

Bridge Street School



**Bridge Street
School**

Equality Information & Objectives

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| Headteacher Approval | Governor Approval | Bridge Street School |
| Name: Libby Macpherson | Name: Sandra Fletcher | Last Reviewed: 1/9/2024 |
| Date: 1/9/2024 | Date: 1/9/2024 | Review date: 1/9/2025 |

Introduction

This document forms our combined equalities policy, information and plan and is designed to communicate the following:

- Our Diversity statement
- Our legal responsibilities in terms of race, disability, gender & gender reassignment, pregnancy & maternity, age, religion or belief and sexual orientation
- Our particular provision for Special Educational Need
- Our intention to promote community cohesion
- Our response to recent legislations
- Our desire to fully meet statutory requirements
- An overview of some actions we have taken to date
- Our Equality Objectives

As a school we are committed to equality and diversity and we recognise the importance of making sure our policies, procedures and the way we run the school are barrier free.

We have incorporated all policies into this document to create a coherent framework for promoting diversity and equality within our school. The purpose of this document is to show how our school is going to promote equality for disabled pupils, staff, parents and the wider community. We believe in treating everyone fairly and we are committed to creating an environment in our school which is appropriate and accessible to all.

We aim to encourage and listen to the views of all stakeholders in developing the work of our school. We recognise that equality will only be achieved by the whole school community working together - students, staff, governors, and parents / careers. All school staff and members of the schools community have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

Equality Aims

This document has been prepared in line with the National legal context including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Public Sector Equality Duty (PSED)

- General Data Protection Regulation (GDPR)
- This policy also has due regard for non-statutory guidance, including the following:
 - DfE (2014) 'The Equality Act 2010 and schools'

The Equality Act

Our 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

Protected characteristics

The protected characteristics are identified in the Equality Act 2010:

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

Roles and responsibilities

The 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
- 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 governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils

- Monitor success in achieving the objectives and report back to governors each year

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

School Context

Our cohort draws mainly from Derby City and grew in the previous academic year by 100% (the school roll doubled). While the majority of students are white British, our students are representative of the Derby context which is ethnically diverse, with a growing population arriving from our Roma community. The school supports a number of SEND pupils (SEMH) needs. Many arrive at the school awaiting or pending formal diagnosis. Some undergo diagnosis whilst at the school. These pupils have historically undergone statutory assessment and have been granted an EHCP.

Ethnicity

Our cohort come from a variety of cohorts, the majority from a white British background (52%) in Summer 2023 and 23% came from the Roma background

Religion

Most of our families do not identify with a particular religion

Gender

In Summer 2023 29% of our cohort were females and 71% were males

Special Educational Need and Disability

The number of children we support with SEND

| Stage | % |
|----------------|----------|
| School Support | 85.9 |
| EHCP | 9.9 |
| All SEN | 95.5% |

Disadvantage

There are a high percentage of students eligible for pupil premium.

Our Approach

As a school we will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment that embraces respect for all. At Bridge Street School, we believe that diversity is a strength and, as such, should be celebrated by all who learn and teach here.

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Leadership, Management and Governance

The Governing body is committed to meeting its duties under the Equality Act 2010 and aims to follow the good practice set out within the statutory codes of practice and guidance which support the legislation. While the governing body has overall responsibility to ensure that equality is promoted throughout the organisation, it is the responsibility of all staff, including those helping on a voluntary basis, to promote equality.

The governing body recognises that all staff need to be aware of, and understand, their responsibilities regarding equality legislation and guidance. The governing body recognises that discrimination may occur on more than one of the grounds at the same time and that equality of opportunity cannot be achieved by treating all people alike. The governing body acknowledges that it has a key leadership role in promoting equality and community cohesion and recognises the need to work with school staff and partner organisations, including the local authority.

Policy planning, implementation and review

The governing body will endeavor to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.

All staff are encouraged to contribute to the formulation, development and review of policy documents. The school ensures the involvement of governors and, where appropriate, takes steps to enable the contribution of pupils and their parents/carers and other relevant parties.

All policies, procedures and strategies are regularly monitored, reviewed and evaluated for their effectiveness in promoting equality. As further equality requirements come into force policies, procedures and strategies will be monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.

Outcomes of monitoring and assessment will be reported to the governing body and other key partners. Members of the school community will be kept informed of Equality and Diversity initiatives being undertaken.

A link governor is assigned to monitor the school's Equality Objectives (see below) annually and reports to the board findings on progress made towards the objectives set.

Admissions, attendance, behaviour and exclusion

Admissions to Bridge Street School are through the LA and via SEND or IYFA processes or alternatively admissions via Junction 16 as Alternative Provision placements.

The school's procedures for managing behaviour are fair and applied equally to all. However, it is recognised that social/cultural background and other personal factors may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions. Where possible we seek to find alternatives to exclusions. For all exclusions there is a right to appeal in line with current legislation.

Exclusions and attendance are monitored and evaluated resulting in effective action taken in order to identify trends and therefore reduce gaps between different groups of pupils.

Absence is always followed up by appropriate personnel. Those involved in this work are aware of and sensitive to community issues. There are strategies to reintegrate long-term truants and excluded pupils, which address the needs of all pupils.

Students, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any vulnerable group is always unacceptable.

Appropriate and reasonable provision is made for leave of absence for religious observance for both pupils and staff.

Student Support

Students have an enhance support at our school. This includes: academic, social, wellbeing or any other

need. There are a number of different programmes we run to support our pupils through a personalized approach

Recruitment

We promote inclusive staff body and ensure staff are trained in safer recruitment practices.

Staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every academic year e.g. updates to current legislation in relation to equality, inclusivity, safeguarding and code of conduct.

Our Curriculum

Our school strives to ensure that all students have an equal chance to access education. We have strong links and partnerships with a range of providers and external agencies and, where possible, develop links with the local community to support students in securing the best economic future and to take full advantage of their opportunities in society.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils. The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events aim to cater for the interests and capabilities of all pupils.

The school will try to reflect due regard towards parental preferences and concerns but not at the expense of equality.

Teaching and curriculum development are monitored to ensure high expectations of pupils from all groups

Teaching and Learning

All pupils have access to a broad, balanced and rich curriculum in accordance with DfE guidelines.

All staff ensure that the learning can take place in an inclusive environment in which pupils feel safe, and their contributions are valued. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks.

Pupil grouping, and staff allocation is continually reviewed to ensure greater participation in the classroom.

All pupils are encouraged to become independent and to take the appropriate responsibility for their

own learning.

All staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. This is achieved through specific displays that celebrate diversity, these are reviewed regularly to ensure that they can reflect the inclusive ethos of the school and the changes in today's society, enriching our students cultural capital.

Disability

The Disability Discrimination Act 2006 defines a disabled individual as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'

The school makes every reasonable adjustment to accommodate disability to ensure that everyone can access education. Changes, where necessary and reasonable, are made to ensure that access to provision is available.

Partnership with parents and the community

The school endeavors to provide information material for parents in accessible, user-friendly language and also translated in to the parent's language where applicable. Our main method of communication is via the telephone with parents, as we believe this works best for our families.

All parents are encouraged to participate fully in the life of the school. Reasonable adjustments are made to accommodate parental need with regard to information provided and meetings, for example translators and interpreters.

When appropriate the school will take steps to encourage the involvement and participation of parents who find it difficult to engage with the education system. The school works in partnership with parents, carers and the community to address specific incidents and to develop positive attitudes to diversity. The school's premises and facilities are available for use by all groups within the wider community.

Advancing equality of opportunity

At Bridge Street School, we promote equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities
- 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.
- 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 all pupils to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Equality considerations in decision-making

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

Equality objectives

These objectives are set at least every 4 years and reviewed annually. Our landscape and context has change considerably since the objectives were set. As individual schools in our collaboration we will now set our own objectives from September 2023.

Objective 1:

To increase the attendance of Roma pupils by 7%

Why we have chosen this objective

Attendance last academic year 50.40% (22 pupils)

Traditionally engagement has been difficult. A relationship has been built over the last few years, engagement with families is good, consistent attendance is the next step.

Previously Yr11 boys have stopped attending school as they find work.

To achieve this objective we plan to

- Year 11 Nurture group created to keep the same relationship with learning that is established within the Language Acquisition group
- Group tutor to gain L3 IAG qualification to guide pupils through route towards e.g. Construction Skills Certification Scheme rather than working on a building site illegally.

Indicators to Success

- Increased attendance
- Pupils completing their education and gaining qualifications.

Pupils pursuing a meaningful, certified, post 16 placement.

Annual reviews of objective 1

REVIEW DATE: Summer 2024

To be completed

| Progress made | Evidence | Next steps |
|---|--|--|
| Attendance has increased by 20% at this point last year. | Increase in attendance from 21% to 41% | Many pupils have undergone Independent Travel Training to gain confidence travelling out of their community, across the city, to school. Next steps is to ensure consistency and resilience to do this every day, no matter the weather. |
| 86% of pupils have had a significant increase in timetable this academic year or are full time. | See BSS Monitoring Document | School is working closely with the Rosehill Centre to highlight to parents, the importance of education to increase opportunities for post 16 education and decrease the reliance on benefits. This is a development from merely having parent/teacher consultations in the community, and will be developed further next year. Working with subject leads to strengthen the curriculum for the Language Acquisition group |
| Year 11 Nurture – fully integrated group | Year 11 pupils, educated in the Language Acquisition group, previously, are now fully integrated with learners from other groups, considered more suited to a nurture based, learning environment. | All pupils in the group have sat GCSEs. Further steps to incorporate subject specialists at specific points in the curriculum to improve depth of knowledge. |

Objective 2:

All stakeholders to have access to all areas of Bridge Street School.

Why we have chosen this objective

Only able bodied to access the first floor of BSS due to a lack of training. With classrooms being built upstairs, delivery staff and other stakeholders cannot be limited by building access. The building must be accessible and safe for all.

To achieve this objective we plan to

- A minimum of two members of staff that are evacuation chair trained must be on site at all times.

Indicators to Success

- Six members of staff to be evacuation chair trained to ensure two are on site at all times.
- Building accessible to all

Annual reviews of objective 2

REVIEW DATE: Summer 2024

To be completed

| Progress made | Evidence | Next steps |
|--|----------|------------|
| Every area of Bridge Street School is now accessible to all. Five members of staff are trained to evacuate via the external staircase as required. Two need to be on site at any time. | | |

Objective 3:

Develop and enhance communication with parents.

Why we have chosen this objective

Parent response to school survey was only 46% last year.

Traditionally, the parents of pupils have had a poor relationship with school when they were pupils themselves, they have had a broken relationship with their child’s mainstream school, so in some cases, parents are not open to forming another relationship with another school.

To achieve this objective we plan to

- A keyworker to be dedicated to the Gateway Centre, this is the first experience of the BSS. This initiates the relationship between school and home.
- Official handover to next keyworker/ education destination to ensure continuity of relationship.
- Regular contact.

Indicators to Success

- Improved attendance from same point last year
- Improved return on parent survey

Annual reviews of objective 3

REVIEW DATE: Summer 2024

To be completed

| Progress made | Evidence | Next steps |
|--|---|--|
| Development in communication with parents | Website and regular Facebook posts 75% of parents engaged in person or by telephone in parent/carer/teacher consultations Latest parental survey, 96.4% stated "child feels safe in school" Latest parental survey, 0% state bullying as a concern | Will look to increase % participants in end of year survey |
| Coordinator and Keyworker for Gateway in place | Both in place so there is a consistent contact when a pupil enters the school. | |