Bradford Girls' Grammar School

Equal Opportunities Policy 2026-27

Aspire – Succeed – Lead

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1. Vision

Bradford Girls' Grammar School vision is to provide an exceptional education: rich in learning opportunities in a supportive and nurturing environment that challenges our pupils to raise their aspirations and to develop the confidence and resilience to reach their full potential. With a strong focus on the personal development of every child; encouraging tolerance, compassion, and a strong sense of social responsibility and natural respect for those around them, pupils will leave as well-rounded, confident, independent young people, fully prepared to take their place in the world.

2. Introduction

This document sets out how pupils with the following protected characteristics (previously known as equality strands) are protected in our school from harassment and discrimination:

- Disability;
- Gender;
- Race;
- Religion and belief;
- Sexual orientation;
- Gender reassignment;
- Pregnancy and maternity.

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The law on disability discrimination is different from the rest of the Equalities Act in a number of ways. In particular, it works in only one direction; it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

In addition, this policy extends to cover all aspects of vulnerability, including disadvantaged pupils (e.g. families in receipt of Free School Meals, looked after children, refugees and asylum seekers) and those who are New to English.

The school is also committed to being a good employer in terms of recruitment and employment practices. Therefore, the school is also committed to ensuring that there is no discrimination that relates to the other protected characteristics:

- Age
- Being married or in a civil partnership

3. Statement of Intent

The school is fully committed to compliance with equalities legislation and this permeates all school policies and practices. Any person who belongs to, or comes into contact with, our school community is valued and respected equally. Equality of opportunity is promoted and stringent efforts made to eliminate unlawful discrimination, harassment or victimisation.

4. Rationale - The Public Sector Equality Duty

This policy is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010. It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of disadvantage.
The accessibility plan located in Appendix 5 sets out the actions to be taken by the school which indicate its commitment to:

- Eliminate discrimination;
- Eliminate harassment or victimisation related to any aspect of social identity or diversity;
- Promote equality of opportunity;
- Promote positive attitudes to all aspects of social identity and diversity;
- Encourage participation by disabled people and people representing different aspects of social identity in public life;
- Take steps to take account of difference when implementing school procedures, including those relating to discipline;
- Take proportionate action to address the disadvantage faced by particular groups of pupils.

5. Planning to eliminate discrimination and promote equality of opportunity.

This policy is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. The plan identifies actions to be taken in the next academic year to make the school more accessible to the whole community,

irrespective of background or need. It encompasses duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses anticipatory duties to plan ahead for the reasonable adjustments (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils. Planning follows the traditional accessibility plan format for disabled pupils:

- Access to the school curriculum;
- Access to and improvement of the physical environment;
- Availability of accessible information for disabled pupils and their parents / carers, but then goes beyond this requirement, referring to other vulnerable groups and considering:
- Access to Success – other adaptations that can impact indirectly on pupils' outcomes.

The accessibility plan is renewed annually; this information is shared with all staff and is updated at least annually on the school website. It is available in different formats and in different languages upon request.

6. Roles and Responsibilities

The Governing Body

- Ensures compliance with all relevant equalities legislation.
- Receives regular training in all equalities and SEND duties.
- Ensures that the accessibility plans arising from the policy are part of the School Improvement Plan.
- Supports the school leadership in implementing any actions necessary.
- Evaluates the accessibility plan upon receipt of the annual report.
- Ensures the policy is updated at least annually using the school website.
- Evaluates equality objectives every three years and update these on the website every four years.
- Ensures that the Pupil Premium strategy and the SEND Information report are published on the school website.

The Headteacher

- Ensures that the school community has access to the Equal Opportunities Policy.
- Ensures the school's engagement with parents/carers.
- Evaluates the impact of the use of specific individual budgets via the Pupil Premium report and SEND information report.
- Ensures that the Equal Opportunities policy is implemented effectively.
- Ensures staff have access to training which helps to implement the policy.
- Implements reviews of the accessibility plan as detailed in the School Improvement Plan.

The HR Officer

- Ensures that school employees are protected from discrimination relating to any of the protected characteristics identified by the Equalities Act 2010.
- Manages any day-to-day issues arising from the policy for the school as an employer.
- In relation to staffing, liaises with external bodies regarding the policy so that the school's actions are in line with the best advice available.
- Ensures that the SLT are kept up to date with any development relating to staff that affects the policy/accessibility plan or arises from it.
- Ensures specific additional needs of staff members are addressed.
- Provides advice/support in dealing with any incidents/issues relating to staff.
- Deals with any discriminatory statements made / actions carried out by visitors and/or contractors to the school.

The Deputy Headteacher

- Oversees attainment and achievement for pupils from particular groups.
- Assigns Lead professionals to take responsibility for particular groups of pupils.
- Ensures Lead Professionals develop interventions to meet pupils' needs.
- Develops and maintains the Quality Assurance system for particular groups of pupils' learning.
- Oversees evaluation of the effectiveness the school's engagement with parents/carers of particular groups of pupils (e.g. attendance at parents' evenings, parents' forum, school governance, results of parental feedback).
- Oversees the management of any day-to-day issues for pupils arising from the policy.
- In relation to pupils, liaises with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Reports to the Governing Body at least annually, on the effectiveness of the policy.
- Ensures that the SLT are kept up to date with any development relating to pupils that affects the policy/accessibility plan or arises from it.
- Provides advice/support in dealing with any incidents/issues relating to pupils.
- Assists in implementing reviews of the accessibility plan as detailed in the School Improvement Plan.

The School Safeguarding Lead

- Undertakes the role of Designated Safeguarding across the school
- Develops responses to poor attendance and persistent absence
- Oversees the analysis of attendance data for particular groups of pupils, and coordinates any subsequent response

Senior Leader Behaviour & Attitudes

- Monitors and reports incidents of racism, 'hate' and bullying involving particular groups of pupils.
- Co-ordinates and monitors the response to reported incidents of a discriminatory nature.
- Develops the Behaviour for Learning and Behaviour Management policies and procedures so that they consider the needs of all pupils.
- Oversees the work of the anti-bullying ambassadors.
- Oversees the analysis of behaviour data for particular groups of pupils, and coordinates any subsequent response

SENDCo

- Ensures that all staff are aware of the membership of particular groups of pupils.
- Devises, implements and evaluates the impact of interventions (Attainment, Achievement, Participation, Behaviour, Attendance) for pupils from particular groups with assistance from external agencies where appropriate.
- Produces annual reports to evidence the use of specific funding in relation to SEND.
- Supports other staff in implementing the policy;
- Provides a lead in the dissemination of information relating to the policy;
- Identifies good quality resources and CPD opportunities to support the scheme
- Gathers and analyses attainment and achievement data of particular groups of pupils, reporting to the Deputy Headteacher
- Analyses attainment and achievement data for pupils from particular groups.
- Analyses behaviour and attendance data for particular groups of pupils.
- Maintaining records of students with SEND
- Understand legal duties in regards to the management of EHCP.

Other School Staff

- Demonstrate awareness of the Equal Opportunity Policy and how it relates to them;
- Act in a professional manner that supports the Equal Opportunities Policy;
- Identify any queries or training requirements that relate to equality and/or diversity
- Comply with requirements to update legislative knowledge or to attend training and information events organised by the school or other agency;
- Show awareness of procedures for dealing with racism, harassment, other forms of discrimination (incl: bullying);
- Identify and challenge bias and stereotyping when appropriate

- Support the school's inclusion agenda, ensuring that, whenever possible, pupils from all groups are included in all activities and have full access to the curriculum;
- Promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils

- Contribute where possible to the formulation of the Equal Opportunity policy.
- Act in accordance with the policy and associated documents such as the Anti Bullying Policy and Code of Conduct.
- Engage in lessons that are respectful of difference and prepare them well for life in a diverse society.
- Understand the importance of reporting discriminatory bullying and racially motivated incidents.
- Show awareness of reporting channels for reporting discriminatory actions.

7. School Context

There are approximately 650 students on roll.
Just over half of pupils in the school live in the local area, but the remainder travel from a wide range of other locations within the Bradford district.
The majority of pupils in all phases are identified by their families as having a Pakistani heritage, belonging to the Muslim faith. Remaining pupils come from a wide range of other ethnic backgrounds and faiths. Just under half the pupils speak English as an additional language - with many different home languages being spoken.
40% of pupils in are identified as being disadvantaged.
The proportion of pupils identified as needing Special Educational Needs and/ or Disability support is 10%. In all phases, the proportion of pupils with an Education Health and Care Plan is 1%. Detailed statistics are available from the school upon request.

8. Protective policies already in place

The following policies are already in existence at the school, providing information about expectations, provision and protection:

- SEND Policy, local offer and Information report
- Mental Health and Wellbeing strategy and policy
- Pupil Premium strategy and policy - refers to provision to support disadvantaged pupils

- EAL policy - refers to pupils who speak English as an additional language, more specifically those new to English
- Transgender policy - specifically referring to the ways in which the school would support pupils going through transition.

9. Training already undertaken in order to position the school well for the equality and diversity agenda.

The school regularly provides training for staff that enables equitable practice to be maintained and developed. Most recently, sessions have been provided on:

- The Prevent duty
- LGBTQ+
- SEND
- Anaphylaxis
- Asthma
- Epilepsy
- Safer recruitment
- Disadvantaged pupils
- Literacy support and Differentiation
- Communication Aid training
- Manual Handling
- SEND range descriptors
- Inclusive Classrooms
- Cognitive load
- EVAC Chair

10. Examples of reasonable adjustments made by the school in order to accommodate pupils with additional needs.

- Management of auxiliary aids / specialist equipment supplied through the Local Authority SEND teams or from other sources.
- A Behaviour Management policy which takes pupils' additional needs into account
- Person Centred Plans outlining strengths, difficulties and needs.
- Sensitive grouping/ pairing / seating
- Use of positive language

- Adapted curricula, resources and delivery
- Provision of ICT hardware and software / specialist equipment.
- Visual aids to help with letter formation
- Spelling banks
- Sentence stems
- Use of symbols for understanding
- Number lines
- Coloured overlays / paper.
- Visual timetables.
- Bilingual dictionaries.
- Illustrated dictionaries
- Writing frames
- Desk slopes / Magnifiers
- Additional Phonics support
- Time out passes for pupils with Social, Emotional or Mental Health issues.
- Toilet passes for pupils with various health conditions.
- Personalised adapted curricula.
- Access to revision guides and stationery for disadvantaged pupils.
- Intervention programmes devised in liaison with specialist SEND teams, where appropriate.
- Access arrangements for examinations: rest breaks, extra time, readers, scribes, specific location, ICT equipment.

11. Outcomes for pupils

Attainment / achievement for particular groups of pupils are analysed against the performance of their peers at each data input point throughout the academic year, and at the end of Key Stage, 4. Strengths and areas for development (emerging or widening performance gaps) are recorded in the School Self-evaluation Form (SEF). Specific groups of pupils for analysis include: Disadvantaged pupils (those eligible for Free School Meals or who have been in the last six academic years, Looked After Children, Children of Forces personnel), Pupils who speak English as an Additional Language, Pupils with a Special Educational Need and/or Disability.

Attendance, suspensions and exclusions are also measured in the same way, with any gaps being identified. Specialist interventions are implemented in order to diminish any differences in academic performance, attendance and/or behaviour; the impact of these is evaluated at the next data input point.
Scrutiny of the data facilitates the impact of the use of specific individual budgets e.g. Pupil Premium report SEND information report to be evaluated. Racist, 'hate crime' and bullying incidents are reported to the local

authority. These can also be analysed by group membership.

The extent to which pupils from particular groups contribute to the school and the wider community (e.g. participation and achievement on extra-curricular/extended school activities,) and the effectiveness of the school's engagement with their parents/carers of particular groups of pupils (e.g. attendance at parents' meetings, involvement in planning provision, consultation with, results of parental feedback) can be analysed and acted upon.

12. Equality Objectives October 2024- October 2028

The following objectives have been derived from analysis of the school context and enable the Headteacher's vision for the school, Appendix 3, to be accessible to **all** pupils, irrespective of need:

- To provide regular training for teachers and teaching assistants on aspects of equality and the implications for classroom practice and pastoral support.
- To use opportunities for collaboration to develop best practice for meeting pupils' additional needs.
- To ensure that school policies take account of equal opportunities and accessibility.
- To ensure that the school is physically accessible to all members of the school community, as far as is reasonably practical.
- To embed the use of data to assist in identifying and closing any gaps in achievement, attendance or behaviour between particular groups of pupils and others.
- To ensure that pupils' protected characteristics do not prevent them from accessing extra-curricular activities.
- To ensure resources are sufficient to enable all pupils to access the curriculum
- To meet the needs of pupils with additional needs during internal and public examinations and transition between Key Stages.
- To ensure that all parents and other members of the school community can access information.
- To ensure that parents who are unable to attend school because of a disability are still able to access information about their child's progress.
- To increase the level of pupil voice from those with protected characteristics.

These objectives are published on the school website and updated every four years. Progress towards meeting equality objectives is reported on regularly to governors.

Appendix

Equality Legislation and Guidance.

This policy responds to the current equalities legislation.

The Equality Act 2010 is the overarching legislation for all equality duties. The act serves two main purposes:

a) To harmonise discrimination law;

b) To strengthen the law to support progress on equality.

The act supersedes or strengthens the following acts and regulations:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007
- The SEN Code of Practice 2001

Summary of duties

- Race Relations Act (RRA) 1976/2000
- A statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007
- A statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007. The Act sets out that is unlawful for schools to discriminate against a person:

a) in the terms on which it offers to admit him/her as a pupil:

b) by refusing to accept an application to admit him/her as a pupil, or

c) where he/she is a pupil of the establishment:

i) in the way in which it affords him/her access to any benefit, facility or service,

ii) by refusing him/her access to a benefit, facility or service,

iii) by excluding him/her from the establishment,

iv) by subjecting him/her to any other detriment.

Disability Discrimination Act (DDA) 1995/2005

A statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;

Education and Inspections Act 2006, duty to promote community cohesion

By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as: "working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

Essential Further Guidance

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014)

Equality and Human Rights Commission Guidance for schools