

Equal Opportunity Policy 2025 / 26

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1. Policy Statement

Harlington School is committed to equal opportunities and aims to consider the needs of the individual in the school community. Equality of opportunity is central to the ethos of the school as outlined in the Visions and Values of the school with a focus on tolerance and inclusion.

The school aims to provide equal opportunities for all pupils and staff regardless of their gender***, colour, ethnic origin, age*, socio-economic background, disability**, religious or political beliefs, family circumstances, sexual orientation, marital status or other irrelevant distinctions. This is done to develop pupils' talents to the full and encourage awareness and tolerance in relation to the aesthetic, cultural, traditional and religious values of today's increasingly pluralistic society. The school also recognises the benefits that a diverse community brings about, and Respect is one of our School Values.

All members of staff aim to help young people to accept and respect other people's individuality and to behave in a way that does not display bias or prejudice.

The school will not accept words or actions which display prejudice towards individuals due to their race, gender, creed, sexual orientation or disability. The school encourages all members of its community to behave in an inclusive and tolerant fashion towards each other.

** Subject to the School's regulations on pupil admission and employment law, which are reviewed from time to time to ensure they are appropriate for achieving the school's objectives and for avoiding unlawful discrimination.*

*** Every reasonable effort will be made to ensure that children/staff with a disability can participate fully.*

**** Any references in this policy to gender must be understood as referring also to gender re-assignment and gender identity.*

2. Aims of this policy

This school recognises that direct and indirect discrimination might take place and therefore sees the need for a positive and effective equal opportunities policy.

- It will promote the concept of equal opportunity throughout the school community, both for adults and pupils.
- It will seek to develop an understanding of and promote equal opportunities.
- It will promote good relations between members of different racial, cultural and religious groups and communities. Moreover, it will encourage understanding and tolerance where such groups hold different ideas and views.
- The school will enable students to take responsibility for their behaviour and relationships with others.

3. Responsibilities

- All staff members and pupils have a responsibility for upholding and promoting this policy.
- Ultimate responsibility lies with the Governors and Headteacher
- Senior Management alongside Heads of Departments (and indeed all staff) are responsible for ensuring equal opportunities within the curriculum.
- All staff are responsible for reporting incidents of unequal treatment to the appropriate senior member of staff.

- The Headteacher will report any relevant statistics and incidents to the Board of Governors.

4. Employment of Staff

The school is an equal opportunity employer and is committed to ensuring that, within the framework of the law, the school is free from unlawful or unfair discrimination on the grounds of colour, race, nationality, ethnic or national origin, sex, marital status, sexual orientation, religious belief, age or disability (see Appendix One).

The Governors aim to ensure that all staff can achieve their full potential and that all employment decisions are taken without reference to irrelevant or discriminatory criteria. Within the following we set out how to achieve these aims.

5. Appointments

Recruitment and employment decisions will be made based on fair and objective criteria. Selection procedures will be reviewed from time to time to ensure that they are appropriate for achieving the school's objectives and for avoiding unlawful discrimination.

Advertisements and job specifications will all carry a statement that:

"Harlington School welcomes applications from all applicants who meet the requirements for the position, however we are especially keen to receive applications from those in minority groups for which the school is currently underrepresented. We celebrate diversity and thrive on the benefits it brings."

Applicants (including existing staff) with disabilities which have a detrimental impact on their ability to attend or participate in interviews will be offered reasonable adjustments to fairly enable them to demonstrate their suitability for the role.

Person and job specifications shall be limited to those requirements which are necessary or desirable for the effective performance of the job. Interviews will be conducted on an objective basis. Subject to the requirements of the role questions regarding personal or home commitments will be asked of all candidates, or specific questions may be asked where prompted via the application form or from other answers given (e.g. where the person records their home address as being outside of normal commuting distances or refers to another job). Candidates for vacant posts will be assessed against relevant criteria only, e.g. skills, qualifications and experience.

Equality data relating to staff will be recorded at all levels. Information will be taken from existing records, with additional data sought when necessary.

6. Staff Development

All staff have a right to equal opportunity in line with their duties and role when considering CPD and personal development.

Employees opportunities for training, career development and promotion will be based on merit and application.

All recruits to the school will be offered induction training, which will include reference to the school's equal opportunities policy.

Staff development opportunities will be monitored and information presented to the governors as requested.

Appropriate training will be provided, where necessary, to enable staff to implement and uphold this commitment to equality of opportunity. Such training could range from discussions with Senior Managers to externally provided courses. Training needs will be assessed as part of the normal annual personal development review process.

Where an existing colleague becomes disabled while in employment, they will be given positive help to continue in their job or, where this is not possible, to be considered for redeployment. Further information is available in the Capability Procedures.

Working patterns will be reviewed, when requested, to enable flexible working by staff with carer and/or childcare responsibilities, where this is possible. Where necessary, special provision may be made for the training of staff returning to work following a significant period of absence.

7. Pay & Gender Pay Gap Reporting

Decisions regarding pay are not made with reference to an individual's protected characteristics nor with reference to any irrelevant information.

Rates of pay for Teaching Staff are made with reference to the Teaching Staff Pay Scales and the Teaching Salaries Policy & Procedures document.

Rates of pay for Operational Staff are made with reference to the Support Staff Salary Scale, similar roles within the school and relevant job market data. The Salary Scale is under pinned by a job sizing exercise.

The school complies with legislation requiring the publication of information relating to Gender Pay Gaps. This information is prepared by the HR Department and provided to Governors and SLT for signing-off and publication.

8. Equality Diversity & Inclusion Leads

The school has appointed a group of leads to work with both pupils and staff to ensure inclusion throughout the school and that minority voices are heard. This group is led by the Assistant Head for Equality and Diversity.

9. Increasing Diversity

Increasing diversity within the school community is a School Aim and we have identified several action points related to this. The Deputy Head (Pastoral) has overall responsibility for diversity within the school.

10. Pupils

Pupils have equal access to the curricular programmes of study throughout each Key Stage, and non-compulsory courses, according to aptitude and ability

The senior staff will keep and record relevant information on the take-up of courses at various stages in the

school. The Governors will be made aware of any relevant information through the Headteacher's termly report to the Board.

Annual analysis of attainment, (behaviour) and other student data will be undertaken by gender and age. Departmental reports and plans should take account of such analysis and data.

All subjects will aim to have equality of opportunity at their core. School and departmental development plans will act to improve the learning of students according to this policy.

School behaviour rules and the Code of Conduct for students clearly and explicitly forbid the verbalisation or vocalisation of discrimination on the grounds of race, culture, religion, gender, sexuality and ability/disability (see School Code of Conduct).

Positive attitudes and awareness of equality of opportunity will be fostered through the PSHE, Assemblies, the House system and tutor programmes.

The ethnic and gender composition of pupils at the school will be monitored at all levels. Information will be taken from existing records, with ethnicity data (together with information on gender and medical requirements/SEN) collected on application.

11. Bullying

All staff and pupils have a duty not to bully or harass other staff or pupils. Staff and pupils are reminded that bullying and harassment are sometimes unintentional and therefore should be aware of both how the behaviour is intended and how it is perceived. Where staff or pupils come across incidents involving sexist, racist or homophobic behaviour or behaviour that demeans a person or people with a disability or a particular culture or creed they must report these to the appropriate senior member of staff.

Behaviour which might be described as unacceptable in this context does not need to be aimed at a particular individual present – instead it might be referring to a group in general e.g. it would be unacceptable to mock people with a particular protected characteristic even if nobody present has that characteristic.

All incidents of sexist, racist or homophobic bullying or behaviour that demeans a person or people with a disability or a particular culture or creed will be taken seriously and must be dealt with appropriately and reported to the appropriate senior member of staff.

Incidents that involve racist elements, which need to be reported to the police, will be done so via the school's Police Liaison Officer.

12. Disciplinary

Breach of the equal opportunity policy is a potentially serious disciplinary matter for both pupils and staff. Anyone who believes that they may have been disadvantaged on discriminatory grounds is entitled to raise the matter through the Parental Complaints Procedure or the Staff Grievance Procedure.

Similarly, unsubstantiated accusations of discrimination for malicious purposes could be a serious disciplinary offence. This should not deter any person who raises a concern in good faith – even if that concern is later found

to be mistaken.

13. Wider School Policies

The Equal Opportunities Policy should be read in conjunction with school policies on Code of Conduct, Anti-Bullying Policy, Rewards and Sanctions and Safeguarding. Staff may also have regard to employment contracts issued.

14. References

Equality of opportunity applies to all pupils in the school irrespective of gender, ability (including giftedness), ethnicity and social circumstances. The school aims to meet the requirements of the following legislation to be free from discrimination and stereotyping: Rehabilitation of Offenders Act 1974; Race Relations (Amendment) Act 2000; Special Educational Needs and Disability Act 2001; Race Relations Act 1976 (General Statutory Duty: Code of Practice) Regulations 2002. Regard is also handed to the Employment Rights Act 1996; Equal Pay (Amendment) Regulations 1983; Human Rights Act 1998; Employment Relations Act 1999; Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000; The Statutory Code of Practice on the Duty to Promote Race Equality; The Equality Act 2010.

Appendix One – Employment Application Form *Monitoring Form*

EQUAL OPPORTUNITIES MONITORING FORM

We are committed to ensuring that all applicants are treated fairly regardless of race, gender, disability, age, sexual orientation, religion or belief. We therefore welcome applications from all sections of the community.

To help us monitor our performance, we ask you to complete all relevant parts of this page. This information is confidential and used solely for monitoring purposes. Completion of this form is optional.

We separate this page on receipt of your application form before we consider your application.

The information recorded on this form will not be shown to the selection panel and is only accessible to members of the HR Department.

For unsuccessful applicants this document will be destroyed after six months, but will be retained for the successful applicant(s).

Vacancy applied for

Ethnic Origin

I describe my ethnic origin as:

Asian or Asian British

- Bangladeshi
- Indian
- Pakistani
- Other Asian

Black or Black British

- Black African
- Black Caribbean
- Other Black

Chinese or Other Ethnic Group

- Chinese
- Other Ethnic Group

Mixed

- White and Black Caribbean
- White and Black African
- White and Asian
- Other Mixed

White

- British
- Irish
- Irish Travelling Community
- Other White

- Other
Please Specify

- Prefer not to say

Gender

- Female

- Intersex

- Male

- Non-Binary

- Queer

- Transgender

- Transsexual

- Other
Please Specify

- Prefer not to say

Sexual Orientation

<input type="checkbox"/> Asexual	<input type="checkbox"/> Bisexual	<input type="checkbox"/> Fluid Sexuality
<input type="checkbox"/> Gay Man	<input type="checkbox"/> Gay Woman / Lesbian	<input type="checkbox"/> Heterosexual/Straight
<input type="checkbox"/> Queer		
<input type="checkbox"/> Other <small>Please Specify</small>		<input type="checkbox"/> Prefer not to say

Belief		
<input type="checkbox"/> Agnostic	<input type="checkbox"/> Atheist	<input type="checkbox"/> Buddhist
<input type="checkbox"/> Christian	<input type="checkbox"/> Hindu	<input type="checkbox"/> Humanist
<input type="checkbox"/> Jewish	<input type="checkbox"/> Muslim	<input type="checkbox"/> Sikh
<input type="checkbox"/> Other <small>Please Specify</small>		<input type="checkbox"/> Prefer not to say

Disability
Do you have a disability as defined by the Disability Discrimination Act 1995?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to say
<p>If 'yes', please give brief details of the effects of your disability on your day-to-day activities, and any other information that you feel would help us to accommodate your needs and thus meet our obligations under the Disability Discrimination Act 1995. A disability in no way precludes you from consideration for a position and the school wishes to assist and support applicants with a disability through the recruitment process.</p>
<div style="border: 1px solid black; height: 100px;"></div>

Date of birth	Please note: <ul style="list-style-type: none"> This information will only be used to confirm identity and to process a DBS or List 99 check It will not be used as part of the selection process
CONFIDENTIAL INFORMATION FOR A DBS CHECK	
Full name	