

EQUALITY AND INCLUSION POLICY 2020

THE BRIDGES FEDERATION STATEMENT ON EQUALITY

The Bridges Federation are committed to equality both as an employer and a service-provider. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity and orientation.

We are committed to

- Ensuring that everyone is treated fairly and with respect.
- Making our school a safe, secure and stimulating place for everyone.
- Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers and through our School Council.
- Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.

We welcome the emphasis in the Ofsted inspection framework on the requirement for leaders to promote equality of opportunity and diversity, resulting in a positive school culture, working together to prevent discriminatory behaviour.

We welcome our duty under the Equality Act 2010 which requires us to publish information that demonstrates that we have due regard for 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, in particular to the need to tackle prejudice and promote understanding.

This policy meets our specific duty to publish information every year which sets out how we are doing this.

1. INFORMATION

The Bridges Federation is made up of three one form entry primary schools in central London. Current numbers of children on roll are 219 (Snowsfields), 204 (Robert Browning) and 208 (Tower Bridge.) At Tower Bridge there are 103 boys and 105 girls, at Robert Browning 115 boys and 89 girls and at Snowsfields 107 boys and 112 girls.

At Snowsfields the ethnic make-up of the pupil body is largely in line with the averages for other Southwark schools i.e. the majority of pupils are of African origin but significant numbers of pupils come from White British families. 2 largest groups are 31.4% Black African, 17.4% White British. 41.3% of pupils have EAL. At Tower Bridge 2 largest groups are 21.9% Black African, 17.8% White British. 48.9% have EAL. At Robert Browning 2 largest groups are 37% Black African, 16% Bangladeshi. 66% have EAL.

At Snowsfields special educational needs is high, with 31% of pupils receiving SEN support (22.6%) or with an EHC Plan or statement (8.4%) (this includes our autistic resource base). At Tower Bridge 27.4% of pupils receive additional SEN support or have an EHC Plan. At Robert Browning 30.4% of pupils receive SEN support and 5.4% have an EHC Plan.

2. HOW WE ARE MEETING OUR EQUALITY DUTY TO ADVANCING EQUALITY, ELIMINATE DISCRIMINATION AND FOSTER GOOD RELATIONSHIPS

The information provided shows that we give careful consideration to advancing equality in everything that we do and the steps we are taking to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

TRAINING

The training needs of the school and individual staff members are monitored and evaluated to ensure that INSET and development reflects our aim of providing a high quality education.

Please see professional development planners for full details of staff training and INSET.

RECORD KEEPING AND MONITORING

We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.

We keep a record of prejudice related incidents and bullying.

POLICIES WHICH CONTRIBUTE TO THE PROMOTION OF EQUALITY

School Behaviour Policy

Anti-bullying and harassment (this includes cyber-bullying and prejudice based bullying)

Special Educational Needs School Information Report

Complaints Procedure sets out how we deal with any complaints relating to our school.

Staff discipline and grievance

ICT & E-safety Policy

DATA AND TRACKING INFORMATION

We expect high levels of achievement for all our pupils and as they go through school encourage them to take more responsibility for their learning and generate a sense of purpose which raises aspirations, develops skills and encourages achievement and excellence.

- Data is collected and analysed based on achievement and progress in different groups, for example, with/without SEND and, boys and girls, ethnicities, disadvantaged pupils, EAL – see pupil tracking data, Federation SEF, ASP for detailed figures and analysis
- Data is collected termly on the participation of different groups in after school clubs and extra-curricular activities and analysed to ensure fair access for all

THE FEDERATION WILL ENSURE THE FOLLOWING:

CURRICULUM

- Is highly positive, offering memorable experiences and rich opportunities that contribute to pupils' spiritual, moral, social and cultural development.
- Includes a broad range of areas of study within Citizenship and PSHE education, to eliminate discrimination, harassment and victimisation. Sessions will give the children opportunities to explore a range of issues in a safe environment.
- Is balanced, differentiated and relevant and engaging for all.
- Encourages children to think about the world in which they live and to broaden their understanding of others beliefs, cultures and faiths.
- Promotes British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.
- Assemblies will be used to promote the school's ethos and vision and to reflect our multi-cultural society. Religious festivals and anniversaries of all cultures will be covered and parents and families involved.
- Events such as International Evening are part of our integrated curriculum.

- Includes visits to local places of worship and opportunities to engage with different religious and spiritual communities around us
 - Provides opportunities to study significant individuals from different races, genders, backgrounds and cultures, with different needs.
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ENVIRONMENT AND RESOURCES

- Attractive displays which reflect the working life of the school, the cultural diversity of the school population, avoid stereotyping and give positive images of traditionally disadvantaged groups.
- Work should be displayed by all children, showing a variety of levels of abilities.
- Access throughout should be as easy as possible. This may require meetings etc. to be held on the ground floor.
- Access to school policies will be via the school office and website.
- Shared areas and classroom environments will reflect the cultural, religious, spiritual, racial and linguistic diversity of the school population in its displays, decoration, signs and labels
- All classes and shared areas will display symbols and use visual timetables.
- Learning materials and resources will be used that positively reflect all sections of the community and challenge stereotypes, for example, curriculum resources that provide positive images of differing family set ups, positive images of people with disabilities e.g. Paralympians and non-stereotypical images of men and women
- Equipment will be identified which allows those with disabilities to have the opportunity to participate in all aspects of the learning experience.

CHILDREN

- We encourage children to respect and care for all those involved in the life of the school.
- Children are encouraged to report any forms of bullying to staff and know that it will be dealt with.
- Discussion is valued as an important opportunity to listen and respect each other's' views, but also as a time to challenge and question.
- Classroom organisation is under constant review to ensure strategies, which avoid domination of resources by one group.

- Integration within the class is encouraged, particularly with regard to the pupils in the Autistic Resource Base, and social mixing of groups is promoted.
- Children with SEN or disabilities will have a Behaviour Plan and/Care Plan and/or Individual Education Plan to ensure their individual needs are met
- Children are elected to School Council and as School Leaders (Sports, Digital and Science). This ensures that pupils have a direct voice to discuss matters that relate to their concerns and overall well-being.
- Children can apply to be Sports Leaders and promote the school ethos at playtimes.
- Weekly Philosophy for Children sessions take place to encourage questioning and thought about the world we live in. They also give staff an opportunity to challenge racial, gender and other stereotypes.
- Regular surveys are carried out to enable the school to identify areas for improvement.
- Learning Mentors work with the children to improve behaviour and provide time and space for them to talk.
- Children in Year 5&6 are supported by Shine Mentors

STAFF

- Staff are expected to set an example by showing that they value the contributions made by all children and adults involved in the life of the school.
- There are termly discussions and regular monitoring of levels of achievement and behaviour in light of gender, race and disability. Targets are set and actions put in place to improve the attainment and progress of all groups
- Staff are required to report any racial incidents and these will be reported in full to the LA.
- Staff are required to report any homophobic incidents which will be fully dealt with.
- Staff are required to report any incidents of bullying which will be fully dealt with.
- Staff will challenge and discuss all stereotypes.
- The Inclusion team will liaise with teaching staff and support staff concerning pupils' needs, INSET needs and resources, collect and analyse data relating to language levels, ethnicity, language

spoken, gender and year group, organise and carry out an induction programme for new arrivals, liaise with parents to ensure full parental/school communication and involvement including admissions.

- Staff will ensure that the teaching and learning environment will be safe for parents, pupils and staff from ethnic minority communities through the implementation of effective anti-racist approaches and an effective behaviour policy.
- Staff will work as a team to ensure that the school ethos will be one of respect for and celebration of diversity, open and honest communication and trust
- Staff will support children individually and in small groups to aid access to the curriculum.
- Pupil progress meetings take place to discuss the levels of achievement in the light of gender, race, class or disability and how these can be improved.
- Staff should feel safe at work.
- Staff are made aware of the whistle blowing policy and procedures.
- Staff have access to the employee assistance programme
- Staff are encouraged to have union representation
- Adjustments will be made to staff job descriptions and duties where possible and reasonable.

PARENTS AND COMMUNITY

- We believe that it is important to develop effective parental support, foster good home school links and provide an extended service that encourages a shared understanding of learning and community.
- We encourage the partnership between parents and school
- Parents are kept informed using newsletters, the noticeboard, school website and text messages
- Parents are invited to class assemblies. Any parent who is concerned about the content of assemblies, are welcome to observe.
- Meetings are held to share with parents any decisions regarding changes in policy. They are invited to contribute to these changes.
- Parents are invited to Family Conferences to discuss their child's progress in school.

- Parent workshops or “Stay and Learn” sessions run each week and provide training and support on a number of subjects such as phonics, E-safety, healthy eating, job applications
- The Early Help locality team (including Education Welfare Officer and Family Support Officers) is available to offer support and advice on a range of issues, as well as working with community and family support groups.
- We encourage the recruitment of members of the local community to talk to children on appropriate topics, such as the Community Police Officer
- Parents are encouraged to complete surveys to enable the school to identify areas for improvement.

GOVERNORS

- We are a committed equal opportunities employer and follows LA guidelines.
- To encourage parents from different groups to become governors and support them fully on appointment.
- We use the Southwark criteria when carrying out admissions for nursery places and mid-term admissions. Admissions for reception places are carried out by the LA.
- Monitor all school policies
- Monitor termly any incidents of bullying or discriminatory incidents that are reported to Southwark LA
- Ensure that school improvement targets reflect the requirements for all groups and support official guidance

DISABILITY

We are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We recognise and welcome the proactive nature of the duty to promote disability equality and aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. We believe that diversity is a strength of the school, which should be respected and celebrated by all those who learn, teach and visit here.

The DDA 2005 defines a disabled person 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.’ In line with the DDA 2005, we aim to:

- Promote quality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995).
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in the life of the school
- Take steps to take account of disabled persons’ disabilities, even where that involves treating disabled persons more favourably than other persons

We will not tolerate disability related harassment and will deal with it through our relevant established procedures. All staff are responsible for ensuring that incidents of disability related harassment or disability discrimination are recorded and referred to the relevant member of the senior leadership group. We will monitor and report on such incidents on a regular basis. Breaches of our policy on disability equality will be dealt with in accordance with the disciplinary provisions set out in the relevant school policy.

We plan to increase access to education for disabled pupils by:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery of information to disabled pupils, to the standard of which is provided in writing for pupils who are not disabled.

Please see SEN School Information reports for The Bridges Federation.

ETHNICITY AND RACE (INCLUDING EAL LEARNERS)

The Governors aim to:

- Be aware of and counter racism and the discriminatory practices to which it gives rise.

- Be aware of and to provide for the particular needs of pupils having regard to their ethnic, cultural, historical, linguistic and religious backgrounds.
- Prepare all pupils for life in our multicultural society and build upon the strengths of cultural diversity.

In order to achieve these aims, we commit ourselves to:

- Support the recommendations of the Stephen Lawrence Enquiry, namely by recording all racist incidents and ensure that these are reported to the full Governing Body and the LA. Incidents should be reported to parents/carers as appropriate.
- Developing our understanding of the principles and practices of equalising opportunities and implementing them.
- Active consideration of our own practices in order to ensure they are fair to all.
- Increasing empathy with the needs, aspirations and demands of the minority ethnic communities and responding sensitively to them.
- Encourage the participation of black and minority ethnic representation and participation in all decision making processes.
- Monitor staffing and staff development, in order to encourage applicants from minority ethnic groups and ensure training and career needs are met.
- Encourage the recruitment of black and minority ethnic governors.
- When reviewing the curriculum to ensure that it is appropriate to all and adequately represents the multicultural nature of our society staff are aware that it needs to be appropriate to all and adequately represents the diverse nature of society.
- Ensure that this curriculum is structured in such a way that all members of the school community have equal access and ability to succeed.
- Enable all our pupils to recognise and learn from the rich diversity of multicultural Britain and develop positive responses to our society.
- Review the ethnicity of excluded pupils to ensure that exclusion is not the outcome of unwitting racism.
- Ensure all staff have access to diversity awareness training as necessary.

We expect the following practice from all adults involved in the school:

- Work together to prevent racial harassment.
- Be actively opposed to racism and any form of harassment.
- Take full responsibility for dealing with any form of racism and report the incident to the relevant line manager.
- Provide support and counselling for victims of racism.
- Zero tolerance regarding any racist comments, literature and graffiti within the school premises.
- Challenge racist attitudes, structures and practices of external organisations with which the school has dealing.
- Ensure that racism does not appear through exclusiveness in groupings of any nature within the school.
- Work sensitively to ensure that every child is able to value his/her uniqueness and cultural traditions.
- Consider our multicultural society in every communication/display/ report.
- Use the taught curriculum, particularly in terms of RE and PSHE, to inculcate habits of right thinking which are essential in combating racism.
- Recognise and share in the celebration of a variety of festivals.

GENDER

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions.

RELIGION AND BELIEF

Our school recognises the need to consider the actions outlined by the Equality Act 2009 (Religion & Belief) which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief. We respect the religious beliefs and practice of all staff, pupils and parents and we comply with reasonable requests relating to religious observance.

SEXUAL IDENTITY AND ORIENTATION

Our school recognises the need to protect students from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

3. OUR EQUALITY OBJECTIVES

The Equality Act 2010 requires us to publish specific, achievable and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives. As a one form entry school, numbers in particular groups are often small and outcomes for different cohorts often vary each year.

EQUALITIES OBJECTIVES 2019-21 Snowfields and Tower Bridge

Objective	Reason	Actions	Review/ date
Improve attendance of key groups of pupils across the schools. At Snowfields by reducing the number of White British persistent absentees from 19% to 10% and the Mixed White and Black Caribbean persistent absentees from 11% to 5%. At Tower Bridge by reducing the number of White British persistent absentees from 25% to 15% (Where attendance is below 90%).	The number of White British pupils who are persistently absent is currently 25% at Tower Bridge and they form the majority of children who have attendance below 90%. We want to improve outcomes for these key families. At Snowfields there is 11% of Mixed White and Black Caribbean persistent absentees - this does not reflect the make-up of the school, where	<ul style="list-style-type: none"> Engage with families with a history of persistent absence- early identification of families at the beginning of the academic year. Teachers to be aware of families- identified through pupil progress meetings Report attendance to parents on a weekly basis- through letters. Regular meetings with identified families (every 2-4 	

	<p>approximately 8% Mixed White and Black Caribbean. The percentage of persistent absentees should reflect this.</p>	<p>weeks)</p> <ul style="list-style-type: none"> • Court warnings, legal interventions where required. • Incentives for children to attend school: weekly stickers, termly tea party, medals and certificates. 	
<p>Improve progress for pupils joining the school throughout KS2.</p> <p>Increase to 100% of new arrivals making the expected progress from KS1 to KS2, (where data is available).</p>	<p>Children joining the school in KS2 make slower progress from KS1 to KS2, due to transition. In 2017-18 out of 12 pupils who joined the federation during KS2, 10 had KS1 data.</p> <p>Overall 50% of these made expected progress from KS1 to KS2. At Tower Bridge 75% made expected progress with 50% making rapid progress in reading and writing. At Snowfields 30% made expected progress.</p>	<ul style="list-style-type: none"> • Improve transition procedures with administration staff: collection of KS1 data and any other relevant information, when child joins school • Implement transition procedures identified in new arrivals policy. • Ensure regular reviews in place through progress meetings. • Identify additional support through booster and learning mentor groups. 	
<p>Increase representation of male staff from 16% to 30%</p>	<p>By ensuring that the staff reflect the make of the school, pupils and parents will feel more welcomed and make better progress.</p>	<ul style="list-style-type: none"> • Regular review of workforce through HR audits • Discussion at governing body meetings • Recruitment process to be completed by teams of staff to avoid bias. 	

EQUALITIES OBJECTIVES 2019-21 Robert Browning

Objective	Reason	Actions	Review/ date
<p>Improve attendance for pupils with SEND</p>	<p>In 2019-20 there were 8 pupils with attendance below 90%, 50% of these had SEND.</p> <p>In 2018-19 there were 10 pupils with attendance below 90%, 60% of these had SEND</p>	<ul style="list-style-type: none"> • Engage with families with a history of persistent absence- early identification of families at the beginning of the academic year. • Teachers to be aware of families- identified through pupil progress meetings • Report attendance to parents on a weekly basis- through letters. • Regular meetings with identified families (every 2-4 weeks) • Court warnings, legal interventions where required. • Incentives for children to attend school: weekly stickers, termly tea party, medals and certificates. 	
<p>Improve progress for pupils joining the school throughout KS2.</p> <p>Increase to 100% of new arrivals making the expected progress from KS1 to KS2, (where data is available).</p>	<p>Children joining the school in KS2 make slower progress from KS1 to KS2, due to transition.</p>	<ul style="list-style-type: none"> • Improve transition procedures with administration staff: collection of KS1 data and any other relevant information, when child joins school • Implement transition procedures identified in new arrivals policy. • Ensure regular reviews in place through progress meetings. • Identify additional support through booster and learning mentor groups. • Immerse EAL pupils or pupils with 	

		<p>no English in the English Language environment and ensure Phonics and other interventions are put in place quickly.</p>	
<p>Improve identification and provision for pupils with SEND</p>	<p>Historically SEND was not well identified within the school. Identification of SEND has increased from 12% (July 18) to 26% (Feb 19) 32% (July 19) 35% (Nov 19) 38.4% (Feb 20) 39% (July 20).</p> <p>Provision was not well matched to the needs of the children</p>	<ul style="list-style-type: none"> • Inclusion team meet weekly • Provision map in place- identifying interventions • Staff training in different interventions • Professionals involved with children and supporting staff to provide appropriate provision • Investment in resources- development of sensory room, use of IT resources etc. • Discussion around individual needs in pupil progress meetings • Follow up meetings with families and referrals to outside agencies • Implementation of recommendations is followed up. 	