



Equality and Diversity Policy



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Our Vision and Aims for Equality and Diversity

At Hammer Lane Academy, we will treat everyone fairly, celebrating difference and meeting different needs so that **all** members of our school community are free to live, learn and achieve their potential. **No form of discrimination is tolerated** and we strive to ensure that all pupils show respect for those who share the protected characteristics. It is important that all children understand the world they are growing up in, having learned how to live alongside, and show respect for, a diverse range of people.

We promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique.

This includes, but is not limited to, pupils' understanding of the protected characteristics and how equality and diversity are promoted. For pupils with SEND, this will include ensuring that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND code of practice.

We aim to:

- maintain and promote a working partnership between the school, parents and community which fosters respect, honesty, truth, co-operation and tolerance;
- help the children understand the world in which they live, have mutual respect for the values of others and work together as a team;
- to ensure that everyone, whatever their needs and capabilities, is included and catered for;
- to value each individual and recognise and respond to the needs of all children.

Equality Objectives:

Promote Inclusive Learning

- Ensure that the curriculum reflects and values diversity in culture, gender, race, religion, disability, and family background.
- Provide resources and teaching materials that avoid stereotypes and encourage understanding of differences.

Reduce Achievement Gaps

- Monitor progress of pupils by key protected characteristics (e.g., gender, race, SEND, socio-economic background).
- Implement targeted support to close attainment gaps, especially for disadvantaged or underrepresented groups.

Eliminate Discrimination, Harassment and Bullying

- Strengthen policies and practices that prevent bullying, discrimination, and prejudice-based incidents.
- Provide regular training for staff and workshops for students on respect, tolerance, and equality.

Improve Accessibility

- Ensure the physical environment and learning opportunities are accessible to pupils and staff with disabilities.
- Make reasonable adjustments so that everyone can fully participate in school life.

Foster Positive Relationships

- Encourage collaboration and friendships between pupils from different backgrounds.
- Promote student voice and participation so that all pupils feel heard and valued.

Support Staff Development

- Provide equality and diversity training for all staff.
- Ensure recruitment, promotion, and professional development processes are fair and inclusive.

Engage Parents and the Community

- Work with parents and local community groups to promote equality and celebrate diversity.
- Share information about school equality objectives and progress openly.

Defining Equality and Diversity

Equality

Equality is about fairness and equality of opportunity, and advancing equality of opportunity involves treating people differently. People should not be treated the same. Some people may need extra help or adjustments to be part of the school

community; this includes teachers, teaching assistants, administration, cleaning or catering staff employed at the school as well as pupils/students, parents and school governors.

Relating to the Equality Act (2010), there are nine 'protected characteristics' these are:

- age;
- disability,
- gender reassignment [transgender],
- marriage/civil partnership,
- pregnancy/maternity,
- race,
- religion or belief (and having no belief),
- sex (gender)
- sexual orientation

Under the general duty, schools must exercise 'due regard' in respect of each of the eight protected characteristics (excluding marriage and civil partnership) to:

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

The Equality Act 2010 states that we should in carrying out our functions and have due regard to the need to:

- Eliminate unlawful disability discrimination
- Eliminate disability related harassment
- Promote equality of opportunity between disabled people and others
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabilities even where that involves treating disabled people more favourably than others

Gender / Gender reassignment

The Equality Act 2010 places a positive duty on us not to treat anyone unfairly because of gender; this means to eliminate discrimination and promote equality of opportunity between girls and boys, men and women. We need to ensure that the needs of both sexes and transgender people are taken into account in our services and employment. The Equality Act amends the Sex Discrimination Act to place a statutory duty on us when carrying out our functions, to have due regard to the need:

- To eliminate unlawful discrimination and harassment
- To promote equality of opportunity between men and women.

This includes references in regard to same-sex marriage and civil partnerships.

Ethnicity

The Race Relations Amendment Act 2000 states that we should in carrying out our functions, and have due regard to the need:

- To eliminate unlawful racial discrimination; and
- To promote equality of opportunity and good relations between persons of different racial groups

Religion and Belief

The school has responsibilities to promote equal opportunities in employment and vocational training on the grounds of religion and belief through the Employment Equality (Religion or Belief) Regulations 2003. The Equality Act 2010, extends the provision to service delivery, making it unlawful to discriminate in the provision of goods, services, facilities and public functions. This also includes lack of faith and people of no faith. We will ensure that we follow these regulations.

Sexual orientation / identity

All public bodies have responsibilities to promote equal opportunities in employment and vocational training on the grounds of sexual orientation / sexual identity, through the Employment Equality (Sexual Orientation) Regulations 2003. The Equality Act 2010, extends the provision to service delivery, making it unlawful to discriminate in the provision of goods, services and facilities. We will ensure that we follow these regulations.

Pregnancy / Maternity

The Equality Act 2010 specifically protects women against direct discrimination and victimisation because of the protected characteristic of pregnancy and maternity.

Age

The school has responsibilities to promote equal opportunities in employment and vocational training on the grounds of age, through the Equality Act and Age Discrimination Regulations. The provisions apply to all age groups. We will ensure that we follow these regulations.

Duty to Promote Community Cohesion

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion. We therefore ensure that all staff are trained in the procedures to follow, if they are alerted to any concerns in regard to hate crimes in relation to ethnicity or cultural and religious differences.

Future legislation

We will also welcome the contribution of future equalities legislation to provide equal opportunities for everyone.

Diversity

Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. Promoting diversity, we can meet different needs creatively to ensure opportunities are available to all and potential

is fulfilled. Through promoting a diversity friendly school culture, we are able to meet our school's aims and objectives more efficiently.

Culture is about the way we behave towards one another – school governors, all employees in the school, parents, pupils and the whole school community. It is about how we treat one another and respect our differences. Promoting diversity and a diversity friendly culture helps to create a more productive school community.

Purpose and Scope of the Policy

This policy sets out Hammer Lane Academy's commitment to promoting equality and diversity.

We believe that it is our responsibility to promote equality and diversity wider than the nine characteristics (areas) covered by legislation. We work to remove barriers and we will not unfairly discriminate on any grounds.

We promote equality of opportunity and diversity effectively. As a result, our pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.

We do this by:

- Treating all those within the school community (e.g. pupils, staff, governors, parents/carers and the wider community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience.
- Creating and maintaining a school ethos which values and respects all people, which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Preparing all pupils for life inside a diverse society
- Encouraging everyone in our school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole school community.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly.
- Fostering good relations amongst both the school community and the wider communities with which we work
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all.
- Using all available resources to eliminate barriers which could discourage or limit access to school activities and provision.
- Actively promoting the equality of opportunity.
- Delivering diversity and equality through school policies, practice, and procedures.

- Monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do.
- Supporting children's emotional needs.
- Providing a curriculum, which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination. This is in a way which is appropriate to the age and ability of children.

The policy applies to:

- School Governors
- Staff
- Parents
- Pupils (as appropriate)
- Visitors to the school
- Multiagency Professionals
- Contractors

Roles and Responsibilities

All members of the school community, governors, staff, pupils, parents, and visitors all have a part to play in implementing this policy, promoting diversity and equality, challenging inappropriate behaviour or practice to remove barriers and avoiding discrimination.

To promote understanding of this responsibility will:

- Ensure all Stakeholders are made fully aware of our Equality and Diversity Policy and how it affects their work
- Ensure pupils and visitors to our school are clear about the expectations relating to our commitment to promoting equality and diversity
- Provide training/ development and updates as appropriate
- Review our equality objectives and actions to ensure all relevant activity remains relevant and meets the identified needs and priorities of our school.

In addition, Governors have responsibility for overseeing, agreeing, monitoring and reviewing of our school's equality objectives, and related activity.

Breaches of Policy

Hammer Lane Academy views any form of discrimination as a serious act of misconduct and this will not be tolerated. We will ensure that all governors, staff, pupils and parents/carers are aware of our commitment to promoting equality and diversity. All persons covered by the statement will be aware of their responsibility to report any action which constitutes, or could be deemed to constitute, a breach of the statement. Any allegation of a breach in the policy will be investigated by the Head of SEND and Inclusion or where appropriate the governing body. This may lead to disciplinary or other appropriate action being taken.

The Head of SEND and Inclusion, in consultation with other relevant staff, including Waterton Academy Trust, will decide on an appropriate response to any breach of the statement, depending on circumstances and seriousness. This may include amongst other actions:

- Formal or informal warnings (under the School's Behaviour Policy)
- Involvement of ASC members or Trust committee members • Fixed term or permanent exclusion

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their gender, ethnicity, economic circumstances, cultural and religious background, sexuality, disability or special educational needs and ability.
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's gender, ethnicity, economic circumstances, cultural and religious background, sexuality, disability or special educational needs and ability. • Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to cooperate with other people on grounds of gender, ethnicity, economic circumstances, cultural and religious background, sexuality, disability or special educational needs and ability.
- Failure to deal with incidents that occur.
- Age related discrimination.

Bullying and Diversity incidents

Pupils


Hammer Lane Academy believes all pupils should be safe and feel valued for themselves, whatever characteristics they may have. Bullying and harassment of pupils, staff, parents, visitors by pupils on the basis of their identity (including a perceived characteristic, and by association with a protected characteristic) is unacceptable and will not be tolerated. Incidents will be logged, investigated swiftly and appropriate actions taken to prevent future incidents and to support the victim as outlined in Waterton Academy Trust's Anti-Bullying Policy.

Staff and Governors

Waterton Academy Trust and Hammer Lane Academy view any form of discrimination undertaken by adults as serious acts of misconduct. Any such breaches could result in disciplinary action being taken and in the case of harassment, police involvement.

Diversity Complaints

Hammer Lane Academy takes seriously all complaints; where a complaint is related to equality/diversity issues, the school procedure for dealing with complaints will apply. This procedure will be made accessible through the school website or will be made available in an alternative format as requested. Complaints should be made to the Head of SEND and Inclusion.

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