



**THE BRIDGE
FEDERATION**
BUILT ON CHRISTIAN VALUES

The Bridge Federation Equality Statement

January 2019

Introduction

Our Equality Statement sets out our approach to meeting the general and specific requirements of the Public Sector Equality Duty for schools in The Bridge Federation as outlined by the Equality Act 2010.

The Bridge Federation has developed this Equality Statement to help us to meet our Public Sector Equality Duty under the Equality Act 2010.

The Equality Act's provisions cover all aspects of school life such as the treatment of:

- pupils and prospective pupils
- parents and carers
- employees
- local community

There are nine protected characteristics, which cannot be used as a reason to treat people unfairly. These are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment.

The Equality Act makes it unlawful to treat someone differently, either through direct and indirect discrimination, harassment, and victimisation and by failing to make a reasonable adjustment for a disabled person.

Since 6 April 2011 all public bodies including Local Authorities, schools, colleges and other state-funded educational settings including academies have been bound by the Public Sector Equality Duty.

Age applies to a school as an employer, but not with regard to the treatment of pupils and prospective pupils.

We are bound by the Public Sector Equality Duty to have due regard to the need to:

- (a) eliminate unlawful discrimination, harassment, and victimisation
- (b) advance equality of opportunity; and
- (c) foster good relations

The general duty is supported by specific duties, these are to:

- Publish information which demonstrates our compliance with the duty to have due regard for the three aims of the general duty and to annually repeat this.
- Prepare and publish our specific and measurable objectives to achieve the three aims of the duty and review this no later than in three years' time.

Leadership

Within The Bridge Federation schools all staff and governors are responsible for ensuring the schools meets their duties under the Equality Act 2010.

Eliminating harassment and bullying

The Bridge Federation will not tolerate any form of harassment and bullying of pupils or our staff.

Training

The Bridge Federation will provide relevant training by using all suitable delivery methods.

Procurement and Contractors

The Bridge Federation will take steps to ensure that contractors working at the schools operate within the requirements of our Equality Statement.

Visitors to the School

The Bridge Federation will take steps to ensure that all visitors to our schools including parents act within the requirements of our Equality Statement.

Publishing the Statement

We will publish this statement on The Bridge Federation website.

Reporting our progress

We will report progress against the Duty through our regular reporting mechanisms i.e. to the Full Governing Board of The Bridge Federation.

Reviewing and Revising the Equality Statement

We will review and revise the Statement no later than three years from publication of this statement.

How we will meet the General Duty & Specific Duty

We are required to meet the three aims under the General Duty as set out by the Equality Act 2010 and our approach ie information and objectives set out in Annex 1 and 2.

Equalities Objectives and Action Plan

Objective	Who is affected	Actions	Lead	Outcome
Support and tailored provision for pupils displaying complex emotional needs	Identified pupils	Pupils given timetabled sessions for nurture group activities. Subscribe to COPEs to provide trained support for identified pupils.	Federation SENCO	Improved nurture capacity within the school, enabling identified pupils to engage more productively
Support and tailored provision for pupils displaying complex medical needs in line with policy.	Identified pupils	Ensure that appropriately trained support staff are in place for identified needs Ensure all staff have basic training for specific medical needs – epipen, epilepsy etc.	Leadership Team SBM Bursar	Staff are sufficiently trained to deal with pupils' complex medical needs Staff have an understanding of the issues affecting pupils with complex medical needs
On going analysis of attainment and progress to ensure continuation of upward trends	Staff Pupils	Termly analysis of pupil data Termly Pupil Progress meetings involving relevant staff	Leadership Teams & Class teachers	Improved assessment for learning systems within school
Improving analysis of vulnerable groups	Staff Identified pupils	Termly analysis of identified pupil data Identification of provision for vulnerable groupings upon planning	Class teachers	Identification and resolution of issues which may impact upon the learning of vulnerable pupils
Maintaining and improving monitoring arrangements for bullying/unacceptable behaviour incidents	Pupils	Reports are accurately filled in and handed to Executive Headteacher when incidents arise. Anti-bullying Week and assemblies to maintain pupil awareness of unacceptable behaviour.	Executive Headteacher	Incidents effectively followed up and dealt with
Narrow the Gap between low achievers and the rest of the cohort	Staff	5x assessments/ year on SIMS, close monitoring and tracking, pupil progress meetings, pupil support	Leadership Teams SENCO	Gap between low achievers and the rest of the cohort has narrowed by the end of the year

		programmes including SN/ pupil premium		
Pupil Voice	Pupils	Maintain developments with regard to School Council	Executive Headteacher	Maintain and develop mechanisms to enable pupil voice