



## Bradfield School

### Equality Statement and Objectives

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<b>Author (name &amp; job title):</b>		Helen Durdy - School Business Manager	
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## Table of Contents

<b>1</b>	<b>Introduction .....</b>	<b>3</b>
<b>2</b>	<b>Statement .....</b>	<b>3</b>
<b>3</b>	<b>Equality Objectives: .....</b>	<b>5</b>
<b>4</b>	<b>Equalities Information.....</b>	<b>5</b>
<b>5</b>	<b>Definitions.....</b>	<b>9</b>

## 1 Introduction

Bradfield School has developed this Equality Statement to help it to meet its Public Sector Equality Duty under the Equality Act 2010.

The Equality Act's provisions cover all aspects of school life such as the treatment of:

- pupils and prospective pupils
- parents and carers
- employees
- local community

The Equality Act 2010 covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race, colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

The Equality Act 2010 makes it unlawful to treat someone less favourably because of a protected characteristic they have, either through direct or indirect discrimination, harassment or victimisation or by failing to make a reasonable adjustment for a disabled person. Age applies to a school as an employer, but not with regard to the treatment of pupils and prospective pupils.

## 2 Statement

Bradfield School supports the anti-discrimination provisions of the Equality Act and Public Sector Equality Duty to:

- (a) Eliminate unlawful discrimination, harassment, and victimisation
- (b) Advance equality of opportunity by tackling prejudice and promote better understanding; and
- (c) Foster good relations between those who share a protected characteristic and those who do not.

The general duty is supported by specific duties, these are to:

- Publish information annually which demonstrates our compliance with the duty to have due regard for the three aims of the general duty.
- Prepare and publish our specific and measurable objectives to achieve the three aims of the duty and undertake this no later than in four years' time.

## **2.1 Leadership**

Within our school all **staff and Governors** at the school are responsible for ensuring the school meets its duties under the Equality Act 2010. Working with parents/carers and students to identify barriers and supporting the school to achieve the commitment made to tackling inequality.

## **2.2 Training**

We will provide relevant training by using all suitable delivery methods.

## **2.3 Procurement and Contractors**

We will take steps to ensure that contractors working at the school operate within the requirements of our Equality Statement.

## **2.4 Visitors to the School**

We will take steps to ensure that all visitors to our school including parents act within the requirements of our Equality Statement.

## **2.5 Publishing the Statement**

We will publish our statement on the school website.

## **2.6 Reporting our progress**

We will report progress against the duty and update this annually.

## **2.7 Reviewing and Revising the Equality Statement**

We will review and revise the Objectives no later than four years from publication of this statement.

## **2.8 How we will meet the General Duty & Specific Duty**

We are required to meet the three aims under the General Duty as set out by the Equality Act 2010 and our approach i.e. information and objectives set out in Annex 1 and 2.

### **3 Equality Objectives:**

- All students will reach their potential
- We will promote fair access to appropriate development opportunities for all staff
- We seek the views of the members of our school community (students, parents, staff and our wider community) in order to inform the school's planning and review process

### **4 Equalities Information**

We have reviewed how we currently perform as a school in the context of the requirements of the General Duty and all of the Protected Characteristics.

In collating the equality information we have:

- Identified evidence already in school of policies and practice.
- Explored how we engage with protected characteristics.
- Analysed our effectiveness in terms of equality.

Our equality evidence highlights:

#### **4.1 Age**

- Bradfield School is committed to a policy of equal opportunities throughout its dealings with applicants and employees. Our aim is that potential and actual employees, along with the individuals that we represent, are treated fairly on the basis of merit and ability regardless of age, disability, family responsibilities, gender, HIV status, marital status, nationality, race, religious or political views or affiliations, sexual orientation or socio-economic background.
- Our new staff training programme ensures all staff have effective CPD (continuing professional development) opportunities including trainees and other colleagues.
- The senior leadership team views succession planning as instrumental to the success of the school. This is evident through CPD opportunities available to all.

#### **4.2 Disability**

- We have a dedicated team of teachers and teaching assistants, led by the SENDCo, who ensures the diversity of students' learning needs are met.
- Our curriculum includes activities designed to increase pupils' awareness of disability issues and to promote disability issues positively through for example Personal Development (personal, social, health and economic education) lessons and assemblies.
- We have a small number of staff who have declared a disability. We are mindful that staff can be reluctant to declare a disability.

#### **4.3 Gender reassignment**

- All of our policies are based on advice/guidance from our HR Consultant.

#### **4.4 Marriage and civil partnership**

- All of our policies are based on advice/guidance from our HR Consultant.

#### **4.5 Pregnancy and Maternity**

- All of our policies are based on advice/guidance from our HR Consultant
- At the request of pregnant staff we do remind students to move safely around school.

#### **4.6 Race**

- We have a diverse cohort of students from a variety of ethnic backgrounds.
- All CPD has a focus on inclusion and closing the gap with a particular focus on oracy.
- All members of the senior leadership team and subject leaders have achievement for all high on their agenda, and there is an Assistant Headteacher We carefully analyse pupil achievement with regard to different cohorts (including vulnerable groups), and develop action points for the school accordingly.

#### **4.7 Religion or belief**

- Through the Religious Education curriculum in KS3 &4 all students learn about world faiths.
- Our Religious Studies syllabus is inclusive for all faiths.

#### **4.8 Gender**

- Our staffing is mixed with a balance of males and females in teaching and supporting roles.
- The Senior Leadership team consists of 8 female and 2 male staff.
- Our governing body is gender representative.
- TSAT Trust Board is gender representative.
- Within our school where possible and practical we support flexible working, and we have developed policies and procedures to support this process.
- We carefully analyse pupil achievement with regard to gender, and develop action points for the school accordingly.

#### **4.9 Sexual orientation**

- Though we do not collect or retain information in this regard, all of our policies are based on advice/guidance from our HR Consultant and any member of the school or Governing Body would be supported as necessary.
- The school records all incidents of homophobic bullying and has a robust and immediate response to all forms of bullying.
- We have accessible toilets in the school building for those students who identify as neither male or female

#### 4.10 Inclusion

- We carefully analyse pupil achievement with regard to a number of vulnerable groupings within the school and develop action points for the school accordingly.
- The inclusion team are highly skilled and experienced at instigating multi-agency networks so that the most effective teams around the child are identified.
- The SEND department co-ordinate 3 parent review meetings a year and update the SEND register routinely to ensure it is a live and coherent document for staff, students and parents.
- We track and report on behaviour and exclusion data termly and look to eradicate any patterns or overrepresentation by individuals or groups
- The Pastoral team provides pastoral support and care for vulnerable students.

<b>School Community</b>	<b>Responsibility</b>
Bradfield School / Local Governing Body of Bradfield School	Involving and engaging the whole Bradfield School community in identifying and understanding equality barriers and in the setting of objectives to address these.
Headteacher	<p>As above including:</p> <p>Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.</p> <p>Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Senior Leadership Team	<p>To support the Headteacher as above.</p> <p>Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Teaching Staff	<p>Help in delivering the right outcomes for pupils.</p> <p>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum.</p> <p>Ensure that staff are aware of their responsibility to record and report prejudice related incidents.</p>

Support Staff	<p>Support Bradfield School and the governing body in delivering a fair and equitable service to all stakeholders.</p> <p>Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated.</p> <p>Support colleagues within the Tapton School community.</p> <p>Ensure that staff are aware of their responsibility to record and report prejudice related incidents.</p>
Parents	<p>Take an active part in identifying barriers for Tapton School's community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the Tapton School's community in tackling inequality and achieving equality of opportunity for all.</p>
Students	<p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider community can be expected to be treated; ensuring that members of the Tapton community are not subject to inequality.</p>



## 5 Definitions

### 5.1 Equality Act 2010

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in the areas of:

- employment
- education
- access to goods, services and facilities including larger private clubs and land based transport services
- buying and renting land or property
- functions of public bodies, for example the issuing of licences

The Equality Act also provides rights for people not to be directly discriminated against or harassed because they have an association with a disabled person. This can apply to a carer or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

### The definition of 'disability' under the Equality Act 2010

In the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping People who have had a disability in the past that meets this definition are also protected by the Act.

### 5.2 Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

### 5.3 Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.