



The Bridge Short Stay School

EQUALITY INFORMATION AND OBJECTIVES

Lead responsibility for policy	A Stewart Date: January 2018
Approved (Head Teacher)	A Stewart Date: January 2018
Approved (Chair of Management Committee)	Date:
Date policy due for renewal	January 2019

Equality Information and Objectives

1. Aims

The Bridge Short Stay School 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.](#)

3. Roles and responsibilities

The management committee will:

- Ensure that the equality information 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 every year
- Ensure that the equality 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 every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher:
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full management committee regarding any issues

The Head teacher 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

The school 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.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September. The school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school 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 gay 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 Muslim pupils to pray at prescribed times)
- 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 activities)

In fulfilling this aspect of the duty, the school will:

- Collecting 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)

6. Fostering good relations

The school 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 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 workshops dealing with relevant issues, inviting external speakers as appropriate.
- Working with our local community. This may include inviting leaders of local faith groups to lead workshops, 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 the school. For example, all students are involved, across age groups, race and faith groups are part of 'student voice'
- Promoting a restorative approach to resolution of behavioural issues, enabling a greater shared understanding of individual differences

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The 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 boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1: To reduce the number of students involved in repeated incidents of discriminatory behaviours

- Workshops delivered by community Police to all students in relation to criminal aspect of hate crimes
- Relationships and Sex Education programme incorporates information about spectrum of sexualities
- Restorative approach to resolution of bullying incidents
- PSHE & Citizenship programmes educate all students about a variety of cultures
- Workshops from external speakers to develop understanding of disability

Objective 2: To promote equal rates of progress across all groups of students, including those with protected characteristics

- Regular analysis of attainment, progress, attendance and behaviour data is broken down by a variety of groupings
- Differences between particular groupings fully analysed and action plans in place to bring about parity

Objective 3: Develop student awareness of equality issues

- Thematic citizenship education covers a variety of cultures
- All students involved in Relationship & Sex Education programme
- PSHE curriculum covers elements of equality

Objective 4: Review of all school policies ensure that consideration is given to equality of opportunity

- Cycle of policy review with expectation that consideration given to equality
- SLT/Management Committee approval of policy gives consideration to equality with amendments made if policy does not meet requirements
- Early review of policy/practice should concerns be identified that implementation of policy doesn't allow for equality

9. Monitoring arrangements

The Headteacher will update the equality information we publish, at least every year. The equality objectives will be reviewed by the Management Committee at least once every four years