



Harton
Academy



Equality and Diversity Policy
May 2021

Harton Academy's Equality and Diversity Policy

"We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their colour."

Maya Angelou

1 Our Aims and Values

1.1 At Harton Academy we continuously strive to ensure that everyone is treated with respect and dignity. Every person in the Academy is given a fair and equal opportunity to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability.

The Academy works actively to promote equality and foster positive attitudes and commitment to an education for equality.

1.2 We do this by:

- treating all those within the Academy community as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience;
- challenging stereotypical views and learning to value each other's differences through assemblies, PSHE (including Relationships and Sex Education) and the Philosophy and Ethics curriculum;
- creating and maintaining an ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices;
- encouraging everyone in our community to gain a positive self-image and high self-esteem;
- having high expectations of everyone involved across the Academy;
- promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly;
- identifying, challenging and removing all behaviours, practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all;
- monitoring evaluating and reviewing all the above to secure continuous improvement in all that we do.

2 The Equality Act, 2010

2.1 The Equality Act, 2010, replaced nine major Acts of Parliament and many sets of regulations, with the aim of consolidating anti-discrimination measures which had developed over many years. It sought to reduce inequalities between different areas, by removing inconsistencies in the primary and secondary legislation.

2.2 The Equality Act makes it unlawful for the Academy to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions
- in the way we provide education for pupils
- in the way we provide access to any benefit, facility or service, or

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- by excluding a pupil or subjecting them to any other detriment.

2.3 This Policy contains information about how the Academy ensures it meets its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to the following three aims :

- 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

2.4 “Having due regard” means consciously thinking about the three aims of the PSED as part of the process of decision-making. This means that consideration of equality issues must influence the decisions reached by academies, such as:

- how they act as employers
- how they develop, evaluate and review policy
- how they design, deliver and evaluate services
- how they commission and procure from others.

2.5 The Equality Act 2010 clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic:

- | | |
|-----------------------|--------------------------|
| • Age* | • Religion or belief |
| • Gender reassignment | • Gender |
| • Disability | • Sexual orientation |
| • Race | • Pregnancy or maternity |

**a relevant characteristic in considering duties in our role as an employer but not in relation to pupils*

2.6 The avoidance of discrimination includes direct and indirect discrimination, as well as harassment or victimisation. The Act has gone further and includes the concept of discrimination by association or by perception.

3 Doing our Duty

3.1 The Equality Act 2010 (Specific Duties) Regulations 2011 requires schools to comply with two specific duties, which are intended to help them comply with the PSED. These are:

- Publication of information: the Academy will publish information to show that it is complying with the duty on an annual basis.
- Equality objectives: the Academy will prepare and publish our objectives, which further the three aims of the equality duty. Any objective must be specific and measurable.

3.2 The information we publish and analyse will be linked to the three aims (above) of the PSED. Much of the planning, information and analysis will relate to the school improvement plan, evaluations and pupil data – we intend to use the information to improve education for all

groups in the Academy. Much of this information is already being used to develop and improve practice. We will use information which tells us we could be doing better to plan for the future and include these actions in our Equalities Objectives.

3.3 We ensure that the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and assessment
- Behaviour, discipline and exclusions
- Relationships
- Pupils' personal development and pastoral care
- Teaching and learning
- Admissions and attendance
- The content of the curriculum
- Staff recruitment and professional development
- Partnerships with parents and communities

3.4 The Academy will publish information on its website which set out our policies and procedures which relate to equality and diversity. Through our policies and the objectives we work towards, we will work to

- remove or minimise disadvantages individuals may have in connection with a particular characteristic they have
- take steps to meet the particular needs of people who have a particular characteristic
- encourage people who have a particular characteristic to participate fully in activities.

3.5 The Academy may wish to consult and engage with members of the Academy community, including parents and carers, in order to further our objectives. Additionally, we may engage with individuals or groups who can provide specialist support, advice or insight.

4 The Composition of the Academy

4.1 This section provides information on the composition of the pupil population at the school with respect to the protected characteristics outlined in the Equality Act. The Act 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.

4.2 Pupils

	Pupils	Percentage
Female	866	52.48%
Male	784	47.52%
Total	1650	100.00%

	Pupils	Percentage
No SEN	1320	80.00%

SEN	330	20.00%
Total	1650	100.00%

	Pupils	No SEN	SEN@SS	SEN @ S or EHCP	No SEN (%)	SEN@SS (%)	SEN @ S or EHCP (%)
Total	1650	1320	288	42	80.00%	17.45%	2.55%

Ethnicity Description	Pupils	Percentage
Arab	7	0.42%
Asian and any other ethnic group	6	0.36%
Bangladeshi	190	11.52%
Black - Ghanaian	1	0.06%
Black - Sudanese	2	0.12%
Black and any other ethnic group	1	0.06%
Black Caribbean	1	0.06%
Chinese + any other ethnic group	3	0.18%
Filipino	1	0.06%
Indian	6	0.36%
Iranian	3	0.18%
Iraqi	2	0.12%
Kashmiri Pakistani	2	0.12%
Kurdish	1	0.06%
Mirpuri Pakistani	1	0.06%
Other Asian	1	0.06%
Other Chinese	1	0.06%
Other ethnic group	4	0.24%
Other mixed background	10	0.61%
Other Pakistani	7	0.42%
Refused	8	0.48%
Traveller of Irish heritage	1	0.06%
Turkish	1	0.06%
White - Cornish	6	0.36%
White - English	1347	81.64%
White - Irish	3	0.18%
White + any other Asian Background	8	0.48%
White and any other ethnic group	9	0.55%
White and Black African	2	0.12%
White and Black Caribbean	6	0.36%
White Eastern European	4	0.24%
White European	3	0.18%
White Other	2	0.12%

Religion	Pupils	Percentage
Christian	223	13.52%
Muslim	116	7.03%
No Religion	187	11.33%
Other Religion	12	0.73%
Religion	1	0.06%
Sikh	1	0.06%
Not Known	1110	67.27%

Additional Characteristics	Boys	Girls	Total	% of school population
Pupils with English as an additional language	96 (5.82%)	120 (7.27%)	216	13.09%
Pupils eligible for Pupil Premium	243 (14.73%)	251 (15.21%)	494	29.94%
Pupils receiving the 16-19 Bursary (Post 16)	24 (7.95%)	35 (11.59%)	59	20 % of Sixth Form Population
Number of Looked After Children: 11				

4.4 Employees of the Academy

	Teaching Staff		Non-teaching staff		Overall Percentage
Female	74	61.2%	61	78.2%	67.8%
Male	47	38.8%	17	21.8%	32.2%
Total	121	100.0%	78	100.0%	100.00%

Age profile	No. of Employees	Percentage
under 25	10	5.03%
25-29	10	5.03%
30-34	26	13.07%
35-39	36	18.09%
40-44	25	12.56%
45-49	30	15.08%
50-54	26	13.07%
55-59	15	7.54%
60+	21	10.55%

Disability Profile	No. of Employees	Percentage
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Yes	1	0.50%
No	198	99.50%

Ethnicity Description	No of Employees	Percentage
Asian or Asian British, Indian	1	0.50%
Asian or Asian British, Pakistani	1	0.50%
Mixed, White and Black African	1	0.50%
White, any other White Background	5	2.51%
White, British	191	95.98%

5 Our Equality Objectives

We build our Equality Objectives into our School Improvement Plan (SIP). In this way, they are not an addition to what we identify we need to do to maintain and improve on our outstanding provision, rather they are integral to it.

Our current objectives are :

Ensuring that the disadvantaged students, and students with special educational needs or disabilities, make better progress, at least in line with similar groups nationally

This is identified in the first strand of our SIP – to improve the quality of education at Harton (1j)

Further improving the school’s Mental Health provision:

- a. Appointment of a full-time school counsellor/mentor (Level 3 qualified).
- b. Recruit additional, qualified staff to support the pastoral team with its Mental Health facility.
- c. Key staff to enhance their qualifications with the CPD-accredited ‘Child Mental Health’ training course.

This is identified in the second strand of our SIP – to improve the behaviour and attitudes of all students (2b)

Striving to eradicate all forms of bullying, including *Cyber-bullying*, from school life and ensuring that any incidents of bullying continue to be dealt with promptly and effectively.

This is identified in the second strand of our SIP – to improve the behaviour and attitudes of all students (2f)

Encouraging participation in a wide range of extra-curricular activities when feasible, such as art, dance, drama, music, sport, Personal Development Award, D of E, trips and expeditions.

This is identified in the third strand of our SIP – to build upon personal development opportunities at Harton (3a)