Harford Manor School

Foundations For Futures

Equality Information and Objectives Policy

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Last reviewed by	
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1. Aims **3**
2. Legislation and guidance **3**
3. Purpose of Policy **3**
Eliminating Discrimination **4**
Advancing Equality of Opportunity **5**
6 Fostering good relations **6**
Addressing Equality Issues **6**
Roles and Responsibilities **7**
Governing body **7**
Headteacher and Leadership team **7**
Teaching and Support Staff **7**
Visitors **8**
Aspects of equal opportunities relating to staff. **8**
Monitoring and reviewing the policy **8**

1. Aims

Harford Manor School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:
Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it.

2. Legislation and guidance

This document meets the requirements under the following legislation:
The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination.

The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Purpose of Policy

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
Our approach to equality is based on the following 7 key principles:

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or nonreligious affiliation or faith background and whatever their sexual orientation.
2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and induction, promotion, and in continuing professional development
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential regardless of their academic ability.
7. We work to raise standards for all pupils, and look at them as individuals rather than belonging to distinct groups. We believe that improving the quality of the provision for all of our pupils raises standards across the whole school.
8. The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Age and marriage and civil partnership are also "protected characteristics" but are not part of the school provisions related to pupils.
9. The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties The Public Sector Equality Duty or "general duty" This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

This policy describes how Harford Manor School is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Eliminating Discrimination

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers. We believe that every pupil attending Harford Manor School has access to the very best provision that is equal to all.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the school. We make a record of specific equality considerations within our governor minutes.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all. Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity
- The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:
    - prejudices around disability and special educational needs
    - prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, travellers, migrants, refugees and people seeking asylum
    - prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

Advancing Equality of Opportunity

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who require additional levels of support.
- We collect data and monitor progress of all our pupils and use this data to support school improvement. We take action to close any gaps.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- Due to all our pupils having an EHCP all our pupils have Personalised Learning Goals which clearly identify their barriers to learning.

6 Fostering good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through RSE and citizenship and across the curriculum (including via whole school/themed days).
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour and encourages a feeling of family and well-being.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures through curriculum plans and theme days.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events eg Children In Need, Multi-Cultural Themed days, visitors from different communities, residential school trips, school educational visits to places of worship etc.

Addressing Equality Issues

- We maintain records of all training.
- Our monitoring records include evaluations of aspects of Equalities.
- We provide equal access for training and development through Performance Management for all contracted staff in school
- We keep minutes of meetings where equality issues are discussed.
- We have a rolling programme for reviewing all of our school policies.
- The implications for equalities of new policies and practices are considered before they are introduced. We ensure that the work we are doing on equalities meets the needs of the whole school community.
- We: review relevant feedback from the parent questionnaire, parents' evening, focus meetings or governors' parent-consultation meeting.
- secure and analyse responses from staff surveys, staff meetings and training events.
- review feedback and responses from the pupils.
- analyse issues raised in Interim Annual Reviews.
- ensure that we secure responses and feedback at Governing Body meetings

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this (if necessary).

Governing body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment.

Governors review the Equality Policy every other year and evaluate the success of the school's Equalities Work, taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

Headteacher and Leadership team

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult; keep up-to-date with equalities legislation relevant to their work.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

Aspects of equal opportunities relating to staff.

- We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are committed to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and reviewing the policy

We review the information about equalities in the policy every second year and make adjustments as appropriate.

Our review involves all stakeholders, using our normal information gathering channels during the autumn term.

Disseminating the policy This Equality Policy is available:

- on the school website
- as paper copies in the school office
- in the staff inductions pack
- on staff server

Accessibility Plan, as required by the Special Educational Needs and Disability Act (SENDA) 2001, and Equalities Act 2010

	Action	By who	Start	Finish

Maintain and improve access to the physical environment of the school, adding specialist facilities as necessary	Audit building Ensure all aspects of the building remain DDA compliant. Make improvements to the physical environment of the school and purchase/maintain physical aids to access education.	CA, CFC,	Ongoing	
Improvements in the provision of information in a range of formats for disabled pupils; including translation of letters into other languages.	include signage, handouts, timetables, textbooks and information about the school and school events Use writing with symbols, objects of reference, ICT Agreement by SLT as to which communication needs to be translated Use intran to translate documents and assist in phone calls with parents	All staff Admin staff Led by BM	Ongoing	
Maintain and provide opportunities for staff training and parents	All contracted staff have PDI to discuss training needs. Open-up to parents and the wider community for additional training needs for example signalong/e-safety	CMC	Ongoing	

Maintain and continue to develop a highly differentiated and personalised curriculum	Develop opportunities for equal access to all elements of the new curriculum Embed use of Personalised Learning Goals and barriers to Learning	SLT All teaching staff		
	Action	By who	Start	Finish
Promote accessibility to appropriate inclusive activities to include partner schools and community	Actively continue to involve stakeholders (partner schools and community) to engage with the school and to be involved in an increasing range of inclusive activities.	All staff Main lead CMC		

Equalities Statement Demonstrating Compliance with General Duties at Harford Manor School

Key issue	Objective	By whom	Outcome
1. Promote equality of opportunity	Ensure our pupils have maximum opportunity and access to the curriculum and school regardless of race.	All staff SLT	A personalised curriculum that continues to evolve for all pupils matched to their complex needs and full access to all opportunities regarding school life. An approach that addresses their key barriers to learning.

2. Recruitment & Selection	Ensure our Recruitment & Selection policy has no racial bias	SLT Governors KL lead	Robust policy in place linked to LA guidelines and following Safeguarding requirements. Staff recruited according to strict criteria at application and interview process. Clear and transparent recruitment plan. Example –HT and governors strict essential/desirable listings. Multicultural staff pool in appointments All SLT , at least one Governor have Safer Recruitment training.
4. School Ethos, Culture	(i) Ensure the school ethos and culture promotes Race Equality (ii) Ensure multicultural aspects of the curriculum are delivered through the school curriculum	All Teaching Staff	All students are familiar with different cultures, due to the curriculum and involvement in the community. Multi-cultural aspects are embedded within the curriculum
Disability Accessible Site	To ensure all areas (where applicable) are disability accessible for all stakeholders	CA PASH	All areas (where appropriate) are accessible.
Provision of Information offered to Students and parents	To ensure information is accessible for all using signage, communication aids We will start using Intran for parents We will evaluate the way we	Admin SLT All staff BM	Documents and letters are accessible to all parents. Students have differentiated signage according to their level of need

	offer information to pupils.		
Equality of Opportunity for student Voice	Develop ways to share the voice of the child young person. Look at providing equality of opportunity at events in school and wider Community	All teaching staff CMC DL	Annual Reviews show child's voice Work of the School Council in sharing information represents all young people, equal access to all social events & assemblies.
6. Care & Support Procedures	Procedures Monitor our care & support procedures, and	CMc	More staff trained in medical procedures relevant to pupils needs. Specialist staff to support
Key issue	Objective	By whom	Outcome
	specialist staff, to ensure pupils and staff are not disadvantaged have best practice. To train staff to manage additional medical needs in students To develop therapies to build resilience and develop good mental health. To have support networks for staff		emotional well-being and mental health. Listening Ears All staff continue to be trained across the school in all aspects of care & support. Example – All pupils have access to a range of highly specialised staff to remove any barriers to learning. MAGIC awards embedded across school to promote positive mental health.