

THE HARLINGTON AND SUNDON ACADEMY TRUST



HARLINGTON LOWER AND SUNDON LOWER SCHOOL

Approved by Board of Trustees: February 2021
Next review: January 2023

Equality Policy

Rationale

The overall objective of the school's Equality Policy is to provide a framework for the school to ensure equality of opportunity by eliminating unlawful or undesirable discrimination and harassment and to promote good relations and positive attitudes within the school.

We seek to ensure that no member of the school community or any other person, through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. This covers all protected characteristics:

- Age
- Gender (sex)
- Disability
- Gender identity and re-assignment
- Marriage and civil partnership
- Pregnancy, maternity and breast feeding
- Race
- Religion or belief
- Sex
- Sexual orientation

The principles of this policy apply to all members of the extended school community – students, staff, Trustees, parents, visitors and members of the local community.

Aims and Values

The Harlington and Sundon Academy Trust regards each member of the school community as a valuable individual, regardless of race, social background, gender, ability or disability. Good relationships lie at the heart of a good school and support each individual to do his or her best academically and personally. Fairness, trust and mutual respect are essential in creating an encouraging, positive community. All members of the school community have the right to be safe, cared for and supported.

Learning is a partnership between students, parents and the school and can only take place in a calm, ordered environment. All members of the school community have joint responsibility for the success of the school and its students, building trust and a positive relationship between the school and the wider community. Working together, we aim to develop a culture of excellence.

Any perceived inequality / discrimination will be taken seriously and will be investigated and sanctioned as appropriate.

Definitions

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

Direct discrimination: Is when a person is treated less favourably than others in comparable circumstances because of a protected characteristic, such as sex, race or disability. In the case of direct age discrimination this is unlawful only if it cannot be objectively justified.

Indirect discrimination: When a provision or practice is applied equally to all but has a different impact on members of one or more protected groups, so that as a result they are placed at a disadvantage. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the characteristic in question.

Victimisation: Treating a person less favourably because they have taken action in respect of discrimination e.g. by bringing a complaint or giving evidence for a colleague.

Harassment: Unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them on grounds of one of the relevant characteristics, such as sex or race.

Teaching and Learning

The school aims to teach students to understand others, to promote common values and to value diversity. Through the curriculum we promote an awareness of human rights and the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.

1. Teachers ensure that the classroom is an inclusive environment in which students feel safe and that all contributions are valued. Where groups or individuals are marginalised, the teacher takes positive steps to include them.
2. Teachers undertake to ensure that they are aware of the abilities and needs of all their students.
3. Teaching is responsive to different learning styles and takes account of experiences and starting points, in order to engage all learners.
4. Student grouping in the classroom and form room is planned and varied.
5. Teaching styles include collaborative learning so that students appreciate the value of working together. Questioning, discussion and collaborative problem solving tasks are encouraged.
6. Teachers encourage students to become independent and take responsibility for their own learning and actions.
7. Teachers challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
8. Resources and displays reflect the experience and backgrounds of students, promote diversity and challenge stereotypes in all curriculum areas.
9. Citizenship is taught as a cross curricular subject, but also permeates the work of the school both within and outside the curriculum.

Achievement

The school aims to ensure equal opportunity for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.

1. Any pattern of underachievement of a particular group is addressed through targeted curriculum planning, teaching, support and mentoring.
2. The school ensures that where possible, assessment is free of gender, cultural or social bias. Staff use a range of methods to assess student progress and baseline assessment and data is used appropriately for all students.

3. Staff have very high expectations for all students and continually challenge them to reach high standards.
4. Self assessment provides all students with the opportunity to take responsibility for their own learning through regular reflection and feedback on their progress.

Community Cohesion

The school encourages all students and families to feel part of the wider community and works with schools, students and families throughout the Harlington Cluster to develop a wide range of opportunities for all.

Parents are kept fully informed of the opportunities available in the school and wider community. Information and meetings for parents are made accessible for all and parental involvement is monitored to encourage participation of all groups. Progress reports to parents/ carers are accessible and appropriate and encourage a response from parents/carers about the student's learning. The school uses surveys, focus groups and Trustee feedback to assess appropriate provision and equality of opportunity.

Dealing with Instances of Discrimination:

The school has a commitment to fully investigate any reported perceived discrimination with a view to resolving the issue. To achieve this, the school aims to:

- Create a culture in which students, staff, parents/carers and visitors are empowered to report concerns.
- Teach children about respect for others, regardless of perceived differences, through the curriculum, Personal Development lessons, form time, assemblies and any appropriate one to one opportunities.
- Ensure the Senior Leadership Team conducts a thorough investigation of concerns.
- Support any victims of discrimination with the help of external agencies if appropriate.
- Put in appropriate sanctions for any person identified as behaving in an discriminatory way.
- Inform parents/carers of any action taken.
 - Accurately record all instances of perceived discrimination in the Abusive Behaviour Logs and report to Trustees on a monthly basis.

Roles and Responsibilities

The Head teacher and Governing Body will ensure that the school complies with all relevant equality legislation. They will ensure that the policy is upheld and that staff are aware of their responsibilities under the policy.

The policy will be regularly monitored and reviewed every three years.

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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.

