Anstee Bridge
Equality Policy

achieving for children

Version control

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Signed off by	Sheldon Snashall Associate Director Pupil Support Service, Achieving for Children)
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Introduction

Anstee Bridge is a pupil referral unit, catering for a wide range of needs where, through consistent high expectations, opportunities for engagement and the active involvement of students in their own learning, our focus is on the progress and wellbeing of each student. We recognise that all members of our community are of equal worth.

In order to raise awareness and promote inclusion, Anstee Bridge takes part in Black History Month, Autism Awareness Week, Young Carers' Day and other events that celebrate diversity.

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.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

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

1. All students are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2. We recognise, respect and value differences and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. **We foster a shared sense of cohesion and belonging**. We want all members of our provision community to feel a sense of belonging within the provision and wider community and to feel that they are respected and able to participate fully in provision life. This is particularly important for our students as they may feel they have been rejected by previous educational settings.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

6. We have the highest expectations of all our students. We expect that all students can make good progress and achieve to their highest potential.

7. We work to raise standards for all students, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of students raises standards across the whole provision.

Aims and values

- To increase staff and student awareness of issues relating to equality to raise standards and improve lives.
- To provide staff with relevant information relating to students to ensure equal opportunity for all. To deal with behaviour that breaches the equality scheme.
- To support individuals or groups of students, staff, parents, carers or management committee members who face one or more disadvantage.
- Anstee Bridge will prepare students and staff for a world of opportunity. Anstee Bridge will ensure that learning opportunities are available for the whole community and that everyone is encouraged to be aspirational and achieve their potential.
- Students have an equal entitlement to high quality education Anstee Bridge is opposed to any form of unfair discrimination whether intentional or unintentional and expects all members of our staff and students to challenge prejudice. Members of the provision will always behave with integrity.

Provision commitment

In accordance with its commitment to equal opportunities, the provision is committed to preventing any form of discrimination (either direct or indirect) and to promoting both equality of opportunity and good relations between staff, students and parents, and also in dealing with the wider community. This commitment means that all staff, students, parents and visitors to the provision should receive fair and equitable treatment and that no one is treated less favourably because of their background or needs. Through this commitment, the objectives in the following areas have been created.

Curriculum

When reviewing policies or initiating change to the curriculum, subject leaders need to ensure that changes are responsive to the needs and values of different ethnic and racial groups and their traditions.

All students should have equal access to the curriculum, including trips and any other activities.

The following objectives are integral to the planning of the curriculum in all subject areas.

- All schemes of work should provide appropriate learning opportunities and allow students to achieve.
- All staff will endeavour to promote cultural awareness within their schemes of work.
- All staff should monitor that all in-house and external resources are inclusive and promote equality of access.
- All staff will monitor achievement and student progress as relevant to the cohort, which may include; ethnicity, special educational needs and disabilities (SEND), English as an additional language (EAL), free school meals (FSM) and gender using qualitative and quantitative data.
- All staff should strive to provide enrichment programmes that provide opportunities for all students.

- All staff will strive to narrow any gap found in attainment levels between different groups of students and carry out strategies or intervention where deemed appropriate.
- All staff will monitor subject content, where appropriate, to allow for equal opportunity and access.
- All staff will encourage the development of differentiated material in all curriculum areas to provide access to the curriculum and equal recognition of students' efforts.
- All staff will monitor their classroom organisation to reflect equal learning opportunities.
- Class teachers need to be aware of the background of individual students in their class and plan and review teaching approaches to provide appropriate learning experiences for all students.
- All staff will acknowledge student achievement by being aware of individual students and group experience.
- Leaders will observe lessons to ensure inclusion of all students; for example, students' language or literacy skills, social and cultural development and the integration of learners from different backgrounds to work together.

Equality within pastoral areas

All teaching staff are involved with the pastoral care of students at Anstee Bridge, though it is likely that the student's tutor, head of key stage and special educational needs coordinator (SENCo) may have more direct involvement with students who have identified areas of concern. Confidential equality information is kept with the Senior Leadership Team and made available to teaching staff when deemed appropriate.

To ensure that all students, regardless of their background, needs or ability are included with the provision community, Anstee Bridge has the following pastoral objectives.

- To promote all aspects of community cohesion; this is intrinsically linked to equality.
- To address equality issues through tutorial sessions, PSHE lessons and within the cross curricular activities of the provision.
- To allocate time within tutorial sessions for current affairs and activities such as, 'Thought for the Day' bringing together an awareness of equality and moral values.
- To enable all staff to see themselves as role models and challenge any views in a sensitive manner, being aware of family background and religious observance.
- To support the anti-bullying policy and monitor all bullying incidents for all areas of equality.
- To report all racist incidents to the local authority.

Equality and the leadership team

The Leadership Team is fully committed to striving for good equality practice. This commitment is made clear to all staff, students, parents, carers and community. Any incident of harassment is dealt with swiftly. A member of the leadership team has overall responsibility for equality. Heads of department, the pastoral team, and inclusion manager are responsible for equality practice within the provision.

Leadership team objectives

- To monitor and evaluate equality with regard to:
  - management, organisation and administration including day to day operations
  - curriculum
  - student achievement and progress including allocation of students to particular classes
  - student attendance and behaviour
  - reporting grievance
  - bullying or harassment by students, staff or parents and carers
- To regularly discuss equality practice at Leadership meetings.
- To increase links with multicultural organisations.
- Where possible, to involve the whole provision community in our decision making.
- To provide training and support for staff, students, parents, carers and the management committee when appropriate.
- To ensure safeguarding practice and the fair and safe recruitment policy is in line with those of the Kingston council.
- To give all staff full access to opportunities for promotion and career development.
- To report equality outcomes to the management committee on an annual basis.
- To provide staff and students with support and appropriate training to reduce the number of incidents occurring as a result of inequality.
- To provide role models by forming positive links with speakers from different backgrounds and the wider community.
- To encourage parents and carers from all groups to become actively involved in their child's learning and development.

Equality and the management committee

The management committee fully endorses the provisions' Equality Scheme.

Management committee's objectives

- To continue to monitor student achievement.
- To support the implementation of the equality scheme.
- To adopt the model practices agreed by Kingston council, as an equality employer, in all matters relating to the employment of staff.
- To follow local authority procedures and advice relating to student matters such as admissions and exclusions.

Employment policies

The provision will ensure that its policies and practices in the following areas are designed to ensure that no discrimination (either direct or indirect) takes place:

- recruitment, selection and appointment
- promotion
- disciplinary and capability

In addition, the provision will ensure that all staff have access to the appropriate training to help them fulfil their duties required in relation to this policy, as well as statutory requirements. All staff are asked to complete online equality and diversity training.

Responsibilities

- The management committee has a duty of responsibility for the implementation and monitoring of this policy.
- The Anstee Bridge coordinator and management committee have a responsibility for ensuring that all activities within their remits are reviewed to make certain that they are keeping to the provision's commitment to promote equality for all.
- The Anstee Bridge coordinator is responsible for ensuring that staff have access to appropriate training in the promotion of equality for all.
- The subject leaders are responsible for making sure that their curriculum or aspect area is developed in a culturally sensitive way which helps to promote equality, avoids stereotypes and helps to prepare students for life in our multifaceted society.
- The management committee is responsible for the annual review of employment practices and policies.
- All staff and visitors have a duty to promote equality and challenge any form of discrimination (either direct or indirect), harassment or victimisation within the classroom and the wider provision environment.

Appendix

1. Legislation

The requirements for equality and diversity are underpinned by law and by many provisions of human rights legislation. The legislation below applies to applicants and employees, students and management committee members.

Disability Discrimination Act (DDA) (2005)

Disabled people may have physical, mental, or sensory, visible or non-visible impairment; this also includes long term medical needs. Disabled people have the right not to be discriminated against in employment or access to goods and services.

A person has a disability if they have a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities. Provisions are required to plan strategically to increase access to education at provision for disabled students. This planning duty applies to access to premises, the curriculum and to written information in alternative formats.

The High Court has afforded DDA protection to all persons with cancers and clinically diagnosed behaviour conditions. The DDA has some implications for teachers who are, or become, disabled and it has some application to students in provisions.

.Since September 2002, provision management committees have been under a duty not to treat disabled students less favourably, without justification, than their non-disabled peers and to make reasonable adjustments to ensure that disabled students are not put at a substantial disadvantage compared to non-disabled students.

Employment equality: sexual orientation regulations (2003)

Sexual orientation means a sexual orientation towards persons of the same sex, persons of the opposite sex or persons of the same sex and of the opposite sex. In these regulations, references to discrimination falling within the grounds of sexual orientation or discrimination by way of victimisation and related expressions shall be construed accordingly, and references to harassment shall be construed in accordance with harassment on the grounds of sexual orientation.

Employment equality: religion or belief regulations (2003)

Religion or belief means any religion, religious belief, or similar philosophical belief. In these regulations, references to discrimination falling within the grounds of religion or belief or discrimination by way of victimisation and related expressions shall be construed accordingly, and references to harassment shall be construed in accordance with harassment on grounds of religion or belief.

Employment equality: age (2006)

In these regulations, references to discrimination falling within the grounds of age or discrimination by way of victimisation or instructions to discriminate shall be construed accordingly, and references to harassment shall be construed in accordance with harassment on grounds of age.

Equality Act (2006)

To eliminate discrimination on the grounds of religion or belief and sexual orientation (LGBT).

Human Rights Act (1998)

This contains a clear statement of everyone's rights under the European Convention on Human Rights. For provisions, it affects admissions, discipline, SEND, recruitment of staff and staff disciplinary procedures. A provision must not discriminate against students applying for admission, existing students, and people applying for jobs or members of staff on the basis of sex, race, colour, nationality or ethnic or national origins.

Sex Discrimination Act (SDA) (1975)

It is illegal to discriminate against a person on the grounds of their gender. Anybody, including children (or those acting on their behalf), may make a complaint under the SDA if they believe they are being discriminated against on the basis of gender. Discrimination need not be direct or intentional for a complaint to be made. If the indirect outcome of a policy is unfair to males or females, then a complaint of discrimination might be upheld by the courts. It would not be illegal, for example, to separate boys and girls for certain teaching purposes, but it would be deemed discriminatory if one gender had access to curricular opportunities or advantages that were denied to the other.

Sex discrimination: gender reassignment regulations (1999)

Gender reassignment means a process which is undertaken under medical supervision for the purpose of reassigning a person's sex by changing physiological or other characteristics of sex, and includes any part of such a process. It is illegal to discriminate against a person on the grounds of their gender reassignment. Anybody may make a complaint if they believe they are being discriminated against or treated less favourably treated on the basis of gender reassignment. This act extends to those who intend to undergo, or are undergoing or has undergone gender reassignment.

Special Educational Needs and Disability Act (2015)

Provisions must not discriminate, and should make reasonable adjustments, and plan ahead for accessibility. Provisions have a duty to be proactive about eliminating discrimination, promoting equality and encouraging participation of disabled people. This has strengthened the right of children with SEND to a place in a mainstream provision. The provision chosen by the parents and carers must be named in the education health and care plan (EHCP) unless it is unsuitable to the child's age, ability or SEND, or the placement would be incompatible with the efficient education of the other students in the provision, or with the efficient use of resources.

Race Relations Act (RRA) (2000)

It is illegal to discriminate against a person on the basis of colour, race, nationality or ethnic origins in employment, education, housing and the provision of goods, facilities and services. The local authority has a statutory duty to promote race equality by encouraging a proactive rather than reactive approach.

There should be good relations between students from different ethnic groups and there is clear evidence that all minority ethnic students and those from Traveller communities feel safe and free from racial conflict or tension. Anybody, including children (or those acting on their behalf), may complain formally under the RRA if they believe they are being discriminated against or receiving 'less favourable treatment' on these grounds.

Again, discrimination need not be direct and intentional. If the indirect outcome of a policy is that one group receives less favourable treatment than another, then a complaint of discrimination might be upheld by the courts. The law does, however, allow for particular measures to help designated groups who have defined needs, for example those whose first language is not English.

2. Definitions of discrimination

Direct discrimination

Unlawful for all protected grounds except, in some circumstances, age and disability in provisions. Direct Discrimination is when a person is treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or a disability.

In the case of direct age discrimination, this is unlawful only if it cannot be objectively justified. Indirect Discrimination In essence occurs when a provision, criterion or practice is applied equally to all but, has a different impact on members of one or more protected groups, of which the complainant is one, and is placed at a disadvantage as a result.

Indirect discrimination

Unlawful unless it can be justified for reasons unrelated to the characteristic in question. (An example might be a physical strength test, which would discriminate against women, and which might be justified in relation to a job necessitating heavy lifting, but not in relation to teaching.)

Victimisation

Treating a person less favourably because they have taken action in respect of discrimination, eg, by bringing a complaint or giving evidence for a colleague, is also unlawful.

Harassment

Unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race, is also unlawful in many of the situations covered by discrimination law.

Other information

Ethnicity (social characteristics)

A group that regards itself, or is regarded by others, as a distinct community by virtue of certain characteristics that will help to distinguish the group from the surrounding community. A long shared history, of which the group is conscious as distinguishing it from other groups, and the memory of which it keeps alive. A cultural tradition of its own, including family and social customs and manners, often but not necessarily associated with religious observance.

Ethnic minority

An umbrella term, covering all the characteristics of a 'racial group' as well as the religious and cultural bonds that are seen as defining Muslims, Rastafarians and other groups that may not have formal protection under the RRA.

Race (physical characteristics)

Differences in human physical stock regarded as categorising large numbers of individuals together. (Giddens, 1990). A group of people of common ancestry with distinguishing physical features such as skin colour. (Collins Dictionary)

Refugees and asylum seekers

RBK has an ongoing tradition of welcoming refugees and asylum seekers. The main groups living in the Borough are from Iraq, Afghanistan and Sri Lanka, but there are also families from over 45 countries where there is conflict or persecution.

Refugee

Someone who has a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion and cannot expect protection in his or her own country. A refugee is someone who has been successful in the application for asylum.

Asylum seeker

Someone who flees their home country and seeks refugee status in another country, possible because of war or human rights abuses, and then lodges an application of asylum with the UK Government.

Unaccompanied minor

An asylum seeking child under the age of 18 who is not cared for by their usual carers. In the event that there is no suitable adult to care for them, the responsibility rests with the learning and children's services and the children are cared for under the provisions of the Children Act 1989.

Gypsy, Roma and Traveller

Since 2003 Gypsy, Roma and Travellers of Irish heritage are two distinct ethnicity group categories within the provision Census. These two groups are defined as follows.

Gypsy and Roma

This category includes students who identify themselves as Gypsies and or Romanies, Travellers, Traditional Travellers, Romanichals, Romanichal Gypsies, Welsh Gypsies, Kaale, Scottish Travellers, Gypsies, or Roma. It includes all children of a Gypsy or Roma ethnic background, irrespective of whether they are nomadic, semi-nomadic or living in static accommodation.

Traveller of Irish Heritage

A range of terminology is also used in relation to Travellers with an Irish heritage. These are either ascribed and or self-ascribed and include: Minceir, Travellers, Travelling people, and Travellers of Irish heritage. Travellers of Irish heritage speak their own language known as Gammon, sometimes referred to as 'Cant' and which is a language with many Romani loan-words, but not thought to be a dialect of Romani itself.

The provision Census categorisation does not include Fairground (Showman's) children, the children travelling with circuses, the children of New Travellers or those dwelling on the waterways unless their ethnicity status is mentioned above.

3. Equalities checklist for provision staff and the management committee

- The provision collects information on race, disability and gender with regards to both students and staff, eg, students' achievement, attendance, exclusions and staff training.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the provision provides.
- The equality policy and plan and objectives have been shaped by the views, input and involvement of staff, parents, management committee members, students and other stakeholders.
- The provision publishes information to demonstrate purposeful action on the general duties.
- The provision analyses students' achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need.
- The provision sets equality objectives to improve outcomes for vulnerable students and monitors progress on reaching these objectives.
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes.
- The provision ensures that all staff understand and implement the key requirements of the equality policy.
- The provision ensures that visitors to the provision understand and follow the key requirements of the equality policy.
- The curriculum includes opportunities for all students to understand and celebrate diversity and difference.
- All groups of students are encouraged to participate in provision life and make a positive contribution, eg, through class assemblies and the provision council.
- The provision monitors bullying and harassment of students in terms of difference and diversity (ie different groups) and takes action if there is a cause for concern.

- Visual displays and multimedia resources reflect the diversity of the provision community minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, and tutor time discussions.
- The provision takes part in annual events such as Black History Month, Deaf Awareness Week, No Pens Day, One World Week etc. to raise awareness of issues around race, disability and gender.
- The provision environment is increasingly accessible to students, staff and visitors to the provision.
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the provision and issues such as language barriers are considered. The accessibility needs of parents, students and staff are considered in the publishing and sending out of information. The management committee is increasingly representative of the community it serves. Procedures for the election of parent members are open to candidates and voters who are disabled