OF POLICY**

Bradford Academy aims to create a culture that respects and values each others' differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential. Specifically, the Academy will create a culture, rich in rights and values, to nurture and develop confident and independent learners so that they achieve the best that they can. Details of the culture for our learners can be found in the equal opportunities policy (above)

Bradford Academy aims to remove any barriers, bias or discrimination that prevent individuals or groups from realising their potential and contributing fully to the performance of the Academy and to develop a culture that positively values diversity.

The Academy is committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which the Academy operates.



Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment at Bradford Academy. The recruitment and selection policy ensures that we treat our responsibility for equal opportunities seriously and that procedures are regularly reviewed by the personnel committee of the Governing Body.

Selection for employment or promotion or any other benefit will be on the basis of merit and ability only. Selection for training will be on the basis of job requirement only. Intimidation, harassment and bullying will not be tolerated and may lead to disciplinary action. Details of how harassment and bullying will be tackled are covered in Bradford Academy's separate Harassment policy.

Bradford Academy will aims to provide equality and fairness for all job applicants, employees whether part-time, full-time, fixed term or temporary, volunteers and Governing Body members irrespective of gender, marital status, race, ethnic origin, colour, nationality, national origin, religion or belief, disability, sexual orientation, gender reassignment or age.

### **3. KEY LEGISLATION**

3.1 The Academy will implement its Equality and Diversity Policy in accordance with current legislation and codes of practice including:

- ◆ EU Anti-Discrimination Directives (which currently include Race Relations Act 1976 (Amendment) Regulations 2003, Religion and Belief Regulation 2003 and Sexual Orientation Regulation 2003)
- ◆ Special Educational Needs and Disability Rights in Education Act 2001
- ◆ Race Relations Amendments Act 2000
- ◆ Human Rights Act 1998
- ◆ Disability Discrimination Act 1995
- ◆ Race Relations Act 1976
- ◆ Sex Discrimination Act 1975
- ◆ Equal Pay Act 1970 and Amendment 1983
- ◆ Equality Act 2006

### **4. RESPONSIBILITIES**

4.1 The Vice Principal (Learning and Teaching) is responsible for the policy's day-to-day implementation. Consultation will take place with a staff working group and the Personnel Committee of the Governing Body on the implementation and development of this policy.

4.2 Bradford Academy will draw up an Action Plan detailing how it will deliver this policy and challenge discrimination in other policies.

4.3 Appropriate training and guidance will be provided to develop equality and diversity. Adequate resources will be made available to fulfil the aims of this policy. The policy will be widely promoted, and copies will be freely available and displayed in Bradford Academy offices and intranet.



4.4 Bradford Academy will ensure that all new employees, volunteers, Governing Body members will receive induction on the policy and action plan and that consultants, trainers and facilitators will be fully informed.

4.5 Each employee, volunteer, consultant, trainer, facilitator or Governing body member is responsible for:

- ◆ Supporting and implementing the aims of this policy
- ◆ Promoting equality of opportunity
- ◆ Contributing to an environment free of fear or intimidation and which celebrates diversity
- ◆ Ensuring that their behaviour and actions do not amount to discrimination, harassment, bullying or victimisation in any way

4.6 Each manager is responsible for

- ◆ Fostering a culture in which compliance with this policy is regarded as integral to the work of the area and in which equality and diversity issues are actively promoted
- ◆ Ensuring staff and students are encouraged, supported and enabled to reach their full potential

## **5. NEW GENDER EQUALITY DUTY**

5.1 The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act (1975). It added to the duty to eliminate sexual discrimination and sexual harassment, the duty to promote gender equality.

## **6. NEW DISABILITY DUTY**

6.1 The Disability Equality Duty came into force on 4 December 2006. The new duty requires all public bodies, including Academies to actively look at ways of ensuring that disabled people are treated equally.

## **7. EQUITY PLAN**

7.1 The Personnel Committee will draw up an equity plan as indicated in paragraph 4.2 to demonstrate how the Academy is fulfilling its statutory obligations to monitor gender equality, disability equality and racial equality as outlined in the legislation described in this policy.

## **8. BREACH OF THE POLICY**

8.1 Bradford Academy will take seriously any instances of non-adherence to the Equality and Diversity Policy by students, staff or visitors. Any instances of non adherence will be investigated and where appropriate will be considered under the relevant disciplinary policy and could lead to disciplinary action against employees, appropriate action against a member of the Governing Body, termination of contracts for services of consultants or trainers, or withdrawal of volunteer agreements.



## **9 MONITORING AND REVIEW**

9.1 It is the responsibility of the Personnel Committee to monitor effectiveness, and to review and develop the policy where necessary. Monitoring and review will take place annually.

9.2 In addition to the annual monitoring and review of the equal opportunities policy, the Academy staff development library will contain the latest research and literature regarding equal opportunities in order to ensure that the Academy is at the cutting edge of any thinking in terms of good practice.