Equality Policy and Objectives

Purpose of the Policy

The Equality Act 2010, including (Amendment) Regulations 2023, was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).
The protected characteristics are:

- Age (although not part of the provisions relating to students)
- Disability
- Sex (including transgender)
- Gender reassignment
- Race
- Religion or belief
- Sexual Orientation
- Pregnancy and maternity
- Marriage and Civil Partnership (although not part of the provisions relating to students)

Our Equality Policy is intended to bring together all previous policies around equality issues, including Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are committed to the development of cohesive communities both within our school's physical boundaries and within the wider community.

Aims

We aim to ensure that equality of opportunity and diversity is at the heart of our policies and day to day activities and seek to remove any barriers to progress for both students and staff.

Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All members of school and our communities are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual, homophobic and transgender harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that may already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We consult and involve as appropriate:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys.
- LGBTQ+ people as well as straight.

Principle 7: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys
- LGBTQ+ people as well as straight.

Principle 8: We base our policies and practices on sound evidence.

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives.

Evidence relating to equalities is integrated into our self-evaluation documentation.

Principle 9: Measurable objectives.

We formulate and publish specific and measurable objectives, based on the engagement in which we have been involved (principle 6) and the evidence we have collected and published (principle 8).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

Our equality objectives are integrated into the school improvement plan.

We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

5. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

   Bingley Grammar School has been awarded the Silver Race Charter Mark in July 2025.

Ethos and organisation

6. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

   - pupils' progress, attainment and achievement
   - pupils' personal development, welfare and well-being
   - teaching styles and strategies
   - admissions and attendance
   - staff recruitment, retention and professional development
   - care, guidance and support
   - behaviour, discipline and exclusions
   - working in partnership with parents, carers and guardians
   - working with the wider community.

Addressing prejudice and prejudice-related bullying

7. The School is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:
   - prejudices around disability and special educational needs
   - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
   - prejudices reflecting sexism and homophobia.

8. There is guidance in the school's policies on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

9. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

10. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

11. The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. This includes:
    - Implement this policy and its procedures.
    - Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
    - Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
    - Actively challenge and take appropriate action in any case of discriminatory practice.
    - Address any reported incidents of harassment or bullying in line with DfE guidance.
    - Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

12. Senior members of staff have day-to-day responsibility for co-ordinating implementation of the policy.

13. All staff are expected to:
    - promote an inclusive and collaborative ethos in their classroom
    - deal with any prejudice-related incidents that may occur
    - plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
    - support pupils in their class for whom English is an additional language
    - keep up to date with equalities legislation relevant to their work.
    - Be mindful of any incidents of harassment or bullying in the school.
    - Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher.
    - Identify and challenge bias and stereotyping within the curriculum and the school's culture.
    - Promote equality and good relations, and not harass or discriminate in any way.
    - Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
    - Keep up-to-date with equality legislation and its application by attending the appropriate training.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head of year or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.
- The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

Information, staff development and training

14. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.
We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

15. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice if these can be accommodated.

Breaches of the policy

16. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

Monitoring and review

17. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

18. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Equality Objectives

19. The current priority Equality Objectives are detailed in Appendix 1 attached to this policy.

GDPR

20. In accordance with the requirements outlined in the Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of women on maternity leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

Originator: LAW/ASD/E1V
Partner Governor: DMn
Date of Review: September 2026
Ratified by the Governing Body
Next review: September 2027

SINGLE EQUALITY SCHEME - APPENDIX 1

OBJECTIVES AND ACTION PLAN - August 2026

Objective	Action Plan
1. To continue to embed the systematic use of the Equality Impact Assessment process in determining school policies, practice and procedures.	● Ensure all policies have now been subject to an equality impact assessment and any potential areas of weakness addressed. ● Ensure all new governors and staff are made familiar with the school's Equality Scheme and statutory public sector equality duties. ● Ensure that there are CPD opportunities to ensure that all staff are familiar with the school's Equality Scheme and statutory public sector equality duties ● Make use of the available data from recruitment monitoring forms to inform future recruitment strategies, and to assess that wherever possible staffing of the school reflects the diversity of the community.
2. To narrow the achievement gaps between students of different gender and ethnic characteristics	● Use enhanced data assessment information to highlight significant achievement gaps within groups who have protected characteristics and target for relevant differentiation and intervention strategies through the annual School Improvement Plan and monitoring. ● Ensure that targets are supported by all staff as appropriate and each goal sits under the remit of a senior leader. ● Curriculum planning to be able to accommodate necessary intervention work and approaches. ● Review the impact of school closure due to the covid-19 pandemic on student educational levels and provide additional support for anyone falling behind, ensuring all have access to appropriate learning resources.
3. To ensure that all students with a special educational need or disability, including those with complex emotional and behavioural needs, have access to suitable differentiated	● Continue to develop internal options for alternative provision and access to a mixed curriculum of mainstream and specialist support, to ensure all students have equal access to an appropriate curriculum suitable to their needs.

learning within school or through alternative provision in order to maximise their progress	• Continue to extend the intervention support for targeted Year 7 and Year 8 students through the Max7 and Max8 programmes • Ensure that there is relevant and appropriate CPD to allow staff to deliver suitable differentiated learning to students • Continue to monitor and develop the Accessibility Plan to reduce barriers to those with disabilities.
4. To continue to promote and enhance community cohesion and foster good relations between different communities both within our school and the wider community to support student outcomes	• Further community cohesion projects and activities, including talks in school from role models within our communities, and positive links between community groups and our students. • Planned use of assembles and PSHE lessons to provide SMSC support and guidance to students • Continue to develop the links with primary feeder schools, meeting with Primary links and using data so that we know new students as well as possible before they arrive in school • Develop use of student focus groups • Develop communication links across all our communities. • Use information collected from a variety of sources to inform school planning decisions and equality impact assessments