

## Equality Information and Objectives

<b>Vision statement</b>	
BRIDGE is a family of schools committed to high performance. We embrace a universal culture of excellence in the learning communities we build.	
<b>Aims</b>	
To continue building a Multi Academy Trust that promotes strong values, an excellent education for all children, develops highly effective Academy Teams, is financially secure, and ensures effective governance.	
To nurture, support and encourage aspirations by providing excellent learning opportunities, inspiring teaching environments, and a creative approach to curriculum subjects that secures engagement from all our learners resulting in high levels of academic progress and outcomes.	
To develop outstanding leadership, teaching and support teams by valuing committed, reflective staff, and providing rigorous and challenging professional development for continual School Improvement.	
To develop hubs as centres of learning excellence to disseminate best practice, firstly within and then beyond, the Trust.	
To successfully engage and communicate with parents/carers in our local communities, supporting the children's progress, well-being and achievement.	

## Spring 2019

<b>Date Written</b>	<b>Spring 2019</b>
<b>Next Review</b>	<b>Spring 2023</b>

## Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Roles and responsibilities.....	3
4. Eliminating discrimination.....	3
5. Advancing equality of opportunity .....	3
6. Fostering good relations.....	4
7. Equality considerations in decision-making.....	4
8. Equality objectives.....	4
9. Monitoring arrangements.....	5
10. Links with other policies.....	5

### 1. Aims

Our Trust aims to meet its obligations under the public sector equality duty 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

### 2. 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.

### **3. Roles and responsibilities**

The Local Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher/Head of School

The Headteacher/Head of School will:

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

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

### **4. Eliminating discrimination**

Bridge Schools Trust 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.

### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, Bridge Schools Trust aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling use of gender neutral toilets)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, our Trust will:

- Publish attainment data each academic year showing how pupils 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 particular protected characteristics, identifying any issues which could affect our own pupils

## 6. Fostering good relations

Bridge Schools Trust 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, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils 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 pupils within school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents/carers 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

## 7. Equality considerations in decision-making

Our Trust ensures it has due regard to equality considerations whenever significant decisions are made.

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 pupils with disabilities
- Has equivalent facilities for any gender

## 8. Equality objectives

**Objective 1:** *Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.*

Why we have chosen this objective:

All staff have a right to work at school regardless of any disability; physical or mental. Not all disabilities are visible and adaptations need to be made to ensure all staff are able to carry out their duties without being discriminated against.

To achieve this objective we plan to:

- Hold regular updates with all staff to ensure that any disabilities are known but the school and trust.
- Liaise with experts at school and trust level to identify adaptations needed by staff.
- Ensure adaptations are in place and reviewed regularly through performance management and conferencing.

Progress we are making towards this objective:

**Objective 2:** *To close gaps in attainment and achievement between students and all groups of students; especially students eligible for free-school meals and students with special educational needs.*

Why we have chosen this objective:

Data shows that pupils in receipt of PP achieve a lower level of attainment than their non PP peers. The same is true of those pupils with SEN.

To achieve this objective we plan to:

- Ensure all stakeholders are aware of those core children.
- Work closely with the SENDCO and outside agencies to ensure intervention and detailed plans are in place.

- Review attainment and progress of all demographics to give teachers a full understanding of the children in their care.

Progress we are making towards this objective:

**Objective 3:** To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs.

Why we have chosen this objective:

Data shows that a smaller number of PP children attend clubs.

The clubs offered by school are good by a wider range of opportunities involving ICT need to be offered to ensure all interests are catered for in school.

To achieve this objective we plan to:

- Work with the local community to increase parental involvement.
- Rotate clubs offered more regularly.
- Offer some lunchtime clubs to involve children who cannot stay after school.

Progress we are making towards this objective:

## **9. Monitoring arrangements**

The Headteacher/Head of School will update the equality information we publish, at least every year.

This document will be reviewed by the Headteacher/Head of School, providing the Local Governing Body with updates on success in achieving the objectives

This document will be monitored by the Local Governing Body via the website

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment