

EQUALITIES INFORMATION

The Public Sector Equality Duty 2011 has three aims under the general duty for academies and settings:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The The Harbour School has considered how well we currently achieve these aims with regard to the nine protected equality groups: race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief/sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the academy of equality within policies and practice and identified gaps.
- Examined how our academy/academy/setting engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

1. SUMMARY OF OUR EQUALITIES EVIDENCE

Protected Characteristic	Evidence
<p>In relation to RACE the evidence we hold tells us</p>	<ul style="list-style-type: none"> • There are many different races and cultural backgrounds in our academy. Due to the very individual needs of all pupils every pupils progress is tracked using Evidence for Learning. This tracking is against their individualised targets from their EHCP. We do keep track of those making expected progress and groups falling behind would be reviewed and additional intervention put in place. • Racist incident forms and procedures are in place, 0 racist incidents have been recorded since the academy opened in April 2020. • Observed behaviour in the academy shows respect and tolerance for people of all races amongst pupils, this is modelled by all adults. • Our PSHE curriculum includes sessions which involve discussions around difference and tolerance in our society, giving high profile and respect to different values and views within society. Through this we foster respect and interest in all children's race backgrounds and celebrate diversity and difference worldwide. • Our curriculum covers different races and cultures, due respect and interest is given to the cultures within academy and customs, food etc are invited in and celebrated.
<p>In relation to DISABILITY the evidence we hold tells us</p>	<ul style="list-style-type: none"> • Children with physical disabilities are planned for as individuals. Therefore, they take part in class activities and effectively differentiated learning opportunities to allow them to succeed and progress in line with expectations from their starting points. • The academy is a member of an inclusive trust and follows their values. • The academy has an accessibility plan. • Children are encouraged to play games and include others which are accessible to all including those with mobility or learning difficulties. • Lunchtime clubs include all children. • We are situated on the Northstowe Learning Community, Pupils who would benefit from access to mainstream provision have this opportunity available to them.
<p>In relation to SEX the evidence we have tells us</p>	<ul style="list-style-type: none"> • Since the academy opened in April 2020 internal data shows there is no significant difference in boys and girls progress. • The Academy has invested in topics and reading books which are of interest to boys and girls. • Children work in both mixed and single sex groupings. • Male and female staff are employed at the academy, adverts welcome applications from either sex.
<p>In relation to GENDER REASSIGNMENT the evidence we have tells us</p>	<ul style="list-style-type: none"> • The recruitment policy has guidance on recruitment on grounds of ability to carry out the vacant post which the academy follow. • No data is recorded on gender reassignment in the academy therefore the potential for victimisation is minimised.
<p>In relation to PREGNANCY AND MATERNITY the evidence we have tells us</p>	<ul style="list-style-type: none"> • We give staff on maternity leave or pregnant the same rights as other staff and include them in relevant academy information during leave. • The academy policies include flexibility in staff's absence in view of childcare and parenting emergencies.

<p>In relation to AGE the evidence we have tells us</p>	<ul style="list-style-type: none"> • Staff range in age from 18 to over 60. • We follow the MERIDIAN recruitment policy and Equality and diversity policies. • We use the EPM portal TES and local sources of advertising for posts. • The academy returns the relevant monitoring forms
<p>In relation to RELIGION AND BELIEF the evidence we have tells us</p>	<ul style="list-style-type: none"> • The Academy welcomes children and families of all religions equally. • The academy does not hold performance data on groups of religious nature. • Through its PSHE programmes the academy offers opportunities for children to discuss and experience the diversity of beliefs, peoples rights to their own beliefs, as well as encouraging children to reflect on their own and others' beliefs and reasons for their actions. • All children and staff are given equal value independent of their personal belief or religion. • Due regard and mention is given to different religion's celebration days and events. • Every effort is made to include awareness, tolerance and understanding of a wide range of religions in the curriculum as well as in assemblies.
<p>In relation to SEXUAL ORIENTATION the evidence we have tells us</p>	<ul style="list-style-type: none"> • No data about the sexual orientation of staff or parents is collected in academy therefore there is no potential for victimisation. • Correspondence is addressed to 'Parent/Carer of name of child' so that there is total equality of treatment of all family situations. • Children are taught the differences between the sexes and that some people are of different sexual orientations others and that is acceptable in our society.
<p>In relation to MARRIAGE AND CIVIL PARTNERSHIP the evidence we have tells us</p>	<ul style="list-style-type: none"> • We have a range of different partnerships within the staff and all are respected for their own arrangements. • Children are taught that there are different family units and difference is a good thing within the PSHE and RE schemes and in circle time activities

2. SUMMARY OF HOW WE CURRENTLY ENGAGE WITH PROTECTED GROUPS

Protected Characteristic	Evidence	Source
<p>In relation to RACE our self evaluation tells us</p>	<ul style="list-style-type: none"> • All academy job advertisements are aimed at all parties there are not restrictions given on any of the protected characteristics. • Interview questions are carefully worded and the same for all candidates. • The academy follows the MERIDIAN harassment policy to protect all groups and protected characteristics. • The academy follows the MERIDIAN grievance and complaints policies which are carried out by relevant members of the governors/trust to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge it if required. • All policies are consulted on and shared with all staff, parents, governors and where relevant children, during reviews and writing. • All children regardless of race have equal access to relevant support to help them achieve. (Statements, special educational needs or gifted and talented support is given regardless of race and is targeted to specific needs of race where necessary.) • The academy consults with parents over changes in the academy to ensure they fit with other community and cultural and religious obligations. • Varied methods of communication are used to ensure all parents and carers can access information in a useable form, translators are used regularly, google translate is present on the website. • The academy has a transitions plan which allows every transition into the academy to be individualised to effectively meet the needs of the pupils. This helps children to settle in from different backgrounds and follows a set admission procedure to ensure that all children are made to feel welcome and wanted. • All new children who do not speak English are given additional AAC provisions to support the development of language. • Attendance is tracked for different groups of children and issues identified. The school works hard to engage with hard to reach families to ensure they understand the legal requirements of school attendance as well as to offer support with overcoming any barriers that may prevent attendance. • Academy questionnaires go out to all asking for their views on inclusion and equality of opportunity. 	<p>Recruitment and retention policy</p> <p>Policies</p> <p>SEN AR</p> <p>Recruitment records</p> <p>Questionnaire Responses</p> <p>Policies file</p> <p>Governors minutes</p> <p>Newsletters</p> <p>Consultation events</p> <p>Transition plans</p> <p>Evidence for learning</p>

<p>In relation to DISABILITY our self evaluation tells us</p>	<ul style="list-style-type: none"> • All academy job and activity advertisements are aimed at all parties there are no restrictions given on any of the protected characteristics. • Interview questions are carefully worded and are the same for all candidates. • The academy follows the MERIDIAN harassment policy to protect all groups and protected characteristics. • The academy follows the MERIDIAN grievance and complaints policies which are carried out by relevant members of the governors/trust to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge it if required. • All policies are consulted on and shared with all staff, parents, governors and where relevant children, during reviews and writing. • Academy questionnaires go out to all asking for their views on inclusion and equality of opportunity. • As a special school, many of our children have a disability. These are not seen as a problem to be managed but as an individual set of needs which are to be worked with, enabling children to reduce the dependence they have on the adults around them. • The academy has a family support worker who is available to hold meetings with parents and children on admission to review ways that the school can support children with a disability. • Staff ensure they liaise with relevant parents through Evidence for learning and calls home to ensure that individual's changing needs are discussed and effectively met. • Annual Reviews are held and we ensure that these are pupil centred. The use of a picture wall to engage pupils, staff, families and other professionals in ensuring an accurate picture of need and progress is captured is seen positively beyond the school. 	<p>Recruitment records</p> <p>Questionnaire Responses</p> <p>Policies file</p> <p>Governors minutes</p> <p>Newsletters</p> <p>One Wall evidence</p> <p>Evidence for learning</p>
<p>In relation to SEX our self evaluation tells us</p>	<ul style="list-style-type: none"> • All academy job and activity advertisements are aimed at all parties there are no restrictions given on any of the protected characteristics. • Interview questions are carefully worded and are the same for all candidates. • The academy follows the MERIDIAN harassment policy to protect all groups and protected characteristics. • The academy follows the MERIDIAN grievance and complaints policies which are carried out by relevant members of the governors/trust to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge it if required. • All policies are consulted on and shared with all staff, parents, governors and where relevant children, during reviews and writing. • Academy questionnaires go out to all asking for their views on inclusion and equality of opportunity. 	<p>Recruitment and retention policy</p> <p>Policies</p> <p>SEN AR</p> <p>Recruitment records</p>

<p>In relation to GENDER REASSIGNMENT our self evaluation tells us</p>	<ul style="list-style-type: none"> • All academy job and activity advertisements are aimed at all parties there are no restrictions given on any of the protected characteristics. • Interview questions are carefully worded and the same for all candidates. • The academy follows the MERIDIAN harassment policy to protect all groups and protected characteristics. • The academy follows the MERIDIAN grievance and complaints policies which are carried out by relevant members of the governors/trust to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge it if required. • All policies are consulted on and shared with all staff, parents, governors and where relevant children, during reviews and writing. • Academy questionnaires go out to all asking for their views on inclusion and equality of opportunity. 	<p>Recruitment records</p> <p>Questionnaire Responses</p> <p>Policies file</p> <p>Governors minutes</p> <p>newsletters</p>
<p>In relation to PREGNANCY AND MATERNITY our self evaluation tells us</p>	<ul style="list-style-type: none"> • All academy job and activity advertisements are aimed at all parties there are no restrictions given on any of the protected characteristics. • Interview questions are carefully worded and the same for all candidates. • The academy follows the MERIDIAN harassment policy to protect all groups and protected characteristics. • The academy follows the MERIDIAN grievance and complaints policies which are carried out by relevant members of the governors/trust to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge it if required. • All policies are consulted on and shared with all staff, parents, governors and where relevant children, during reviews and writing. • Academy questionnaires go out to all asking for their views on inclusion and equality of opportunity. • Staff on maternity/paternity leave are sent relevant information whilst on maternity leave. 	<p>Recruitment records</p> <p>Questionnaire Responses</p> <p>Policies file</p> <p>Governors minutes</p> <p>newsletters</p>
<p>In relation to AGE our self evaluation tells us</p>	<ul style="list-style-type: none"> • All academy job and activity advertisements are aimed at all parties there are no restrictions given on any of the protected characteristics. • Advertisements are placed in different platforms to ensure engagement for all ages, application packs are available electronically or on paper. • Interview questions are carefully worded and the same for all candidates. • The academy follows the MERIDIAN harassment policy to protect all groups and protected characteristics. • The academy follows the MERIDIAN grievance and complaints policies which are carried out by relevant members of the governors/trust to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge it if required. 	<p>Recruitment records</p> <p>Questionnaire Responses</p> <p>Policies file</p> <p>Governors minutes</p> <p>newsletters</p>

<p>In relation to RELIGION AND BELIEF our self evaluation tells us</p>	<ul style="list-style-type: none"> • All academy job and activity advertisements are aimed at all parties there are no restrictions given on any of the protected characteristics. • Interview questions are carefully worded and the same for all candidates. • The academy follows the MERIDIAN harassment policy to protect all groups and protected characteristics. • The academy follows the MERIDIAN grievance and complaints policies which are carried out by relevant members of the governors/trust to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge it if required. • All policies are consulted on and shared with all staff, parents, governors and where relevant children, during reviews and writing. • Children of all religions are treated equally and all religions are respected in the academy. • Parents and carers are consulted on any issues that they may have views on due to their religion to ensure that we do not discriminate against any child on the grounds of religion. 	<p>Recruitment records</p> <p>Questionnaire Responses</p> <p>Policies file</p> <p>Governors minutes</p> <p>newsletters</p>
<p>In relation to SEXUAL ORIENTATION our self evaluation tells us</p>	<ul style="list-style-type: none"> • All academy job and activity advertisements are aimed at all parties there are no restrictions given on any of the protected characteristics. • Interview questions are carefully worded and the same for all candidates. • The academy follows the MERIDIAN harassment policy to protect all groups and protected characteristics. • The academy follows the MERIDIAN grievance and complaints policies which are carried out by relevant members of the governors/trust to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge it if required. • All policies are consulted on and shared with all staff, parents, governors and where relevant children, during reviews and writing. 	<p>Recruitment records</p> <p>Questionnaire Responses</p> <p>Policies file</p> <p>Governors minutes</p> <p>newsletters</p>
<p>In relation to MARRIAGE AND CIVIL PARTNERSHIP our self-evaluation tells us</p>	<ul style="list-style-type: none"> • All academy job and activity advertisements are aimed at all parties there are no restrictions given on any of the protected characteristics. • Interview questions are carefully worded and the same for all candidates. • The academy follows the MERIDIAN harassment policy to protect all groups and protected characteristics. • The academy follows the MERIDIAN grievance and complaints policies which are carried out by relevant members of the governors/trust to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge it if required. • All policies are consulted on and shared with all staff, parents, governors and where relevant children, during reviews and writing. • Exit interviews and staff surveys are carried out regularly. 	<p>Recruitment records</p> <p>Questionnaire Responses</p> <p>Policies file</p> <p>Governors minutes</p> <p>newsletters</p>

3. SUMMARY OF OUR EQUALITY ANALYSIS (ie how effective and influential we think we currently are in achieving the 3 aims of this duty for each of the protected groups)

Protected Characteristic	Judgement
In relation to RACE our judgement is	<ul style="list-style-type: none"> • We eliminate unlawful discrimination, harassment and victimisation because we have relevant policies in place, a wide range of different races represented and who get on well together. • We advance equality of opportunity because children of all races engage in activities and make progress, we have staff of different races who all have equal opportunities and access to professional development • We foster good relations between people who share a protected characteristic and those who do not because we have excellent relationships, friendships and support between our different races and cultures within the academy.
In relation to DISABILITY our judgement is	<ul style="list-style-type: none"> • We eliminate unlawful discrimination, harassment and victimisation because we have relevant policies in place which ensure people treat each other with respect. • We advance equality of opportunity because we have relevant policies in place which ensure all children have relevant support to manage their disability enabling them to access the curriculum and provision made to help them make progress. Staff all have equal opportunities and access to professional development. • We foster good relations between people who share a protected characteristic and those who do not because we are effective in our work to empower disabilities and work in an environment where acceptance and celebration and inclusion of difference is the norm by staff and children.
In relation to SEX our judgement is	<ul style="list-style-type: none"> • We eliminate unlawful discrimination, harassment and victimisation because our data shows no evidence of ongoing gender imbalance in achievement or progress. • We advance equality of opportunity because we have ongoing provision to ensure we engage both sexes and no trends of difference of achievement. • We foster good relations between people who share a protected characteristic and those who do not because we have good working relationships between boys and girls, all staff including peripatetic staff (OT etc) and volunteers work effectively together.
In relation to GENDER REASSIGNMENT our judgement is	<ul style="list-style-type: none"> • We eliminate unlawful discrimination, harassment and victimisation because we have relevant policies and teaching schemes in place which ensure good and respectful relationships between staff and ensure children develop an understanding that different types of family unit and sexuality exist and that these are respected and accepted in the same way as our own personal gender, with no stereotyping of girls/boys and relevant expected behaviour. • We advance equality of opportunity because all children and staff are given equal opportunities regardless of their preferred areas of interest (eg boys and girls in the football and netball teams) • We foster good relations between people who share a protected characteristic and those who do not because children are included and their contribution valued regardless of their sexuality in a range of different activities.
In relation to PREGNANCY AND MATERNITY our judgement is	<ul style="list-style-type: none"> • We eliminate unlawful discrimination, harassment and victimisation because we have relevant policies and insurances in place. • We advance equality of opportunity because we have relevant employment policies in place. • We foster good relations between people who share a protected characteristic and those who do not because children and staff respect and celebrate those who are pregnant and those who are not and value families and family life.

<p>In relation to AGE our judgement is</p>	<ul style="list-style-type: none"> • We eliminate unlawful discrimination, harassment and victimisation because we have a thorough employment policy being used. • We advance equality of opportunity because our range of ages employed and catered for is extensive and does not influence who gets access to training and development. • We foster good relations between people who share a protected characteristic and those who do not because we have excellent relationships between all staff members and pupils.
<p>In relation to RELIGION AND BELIEF our judgement is</p>	<ul style="list-style-type: none"> • We eliminate unlawful discrimination, harassment and victimisation because we have relevant policies in place and effective procedures in academy which ensure that all of our religions are celebrated and respected by staff and pupils. Respect for others beliefs is taught well through the RE and PSHE schemes of work and through general class discussions that arise from our extensive range of beliefs. • We advance equality of opportunity because our new scheme of work promotes all religions equally and encourages children to reflect on their own and others beliefs and develop respect and understanding of different views. We adjust provision to ensure that parents and children of different religious beliefs and customs can access consultation and other school meetings and clubs. • We foster good relations between people who share a protected characteristic and those who do not because we welcome people of all religions and beliefs equally.
<p>In relation to SEXUAL ORIENTATION our judgement is</p>	<ul style="list-style-type: none"> • We eliminate unlawful discrimination, harassment and victimisation because we have relevant policies in place. • We advance equality of opportunity because we have relevant policies and RE and PSHE schemes of work in place which promote acceptance and celebration of difference and different family units. • We foster good relations between people who share a protected characteristic and those who do not because although we have relevant policies and teaching opportunities to develop understanding of the different meanings and arrangements of family units.
<p>In relation to MARRIAGE AND CIVIL PARTNERSHIP our judgement is</p>	<ul style="list-style-type: none"> • We eliminate unlawful discrimination, harassment and victimisation because we have relevant policies in place. • We advance equality of opportunity because we have relevant policies and RE and PSHE schemes of work in place which promote acceptance and celebration of difference and different family units. • We foster good relations between people who share a protected characteristic and those who do not because although we have relevant policies and teaching opportunities to develop understanding of the different meanings and arrangements of family units.

The Harbour School

Equalities Objectives and

Action Plan July 2025

objective	Which protected group will this most influence	How will we know we have achieved the objective	Lead and other key players	Actions and timescale	Annual red amber green rating
To further develop the Learning for Life curriculum to ensure that we meet our responsibilities within the KCISE 2025 document.	Sex, gender reassignment, disability, race, pregnancy and maternity, age, religion and belief, sexual orientation, marriage civil partnership.	Curriculum mapping updated to reflect updates in KCISE and evidence of student progress towards achieving the outcomes of the curriculum	Everyone CR/BC	<ul style="list-style-type: none"> • Curriculum update • Staff training • Pupil outcomes 	
To raise the awareness of the and the implementation of the Diversity PLEDGE	Race, Religion and beliefs,	All pupils will have achieved a Diversity PLEDGE at an appropriate level	Everyone SME/MJ	<ul style="list-style-type: none"> • Diversity/ cultural days to provide opportunities for students to achieve pledge • Opportunities for students to visit places of worship 	
To raise awareness with students on the use of appropriate language related to race, sexuality, religion, disability and gender.	Disability, race, gender, sexual orientation, sex, religion and beliefs.	All pupils will cease to use the language inappropriately and behaviour records with shown a decline in reported incidences.	Everyone MC/MB	<ul style="list-style-type: none"> • Staff training • PSHE curriculum and delivery • Specific targeted group/individual work • Respectful relationships 	