

# EQUALITY INFORMATION AND OBJECTIVES PUBLIC SECTOR EQUALITY DUTY



UPDATED DECEMBER 2020

The Equality Act 2010 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.

## INTENT

### KEY PRINCIPLES

Harington School is an inclusive school where we focus on the wellbeing and progress of every student and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value.
2. We recognise and respect difference.
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our students.

## EQUALITY OBJECTIVES

We are committed to ensuring equality of education and opportunity for all students, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further these equality objectives, we have set the following aims with associated action and means of evaluation.

<b>Aim</b>	<b>Action</b>	<b>Evaluation</b>
<p>To promote British values and independent thinking. By raising awareness of UK equalities and fostering positive attitudes, and understanding of different groups in modern British society.</p>	<p>Robust behaviour policy in place that has a zero tolerance to discriminatory language or behaviour of students</p> <p>PHSE tutorial programme with due regard to British values</p>	<p>Annual Policy Review; review CPOMS regarding number of discriminatory incidents recorded and action.</p> <p>Annual review of PHSE programme; student survey results on evaluation of programme.</p>
<p>To ensure that all groups with protected characteristics (for example, students with special needs) perform in line with LAE average and exceed national average.</p>	<p>SEN support; continuous assessment of student achievement; early intervention based on achievement data</p> <p>Equalities monitoring of in-year and final assessment grades to ensure equal progress of SEN students, boys and girls, different ethnic groups at a whole school and subject level.</p> <p>Investigation and early intervention for underperforming groups.</p>	<p>Regular reporting of groups data to SLT and governing body through scorecards.</p>

<p>To ensure that students are not disadvantaged by their gender and that there is equality of opportunity.</p>	<p>Staff to review marketing material for courses; use of former students as role models in those subjects where particular genders are under-represented.</p> <p>Review Friday activities to ensure full range of opportunities</p>	<p>Review gender split of individual subjects and action plan where required.</p>
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## IMPLEMENTATION

### EQUALITY INFORMATION

Number of students on roll at the school: 274

Age of students: 16 to 19

#### Information on students by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all students are protected from discrimination, the school collects information on protected characteristics.

#### Information on other groups of students

In addition to students with protected characteristics, we gather further information on the following groups of students:

- Students eligible for the post 16 Bursary
- Students with Special Educational Needs (SEN)
- Disadvantaged group
- Students with English as an Additional Language (EAL)
- Young carers
- Looked after Children and Previously Looked After (CLA)
- Other vulnerable groups

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

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and students to meet our duties under the Equality Act 2010.

## **WHOLE SCHOOL APPROACH**

We eliminate discrimination by:

- Our Behaviour Policy ensures that all students feel safe at school and addresses prejudicial bullying.
- Reporting, responding to and monitoring all racist incidents.
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our students and that it promotes respect for diversity and challenges negative stereotyping.
- Teaching is of the highest quality to ensure students reach their potential and all students are given equal entitlement to success.
- Tracking student progress to ensure that all students make rapid progress, and intervening when necessary.
- Ensuring that all students have the opportunity to access extra-curricular provision.
- Listening to and monitoring views and experiences of students and adults to evaluate the effectiveness of our policies and procedures.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

We advance equality of opportunity by:

- Using the information, we gather to identify underachieving groups or individuals and plan targeted intervention.
- Ensuring participation of parents/carers and students in school development.
- Listening to parents/carers.
- Listening to students at all times.
- Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

## **IMPACT**

Through rigorous tracking and monitoring of individuals and of all the groups of students, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for students within any of the above different groups is removed, or at least remains less than the gap nationally.