

Equality information and objectives

The Bridge



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1. Aims

Our provision aims to meet its obligations under the Public Sector Equality Duty (PSED) 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 provisions 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 provisions](#).

3. Roles and responsibilities

The Executive headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and learners

4. Eliminating discrimination

The provision 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.

5. Advancing equality of opportunity

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

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. learners with disabilities, or learners who identify themselves within the LGBTQ+ community who are being subjected to homophobic or transphobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim learners to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all learners to be involved in the full range of provision societies)

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

- Publish attainment data each academic year showing how learners with different characteristics are performing
- Analyse the data referenced above 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 learners

6. Fostering good relations

The provision 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, learners will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. learners 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 provision trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of learners within the provision. For example, our provision council has representatives from different year groups and is formed of learners from a range of backgrounds. All learners are encouraged to participate in the provision's activities, such as sports clubs. We also work with parents 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

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

The provision always considers the impact of significant decisions on particular groups. For example, when a provision trip or activity is being planned, the provision considers whether the trip:

- Cuts across any religious holidays

- Is accessible to learners with disabilities
- Has equivalent facilities for boys and girls

The provision 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 provision 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

Undertake an analysis of recruitment data and trends in regard to race, gender and disability by July 2024, and report on this to the Executive headteacher.

Progress we are making towards this objective:

Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities by July 2024, to meet their needs better and make sure that any disadvantages they experience are addressed.

Progress we are making towards this objective:

Objective 3

Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from this July to July in 4 years' time), so that this group increases from 10% to 25% of the teaching workforce.

Progress we are making towards this objective:

Objective 4

Train all members of staff involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Progress we are making towards this objective:

Objective 5

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information by January of next year, to help address the under-representation of people with disabilities in the provision workforce.

Progress we are making towards this objective:

9. Monitoring arrangements

This document will be reviewed by The Executive headteacher at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment