

THE HARLINGTON AND SUNDON ACADEMY TRUST



HARLINGTON LOWER AND SUNDON LOWER SCHOOL EQUALITY INFORMATION AND OBJECTIVES STATEMENT

Approved by Curriculum Trustee Committee: February 2023

Approved by Board of Trustees: April 2023

Next review: February 2025

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

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 Trust has data on its composition broken down by year group, ethnicity and gender
- The Trust has data on its composition broken down by types of impairment and special educational need
- The Trust has data on any inequalities of outcome and participation connected with ethnicity, gender and disability
- The Trust 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 Trust's responsibilities under the Equality Act in various school documents
- There are references to the Trust's responsibilities under the Equality Act in the minutes of Trustees meetings

Responsibilities

- The Headteacher has responsibility for equalities matters

Staffing

- There is good equal opportunities practice in the recruitment and promotion of all staff

Behaviour and Safety

- There are clear procedures for dealing with any prejudice-related incidents
- Annual survey shows that 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 Trust has procedures for involving parents and carers, and for engaging with local groups and organisations
- The Trust has procedures for finding out how pupils think and feel about the Trust, and takes regards of these in relation to the Equality Act

Equality objectives

Objective 1

To develop the curriculum to ensure that a range of cultures are represented, valued and celebrated.

Why we have chosen this objective: Our curriculum does not currently represent the cultures of the families who attend our schools. We also believe that our curriculum needs to teach children about other cultures that they might not experience in their everyday life.

To achieve this objective we plan to:

- Adapt curriculum plans to make the curriculum more diverse. e.g. by weaving Black History into the curriculum rather than just having Black History Month.
- To plan visitors and activities to celebrate a range of cultures.
- Celebrate special days e.g. different religious festivals, St. Patrick's Day, St. George's Day etc.
- Develop assemblies to celebrate a range of religions (and none) and ensure that they are as inclusive as possible.

Progress we are making towards this objective:

Objective 2

To develop staff and pupil understanding of diversity and improve the recording of prejudice-related incidents.

Why we have chosen this objective:

There have been very few prejudice-related incidents in recent years. However, some staff members have identified that not all incidents that have taken place have been recorded as prejudice-related due to staff not identifying them as such.

To achieve this objective we plan to:

- Embed the training recently undertaken by all staff on Equality.
- Reinforce pupil understanding of racism and anti-racism, as taught in an Equaliteach workshop in Autumn 2022.
- Monitor the recording of behaviour incidents and prejudice-related incidents to ensure that all prejudice-related incidents are recorded as such.

Progress we are making towards this objective:

Objective 3

To develop the representation of diversity within books in school.

Why we have chosen this objective:

The majority of books currently within school have white able-bodied characters and authors. Some children and staff feel that they are not represented in the books we have in school.

To achieve this objective we plan to:

- Review the books within the school reading schemes, library, curriculum texts and book corners to consider the diversity of characters, authors and content.
- Following the review, purchase new books to improve the representation of different cultures, genders and physical disabilities.

Progress we are making towards this objective:

Objective 4

Review the toys, games and dressing up clothes used on the playground, in wet play boxes, in Golden Time and in EYFS to ensure that they represent a range of cultures and are not gender-biased.

Why we have chosen this objective:

We want to ensure that the toys, games and dressing up clothes used across school and diverse, represent a range of cultures and are not gender-biased.

To achieve this objective we plan to:

- Review the toys, games and dressing up clothes used in school to ensure that there are gender-neutral resources.
- To monitor the way that adults present the resources to ensure that all children are given equal access to resources and are not directed to certain activities/resources based on the child's gender.

- To review the toys, games and dressing up clothes available in school and, if necessary, purchase new resources to make the offering more diverse e.g. dolls of different ethnicities.

Progress we are making towards this objective:



We support children in becoming well rounded individuals where they naturally demonstrate the values of the school in all aspects of their lives.