

Bradford Forster Academy Equality and Objectives Statement

Bradford Forster Academy is a faithful, collaborative, inclusive, aspirational, student-centred Academy. We have high ambitions for our students and strive to ensure that all our policies and practices enable the students to leave the Academy ready to embark on a successful future, fulfilling their own ambitions and making a positive and transformational contribution to society.

We strive to reflect our academy Christian values of Respect, Growth, and Community whilst following our strapline of **'Everything is possible for one who believes'** (Mark 9:23)



Aims

Our school 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

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 schools 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 schools](#).

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

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 school, including to staff, students, 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 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal
- Meet with the designated member of staff for equality every year and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are 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 principal will:

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

The designated member of staff for equality will:

- Support the Principal in promoting knowledge and understanding of the equality objectives among staff and students
- Support the Principal in identifying any staff training needs, and deliver training as necessary

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

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school 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., students with disabilities, or gay students who are being subjected to homophobic bullying)
- Taking steps to meet the needs of people who have a particular characteristic (e.g., enabling Muslim students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g., encouraging all students to be involved in the full range of school societies)
- In fulfilling this aspect of the duty, the school will:
- Publish attainment data each academic year showing how students 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 protected characteristics, identifying any issues which could affect our own students

Fostering good relations

The school 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 RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Equality considerations in decision-making

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

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

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

Equality objectives

Objective 1 - Improve the Academic Attainment of Students from Underrepresented Groups

Actions

- Analyse existing data on student achievement by protected characteristic (e.g., ethnicity, gender, disability) and identify specific areas where gaps exist.
- Develop and implement targeted interventions, such as extra academic support, mentoring programmes, and culturally responsive pedagogy, to address these gaps.
- Monitor the effectiveness of these interventions through ongoing data collection and analysis, adjusting strategies as needed.

Measurement

- Track the progress of students from underrepresented groups in academic achievement over time.

Objective 2: Foster a Positive and Inclusive School Climate

Actions

- Provide staff with regular training on diversity, inclusion, and anti-bullying practices, ensuring they understand the Equality Act and their responsibilities.
- Implement a school-wide code of conduct that explicitly addresses discrimination and harassment based on protected characteristics, with clear consequences for violations.
- Create and promote opportunities for students to interact and learn from each other, such as inter-cultural events, collaborative projects, and peer mentoring programs.

Measurement

- Conduct regular surveys of students and staff to assess their perceptions of school climate and inclusivity and use these results to guide ongoing efforts.

Objective 3: Increase Awareness and Engagement with the Local Community

Actions

- Build partnerships with local organizations and community leaders representing diverse backgrounds to provide opportunities for students to learn about different cultures and perspectives.
- Organise school events and activities that celebrate diversity and promote cultural understanding, such as festivals, guest speakers, and community service projects.
- Encourage parent and community involvement in school activities and decision-making processes to ensure representation and inclusivity.

Measurement

- Track the number and diversity of community partners, the attendance at events celebrating diversity, and the participation of parents and community members in school activities.

Monitoring arrangements

The governing board will update the equality information we publish at least every year.

This document will be reviewed by the governing board at least every year.

This document will be approved by the governing board

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment