

THE HARLINGTON AND SUNDON ACADEMY TRUST



HARLINGTON LOWER AND SUNDON LOWER SCHOOL EQUALITY INFORMATION AND OBJECTIVES STATEMENT

Approved by Curriculum Trustee Committee: February 2019

Approved by Board of Trustees: April 2019

Next review: February 2021

Public Sector Equality Duty

The Equality Act 2010 introduced a single Public sector Equality Duty (PSED), also referred to as the “general duty” that applies to public bodies, including maintained school and academies, and which extends to all protected characteristics – ethnicity, disability, gender (including pregnancy and maternity, age, religion or belief, sexual orientation, marriage and civil partnership, sexual identity and transgender).

This PSED came into effect in April 2011 and all public bodies are required to have due regard to the need to:

- **Eliminate discrimination** and other conduct that is prohibited by the Act
- **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

The Equality Act also places two specific duties on public bodies

The two specific duties require school to:

- Publish information to demonstrate how they are complying with the Public Sector Equality Duty
- Prepare, publish and review equality objectives annually

Compliance with the Public Sector Equality Duty

Harlington & Sundon Academy has always embraced the values that underpin the Equality Act. These are evident in our Mission Statement and Aims which are shared by our Board of Trustees in their strategic role and by our children, parents and staff.

In order to meet and exceed the general and specific duties of the Equality Act, our aims as a whole school are:

- For all pupils to work in an ethos and atmosphere of dignity and fairness
- To secure and maintain excellent teaching, learning and assessment for all pupils
- To “narrow the gaps” in achievement between different groups and national standards
- To ensure pupils are free from bullying, including all types of prejudice-based bullying
- To deal with unacceptable behaviour and disruptions to learning
- To build a cohesive school community where all pupils can thrive and achieve their potential

Data

- The academy has data on its composition broken down by year group, ethnicity and gender
- The academy has data on its composition broken down by types of impairment and special educational need
- The academy has data on any inequalities of outcome and participation connected with ethnicity, gender and disability
- The academy uses data on inequalities of outcome and participation when setting itself objectives for achievable and measurable improvements in the school improvement plan

Documentation and record keeping

- There are statements of the academy's responsibilities under the Equality Act in various school documents
- There are references to the academy's responsibilities under the Equality Act in the minutes of Trustees meetings

Responsibilities

- The Head Teacher has responsibility for equalities matters

Staffing

- There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative

Behaviour and Safety

- There are clear procedures for dealing with any prejudice-related incidents
- Annual survey shows that the majority of pupils feel safe in school

Curriculum

- Focused attention is paid to the needs of specific groups of pupils. There is extra or special provision for certain groups as appropriate, this changes annually.
- There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development

Consultation and Involvement

- The academy has procedures for involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns of the Equality Act
- The academy has procedures for finding out how pupils think and feel about the academy, and takes regards of these in relation to the Equality Act

Equality objectives

See below

Objective	Action (Measurable)	Impact on Equality	Who is responsible for Implementing?	Timescale	Early success indicators
To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity	All pupils are given the opportunity to participate in the Values Education programme across whole school and make a positive contribution to school and wider community	Increased pupil participation in Values assemblies, circle times, PHSE activities, school council elections, fund raising events, play leaders.	Head Teacher Board of Trustees Members of staff leading on School Council and Values Education	2018-2022	Equality and diversity reflected in activities and experiences both in school and the wider community Increase in pupil participation, confidence and achievement.
To reduce prejudice and increase understanding of equality through direct teaching across the curriculum	Curriculum areas for all ages will require specific focus on equality. This will be identified in long term and medium term planning. By end of 4 year period, one topic in each KS should wholly relate to equality issues	Through explicit planning of the curriculum the school can identify areas of prejudice and aim to increase awareness and understanding of the issues.	Members of Staff	2018-2022	More diversity and understanding of equality reflected in children's work and displays across all year groups
To monitor and analyse pupil achievement by race, gender and disability	Achievement of data analysed by race, gender and disability	Pupil achievement closely tracked and monitoring-intervention taken to support vulnerable groups	Head Teacher Board of Trustees	On Going Reporting December, April, July	Analysis of teacher assessments/ annual data demonstrates the gap is narrowing for equality groups



We support children in becoming well rounded individuals where they naturally demonstrate the values of the school in all aspects of their lives.

