

Hammersmith Academy

Equal Opportunities & Diversity Policy

Including

**Equality of Opportunity and Diversity
Statement**

Policy Date	May 2025
Next Review Date	May 2026
Approved by	Curriculum Committee
Approved date	May 2025
Policy Holder	AHT- Personal Development

1. Equality of Opportunity and Diversity Statement

Hammersmith Academy welcomes a diverse population of both students and staff. 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. Hammersmith Academy fosters a culture where all play their part in promoting equality within the Academy and in the wider communities in which they live, play and work.

2. School's Duties

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote student's spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for students and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

3. Legal framework

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

4. 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 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 the protected characteristics in section 1 of this policy. We believe that all students, employees and others should always be treated with dignity and respect, and we do 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.

5. Aims

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:

a. Ensure that all learners are valued and can flourish and achieve

- Develop the whole person or HA citizen through a broad and balanced curriculum that offers all students equal opportunity.
- 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 our curriculum.
- Use all available information to set suitable learning challenges for all, respond to student's diverse needs and overcome any potential barriers to learning.
- Ensure that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.
- Collect and analyse data to ensure groups are progressing well and no group is subject to disadvantage.

- Remove or minimise any barriers to access, participation, progression, attainment and achievement suffered by people that are connected to a particular characteristic.

b. 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.

c. 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.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. For example, Hemisphere racial literacy training.

d. 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.

e. Educate our learners about the benefits of diversity and the importance of equality, inclusion and respect for all

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- Continue to develop preventative measures to deal with discrimination including promoting human rights and equality through the SMSC/PSHE & Religious Studies Curriculum.
- Have high expectations of behaviour which demonstrates respect to others, including clear expectations about the use of language.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.

f. Ongoing dialogue with all stakeholders in our community about the benefits of diversity and the importance of equality and respect for all to ensure we meet our aims.

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

6. 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.

7. Equality Objectives

As a school, we are required to publish equality information every year:

- We must report on our equality objective once every 4 years – we've chosen July 2027 to be our deadline for this.

a. Equality Objective

Have in place a reasonable adjustment agreement for all students with SEND disabilities by July 2026, to meet their needs better and make sure that any disadvantages they experience are addressed.

8. Roles and Responsibilities

a. The governing board will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- Take all reasonable steps to ensure students and potential students will not be discriminated against, harassed or victimised in relation to:
 - Admissions.
 - The way the school provides and education for pupils.
 - How students are provided with access to benefits, facilities and services.
 - The exclusion of a student or subjecting them to any other detriment.
- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the headteacher.

b. The School Leadership Team will:

- i. Implement and champion this policy, ensuring that all staff and pupils apply its guidelines fairly in all situations.
- ii. Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.

- iii. Review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.
 - iv. Ensure that appropriate counselling is made available for pupils who require immediate interventions, parental assistance and personal counselling.
- c. Staff will:
 - i. Be alert to the possible harassment of students, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority.
 - ii. Carry out their statutory duties relating to equal opportunities and inclusivity, and pertaining to their specific roles.
 - iii. Have due regard to the sensitivities of all students, and not provide material that may cause offence.
 - iv. Act as a role model for equality, diversity and inclusion across the whole school community.

9. The Public Sector Equality Duty

The school will meet its duty to publish:

- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding students who have any of the protected characteristics outlined in the Protected characteristics section of this policy.
- Equality objectives (at least every four years) outlining how the school may further equality.
- There are some protected characteristics where statistical data is less likely to be readily available, and pupils will not be pressured into providing information related to any characteristic which they may identify with.

10. Monitoring and review

This policy will be reviewed by the headteacher and governing board when stated and updated where appropriate – any amendments will be duly communicated to staff.

11. Closing statement

Prejudice and discrimination is not tolerated and we are continuously working towards assuring equality, equity, respect for diversity and inclusive practices in all aspects of Academy life.