

Equality Information and Objectives Policy



RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE



Partnership Learning

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1. Aims

Riverside Bridge School aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

Our school aims to promote respect for difference and diversity in accordance with our values, such as Achievement, Independence, Inclusion, Resilience, Respect and Well-Being.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Governing Board 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/carers;
- ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years;
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The Headteacher will:

- promote knowledge and understanding of the equality objectives among staff and pupils;
- monitor success in achieving the objectives and report back to governors.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying);
- taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times);
- encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).

In fulfilling this aspect of the duty, the school will:

- analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information;
- make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- 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. Pupils will be encouraged to participate in assemblies, and we will also invite external speakers to contribute where required and relevant;
- working with our local community. This includes inviting leaders of local faith groups to visit Riverside Bridge School and organising school trips and activities based around the local community;
- encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different pathway groups and is made up of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents/carers to promote knowledge and understanding of different cultures.

7. Equality considerations in decision-making

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

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- cuts across any religious holidays;
- is accessible to pupils with disabilities;
- has equivalent facilities for boys and girls.

8. Equality objectives

Objective 1: *To appoint a governing body with members who are more representative of the school community and/or have a better understanding of our pupils' needs and how best to support all of them and their families.*

We have chosen this objective to secure a governing body that is more representative of the diverse school community. This will ensure that the governing body has a better understanding of the needs of all our pupils, including those with autism, SEND, and from different ethnic backgrounds. As a result, the governing body will be better equipped to support and challenge the school to continue providing an inclusive, empowering,

and respectful environment for all our pupils and their families. This will contribute to our overall vision of cultivating a safe and inclusive community where every individual feels valued and respected.

To achieve this objective, we will continue to:

- actively recruit governors from underrepresented groups within the school community, such as parents/carers of pupils with autism, SEND, or from diverse ethnic backgrounds as well as professional governors who have a secure understanding of the SEN sector;
- conduct a skills audit of the newly-appointed governors to identify any gaps in representation or expertise related to the school community;
- provide training and support for new-appointed governors to ensure they are equipped to effectively support and challenge the school;
- review the governing body's composition and effectiveness in representing the school community on an annual basis.

Objective 2: *To promote partnerships with parents/carers and the wider community.*

We have chosen this objective as fostering good relations between the school, parents/carers, and the wider community is crucial for supporting the holistic development and well-being of our pupils. By strengthening these partnerships, the school will better understand the needs and experiences of our diverse school community and work collaboratively to provide the most effective support and opportunities for our pupils and their families. In essence, the impact of parental engagement at Riverside Bridge School is far-reaching, influencing the academic, social, and emotional aspects of a pupils' educational journey. It establishes a collaborative system that not only supports the individual needs of pupils with special needs but also enriches the overall educational experience for the entire school community.

To achieve this objective, we will continue to:

- take action to ensure all parents/carers are encouraged to participate in the life of the school;
- conduct regular surveys to gather feedback from parents/carers on their experiences, needs, and suggestions for improving school-home partnerships;
- ensure the established PTA meet regularly with school leaders and provide ongoing feedback and input;
- maintain good channels of communication, e.g. through parent forums and annual surveys, to ensure parents'/carers' views are captured to inform practice;
- organise community events and workshops (e.g., cultural celebrations, information sessions on supporting pupils' needs) to bring together parents/carers, staff, and the wider community in collaboration with the PTA;
- develop a community outreach programme, where staff and pupils visit local organisations (e.g. care homes, community centres) to build connections and foster understanding;
- regularly communicate school updates, initiatives, and opportunities for involvement through a variety of channels (e.g., newsletters, social media, school website);
- provide early help to parents/carers of the most vulnerable pupils or who may be vulnerable themselves.

Objective 3: *To increase social and cultural opportunities for pupils to foster good relations across all characteristics.*

We have chosen this objective as we believe that providing opportunities for all our pupils to engage with their local community will help to break down barriers, promote understanding and build positive relationships, fostering greater understanding and respect between people with different protected characteristics. Pupils will have more chances to engage with their local community, learn about diverse cultures and backgrounds, and develop positive relationships with their peers. This will contribute to the school's vision of cultivating a safe and inclusive environment where every individual feels valued and empowered. The increased focus on social and cultural experiences will also help to unlock the professional potential of staff, as they work together to plan and deliver engaging activities that support the holistic development of all pupils.

To achieve this objective, we plan to:

- review the school's current social and cultural opportunities to identify any gaps or areas for improvement;
- develop a plan to expand the range of social and cultural opportunities available to pupils, ensuring they are inclusive and promote understanding between people with different protected characteristics;
- implement the new social and cultural opportunities plan, monitoring its impact and adjusting as needed;
- provide training for staff on promoting understanding and respect between people with different protected characteristics, and how to effectively support pupils in these activities;
- regularly review and evaluate the impact of the new social and cultural opportunities, adjusting as needed.

Objective 4: *To raise the means of communication around the school for all pupils to be able to have a voice and communicate amongst themselves more easily*

We have chosen this objective as the school has a high proportion of pupils (81.6%) with Autistic Spectrum Disorder, and many of these pupils are at the pre-formal stage of communication, relying on gestures, eye-pointing, and simple language. Improving communication systems is crucial to enabling these pupils to engage in meaningful conversations and express their needs, thoughts, and feelings and for all our pupils to have a voice. This, in turn, will lead to increased pupil engagement, progress, and overall well-being, aligning with the school's vision of fostering effective communication, emotional well-being, and lifelong learning.

To achieve this objective, we plan to:

- to work closely with the newly appointed private Speech & Language team which will review regularly the current use of Augmentative and Alternative Communication (AAC) systems, including visual timetables, communication boards, and assistive technology;
- to provide extensive training and support for all staff on the use of Augmentative and Alternative Communication (AAC) systems, including visual timetables, communication boards, and assistive technology;
- to embed the whole-school communication policy which was implemented in 2025 that sets clear expectations and guidelines for the use of AAC systems across all settings, including classrooms, social areas, and the community;
- to monitor the implementation of the communication policy, provide ongoing support and guidance to staff, and evaluate the impact on pupil engagement and progress in 2025-2026;
- to support parents/carers in implementing Augmentative and Alternative Communication (AAC) systems, including visual timetables, communication boards, and assistive technology at home.

9. Monitoring arrangements

The Headteacher will update the equality information we publish, every year.

This document will be approved by the Governing Board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN policy
- Behaviour policy