

Equality Information and Objectives

Vision statement	
BRIDGE is a family of schools committed to high performance. We embrace a universal culture of excellence in the learning communities we build.	
Aims	
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

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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: To diminish the difference in attainment and achievement for disadvantaged pupils

Why we have chosen this objective:

Ofsted action point

To achieve this objective we plan to:

Ensure quality first teaching across the school

High quality teacher led intervention as a result of teacher assessment

Detailed tracking of maths objectives

Focus PP Pupil progress meetings

Support with extra-curricular opportunities

Progress we are making towards this objective:

Objective 2: To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.

Why we have chosen this objective: importance of ensuring cultural awareness of life outside Cornwall – knowing lots of our children and families do not travel far outside of Cornwall.

To achieve this objective we plan to:

- Add to CW plan

- Continue diversity days
- Continue to celebrate difference
- Pupil conferencing
- Explore building links with other schools
- Continue school trips to London and beyond.

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