



# Equality Objectives

Date of original policy	Various prior to merger
Date of review	February 2020
Date approved by Executive Headteacher	
Date Approved by Management Committee	
Signature of Chair of Management Committee	
Date of next review	February 2024 – information to be published annually

**Note: the PRU operates with a Management Committee as its governing body. For all references to Governing Body and Governors in this document the duties and responsibilities will be carried out by the PRU Management Committee and its members.**

# Equalities Duty

## Principles

We believe that each student and member of the school community should be treated and valued as an individual and we act on this principle at all times. We aim to personalise timetables so that each student can achieve and put support in for students on an individual basis. We treat all students and members of the school community with respect and have high expectations of all. We work with students to set goals and help develop their skills to enable them to achieve these.

Under the Equality Act 2012 we are required to publish information to demonstrate how we are complying with the Public Sector Duty. We take these duties seriously, and respond to individual needs.

We take peoples protected characteristics into account when planning curriculum and pastoral support and refer to organisations such as Allsorts of BMEYPP when appropriate.

## Contextual information

We have considered the need to publish this and have decided to limit what is published due to the small number of students at Central Hub Brighton. The small numbers could mean that individual students could be identified so we have limited this information to the following:

### **FIGURES TO BE AMENDED**

**We have 38 students on roll – 18 boys and 18 girls**

**We have no students with English as an additional language**

**We have 27 students eligible for Free School Meals or Ever6**

We view all students as vulnerable

## **1. Eliminating discrimination and other conduct that is prohibited by the Act**

We address this in the following policies which can be found on our website:

- Equality Policy
- Anti-bullying Policy
- PSE Policy (including Sex and Relationships)
- Special Educational Needs Policy

We monitor equality issues through our:

- Bullying and incidents data organised by protected characteristics (although this is not appropriate to publish due to very small numbers)

- Extracts from the Safe and Well at School Survey (as above). Students are currently taking part in this and data will be evaluated when available. As our cohort changes each year we will be able to see trends but not the progress of that cohort or individuals within the cohort
- Being aware of local priorities and addressing these issues in mentoring sessions and the PSE curriculum

Some students struggle to understand why some language is unacceptable and we are working to reduce prejudice based language at the Hub

### **Objective One:**

**To put robust systems of recording and challenge in place around prejudice-based language with the aim of reducing such language especially with regard to sexist and disablist language.**

Steps to achieve this:

- All staff secure in what prejudice based language is and able to communicate this to students
- All staff confident in challenging this language
- All staff using SIMS to record incidents
- Any incidents are followed up in appropriate way as in Behaviour or Anti Bullying Policy

### **1. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it**

Due to very small numbers and the nature of our setting, raw attainment data and comparisons with other schools are not always appropriate. However, we identify possible issues which may affect our pupils e.g. abuse in relationships, prejudice towards travellers and homophobic bullying, and use local and national information to help us understand how to best support our students and put measures in place to address issues.

### **Objective Two:**

**To raise aspirations for all and particularly focus on removing barriers to access and participation in further and higher education experienced by female students**

We are working hard to remove barriers to access and participation and strive to put steps in place to achieve this e.g. links with colleges and universities

Steps to achieve this:

- Build opportunities for learning more about career opportunities and high aspirations into PSE and mentoring sessions challenging social and gender stereotypes
  - Conduct survey before/after sessions to see if views change
  - Set up links with local universities to promote to all students and especially those with no family history of attending university
  - Help students have high aspirations for their lives and see different viewpoints and possibilities using a cross curricula approach
- 2. Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it**

We use different themes to promote and foster this e.g., Paralympics, Jeans for Genes, Black History Month, Human Rights week, Fair Trade Week, International Women’s Week, Science and Engineering Week.

The themes are sometimes developed in PSE or other related curriculum sessions. We want students to respect themselves and others.

We have good and developing links with a number of agencies and support services across the City including Allsorts, Triple P, the universities and the CDP Federation.

We value diversity and this is shown in our curriculum plans and displays around the school. This is something we will continue to develop.

We offer infill on commissioned courses to our local complex needs school, and pupils meet a wider student population through college courses.

We aim to resolve conflicts between students peacefully and would advocate Restorative Justice where possible.

**Objective 3:**

**To promote shared values, awareness of human rights and how to apply and defend them**

Steps to achieve this:

- Use Human Rights week as stimulus for this
- Refer back to these rights on a regular basis in all curriculum areas
- To establish a sense of responsibility to go alongside rights – get students to take the initiative
- Invite speaker from Amnesty International to speak to students
- Do surveys to establish student views and show that they see the importance of defending the rights of others as well as their own
- Use displays to stimulate discussion on this so that shared vision of equality develops