

EQUALITY, DIVERSITY AND INCLUSION POLICY

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

- Eliminate 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 a relevant protected characteristic;
- Foster good relations between all people, including those who share a protected characteristic and people who do not share it.

The protected characteristics are:

- Age;
- Disability;
- Gender reassignment;
- Marriage or civil partnership;
- Pregnancy and maternity;
- Race;
- Religion or belief;
- Sex;
- Sexual orientation.

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.

We will have 'due regard' when making a decision or taking an action to whether it may have particular implication for any student, including those with protected characteristics.

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 developing our objectives, we have considered the following potential aims:

- Increase participation
- Narrow gaps in performance
- Increase understanding between groups of people
- Encourage non-stereotyped career options
- Raise attainment
- Reduce isolation and exclusion rates
- Reduce incidents based on characteristics

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 attainment and achievement for all key groups of students, acting on any trends or patterns to close gaps.

- Use assessment data to monitor the progress and outcomes of disadvantaged students and those with protected characteristics.
- Use evidence-based interventions (assertive mentoring and/or subject provision) to address differences in outcomes and improve progress.
- Regularly review progress and outcomes to measure impact of intervention, and adjust support where required.

Objective 2

To monitor and promote the involvement of all groups of students in enrichment and leadership opportunities.

- Track rewards such as postcards, Pledge Passport achievement, and letters following Assessment Point Reports to ensure that they are reflective of the community.
- Track participation of groups of students in trips, extracurricular activities and leadership roles, ensuring that student leaders reflect the diversity of the School.
- Implement strategies to remove barriers to access, including cost, confidence, accessibility and awareness.
- Promote the importance of using images and the voice of students from across the School community in all publications.

Objective 3

To reduce behaviour incidents based on characteristics and isolation.

- Utilise PSHE sessions to educate students on respectful language, stereotypes, discrimination and allyship.
- Work with tutors
- Review incidents 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 4

To uphold the inclusive ethos of the Equality, Diversity and Inclusion duty with the intent that all stakeholders are valued. This includes ensuring accessibility across the site to students, staff and visitors with disabilities, and promoting cultural awareness and understanding.

- Review the physical environment to ensure it is safe, inclusive and accessible.
- Provide appropriate adjustments to teaching, resources and assessment for those with disabilities.
- Work with external agencies to support those with complex needs and disabilities.
- Celebrate the diversity of our School through assemblies, events and communications.
- Ensure frequent opportunities exist in the curriculum and wider School life to explore and celebrate a range of cultures, histories and identities.
- Use School senate meetings to ensure that student voice assists in shaping the offer and support at Harington School.

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.
- The careers programme ensures that the various needs of all students are met and delivered in a way that raises ambition and aspiration of our students.
- 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.