



Head Teacher: Kerrie L Clowes MA BA (Hons) PGCE NPQH
Deputy Head: Sarah L Booker BA (Hons) QTS
Deputy Head: Emma E Doyle BA (Hons) PGCE NASENCO
Assistant Head: Joel M Edwards MA BA(Hons) QTS

Scrooby Road, Harworth, Doncaster, South Yorkshire, DN11 8JT

Tel: 01302 742477

Email: office@harworth.snmat.org.uk

Equality Policy and objectives

June 2025

Review date: June 2026



Equality Information and Objectives Statement for Publication

September 2024

Person responsible: Head Teacher

Harworth Church of England Academy is part of the SNMAT. The school is to be conducted as a Church of England school in accordance with Canon Law and the teachings of the Anglican Church and in accordance with the Diocese of Southwell and Nottingham. At all times, the school is to serve as a witness for the Christian Faith in Our Lord Jesus Christ. We aim to cater for children as individuals, appreciate their needs and enable them to be as roundly educated as possible in order to flourish in their everyday life in a multi-faith and multi-cultural world. "We will oppose all forms of racism and sexism and stress our lesson: "Always treat others as you would like them to treat you" (Matthew 7 xii NEB).

At Harworth Academy we see all members of the school community as special, unique individuals who are created in God's image who deserve to be treated with respect without any form of discrimination.

We aim through this policy and its implementation to:

- ✓ Ensure equal opportunities regardless of race, faith, gender, academic ability, physical ability or social background.
- ✓ Provide and develop an environment free from social, religious, sexual, racial, cultural or physical prejudice.
- ✓ Foster an environment of respect for all members of the school community in which different cultural and faith backgrounds enrich the school for all.
- ✓ Encourage a strong feeling of school identity where all members of the school community are responsible for the feelings of everybody else in a positive way.

Rationale

Equal opportunity for all underpins the whole life and ethos of our school and is the responsibility of the whole school community. Equal opportunities are reflected throughout the organisation of the school and must be actively addressed in both the taught and implicit curriculum as well as openly demonstrated amongst staff, parents and governors.

All staff, governors, parents/carers and pupils are fully welcome and are encouraged to participate in the life of the school regardless of their race, faith, ethnicity, any disability, their gender or socio-economic background. Each group has specific needs that need to be actively planned for so their contribution to the school can be the fullest that it can.

Harworth recognises and carries out its responsibilities under the Race Relations Act, Sex Discrimination Act and Disability Discrimination Act. All these documents aim to eliminate discrimination and to promote good race relations. Systems are constantly under review in the light of changes that are taking place both locally and nationally so that we can provide the best service possible.

Inclusion

Harworth Academy has been praised for its unstinting belief in inclusion and we are successful in catering for pupils with specific needs so that they can fully access the curriculum and the life of the school. We recognise and harness the diversity that exists within our school community to ensure that all have the opportunity to respond to the high expectations, challenges and excitement of the curriculum and everyday life of the school.

We have excellent systems in place for children who are vulnerable or have special needs and for the teaching of children with EAL. Our full range of after school activities ensure that children with different talents and abilities can be stretched outside the normal curriculum and our excellent parent/teacher relationship ensures that we can meet the needs of individual parents wherever necessary.

Inclusion of different faiths is also of great importance ensuring that the spiritual needs of children from different religious backgrounds and for those with no faith are met.

Our school is committed to equality both as an employer and a service-provider:

- ✓ We try to ensure that everyone is treated fairly and with respect.
- ✓ We want to make sure that our school is a safe, secure and stimulating place for everyone.
- ✓ We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- ✓ We recognise that every child has individual needs which must be nurtured and supported in order for them to reach their true potential.
- ✓ We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.
- ✓ We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality;

and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

✓ We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

✓ pupils from certain cultural and ethnic backgrounds

✓ pupils from low-income households and pupils eligible for free school meals

✓ pupils who are disabled

✓ pupils who have special educational needs

✓ boys in certain subjects, and girls in certain other subjects.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

Part 1: Information about the pupil population

Number of pupils on roll at the school: **195**

Ethnic Groups: White British

Asian

Polish

Romanian

Bulgarian

Russian

Lithuanian

Religions: Christian, Hindu, Sikh

SEND **32**

Disadvantaged **42 (19%)**

EAL **11**

Information on pupils by protected characteristics

The Equality 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.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do. Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. We deal promptly and effectively with all incidents and complaints of bullying and harassment. We keep a record of all such incidents and notify those affected of what action we have taken.

Our complaints procedure sets out how we deal with any complaints relating to the school.

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

How we advance equality of opportunity:

We support learners by meeting their individual needs, through meeting with parents and carers with specialists to draw up individual support plans. These needs are then cascaded to all staff who come into contact with the child to ensure their needs are fully met.

How we foster good relations and promote community cohesion:

The school is outstanding at promoting the spiritual, moral, social and culture development of all pupils. We ensure that the curriculum has positive images of disabled people. Pupils and visitors are fully included in all aspects of school life- regardless of any disability.

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

✓ Analysis of three year assessment trends between 2013 and 2015, indicate that children from all ethnic backgrounds perform at least as well as, and frequently exceed, national comparatives.

How we foster good relations and promote community cohesion:

✓ The school is outstanding at promoting the spiritual, moral, social and culture development

✓ We ensure that the curriculum has positive images of people from a range of ethnic backgrounds.

Gender

We are committed to working for the equality of women and men.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

✓ Analysis of three year assessment trends between 2013 to 2015, indicate that girls and boys perform broadly in line with national comparatives.

How we advance equality of opportunity:

✓ We monitor the attainment and progress of all our pupils by gender every six weeks and take actions to address any negative trends that may materialise.

How we foster good relations and promote community cohesion:

✓ The school is outstanding at promoting the spiritual, moral, social and culture development of all pupil

✓ We ensure that the curriculum has positive images of people, male and female.

What has been the impact of our activities?

Pupils see other people, male or female, as equals.

Pupils are regularly working positive male and female role models.

Religion and belief

We are committed to working for equality for people based on their religion, belief and non-belief.

We celebrate and promote differences amongst the children.

How we advance equality of opportunity:

✓ The school supports our pupils to build their sense of identity and belonging, which helps them to flourish within their communities and as citizens in a diverse society.

How we foster good relations and promote community cohesion:

✓ The school is outstanding at promoting the spiritual, moral, social and culture development

✓ The curriculum makes robust provision for the teaching of other faiths across the school

What has been the impact of our activities?

Pupils understand and respect the authenticity and value of the beliefs of others.

Part 3: Consultation and engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

✓ Teachers and seniors leaders in the school are easily accessible to all pupils and parents.

✓ High quality information is communicated through regular newsletters, school website.

✓ Important information is shared with parents and the wider community as soon as possible.

✓ Regular and meaningful consultation takes place with the School Council and Charity Committee

✓ The Annual surveys of parent voice are published

✓ Parent workshops

Part 4:

Our equality objectives

We are committed to ensuring that our school meets the varied and individual needs of all pupils, that our employment practices are fair and promote equality and that we value and respect the diversity within our school, our community and beyond, so that:

- o Pupils meet and exceed their potential, academically and spiritually, in a happy, safe and inclusive environment
- o Pupils know their rights and respect the rights of others
- o Pupils are prepared to live and engage positively in a diverse world, secure in their own identity and willing to challenge discriminatory behaviour and attitudes.

Part 5: Information about our employees

If we have more than 150 employees we are required to publish information about them. The school currently has approximately 25 employees and therefore does not deem this to be necessary.