

## **Hammersmith Academy**

# **Equal Opportunities and Diversity Policy *Including* Equality of Opportunity and Diversity Statement**

<b>Policy Date</b>	October 2022
<b>Next Review Date</b>	October 2024
<b>Approved by</b>	Curriculum Committee
<b>Approved date</b>	13 <sup>th</sup> October 2022
<b>Policy Holder</b>	AHT- Personal Development

## **Equality of Opportunity and Diversity Statement**

Hammersmith Academy welcomes a diverse population of both students and staff. We understand the reality of an ethnically, culturally and sexually diverse society. We respect all members of our academy community and value the differences between us. We are also committed to not only respecting but celebrating differences. We believe in establishing a safe, secure and open community in which we protect the individuals in our care and also can develop attitudes and philosophies where they may play their part in promoting equality in the wider communities in which they live, play and work.

### **Legal framework**

Hammersmith Academy will meet the requirements of the Equality Act 2010 and welcome our duty under the Educating and Inspection Act 2006 to promote community cohesion. The policy has been prepared in accordance with the Equality Act 2010. The policy relates to students and staff using the facilities.

### **Our Vision**

To create a fair and just Academy community, that promotes social inclusion, community cohesion and equality, that respects diversity and which challenges and acts upon discrimination and inequality including bullying and sexual harassment.

Hammersmith Academy provides education for all, acknowledging that the society within which we live is enriched by diversity. The Academy strives to ensure that its culture and ethos reflects the diversity of all of the Academy community, where everyone is equally valued and treats one another with respect and fairness. Students are provided with opportunity to experience, understand and celebrate diversity.

Hammersmith Academy endeavours to eliminate all discrimination, on the grounds of race, gender, gender reassignment, disability, sexuality (including sexual orientation), age, religion and belief. We believe that all students, employees and others should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals.

We recognise that monitoring and evaluation of equality is essential to ensure students are not being disadvantaged, and that monitoring leads to action planning for positive change. Hammersmith Academy aims for that its workforce to reflect diversity at all levels of the organisation. We aim to be an inclusive employer that positively values the contribution of all employees, through both our employment policies and strategies, to achieve equality.

### **Values and aims**

Hammersmith Academy is a welcoming academy where every individual is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are

committed to the development of the whole person within a supportive, secure and creative environment. We offer a broad and balanced curriculum that offers equal all pupils equal opportunity to maximise their potential regardless of age, sex, race, colour, religion or disability. We promote positive relationships with parents, governors and members of the wider community.

We aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of academy life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

In order to implement our vision and values we aim to:

**1) Ensure that all learners are valued and can flourish and achieve**

- Provide a learning environment where all individuals see themselves reflected and feel a
- sense of belonging.
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age.
- Actively challenge discrimination and disadvantage.
- Make inclusion a thread which runs through all our activities.
- Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning.
- Collect and analyse data to ensure groups are progressing well and no group is subject to disadvantage.

**2) Recognise difference and the importance of equity**

- Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face. We recognise that different groups have different circumstances and reasonable adjustments may be made to achieve equitable outcomes where possible.

**3) Celebrate differences, ensuring that all members of our community feel seen and valued**

- Ensure that the wider academy curriculum makes explicit and implicit provision to promote and celebrate diversity.
- Regular celebration of the achievement and progress of the diverse groups outlined.

**4) We observe good equalities practice in staff recruitment, retention and development**

- Making reference to our aim of recruiting a diverse workforce.
- Use objective assessment for hiring candidates.

- Aim for diverse recruitment panels are diverse.

**5) Educate our learners about the benefits of diversity and the importance of equality and respect for all**

- Continue to develop preventative measures to deal with discrimination including promoting human rights and equality through the SMSC/PSHE Curriculum.
- Have high expectations of behaviour which demonstrates respect to others, including clear expectations about the use of language.

**6) Ongoing dialogue with staff about the benefits of diversity and the importance of equality and respect for all**

- Plan systematically to improve our understanding and promotion of diversity;

**7) Consult and listen to members of our community to ensure they help us to achieve our aims**

- We listen to all our Academy community members including students, parents, staff, visitors, wider community members, stakeholders and partners. We take seriously all experiences of bullying and hurtful behaviour resulting from bullying such as racism. We invite all our students in particular to talk to us about bullying, where it happens, who is doing it, and what it involves.
- Include and value the contribution of all families to our understanding of equality and Diversity.
- Involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures.
- Publish and share our policies and impact assessments with the whole community.
- Continue to review and improve and review in order to ensure this policy is meeting our aims and ensure our compliance with the public sector equality duty set out in clause 149 of the Equality Act 2010.

**Information and resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

**Religious observance**

We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.

## **Staff development and training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. All staff receive training on the academy's behavioural/safeguarding policy, with additional information provided on:

- the Academy's position on race equality
- what constitutes a racist incident
- what the procedures are for dealing with incidents
- what to do immediately an incident is reported by a child, parent/carer, visitor to the academy or member of staff including office/admin staff and kitchen and lunchtime supervisors
- who they report racist, sexual harassment and other bully type incidents to
- what they need to report
- what follow up actions need to be taken.

## **Monitoring and evaluation**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and adjust as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

We report annually to the Governing Body. Appendix 2 details the monitoring process. Detailed implementation, responsibilities and the legal framework for this policy are described in the procedures and appendix which follow.

Person responsible: Headteacher  
Last updated September 2022  
Date of next review: Sept 2024

## **Procedures and responsibilities**

### **Responsibilities**

#### **1 The Governing Body**

Is responsible for:

- 1.1 ensuring that the academy complies with equality legislation;
- 1.2 meeting requirements to publish equality schemes;
- 1.3 scrutinizing the recording and reporting procedures at least annually;
- 1.4 following the approved admissions policy, which is fair and equitable in its treatment of all groups;

- 1.5 monitoring attendance and take appropriate action where necessary;
- 1.6 applying equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- 1.7 providing information in appropriate, accessible formats;
- 1.8 being involved in dealing with serious breaches of the policy.

## **2 The Headteacher**

Is responsible where relevant through the senior leadership team for:

- 2.1 implementing the policy and its strategies and procedures;
- 2.2 Being pro-active in recruiting high-quality applicants from under-represented groups.
- 2.3 ensuring that all staff receives appropriate and relevant continuous professional development;
- 2.4 actively challenging and taking appropriate action in any cases of discriminatory practice;
- 2.5 dealing with any reported incidents of harassment or bullying in line with LA guidance;
- 2.6 ensuring that all visitors and contractors are aware of, and comply with, the academy's equality and diversity policy;
- 2.7 Producing a report on progress for governors annually.

## **3 All Staff**

All staff both teaching and non-teaching are responsible for:

- 3.1 being vigilant in all areas of the academy for any type of harassment and bullying;
- 3.2 dealing effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- 3.3 identifying and challenging bias and stereotyping within the curriculum and in the academy's culture;
- 3.4 promoting equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation;
- 3.5 promoting an inclusive curriculum and whole academy ethos which reflects our diverse society;
- 3.6 Keeping up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

## **Specific actions**

### **4 Staff**

- 4.1 Staff will treat each other and all students with respect.
- 4.2 Staff will examine the ideas and images in books and other resources and will challenge negative images and give all students positive images.
- 4.3 Policies on displays, notices, meals, uniform, etc. in the academy will reflect it's multi-racial population.
- 4.4 Reviewing the inclusivity of the curriculum

- 4.5 Attendance at in-service training courses on equal opportunities will be encouraged.
- 4.6 Staff will make every effort to understand the origins and nature of racism and sexism and to recognise their own prejudice where it exists.
- 4.7 The academy values the fact that many students are bilingual and will encourage the teaching and/or use of community languages.
- 4.8 Positive links will be developed with the homes of students and communities from which our students come.
- 4.9 Preventing and dealing with discriminatory behaviour, abuse, bullying and intimidation is the responsibility of all staff.
- 4.10 Appointment and promotion of staff will be made and monitored in accordance with the academy's Equal Opportunities policy. The governing body will monitor the balance at all levels of gender and ethnicity as well as membership of the governing body.
- 4.11 Infringement of the policy will be seen as a disciplinary issue and will be dealt with according to the staff disciplinary procedures as specified in the staff handbook.

## **5 Students**

- 5.1 All students are valued for themselves and can expect to have their culture and language treated positively and with respect.
- 5.2 Students will be given the opportunity in the classroom to discuss and to identify and understand racism, sexism and other forms of prejudice.
- 5.3 Students will be able to contribute to the development of equal opportunities and other academy policies through the Student Leadership Teams.
- 5.4 If students feel they have been racially abused or bullied they should report the matter immediately to their Form Tutor, Student Achievement Manager (SAM), Head of School or Deputy/Assistant Headteacher (as appropriate).
- 5.5 All students can expect to be listened to and have their complaints investigated. If a student feels that their complaint has not been properly dealt with they may take the matter to the Headteacher.
- 5.6 Students who have suffered racist or sexist behaviour, abuse, bullying or intimidation will be supported by the academy and in particular their teacher/form tutor/SAM, Head of School or AHT. Anyone who has committed such offences will be dealt with appropriately. This may include exclusion from academy.
- 5.7 All students should treat each other and staff with respect.

## **6 Parents/Carers and Visitors or Contract Staff**

- 6.1 Parents/Carers are very important to the academy and in particular they have much to contribute to our equal opportunities policies; their views are welcome and valued at all times. We ask that all Parents/Carers fully support the school Equal Opportunities policy.
- 6.2 The academy will discuss with parents/carers any incidents of racist or sexist abuse or bullying in which their sons or daughters have been involved.
- 6.3 If parents/carers are aware of incidents of racism, sexism or bullying then they should contact their child's Teacher/Form Tutor/SAM or senior member of staff.
- 6.4 Any visitors or contract staff visiting or working at the school who become aware of any incidents of racism or sexism should report them to the Headteacher or one of the senior

staff. They should also abide by the code of conduct established by the academy in relation to equal opportunities and racial equality.

## **7 Implementation**

7.1 Equal opportunities is implemented in the Hammersmith Academy way which forms an integral part of the daily life of the school.

7.2 Detailed procedures will be developed and published to make sure that everything in this policy statement happens.

7.3 The school will operate the policy in respect of all staff appointments and promotions and will monitor gender and ethnicity balance.

7.4 All subject and teaching and pastoral programmes of study will take into account the objectives and guidelines of this policy.

7.5 Information is collected about students' performance and progress in all areas of school activity, including racial groupings, to analyse trends that could have an adverse impact on students' attainment. This includes:

- a. Admissions and transfer procedures
- b. Assessment and subsequent groupings by ability / attainment levels
- c. Curriculum, teaching and learning (including language and cultural needs)
- d. Students' behaviour, discipline, punishment and reward
- e. Exclusions (fixed term and permanent)
- f. Racism, racial harassment and bullying
- g. Staff recruitment and career development
- h. Membership of the governing body
- i. Parental involvement
- j. Working with the community
- k. Support, advice and guidance given by teachers/tutors/year heads/learning mentors/counsellors (as appropriate)

## **8 Breaches of the Policy**

8.1 All contraventions of this policy will be treated as disciplinary matters and will be rigorously followed up using the appropriate procedures as determined by the Head or Chair of Governors and reported to the Governing Body, local authority and other appropriate bodies, as required.

## **Appendix Context**

The legal and local framework for this policy are the:

- Race Relations Act 1976 (as amended in 2000)
- Disability Discrimination Act 1995 (as amended in 2005)
- Children Act 2004
- Equality Act 2010
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006

**For further guidance cross refer to the Equality and Human Rights Commission (URHC) at [www.equalityhumanrights.com](http://www.equalityhumanrights.com)**