



<b>Document Owner</b>	Sue Hornby	<b>Governor ratification</b>	Yes
<b>Review period</b>	Annually	<b>Last reviewed</b>	Jan 24

## Equality and Diversity Policy

The Bridge School Malvern complies with the Equality Act 2010 (Requirements for Schools).

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

The policy relates to pupils, staff and others using the school's facilities.

The 'protected characteristics' referred to in this policy apply to the following:

- Age
- Sex
- Race
- Disability
- Religion and belief
- Pregnancy and maternity
- Sexual orientation
- Gender reassignment
- Marriage and civil partnership.

How these specifically apply in each instance will vary, depending upon the context, and whether it is concerning pupils, staff or those using the school's facilities.

Proportionality and due regard will apply when giving due consideration to what is required.

For pupils, staff and others using the school facilities, the Bridge are committed to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited under the Equality Act 2010,
- Advance equality of opportunity between people who share a protected characteristic and those who do not

- Fostering good relations between people who share a protected characteristic and those who do not

The Bridge is committed to giving all pupils every opportunity to achieve the highest standards by:

- taking account of their varied experiences and needs
- offering a broad and balanced curriculum
- having high expectations of all pupils

The Bridge promotes the principles of fairness and justice for all through the education that it provides in the school.

The Bridge seeks to ensure that, wherever possible, all pupils have equal access to the full range of educational opportunities provided by BSM.

The Bridge strives to constantly identify and remove any forms of indirect discrimination that may form barriers to learning for some groups by regularly assessing the impact of its policies and practices.

The Bridge ensures that recruitment, employment, promotion and development opportunities are open to everyone.

The Bridge challenges personal prejudice and stereotypical views whenever they occur. The school is aware that prejudice and stereotyping can be caused by misconception and by ignorance. Through positive educational experiences, and support for each individual's point of view, the Bridge aims to promote positive social attitudes and respect for all.

The Bridge values each pupil's worth, celebrating both people's individuality and the diversity of the community centred on the school and shows the utmost respect for everyone.

The Bridge and its staff strive to be proactive in tackling prejudice and unlawful discrimination.

### **Equal Opportunities in Recruitment**

The Bridge is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

We do not discriminate against staff on the basis of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (protected characteristics).

The principles of non-discrimination and equality of opportunity also apply to the way in which staff treat visitors, clients, customers, suppliers and former staff members.

All staff have a duty to act in accordance with this policy and treat colleagues with dignity at all times, and not to discriminate against or harass other members of staff, regardless of their status. Your attention is drawn to our separate Anti-harassment and bullying policy.

This policy does not form part of any employee's contract of employment and may be amended at any time.

Recruitment and selection procedures and practices are regularly reviewed to ensure that no individual is put at a disadvantage either directly or indirectly, paying particular attention to the protected characteristics. Job applicants will not be asked about health or disability before a job offer is made. There are limited exceptions, for example:

- a) questions necessary to establish if an applicant can perform an intrinsic part of the job (subject to any reasonable adjustments),
- b) questions to establish if an applicant is fit to attend an assessment, or any reasonable adjustments that may be needed at interview or assessment,
- c) positive action to recruit disabled persons, or
- d) Equality and Diversity Monitoring (which will not form part of the selection or decision-making process).

Job applicants will not be asked about past or current pregnancy or future intentions related to pregnancy. Applicants will not be asked about matters concerning age, race, religion or belief, sexual orientation, or gender reassignment. If you have a disability or other health condition, we encourage you to tell us about your condition so that we can support you as appropriate. If you experience difficulties at work because of your disability or other health condition, you may wish to contact your manager to discuss any reasonable adjustments that would help overcome or minimise the difficulty. Your manager may wish to consult with you and your medical adviser(s) about possible adjustments. We will consider the matter carefully and try to accommodate your needs, within reason. If we consider a particular adjustment would not be reasonable, we will explain our reasons and try to find an alternative solution, where possible.

Employees are given an equal opportunity to progress within the organisation.

We are required by law to ensure that all employees are entitled to work in the UK. Assumptions about immigration status should not be made based on appearance or apparent nationality. All prospective employees, regardless of nationality, must be able to produce original documents (such as a passport) before employment starts, to satisfy current immigration legislation. The list of acceptable documents is available from the UK Border Agency.

## **Equal Opportunities in the Curriculum**

Every pupil has an equal entitlement to the curriculum regardless of academic ability, language, gender, race, disability, sexual orientation, religion or belief, age, pregnancy or maternity, or gender dysphoria.

Staff will actively encourage the breaking down of any traditional gender stereotyping regarding subject choices.

All forms of individual and subject support, guidance, amenities and facilities, including extra-curricular activities, will be equally available to all pupils, with particular attention given to equality of opportunity across the protected characteristics.

Behavioural expectations and disciplinary sanctions will be free of any bias in relation to the protected characteristics

Coaches will assess all materials and resources used for teaching and take appropriate action whenever possible to ensure that they reflect concepts, themes and information which seeks to address stereotypes in relation to the protected characteristics, and remove discrimination. Coaches will try to ensure that all pupils feel that their language and culture is both acknowledged and valued.

Bridge School actively encourages an ethos in which all pupils feel secure and valued.

We do not charge for school trips. This is to ensure the inclusion of all pupils, irrespective of socio-economic backgrounds.

## **Race**

The term 'Race' refers to a person's ethnicity, race, nationality or national origin.

The Bridge will strive to eliminate all forms of racism and racial discrimination; promote equality of opportunity; promote good relations between people of different racial groups. Such behaviour will be dealt with in accordance with the disciplinary procedure.

The Bridge will not tolerate any form of racism or racist behaviour. Such behaviour will be dealt with in accordance with the disciplinary procedure.

The Bridge endeavours to be welcoming to all minority groups. The celebration and understanding of cultural diversity is promoted through the topics studied by the pupils and is reflected in displays, resources and events.

Cultural diversity and respect for others are celebrated and reflected across the whole curriculum. The curriculum will enhance pupils' understanding of British and world society and history, including the contributions of minority ethnic groups.

The Bridge will give pupils the understanding they need to recognise prejudice and reject racial discrimination.

## **Gender / Sex**

The Bridge will be vigilant regarding its curriculum, procedures and materials for gender bias or inequality.

The Bridge will encourage pupils to be aware of the rigid sexual stereotypes presented by, for example, the media, and will try to ensure that resources include non-sexist books which value the achievements of both women and men.

The Bridge is committed to providing a curriculum which avoids unnecessary historical gender divisions. BSM will endeavour to provide all pupils with experience in subjects traditionally considered to be suitable for a single sex e.g. construction, animal care, grounds maintenance, cooking etc.

The Bridge tries to ensure that:

- correct pronouns are used
- gender stereotypes and norms are challenged
- avoid assumptions and unconscious bias.
- coaches consider the SEN requirements and interventions of all pupils
- all pupils have opportunities for working with other pupils regardless of gender
- the traditional sexual stereotypes are broken down (for example by not asking boys to move furniture whilst girls tidy up)
- pupils have opportunities for examining their own preconceived ideas of gender roles;
- pupils are encouraged to participate in technical and creative skills, regardless of gender.

## **Disability**

The term disability applies to a person when they have a physical or mental impairment; the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

If staff experience difficulties at work because of a disability, they may wish to contact their line manager to discuss any reasonable adjustments that would help overcome or minimise the difficulty. Line Managers may wish to consult with the member of staff and medical adviser(s) about possible adjustments. We will consider the matter carefully and try to accommodate needs within reason. If we consider a particular adjustment would not be reasonable we will explain our reasons and try to find an alternative solution where possible.

The Bridge is committed to meeting the needs of pupils with disabilities, as it is to meeting the needs of all within the school. The Hanley site is a land-based centre and the ground is uneven. The Bridge endeavours to meet the requirements of the Equality Act 2010, which specifies due regard should be given to consider the barriers that may exist to a pupil's access to education and how to remove them. All reasonable steps will therefore be taken to ensure that disabled pupils are not placed at any disadvantage compared to non-disabled children. The Equality Act also determines that where significant disadvantage exists, disabled people will be treated

more favourably to address the imbalance. This will be taken into account when considering any necessary improvements.

Teachers will modify teaching and learning as appropriate for pupils with disabilities. For example, they may give additional time to complete certain activities or modify teaching materials or offer alternative activities where pupils are unable to manipulate tools or equipment.

### **Religion and Belief**

The Bridge is founded on Christian principles and values. However, it respects the religious beliefs and practices of all staff, pupils, parents and visitors and will comply with all reasonable requests relating to the accommodation of a recognised religion or belief's observance and practice. This includes respect for lack of religion or belief, as in humanism and atheism.

### **Sexual Orientation and Gender Reassignment**

The Bridge will make no assumption about the sexual orientation of any of the members of its community, including its pupils, teaching staff or those who use BSM facilities.

In the curriculum, sexuality is taught within the context of loving relationships. Whilst heterosexual relationships are the most common in our society, we acknowledge that pupils may develop homosexual or bisexual orientation and that during development many will be still questioning their sexual orientation. Pupils' questions will be answered as they arise, honestly, factually and non-judgmentally.

The Bridge will be supportive of any young person undergoing gender reassignment and will support them to continue effectively with their education during that process.

The Bridge will ensure that learners undergoing gender reassignment are protected from bullying or harassment relating to this and will work with the young person and their parents/guardians to manage this, including how, what and when to inform other learners and the approach taken. Steps taken to be LGBTQ inclusive include:

- using correct pronouns.
- challenging gender stereotypes and norms.
- avoiding assumptions and unconscious bias.
- To provide an inclusive environment in which LGBT pupils and staff are valued and respected.
- To promote understanding of and support the needs of LGBT pupils and staff.
- To monitor and tackle Homophobic, Biphobic and Transphobic language and bullying.

### **Pregnancy and Maternity**

The Bridge will be supportive of pupils who become pregnant and will make reasonable and appropriate arrangements to assist them to continue with their education.

As well as normal practice arrangements in terms of maternity leave and employment protection, staff who become pregnant will be supported through pregnancy and maternity leave, with reasonable adjustments made where appropriate and necessary.

## **Age**

The Bridge will put procedures in place to ensure that no-one is denied a job, an equal chance of training or promotion or suffers from harassment or victimisation because of their age.

## **Bullying (to be read in conjunction with school's Anti-Bullying Policy and Staff**

### **Anti-Harassment and Bullying Policy)**

The Bridge is committed to identifying and tackling all forms of bullying, which can have a significant negative impact upon a pupil's well-being and academic achievement.

The Bridge will take 'identity based' bullying relating to the protected characteristics particularly seriously, where a pupil's identity or perceived identity is being used as the basis for the bullying.

The Bridge will address and take seriously cases of 'cyberbullying', whereby bullying occurs through the use of information and communication technology, in particular, through the use of social media, such as Facebook, twitter or other social networking websites or text messaging. Where content is considered to be illegal, the Police will be informed.

Staff, pupils and parents will be encouraged and supported to report all incidents of bullying and cyberbullying.

## **The role of governors**

The governing body has responsibility for the duties which arise in relation to the requirements of the Equality Act 2010.

In this policy statement the governing body has set out its commitment to equal opportunities and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The governing body will ensure that no-one is unlawfully discriminated against whilst in the school on account of the protected characteristics.

## **The role of the Headteacher**

The Headteacher will ensure that the school's policy on equal opportunities is implemented, and is supported by the governing body in doing so.

The Headteacher will set aside any prejudice and ensure that all pupils, fellow colleagues and those using the Bridge facilities are treated fairly and with dignity and respect.

The Headteacher will ensure that all staff are aware of the school's policy on equal opportunities and that teachers apply these guidelines fairly in all situations.

The Headteacher will ensure that all appointment panels give due regard to this policy so that no-one suffers discrimination.

The Headteacher will promote the principles of equal opportunity when developing the curriculum.

The Headteacher will promote respect for other people in all aspects of school life; in assemblies, for example, respect for other people will be a regular theme as it will also be in displays around the school.

The Headteacher will view all incidents of unfair treatment with due concern.

### **The role of Coaches**

Coaches will set aside their own prejudices and ensure that all pupils, colleagues and those using the school's facilities are treated fairly and with dignity and respect.

The Bridge will address both direct and indirect discrimination against any child/young person, parent or visitor and will actively seek to identify and remove it. Ignorance of what constitutes discrimination is not lawful protection against an allegation and will therefore not be considered a defence.

When selecting classroom materials, Coaches will strive to provide resources which give positive images and which challenge stereotypical images in relation to the protected characteristics.

When designing schemes of work, coaches will pay cognisance to this equal opportunities policy, both in the choice of topics to study and in how to approach sensitive issues. For example, history topics should include examples of the significant contribution made by women; in geography, attempts should be made to counter stereotypical images of Africa and Asia for example and to show the true diversity of development in different parts of the world. Good Morning Bridge will promote positive discussion around equal opportunities.

Coaches and support staff will challenge any incidents of discrimination and draw them to the attention of the Headteacher.

### **The role of pupils**

Pupils will be made aware of this policy and will be encouraged and supported to draw any incidents of discrimination to the attention of the class teacher and/or Headteacher via the Cause for Concern process.

### **The role of parents**

Parents will be made aware of this policy through the school website and home-school agreement and will be encouraged and supported to draw any incidents of discrimination to the attention of appropriate staff and/or Headteacher.

### **Dealing with allegations made**

The Bridge will take all allegations of discrimination very seriously, and will commit to investigating them properly and fairly. The outcome of any investigation will be determined under the school's disciplinary procedures. The Bridge will also foster a 'safe environment' where pupils or parents can feel confident to raise these issues, and be fully supported and protected throughout the procedures which may follow.

The Bridge will take 'false allegations' of discrimination seriously, and this will be dealt with in the appropriate manner by BSM under its disciplinary procedures. It is hoped that this will be rare and will normally only be determined following a fair and thorough investigation.

### **The role of visitors / contractors**

All visitors and contractors are required to adhere to the school's policy.

### **Monitoring / Review**

The governing body is responsible for monitoring the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it to the progress made by other pupils in the school;
- monitor the staff appointment process so that no-one applying for a post at the school is discriminated against;
- require the Headteacher to report to governors annually on the effectiveness of this policy in conjunction with its reporting in relation to the Equality Plan for the Bridge;
- take into serious consideration any complaints from pupils, parents, staff or visitors regarding equal opportunity;
- monitor the school's pupil behaviour policy, and the number of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the governing body every year, or earlier if it is considered necessary.