

Bournville Academy

Equality Information and Objectives

Policy 2026–2030

Document Owner:	Holly Poole
Start Date:	September 2026
Review Date:	September 2027
Ratified by:	Local Governing Body / Fairfax Multi-Academy Trust

1. Introduction

Bournville All-Through School is committed to ensuring that every pupil is known, included and empowered to succeed. We recognise the value that diversity brings to our school community and seek to create an environment in which every member of our community is treated with dignity, respect and fairness.

Our approach to equality is rooted in **The Bournville Way** and our STRIVE values of **Self-discipline, Tolerance, Resilience, Integrity, Virtues and Empathy**. These values underpin our expectations of how members of our school community treat one another and provide a framework for developing pupils who understand and respect difference. Equality at Bournville does not mean treating everyone identically. We recognise that pupils and families may experience different barriers and that some individuals may require additional support, reasonable adjustments or targeted provision to enable them to access the same opportunities as others. Our approach is therefore one of **equity, inclusion and the removal of barriers**.

As an all-through school, we recognise the importance of ensuring that equality and inclusion are considered throughout a pupil's journey from Reception to Year 11. Early identification, effective transition, high-quality teaching and strong partnerships with pupils, families and professionals are central to this approach.

This policy sets out how Bournville All-Through School meets its equality duties and establishes the equality objectives that will guide our work between 2026 and 2030.

2. Legislative framework

This policy is informed by the Equality Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. It also takes account of the Children and Families Act 2014, the Special Educational Needs and Disability Code of Practice, the Human Rights Act 1998 and other relevant statutory guidance.

The Equality Act 2010 protects individuals from discrimination relating to protected characteristics. These are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity, and, in relation to employment, age and marriage and civil partnership.

As a school, Bournville All-Through School is subject to the Public Sector Equality Duty. In exercising our functions, we have due regard to the need to eliminate discrimination, harassment and victimisation; advance equality of opportunity between people who share a protected characteristic and those who do not; and foster good relations between people who share a protected characteristic and those who do not.

These duties are not considered separately from the school's wider work. Equality is embedded within teaching and learning, Personal Development, safeguarding, behaviour, attendance, SEND provision, curriculum development, enrichment, educational visits, staffing and school improvement.

3. Our approach to equality

Bournville All-Through School recognises that pupils do not experience barriers in isolation. For some pupils, a number of factors may interact and create additional barriers to learning, attendance, participation or achievement.

For this reason, we will use a range of information to understand the experiences and outcomes of different groups within our school. This may include attainment and progress, attendance, behaviour, suspensions, SEND information, participation in enrichment and educational visits, safeguarding information, pupil voice and parent/carers feedback.

Where appropriate, we will analyse information relating to pupils with SEND, disadvantaged pupils, pupils with an EHCP, EAL pupils, ethnicity, sex and other groups where evidence indicates that further consideration is required. We will also consider the experiences of pupils who experience more than one potential barrier.

We will not assume that all pupils within a particular group have the same needs. Instead, our response will be based on evidence and individual circumstances. Where a difference in experience or outcome is identified, leaders will seek to understand the reasons for that difference and take proportionate action where necessary.

Our aim is not to create identical outcomes for every pupil. Rather, we aim to ensure that barriers are identified, understood and addressed so that pupils have equitable opportunities to participate, achieve and thrive.

4. Eliminating discrimination

Bournville All-Through School does not tolerate discrimination, harassment or victimisation. We expect all members of our community to treat one another with dignity and respect, and we will challenge behaviour or language that undermines this expectation.

Where discriminatory or prejudice-related behaviour occurs, it will be addressed through the school's established behaviour, safeguarding and pastoral systems. Incidents will be recorded appropriately and leaders will consider whether there are patterns that require further action.

Our Personal Development curriculum, RS and RSHE programmes, assemblies and wider curriculum provide opportunities for pupils to develop their understanding of difference, identity, respect and relationships. Pupils are encouraged to consider different perspectives and to understand the impact that prejudice and discrimination can have on individuals and communities.

This work is closely aligned with our STRIVE values, particularly Tolerance, Integrity, Virtues and Empathy. We seek to move pupils beyond simply understanding that difference exists towards developing the confidence and character to respond

positively to difference.

Our inclusion message, **Difference → Division / Difference → Belonging**, reflects this approach. We want pupils to understand that difference should not be a reason for exclusion, isolation or division, but an opportunity to develop understanding, respect and belonging.

5. Advancing equality of opportunity

Bournville All-Through School recognises that some pupils may experience barriers that others do not. Advancing equality of opportunity therefore requires us to identify those barriers and consider what can reasonably be done to reduce or remove them. We will use school information and professional knowledge to identify where particular groups may be underrepresented, disadvantaged or experiencing poorer outcomes. This may relate to academic achievement, attendance, behaviour, access to the curriculum, enrichment, educational visits, leadership opportunities or wider Personal Development.

Where a barrier is identified, the school will consider appropriate support. This may include targeted intervention, financial assistance, reasonable adjustments, additional pastoral support, changes to communication or adaptations to teaching and provision.

Our approach is particularly important for pupils with SEND and disabilities. Bournville's SEND vision is that **every pupil is known, included and empowered to succeed. Through high-quality teaching, early identification and strong partnerships, we remove barriers, unlock potential and ensure every pupil thrives in school and beyond.** This principle extends beyond the classroom. Pupils with SEND and disabilities should be able to participate in educational visits, enrichment, leadership, Personal Development, careers activities and the wider life of the school wherever reasonably possible.

6. SEND and disability

Bournville All-Through School is committed to ensuring that pupils with SEND and disabilities are fully included in the life of the school.

We believe that **every teacher is a teacher of SEND**. High-quality teaching and adaptive teaching are therefore central to our approach. Staff are expected to understand the needs of pupils in their classrooms and to use the information available through the school's SEND systems to remove unnecessary barriers to learning.

Reasonable adjustments will be considered and implemented where required. This may include adaptations to teaching, classroom organisation, communication, assessment, access arrangements, educational visits and other aspects of school life.

Our SEND systems, including individual learning plans, seating plans, the graduated approach and APDR processes, provide a framework for identifying and reviewing support. These systems are intended to promote access and independence rather

than create unnecessary dependence.

The school will also work closely with parents and carers and, where appropriate, external professionals to understand pupils' needs and evaluate the effectiveness of provision.

Accessibility is considered across the physical environment, curriculum and provision of information. The school's Accessibility Plan provides further detail about the actions being taken to improve accessibility.

7. Fostering good relations

Bournville seeks to develop a community in which pupils understand, respect and value people whose experiences, identities, beliefs or circumstances may differ from their own.

This begins with everyday relationships and is reinforced through the curriculum and wider Personal Development programme. Pupils are given opportunities to discuss issues relating to diversity, relationships, British Values, culture, beliefs, identity and citizenship in an age-appropriate way.

The school's STRIVE values provide a common language for these discussions. Through Tolerance and Empathy in particular, pupils are encouraged to understand perspectives that may differ from their own.

Our curriculum and enrichment programme provide opportunities for pupils to encounter a range of cultures, experiences and viewpoints. Cultural and community activities, educational visits, leadership opportunities and pupil voice all contribute to developing pupils' understanding of the wider world.

8. Equality within the curriculum and Personal Development

Equality and inclusion are embedded within Bournville's curriculum and Personal Development provision rather than being confined to individual lessons or events. The Personal Development programme from Reception to Year 11 supports pupils' character development and preparation for life beyond school. Through PSHE, RS, RSHE, assemblies, careers education and wider enrichment, pupils develop their understanding of relationships, responsibilities, diversity, British Values and active citizenship.

Curriculum leaders are expected to consider the appropriateness and accessibility of curriculum materials and resources. Where appropriate, pupils should encounter a range of perspectives, experiences and role models.

The school will also consider whether curriculum content or teaching approaches unintentionally create barriers for particular pupils and will make appropriate adaptations where necessary.

Equality therefore forms part of our wider commitment to ensuring that pupils develop the knowledge, attitudes, skills and character required to participate positively in school and wider society.

9. Equality and decision-making

Equality considerations will form part of significant decisions made by the school. When developing or reviewing policies, curriculum provision, behaviour and attendance systems, educational visits, enrichment activities, resource allocation or other significant changes, leaders will consider whether the proposed decision could create or increase barriers for pupils or members of the school community who share a protected characteristic.

Where an equality impact is identified, the school will consider whether reasonable adjustments or alternative approaches are required.

This does not mean that every decision will require a separate formal equality impact assessment. Instead, equality considerations will be proportionately incorporated into the school's established planning, consultation, monitoring and review processes. Where appropriate, pupils, parents and carers will be consulted so that their experiences can inform decision-making.

10. Pupil voice and participation

Bournville believes that pupils should have meaningful opportunities to contribute to the development of their school.

Pupil voice is gathered through a range of established structures, including School Council, pupil leadership, prefects, Head Boy and Head Girl, house activities, SEND consultation and feedback relating to Personal Development and enrichment. We will seek to ensure that pupils who may otherwise be less likely to participate are able to contribute. Where necessary, reasonable adjustments will be made to enable pupils with SEND and disabilities to participate in consultation and leadership opportunities.

Pupil feedback will be used to identify barriers and improve provision. For example, feedback about the communication of educational visits and enrichment opportunities will be considered when reviewing how opportunities are promoted to pupils and families.

11. Equality information

Bournville All-Through School will publish information demonstrating how we are meeting the Public Sector Equality Duty.

The information will be reviewed at least annually and will draw upon existing school evidence. It will be proportionate and will protect the confidentiality of individual pupils and staff.

The information considered may include pupil demographics, attainment and progress, attendance, behaviour and suspensions, SEND provision, participation in enrichment and educational visits, prejudice-related incidents, pupil voice, parent/carer feedback and relevant accessibility information.

The school will use this information to evaluate the effectiveness of its equality work and determine whether further action is required.

12. Equality objectives 2026–2030

The following objectives have been developed to reflect Bournville All-Through School's context and priorities. They are intended to provide a clear framework for action while allowing the school to respond to evidence and emerging needs over the four-year period.

Objective 1: Achievement and progress

To reduce identified barriers to achievement and progress for pupils experiencing disadvantage or other equality-related barriers.

Bournville will analyse attainment and progress information to identify differences in outcomes and understand the factors contributing to them. This will include consideration of SEND, disadvantage, attendance and other relevant barriers. Where gaps are identified, appropriate classroom strategies, intervention and wider support will be implemented and evaluated through the school's existing assessment and quality assurance processes.

Success will be demonstrated where identified gaps are understood, appropriate action is taken and there is evidence that provision improves pupils' access, participation, progress or outcomes.

Objective 2: Attendance and inclusion

To ensure that equality-related barriers to attendance are identified and addressed, particularly for pupils with SEND, disabilities and those experiencing disadvantage or multiple barriers.

Attendance information will be reviewed alongside SEND, behaviour, safeguarding and academic information. Where barriers are identified, the school will work with pupils, families and relevant professionals to develop appropriate support. Reasonable adjustments will be considered where SEND or disability contributes to attendance difficulties.

Success will be demonstrated through timely identification of barriers, appropriate support and evidence of improved attendance where targeted intervention is required.

Objective 3: SEND and disability inclusion

To ensure that pupils with SEND and disabilities can access high-quality teaching, the curriculum and wider school life through effective adaptive teaching and reasonable adjustments.

The school will continue to develop staff understanding of SEND, strengthen adaptive

teaching and ensure that pupil information is used effectively. Provision will be reviewed through the graduated approach, with pupil and parent/carers voice contributing to evaluation.

Success will be demonstrated through evidence that pupils with SEND and disabilities can access learning and wider opportunities, that reasonable adjustments are implemented appropriately and that pupils report feeling included and supported.

Objective 4: Participation and enrichment

To ensure that pupils experiencing equality-related barriers have equitable access to enrichment, educational visits and wider Personal Development opportunities.

Participation will be monitored so that the school can identify groups that may be underrepresented. Where barriers are identified, Bournville will consider financial support, reasonable adjustments and improved communication. Opportunities will be promoted through tutor time, assemblies, displays, letters and digital communication. Success will be demonstrated through increased participation where underrepresentation has been identified and evidence that identified barriers have been addressed.

Objective 5: Respect, belonging and prevention of prejudice

To strengthen pupils' understanding of difference and promote a culture in which prejudice and discriminatory behaviour are challenged.

Equality, diversity, respect and relationships will continue to be addressed through Personal Development, RS, RSHE, assemblies and the wider curriculum. Prejudice-related incidents will be recorded, monitored and reviewed so that recurring issues can be identified and addressed.

Success will be demonstrated through pupils' understanding of respect and difference, appropriate responses to incidents and evidence that pupils feel safe, respected and included.

Objective 6: Inclusive curriculum and Personal Development

To ensure that the curriculum and Personal Development programme promote equality, appropriate representation and understanding of different experiences and perspectives.

Curriculum leaders will consider representation and accessibility when reviewing curriculum materials and resources. Equality will continue to be connected to STRIVE, British Values, character development and SMSC within the wider Personal Development programme.

Success will be demonstrated through curriculum and Personal Development reviews and pupil voice showing that pupils encounter a broad range of appropriate perspectives and feel included in their learning.

Objective 7: Inclusive decision-making and pupil voice

To ensure that equality considerations and pupil voice inform significant decisions affecting pupils and the wider school community.

Leaders will consider equality implications when reviewing significant policies and

provision and will use appropriate consultation to understand the experiences of pupils and families. Pupil voice structures will provide opportunities for a broad range of pupils to contribute, with reasonable adjustments made where necessary. Success will be demonstrated through evidence that pupil feedback informs identifiable improvements and that equality considerations are incorporated into significant decisions.

13. Equality objectives action plan

The objectives above will be implemented through the school's existing leadership and monitoring arrangements.

Objective	Key actions	Lead responsibility	Timescale	Success measure
Achievement and progress	Analyse outcomes by relevant groups; identify barriers; review intervention and adaptive teaching; evaluate impact.	Principal, VP Inclusion & SENDCo, PP Lead and Curriculum Leaders	Termly	Identified gaps are understood and proportionate action leads to improved access, progress or outcomes.
Attendance and inclusion	Analyse attendance by relevant groups; triangulate with SEND, behaviour and safeguarding; review individual support and reasonable adjustments.	Attendance Lead, VP Inclusion & SENDCo and Pastoral Leaders	Half-termly	Barriers are identified promptly and appropriate support is implemented and reviewed.
SEND and disability inclusion	Strengthen adaptive teaching; maintain effective SEND information; monitor reasonable adjustments and access arrangements; gather pupil and parent/carer feedback.	VP Inclusion & SENDCo and Curriculum Leaders	Ongoing	Pupils with SEND and disabilities are able to access learning and wider school opportunities.
Participation and enrichment	Monitor participation in clubs, trips and enrichment; identify underrepresentation; address financial,	PD Lead, VP Inclusion & SENDCo and PP Lead	Termly	Participation data demonstrates that identified barriers are

	communication and accessibility barriers.			being addressed.
Respect and belonging	Deliver equality and diversity through PD, RS, RSHE and assemblies; record and analyse prejudice-related incidents; use pupil voice.	PD Lead, Behaviour Lead, DSL and VP Inclusion & SENDCo	Ongoing, reviewed termly	Incidents are addressed appropriately and pupils report a respectful and inclusive environment.
Inclusive curriculum and PD	Review curriculum resources and representation; strengthen links between equality, STRIVE, British Values, character development and SMSC.	Curriculum Leaders, PD Lead and VP Inclusion & SENDCo	Annual review	Curriculum and PD reviews demonstrate appropriate representation and inclusion.
Decision-making and pupil voice	Consider equality when reviewing significant policies and provision; gather and respond to pupil voice; ensure appropriate access to leadership and consultation.	Principal, SLT and VP Inclusion & SENDCo	Ongoing	Evidence shows that equality considerations and pupil voice inform decision-making.

The action plan will be reviewed through existing school improvement and governance processes rather than creating a separate monitoring system.

14. Monitoring and review

The Vice Principal for Inclusion and SENDCo will coordinate the annual review of this policy and the Equality Objectives, working with the Principal, Senior Leadership Team and relevant curriculum, pastoral, attendance and SEND leaders.

Progress will be considered through existing school monitoring arrangements, including attainment and progress reviews, attendance reviews, behaviour and safeguarding monitoring, SEND reviews, Personal Development evaluation, enrichment participation, pupil voice and parent/carers feedback.

The Local Governing Body will receive appropriate information about the school's equality work and progress towards the objectives. Where evidence indicates that further action is required, this will be incorporated into the school's existing improvement planning.

The policy will be formally reviewed annually, while the equality objectives will operate across the four-year period from 2026 to 2030. Objectives may be refined where

evidence or changes in the school's context indicate that this is appropriate.

15. Publication

This policy and Bournville All-Through School's equality objectives will be published on the school website.

Equality information will be reviewed and updated at least annually and will be presented in a way that is accessible to pupils, parents, carers, staff and the wider school community.

The school will ensure that published information does not identify individual pupils or staff.

16. Related policies and documents

This policy should be read alongside the school's SEND Policy and SEND Information Report, Accessibility Plan, Behaviour Policy, Attendance Policy, Safeguarding and Child Protection Policy, Anti-Bullying arrangements, Personal Development curriculum, RSHE Policy, Curriculum Policy, Pupil Premium Strategy, Educational Visits Policy, Complaints Policy and relevant Trust policies.

Appendix 1 – Annual equality monitoring framework

As part of the annual review, Bournville will consider whether there are significant differences in experience, participation or outcomes and, where appropriate, what action is required.

Area	Evidence considered
Achievement	Attainment, progress, intervention impact and access to learning
Attendance	Attendance, persistent absence and barriers to attendance
SEND and disability	Provision, reasonable adjustments, access arrangements and pupil voice
Behaviour and safeguarding	Behaviour, suspensions, prejudice-related incidents and safeguarding patterns
Participation	Clubs, enrichment, educational visits, leadership and Personal Development
Belonging	Pupil voice, relationships, respect and school climate
Curriculum	Representation, accessibility and equality within curriculum and PD
Decision-making	Equality considerations within significant decisions and policy reviews
Family voice	Parent/carers feedback and engagement

The purpose of this monitoring is not simply to identify differences between groups, but to understand **why differences exist, whether barriers are present and what action is necessary to ensure equitable opportunity.**

Policy statement

Bournville All-Through School is committed to ensuring that every pupil is known, included and empowered to succeed.



We recognise that equality is not achieved by treating every pupil in exactly the same way. It is achieved by understanding individual circumstances, identifying barriers and taking proportionate action to ensure that pupils can participate, belong and achieve.

Through **The Bournville Way, our STRIVE values, high-quality teaching, inclusive Personal Development, strong partnerships and effective SEND provision**, we will continue to develop a school community in which difference is respected, opportunity is equitable and every pupil is supported to thrive.

