

# THE HARLINGTON AND SUNDON ACADEMY TRUST



## HARLINGTON LOWER AND SUNDON LOWER SCHOOL EQUALITY INFORMATION AND OBJECTIVES STATEMENT

**Approved by Curriculum Trustee Committee: February 2021**

**Approved by Board of Trustees: April 2021**

**Next review: February 2023**

### **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



The Harlington and Sundon Academy Trust  
Equality Objectives 2021-2025



Objective	Action	Cost	Evaluation/ Impact	Led by	Timescale
To ensure that all children make age expected progress and that the achievement gap between groups of learners is at least in line with that of all children nationally	Rigorous monitoring of assessment data by SLT Half termly Pupil Progress meetings SLT to support PPA time to ensure that planning meets the needs of all learners Regular opportunities for monitoring by SLT to ensure consistency across the Academy Trust Progress of Vulnerable groups linked to teacher	Release time for SLT Meeting time for PPM	Whole school monitoring and evaluation programme in place and demonstrates all children on track to make age expected progress PPM discussions demonstrate positive impact of planned interventions\ support for individual pupils to make Age related expectations (ARE).	HT SLT	Half termly throughout year
<b>Gender</b> To reduce the gap between boys and girls in reading and writing	Review English planning to ensure a wide range of high quality texts are used to stimulate and interest boys reading and writing.	Texts- including Project X books Digital texts	Analysis of data shows gender gap has narrowed in reading and writing	SLT English Lead	Termly data and PPM Annual data analysis
<b>Vulnerable Groups/ Disability</b> Narrow the gap between Vulnerable groups including Pupil Premium/FSM and pupils with SEND. Progress against ARE at least in line/ better than National attainment for PP/SEND  Continue strong Parental engagement and liaison  Engagement and Involvement in the curriculum and clubs	Ensure FSM entitlement has been offered Early identification and provision through MSP and planned interventions delivered (See Pupil Premium Report)  Regular contact and reviews Contact with relevant agencies Monitor attendance and behaviour  Termly MSP reviews and discussion with parents CPD	See Pupil Premium Report for funding allocations and planned spending and impact	Specific provision and interventions in place for individuals  Attendance 94%+  Parental engagement to continue, regular updates and meetings  Progress at least SEND National Progress at least PP National Increased attendance at extra-curricular activities- review against well-being work and consider best fit for clubs	HT SLT SENDco	Termly review- SLT and PPM MSP reviews – termly Annual data analysis
<b>Minority Ethnic Groups/ English Additional Language</b> CPD and awareness of staff	Ensure FSM entitlement has been offered  Monitor attendance- 94%+  Monitor Progress- inline+ with National		Specific provision and interventions in place for individuals  Attendance 94%+  Parental engagement to continue, regular updates and meetings	HT SLT SENDco	Termly review- SLT and PPM Provision reviews – termly Annual data analysis

Attendance and progress  Engagement and involvement in the curriculum and extra curricular clubs	EAL strategies as necessary alongside visual learning Opportunities for engagement Curriculum access Culturally relevant opportunities		Progress at least MEG/EAL National  Attendance and involvement at extra-curricular activities  Celebration of cultures in music, art, literacy		
To ensure that children from all groups have equal access to school life	Proportional representation when selecting teams for school representation  Ensure letters and invitations are sent to all pupils  Termly curriculum overview and class timetables are sent to all parents and available on school website Provide a range of clubs/ opportunities to suit children from the schools diversity  Ensure equal access to clubs, monitored by the SENDco.	SENDco time SLT Class Teachers time	SLT to monitor curriculum maps and timetables  SENDco monitoring and analysis provides opportunities to address the positive contributions reflective of the pupils' diversity	HT SLT SENDco	Termly review- SLT Attendance analysis
To monitor the diversity of children involved in incidents of challenging behaviour, accidents, bullying, racist incidents and / or homophobia.	Review and improve system for monitoring incidents which can be reviewed at SLT meetings termly Evidence logged and recorded with actions taken in appropriate incident folder/CPOMS	CPOMS SLT time	SLT to monitor incidents Overview shared with Trustees on termly basis	SLT Safeguarding Lead	Termly each academic year
Ensure all staff members understand their duty of care towards anyone with protected characteristics	CPD/ training to ensure all members of staff understand how to report an incident or allegation and the protocols surrounding doing so	Staff meeting time INSET	DSPs to collate and monitor all reports, overview to Trustees termly	SLT Safeguarding Lead	Termly each academic year
Continue to improve parental engagement across the school community focusing on hard to reach parents	SENDco to plan approach based on individual needs Sign post activities and groups to specific parents/ groups Build strong and supportive partnerships- engage them in school life and be their champion	Allocated time	Monitor parental engagement and seek parental feedback  Strong relationships built between home and school	SENDco	On going
To improve parental engagement, particularly for those members of the community whose first	Seek to generate a register of bilingual members of our school community who are willing to support and help communicate/ translate to parents	Office Admin time- to communicate with staff and parents and	Monitor parental engagement and seek parental feedback  Strong relationships built between home and school	HT/ OM/ Trustees	On going

language is not English	with little or no understanding of English Host English courses if required and opportunities arise	create lists			
To challenge stereotypes and raise aspirations for all children	Ensure opportunities to discuss stereotypes within the curriculum as well as in PHSE and Circle time. Ensure displays are reflective of the school community Promote ethnic minority, disabled and male and female role models positively in lessons Review curriculum to monitor range of books read, people studied etc.	Staff directed time	Work scrutiny and learning walks demonstrate curriculum offers opportunities to discuss and challenge stereotypes and raise aspirations for all children	SLT/ Trustees	Monitoring and evaluation cycle- book scrutiny and learning walks
To monitor and ensure transition arrangements are effective	1. On entry to Nursery (in year) - Sundon liaison with parents, visits and transition 'stay and play' session prior to entry overseen by EY leader. 2. On entry to school - Reception- Sundon/ Harlington Liaison between Nursery/ HVPS , transition sessions, and stay and play session in summer term prior to starting in September. Information evening with parents. Information shared with class teacher. Liaison with previous settings if additional information needed. 3. Between classes within school. Staff meeting to transition discussion about all the children. Transition morning where children move to next class and meet their new teacher. Information meeting for parents held in September. 4. Leavers (in year) Information sent to next school via school office. SENDco/ DSPs to contact next school when necessary. 5. Middle School transition Year 4 to Year 5. Transition day – end June prior to starting	Meeting time Induction meetings	Smooth transitions, information passed to relevant staff and individual needs of pupil met. SLT to discuss transitions with relevant staff. Class teachers to liaise with SENDco when additional support is required Meetings ensure effective transitions and children are settled.	HT SLT Class Teachers Office Manager	Termly- in year to Nursery  Summer term  Summer, Autumn term  Throughout year  Summer, Autumn term

	<p>middle school in September. Summer term prior- liaison between Y4 teachers, SENDco and Y5 teachers. Additional transition for vulnerable groups with school summer term.</p> <p>Information sent to next school via admin team. SENDco/ DSPs to contact next school when necessary.</p>				
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We support children in becoming well rounded individuals where they naturally demonstrate the values of the school in all aspects of their lives.