



Equality Information And Objectives : Public Sector Equality Duty

1 year review cycle

Date for Review: November 2021

For internal use only:

Policy last reviewed:	15/11/2020	Policy reviewed by:	Sarah Dunn
SMT responsibility:	Head Teacher	Date Approved:	15/11/2020
Approval required from:	Head Teacher	Requirement:	Statutory

Introduction

As part of the school's obligations under the Equality Act (2010) and the Public Sector Equality Duty (PSED), the school is required to demonstrate, in the exercise of its functions, due regard to the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it

Bradstow School is an inclusive and Rights Respecting School where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

Bradstow Commitment

At Bradstow School we are committed to promoting and enabling a positive culture where staff, students, parents and carers, and visitors are confident to be their authentic selves. We focus on inclusion as a way to ensure equality of opportunity for all in our school community and to demonstrate our commitment to Equality, Diversity and Human Rights. This commitment is reflected in our core values within our Vision Statement.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging
4. We observe good equalities practice in staff recruitment, retention and development
5. We aim to reduce and remove inequalities and barriers that already exist
6. We have the highest expectations and aspirations all our young people

Equality Information

Number of pupils on roll at the school: 63

Age of pupils: 5-19

Information On Pupils With Protected Characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination the school collects information on protected characteristics.

Information On Other Groups Of Pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils with Special Educational Needs (SEN)
- Disadvantaged groups
- Pupils with English as an Additional Language (EAL)
- Looked after Children
- Other vulnerable groups

It may be possible to identify individuals from the information provided when the number of young people with a particular characteristic is low and the information is sensitive personal information. In these cases we have indicated this by an asterisk*.

Race/Ethnicity

Any other Asian background	2
Any other Black background	2
Any other ethnic group	1
Any other mixed background	3
Any other White background	2
Bangladeshi	1
Black – African	3
Black Caribbean	1
Chinese	1
Indian	
Pakistani	
White – British	39
White – Irish	
White and Asian	1
White and Black African	1
White and Black Caribbean	
Black Nigerian	3
White Eastern European	1

Gender: 83.61% male 16.39% female

Pupils eligible for Enhanced Pupil Premium Funding – Disadvantage group: 6 or 9.8%

Pupils with Special Educational Needs and EHCP (SEN) 100%

Pupils with English as an Additional Language (EAL): 6 young people or 9.8%

Looked after Children:

30 Looked After Children (LAC) as follows:

Section 20: 27

Section 31: 3

In addition there are 22 young people under a Child in Need (CiN) Plan.

Through rigorous tracking and monitoring of individuals and of all the groups of children and young people, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for young people within any of the above different groups is removed, or at least remains less than the gap nationally.

Eliminating Discrimination And Other Conduct That Is Prohibited By The Act

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Bradstow School. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents and carers and young people to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Adoption of the single Equality Scheme
- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our young people and that it promotes inclusion, respect for diversity and challenges negative stereotyping and perceptions
- Teaching is of the highest quality to ensure children and young people reach their potential and all are given equal entitlement to success
- Tracking progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all children and young people have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of children and young people, and adults, to evaluate the effectiveness of our policies and procedures.

Advancing Equality Of Opportunity Between People Who Share A Protected Characteristic And People Who Do Not Share It

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents and carers and young people in the school's development and improvement
- Listening to parents and carers
- Listening to young people at all times

Fostering Good Relations Across All Characteristics – Between People Who Share A Protected Characteristic And People Who Do Not Share It

We foster good relations by:

- Ensuring that Bradstow is seen as a community school within our local community•
- Ensuring that equality and diversity are embedded in the vision statement, curriculum and in collective worship.

Strategic Equality Objectives 2020 - 2021

Bradstow School is committed to ensuring equality of education and care, and opportunity for all young people, staff, parents and carers. This is irrespective of race, gender, disability, belief, religion or socio-economic background.

To ensure a sustainable approach to meeting our legal duties and ensuring we deliver on our commitment to equality, diversity, raising standards and inclusion we have identified the following Equality Objectives and outcomes we will continue to promote:

Equality Objective 1.

To ensure a school community environment which actively promotes social and educational inclusion and equality of opportunity for everyone who attends, works or visits

Strategic Equality Outcomes:

1.1 The young person's journey –there is an inclusive approach to the young person's experience that promotes diversity and enables all young people to flourish; leaving Bradstow School with the best possible outcomes and with the knowledge and skills to make choices and to engage meaningfully in life. To regularly review levels of individual engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

1.2 Achievement – there is an inclusive learning environment that draws on the knowledge, experience, perspectives and cultural capital of our diverse young people and staff. The school will monitor and analyse achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for young people and to raise levels of attainment in core subjects for vulnerable learners.

1.3 The staff journey – there is an inclusive approach to recruitment and progression that promotes diversity across the school community and enables all our staff to have opportunities to develop themselves and their careers.

Equality Objective 2.

The needs, rights and contributions of individuals with protected characteristics are at the centre of the design and implementation of the school's strategy and development, processes and procedures, and all related operational planning.

Strategic Equality Outcome:

2.1 Compliance – our policies, procedures and planning enable the school to demonstrate due regard for the requirements of the Equality Act 2010:

- Governing Body
- Statutory reporting
- Equality impact assessments
- Quality assurance
- Equality monitoring
- Procurement
- Learning and development for staff
- Staff appraisal and supervision

Leadership

The Governing Body, supported by the Senior Leadership Team, champion equality and diversity. They are in the unique position to question, challenge and create a culture of inclusion by:

- Shaping the school's approach
- Ensuring accountability across the school community and at all levels
- Embedding equality into decision making

However, it is the responsibility of all in our school community to ensure that they contribute positively to an environment that encourages inclusion, promotes equality, tackles discrimination and promotes good local and wider community relations.

Embedding Inclusion

There are a range of policies and strategic plans that describe how we will continue to make equality of opportunity achievable. These include:

- The School improvement Plan

We have a number of policies aimed at promoting equality and diversity for both staff and young people. These include:

- **Autism and bullying policy 2019-2022** – a four year plan explaining to staff the challenges our young people face and how to support them through Positive Behaviour Support.
- **Bradstow – New Statement Of Purpose** – the new statement of purpose empowers staff to act in ways that support and promote equality and fairness in their actions, relationships and decisions.
- **Restrictive Practice Reduction** – Bradstow actively supports giving those with disabilities and learning difficulties a full and active life and encourage all staff to engage in ways to reduce restrictions in our young people’s lives.
- **Bullying and Harrassment Policy** – This policy defines bullying and harassment and gives practical guidance to eliminate discriminatory and negative behaviour in the work place.
- **Code of Conduct** – The code of conduct is a broad policy that encourages staff to give the highest possible standard of service and behave with impartiality.
- **Disability Access Plan** – Bradstow School has committed to undertaking reasonable adjustments so that students can actively partake in education.
- **Equality and Diversity Policy** – this policy clearly outlines protected characteristics and sets the expectations that all members of the community, including young people and staff are treated gently, fairly and with respect.
- **Equality And Diversity Scheme To Promote Community Cohesion 2018-22** – Outlines the actions Bradstow undertake to ensure equality and diversity is underpinned in the school
- **Online Safety Policy** - The purpose of this policy is to safeguard and protect all our young people and staff when using the internet and other online technologies. The main risks to the school encompass inappropriate content, hate sites, cyber-bullying, grooming, sexual content, the prevent duty including: extremism and radicalisation, identity theft and privacy, breach of copyright and reputational damage to the school and its stakeholders.
- **Probation Code** – The probation Code advises managers to consider any reasonable adjustments or redeployment where the employees’ absence is not satisfactory due to disability.
- **Safeguarding Policy** – The Safeguarding policy supports the equal treatment of young people by promoting the welfare of children. The policy advises staff to report any actions or matters that impair children’s health or development, which of course discrimination would do.
- **Sickness Code** – The sickness Code for staff makes provision for disabled staff to ensure that adequate consideration is made to reasonable adjustments balanced with the organisation’s needs.
- **Special Leave Policy** – Special leave policy supports staff by offering staff flexibility when time off is required during term time. This supports our equal opportunities efforts by giving staff options for religious events and overseas visits as long as these can be balanced with the needs of the school.
- **Staff behaviour policy** – The staff behaviour policy promotes equal opportunities and treatment of all staff.
- **Succession Plan Policy** – This policy specifically states that disabled employees should not be disadvantaged by succession planning and encourages diversification.

- **Unsatisfactory Performance Policy** – disability is also factored when performance is not at expected levels.

Change Log

Date Revised	Details Of Changes
Click here to enter a date.	
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