

The points made and information covered in our 2018 report remain current and relevant. Where necessary, the information has been updated. Some small aspects of content have been added.

- **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.**

Everything we do to address this objective is underpinned by all of the policies we have in place. Understanding and following these will prevent any prohibited conduct. These are reviewed at the required intervals by staff and Governors. Everyone who works at, learns at or visits Bridgewater is subject to these policies and their conduct monitored accordingly. There have been no reports of any discrimination, harassment or victimisation but procedures are in place to address such behaviour should a situation arise.

One aspect of the Personal, Social, Health and Economic education (PSHE) curriculum focuses on educating children about unlawful discrimination, harassment and victimisation and teaches & encourages them how to get along with one another, regardless of background, culture or personal characteristics.

We adopt a fully inclusive practice. We take measures to ensure all children, members of staff, volunteers and other visitors have the same opportunities as their peers. We work hard and put things in place to overcome potential barriers, such as substantially subsidising the cost of school trips to ensure no child is prevented from attending. Support is also put in place to assist children in class if they are finding it difficult, for whatever reason.

- **Advance equality of opportunity between people who share a protected characteristic and those who do not.**

A great deal of time and money is invested to ensure children who have a special educational need or disability or children where English is an additional language can access the curriculum, socialise and enjoy the many opportunities Bridgewater has to offer.

We work with a number of external professionals to provide the necessary support that our children require.

Specialist staff are also employed to address any needs. We currently employ a Family Support Worker (who is a fully qualified Social Worker) and a Wellbeing Officer, along with buying in an Educational Psychologist and a Speech & Language Therapist through a service level agreement. In addition, we also purchase dance tuition and a music & drama teacher. All of these services help to advance equality of opportunity among everyone within the school community.

School Health colleagues also work with the children around relationships. This enhances the education the children receive in their PSHE and Science lessons. As of September 2020, Relationships Education will be made compulsory to all year groups

All staff receive a performance appraisal, they all have access to training and are all provided with opportunities & support to further their career.

Underpinning all of the above points is effective and regular communication. This could be between school and home; school and professionals; Teacher and children; and Headteacher and staff, to name just a few examples.

- **Foster good relations between people who share a protected characteristic and those who do not.**

Two particular initiatives we have operating in school are Peer Mentors and Buddies. One of their main aims is to foster good relations between all children. We also run an active and effective School Council, who are there to represent the views of their fellow classmates.

As a school we hold two specific, tailored weeks each year. These are, 'Getting to Know You' week and 'Friendship & Caring' week. Various activities are arranged, while lessons and assemblies have a focus on fostering good relations. In addition, we buy in One Day Creative workshops and performances which aim to empower children to believe in themselves and fulfil their dreams.

As mentioned above, the PSHE curriculum also addresses this objective.