

EQUALITY, DIVERSITY AND INCLUSION POLICY

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July 2024



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The [Equality Act 2010](#) (including the Equality Duty 2011) requires public bodies to have due regard to 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.

1. INTENT

1.1 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.

The Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality of opportunity and fostering good relationships between people. It also ensures that we continue to challenge 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 due to their protected characteristics.
6. We have the highest expectations of all our students.

7. We encourage all students (including those with protected characteristics) to participate in activities where their participation is low.
8. We take account of disabled people's impairments when making decisions about policies and services.

This means that the aims of the Equality Duty must be considered and influence the decisions reached within Harington School.

1.2 EQUALITY OBJECTIVES

We are committed to ensuring equality of experience for all trustees, governors, students, staff, parents and carers, irrespective of race (this includes ethnic or national origins, colour or nationality), sex, gender reassignment, disability, religion or belief, age, sexual orientation, pregnancy and maternity, marriage and civil partnership, or socio-economic background.

In order to further support, challenge, raise standards and ensure inclusive employment and teaching, we have set the following objectives:

Objective 1

To monitor and analyse community achievement by looking at the 9 protected characteristics and act on any trends or patterns in the data that require additional support.

- Assessment data will be reviewed following each Assessment Point Report and used to inform Year 13 intervention, and mentoring by form tutors and members of the Senior Leadership Team (assertive mentoring), with additional support provided by the Student Support Officer.
- Rewards such as postcards, Pledge Passport achievement, and letters following Assessment Point Reports, will be logged to ensure that they are reflective of the community.
- Review the log of incidents on CPOMS linked to equality, diversity and inclusion (e.g. sexual harassment, racist and homophobic incidents), and use the outcomes to inform the PSHE programme, where necessary.

Objective 2

To ensure that Federation's recruitment, including trustees, governors and staff, and all publications, including material shared via social media represents the community.

- Inform the Communications and Marketing Manager of events and ensure that all publications adhere to this objective.
- Share with staff and the student reporters the importance of taking a range of images, including using the voice of a range of students.

Objective 3

To uphold the inclusive ethos of the Equality, Diversity and Inclusion duty with the intent that all stakeholders are valued.

- Review tutorial lessons that cover equality, diversity and inclusion issues and ensure that resources are up-to-date, including mental and physical health, consent and discrimination.

- Use School senate meetings to ensure that student voice assists in shaping the offer and support at Harington School. Students should be reflective of the diverse nature of the student body;
- Regularly reflect on equality, diversity and inclusion with staff (e.g. pastoral meetings. CPD) so that they are able to teach topics linked to these areas openly and confidently.
- Celebrate diversity across the year, ensuring that there is regularly a focus on areas such as autism, pride, black history month, in assemblies and on screens around the School.
- Report to governors on the implementation of the objectives in the governors meeting in Terms 2, 4 and 6.

2. IMPLEMENTATION

2.1 EQUALITY INFORMATION

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, harassment 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 Free School Meals (FSM)
- Students with Special Educational Needs (SEN)
- Socio-economically disadvantaged
- Students with English as an Additional Language (EAL)
- Young carers
- Looked after Children and Previously Looked After (CLA)
- Students who have parents or carers who are in the services
- 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, diversity and inclusion 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 2010.

We are committed to working to ensure we understand how different individuals are affected by the education system, and thus ensure that we are accessible and appropriate in our actions to advance our role with our staff, parents/carers and students.

2.2 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:

- Our disadvantaged first strategy ensures that all staff identify, support and review those classified as disadvantaged first so that no student is ever left behind.
- 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.

3. IMPACT

Through rigorous tracking and monitoring of individuals and of all the groups of students, including progress and attainment, rewards, attendance and sanctions/CPOMS, 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.