



BRADFORD ACADEMY
TRUST



Our Vision	A shining light in our
RESPONSIBILITY	community
RESPECT	
RESILIENCE	You are the light of the world. A city on a hill cannot be hidden. - Matthew

Equality information & objectives

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Related Documents

Author:

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1. Aims

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

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

2. Legislation and guidance

This document meets the requirements under the following legislation:

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

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and Academy's](#).

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

3. Roles and responsibilities

The Governing Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Academy, including to staff, pupils, and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 2 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the principal.

The equality link governor is Janet Sheriff. They will:

- Meet with the designated member of staff for equality every other term, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full governing board regarding any issues.

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

Layla Azeez, the designated member of staff for equality, will:

- Support the Executive Principal in promoting knowledge and understanding of the equality objectives among staff and pupils.
- Meet with the Equality Link Governor every other term to raise and discuss any issues.
- Support the Principal in identifying any staff training needs and deliver training as necessary.

All Academy staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The Academy is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. The Academy aims to eliminate discrimination by:

- Promoting our school vision of Responsibility, Respect and Resilience, being a shining light in our community.
- Offering a broad and inclusive curriculum that meets the needs of all students.
- Delivering a carefully designed and sequenced PSHE curriculum to all students, focusing on a range of equality and diversity topics that address all forms of discrimination.
- Delivering a Personal Development curriculum during form time, that is designed around the Academy Values and informed by the Fundamental British Values.
- Auditing our subject curriculums to ensure that pupils have a culturally diverse experience during lessons.
- Using key dates in the year such as religious festivals and Black History Month, to celebrate and enrich our pupils' knowledge and understanding of their own and wider cultural diversity.
- Systematically recording any incidents of hate, abuse, bullying and discrimination.
- Ensuring that focus groups used are diverse including students from differing social groups and backgrounds to ensure that all voices can be heard.
- Delivering training to all new staff on the Equality Act as part of their induction, with all Academy staff receiving refresher training every 2 years, both online and face-to-face.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or LGBTQ+ pupils who are being subjected to homophobic bullying)
- Taking steps to meet the needs of individuals who have a particular characteristic (e.g. a space for prayer and reflection)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. Strong Girls Club)
- Ensuring the PSHE curriculum is accessed by all students, taking care of those who are particularly vulnerable to topics and conversations that may arise.
- Providing a broad and balanced curriculum which is open to all students and enables pupils to decide their individual pathways through the options process in year 9.

- Providing an enhanced transition programme for year 7 students, taking particular care of those who have additional needs or vulnerabilities. Working closely with local primary schools and our own primary provision to gain a better understanding of those pupils who will join our secondary provision.
- Providing additional support for students who experience barriers to learning with the use of our designated special provisions including our physical disability and autism resourced provisions, RESET and SEMH provisions and the Excellence Centre.
- Maximising the participation of all students on trips, visits, and extra-curricular activities, through the targeting use of Pupil Premium funding.

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

6. Fostering good relations

The Academy aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in Religious Education, our Personal Development (PD) and Personal, Social and Health Education (PSHE) curriculum.
- Delivering an inclusive curriculum, celebrating diversity, and promoting equality. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies and organising Academy trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the Academy. For example, our Academy student leadership team has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the Academy's activities and electives, such as sports clubs.
- Providing staff training on equality and diversity, including the use of inclusive language, pronouns, and gender.
- Holding events such as a Culture Day, embracing our diverse student and staff community.

7. Equality considerations in decision-making

The Academy ensures it has due regard to equality considerations whenever significant decisions are made.

The Academy always considers the impact of significant decisions on particular groups. For example, when an Academy trip or activity is being planned, the Academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The Academy keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning Academy trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

OBJECTIVE	ACTION	OUTCOME
1. To ensure that ALL students have access to a well sequenced and ambitious curriculum. Lessons will be pitched appropriately to facilitate SEND learners to make good progress in line with other learners in the school.	➤ Making use of provision maps to create annotated seating plans that allow for staff to personalise their classroom provision. ➤ Implementation of a truly inclusive and personalised curriculum which focuses on evidence informed practice using the 'essential elements' of teaching and learning. ➤ Ensure there are effective QA processes across the Academy which assesses how well staff know their students and how to remove barriers to learning, allowing all students to achieve and thrive. ➤ Provide ongoing professional development for staff on best practices for inclusive education and strategies to support SEND learners. ➤ Have regularly updated Individualised Education Plans for SEND learners. These plans will outline specific goals and support needed to ensure their progress aligns with other learners. ➤ Encourage collaborative planning among teachers, SEND staff and support staff to design and deliver lessons that are accessible and challenging for all students.	By implementing these actions, we aim to create an inclusive learning environment where all students, including those with SEND, have access to a well-sequenced and ambitious curriculum. This will ensure that SEND learners make good progress in line with their peers, fostering a sense of achievement and belonging for every student.
2. Continue to embed students' Social, Moral, Spiritual and Cultural (SMSC) development, including their knowledge, understanding and	➤ Ensure the PSHE curriculum (including RSE) establishes clear boundaries for behaviour to the law. ➤ Sequencing the PSHE (including RSE) curriculum to ensure that students have a clear understanding of healthy relationships that is built upon and	By implementing these actions, we aim to create a school environment where students' SMSC development is deeply embedded, and where respect, tolerance, and understanding are the norm. This will help eliminate discrimination

tolerance of those who are different from them. Promoting respect, fostering good relations and eliminating discrimination and bullying relative to the protected characteristics.	revisited each year. ➤ Continue to foster the development of values of tolerance and respect. Celebrate diversity through assemblies, trips, culture days, electives, displays and other initiatives within school. ➤ Ensure the form programme delivers a Personal Development curriculum that is designed around Academy Values and informed by the Fundamental British Values. ➤ Ensure that students in vulnerable groups are appropriately supported through our pastoral care, allowing for safe spaces for vulnerable students and allowing the voices of minorities to be heard through focus groups. ➤ Ongoing staff development and training linked to the PSHE (including RSE) curriculum. Equipping staff with the skills to support students in understanding and respecting differences.	and bullying, fostering a positive and inclusive community for all.
3. Increase student community engagement in work related to equality, diversity and social justice.	➤ Establish student-led committees focused on equality, diversity and social justice initiatives. The student leadership team including the Principals Ambassadors will plan and execute projects, events and campaigns that promote awareness and understanding with the school community. ➤ Create curriculum links incorporating topics of equality, diversity, and social justice across subject areas. ➤ Develop community partnerships with local organisations and community groups that focus on equality and social justice. This will include work experience projects and voluntary work. ➤ Organising workshops and training sessions for students and staff on topics related to equality, diversity, and social justice. These sessions will equip individuals with the knowledge and skills needed to advocate for and	By implementing these actions, we aim to create a more inclusive and engaged school community where students actively participate in promoting equality, diversity, and social justice. This will not only enhance their educational experience but also prepare them to be responsible and empathetic global citizens.

	implement positive change. ➤ Host events that celebrate the diverse backgrounds and cultures with the school community, including Culture Day. These events will foster a sense of belonging and encourage students to appreciate and respect differences.	
4. Narrow the gap in attendance and attainment between students from differing groups.	➤ Regular data analysis looking at attendance and attainment to identify any gaps between different student groups. Use this data to inform targeted interventions and support strategies. ➤ Strengthen the engagement with parents and carers, particularly those from underrepresented groups. Provide regular updates on their child's progress offering support where necessary. ➤ Have a well sequenced, ambitious and inclusive curriculum that addresses the diverse needs of all students. This includes differentiated instruction, culturally responsive teaching, and strategies to engage students from various backgrounds. ➤ Ensure there is access to support services such as counselling, mental health resources and safeguarding, the excellence centre strategy, and extracurricular activities. These services can help address barriers to attendance and academic attainment.	By implementing these actions, we aim to reduce disparities in attendance and attainment among different student groups. This will contribute to a more equitable educational environment where all students have the opportunity to succeed and reach their full potential.

9. Monitoring arrangements

The equality information we review, described in sections 4 to 7 above, at least every year.

This document will be reviewed by the Resource Management Committee at least every 2 years.

This document will be approved by the Resource Management Committee.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment