



# Equality, Diversity, and Inclusion Policy

Reviewed: Autumn 2023

Review Frequency: Annually

Approved by: Board of Trustees

## **Commitment**

Aspire Academies Trust is committed to advancing equality and promoting respect for difference and diversity through our vision, ethos, values and aims

## **Legislative Responsibilities and Duties**

This Policy contains information about how the Trust ensures it meets its obligations under the public sector equality duty by having regard to the need to:

- Eliminate discrimination, harassment and victimisation, and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it, tackling prejudice and promoting understanding.

### **The policy 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 requires schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

## **General Duties**

The Equality Act 2010 contains a general duty known as the public sector equality duty (equality duty). Since 5 April 2011, public sector organisations (including maintained schools and Academies) must comply with a key aspect of the Equality Act 2010, which requires schools to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act; by removing or minimising disadvantages;
- Advance equality of opportunity between people, who share a relevant protected characteristic and people 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;
- Foster good relations between different people who share a relevant protected characteristic and those who do not.

*These are often referred to as the three aims of the general equality duty.*

Having due regard involves thinking consciously about how the Trust's existing and proposed policies and decisions impact on equality.

The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

- Age
- Gender reassignment
- Disability
- Race
- Religion or belief
- Gender
- Sexual orientation
- Pregnancy or maternity

### **The Trust's specific Duties**

The Equality Act 2010 (Specific Duties) Regulations 2011 requires schools to comply with two specific duties, which are intended to help them comply with the Public Sector Equality Duty. These are:

- **Publication of information:** Since 6 April 2012 every school has had to publish information to show that it is complying with the duty and at least on an annual basis after that.
- **Equality objectives:** Schools must prepare and publish one or more objective, which further the three aims of the equality duty. Any objective must be specific and measurable.

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty.

Much of the planning, information and analysis will relate to the school improvement plan, evaluations and pupil data – we intend to use the information to improve education for all groups in the school.

A lot of this information is already being used by the Trust to develop the academies and improve practice. We will use information which tells us we could be doing better to plan for the future and include these actions in our Equalities Objectives.

We aim to:

- Provide a secure environment in which all our children can flourish and achieve under the five outcomes of: be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being;
- Include and value the contribution of all families to demonstrate our understanding of equality and diversity;
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- Make inclusion a thread that runs through all of the activities of the setting;
- Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- Plan systematically to improve our understanding and promotion of diversity;
- Endeavour to cover equality issues in the curriculum as part of our focus on pupils' spiritual, moral, social and cultural (SMSC) development;
- Actively challenge discrimination and disadvantage.

To achieve these aims we will:

- Where possible, involve all stakeholders in review of provision
- Publish and share our policies with the whole community;
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- Ensure that the curriculum makes explicit and implicit provision to promote and celebrate diversity;
- Have high expectations of behaviour which demonstrates respect to others.

We ensure that the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and assessment
- Behaviour, attitudes, discipline and exclusions
- Relationships
- Pupils' personal development and pastoral care

- Teaching and learning
- Admissions and attendance
- The content of the curriculum
- Staff recruitment, retention and professional development opportunities
- Partnerships with parents and communities

ACADEMY CONTEXT Date: 15.09.23

Name of Academy: Hammond

Characteristics	Total	Breakdown number and percentage
Number of Pupils	359	Male: (184/369) 49.8% Female: (175/369) 47.5%
Number of Staff	58	Male: (6/58) 10% Female: (52/58) 90%
Number of Governors	3 5	Number and % Male: 37.5% Number and % Female 62.5%
Religious Character		Non-Denominational
Attainment on Entry		Below
Mobility of school population		46 leavers 62 in year admissions
Deprivation Factor	84	24% disadvantaged
Pupils eligible for FSM	85	23%
Ever 6/Pupil Premium Pupils	105	29%
Disabled Staff	1	

<b>Disabled Pupils (SEND/LDD)</b>	122	<b>EHCP: 1.95% (7 children)</b> <b>SEND support: 18.11% (65 children)</b> <b>Monitoring: 13.9% (50 children)</b>
<b>Disabled Pupils (No SEN)</b>	0	
<b>BME Pupils</b>	127	
<b>BME Staff</b>	6	
<b>Pupils who speak English as an additional language</b>	115	32%
<b>Average Attendance Rate</b>	95.6%	<b>All pupils aged 5+</b> <b>FSM Pupils (95.6%)</b> <b>Pupil Premium Pupils (95.9%)</b>
<b>Significant Partnerships/Extended Provision etc.</b>		Aspire Academies Trust – Hammond is one of six academies in the Trust  Dacorum Family Services  Dacorum School Sports Network
<b>Awards, accreditations, specialist status etc.</b>		

## **Admissions**

Our setting is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We will provide information in as many languages as necessary.
- We base our admissions policy on a fair system. The waiting list is not operated on a first come first served basis. We accept children from the waiting list in accordance with the criteria outlined in the Admissions Policy.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker.
- We do not discriminate against a child with a disability or refuse a child entry to our setting because of any disability.
- We develop an individual plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against discriminatory behaviour by staff or parents. Displaying of openly racist insignia, distribution of racist material, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

## **Employment**

- We aim to ensure that those who wish to work in or volunteer to help with our schools have an equal chance to do so.
- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act where this is necessary to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and DBS checks by the Criminal Records Bureau. This ensures fairness in the selection process.
- All job descriptions include a commitment to equality and diversity as part of their specifications.



- We monitor our application process to ensure that it is fair and accessible.

## **Training**

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.

## **Curriculum**

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Making children feel valued and good about themselves;
- Ensuring that children have equality of access to learning;
- Recognising the different learning styles of pupils, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities;
- Positively reflecting the widest possible range of communities in the choice of resources;
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- Creating an environment of mutual respect and tolerance;
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning.

## **Commitment to implementation**

The Principal retains overall responsibility for ensuring that the action plan is delivered effectively within their school. Leaders and key staff will report to the Principal on actions and progress annually. After which, the Principal will report on equality and diversity to the Local Governing Advisory Board and The Executive Principal.

The Executive Principal will report on equality and diversity to the Aspire Central Services Team and to Trustees.. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

### **Commitment to review**

The school equality scheme will be aligned with the Academy Improvement Plan. Its implementation will be monitored within the school's self- evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

### **Commitment to publish**

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

### **Roles and Responsibilities**

The Board of Trustees and Local Governing Advisory Board, supported by the CEO, Executive Principal, Principals and staff, are responsible for ensuring the implementation of this policy.

**The Board of Trustees will:**

Policy  
Development  
Policy  
Implementation

- Provide leadership and drive for the development and regular review of the Trust's equality policies
- Provide leadership and ensure the accountability of the CEO, Executive Principals and senior staff for the communication and implementation of the Trust's policies
- Highlight good practice and promote it throughout the Trust and wider community
- Provide appropriate role models for all leaders, staff and pupils
- Congratulate examples of good practice from the Trust and among individual leaders, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents across the Trust
- Ensure that the Trust carries out the letter and the spirit of the statutory duties

Behaviour

Public  
Sector  
Duties

**The Local Advisory Board will:**

- |                       |  |
|-----------------------|--|
| Policy Development    | <ul style="list-style-type: none"><li>• Provide leadership and drive for the development and regular review of the Academy's Equality Action Plan</li></ul>  |
| Policy Implementation | <ul style="list-style-type: none"><li>• Provide leadership and ensure the accountability of the Principal and senior staff for the communication and implementation of policies</li><li>• Highlight good practice and promote it throughout the Academy and wider community</li></ul>  |
| Behaviour             | <ul style="list-style-type: none"><li>• Provide appropriate role models for all leaders, staff and pupils</li><li>• Congratulate examples of good practice from the Academy and among individual leaders, staff and pupils</li><li>• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li></ul> |
| Public Sector Duties  | <ul style="list-style-type: none"><li>• Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)</li></ul>  |

**The CEO and Executive Principals will:**

- |                       |   |
|-----------------------|---|
| Policy Development    | <ul style="list-style-type: none"><li>• Oversee the development and regular review of equality policies and procedures across Aspire Academies Trust</li><li>• Ensure consultation with pupils, staff and stakeholders is undertaken Trust wide</li></ul>   |
| Policy implementation | <ul style="list-style-type: none"><li>• Ensure effective communication of the policies across Aspire Academies Trust</li><li>• Ensure that necessary training is available to carry out the policies</li><li>• Oversee the effective implementation of the policies</li><li>• Hold Principals accountable for effective policy implementation</li><li>• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li><li>• Ensure that the school carries out its statutory duties effectively</li></ul> |

**Principal and senior staff will:**

- Policy Development
  - Initiate and oversee the development and regular review of equality policies and procedures and the Equality Action Plan.
  - Consult pupils, staff and stakeholders in the development and review of the policies
- Policy Implementation
  - Ensure the effective communication of the policies to all pupils, staff and stakeholders
  - Ensure that leaders and staff are trained as necessary to carry out the policies
  - Oversee the effective implementation of the policies
- Behaviour
  - Hold line leaders accountable for effective policy implementation
  - Provide appropriate role models for all leaders, staff and pupils
  - Highlight good practice from departments, individual leaders, staff and pupils
  - Provide mechanisms for the sharing of good practice
  - Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Public Sector Duties
  - Ensure that the school carries out its statutory duties effectively

**Line Managers will:**

- Policy Development
  - Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Policy Implementation
  - Implement the Equality Action Plan , holding staff accountable for their behaviour and providing support and guidance as necessary
  - Be accountable for the behaviour of the staff team, individual members of staff and pupils
  - Use informal and formal procedures as necessary to deal with 'difficult' situations

## Behaviour

- Behave in accordance with the Trust's and Academy's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)

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|---------------------------------|---|
| Public Sector Duties            | <ul style="list-style-type: none"> <li>• Contribute to managing the implementation of the school's equality scheme</li> </ul>   |
|                                 | <b>All staff: teaching and non-teaching will:</b>   |
| Policy Development              | <ul style="list-style-type: none"> <li>• Contribute to consultations and reviews</li> <li>• Raise issues with line leaders which could contribute to policy review and development</li> </ul>   |
| Policy Implementation Behaviour | <ul style="list-style-type: none"> <li>• Maintain awareness of the Trust and Academy's current equality policy and procedures</li> <li>• Implement the policy as it applies to staff and pupils</li> <li>• Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme</li> <li>• Provide a consistent response to incidents, e.g. bullying cases and racist incidents</li> </ul> |
| Public Sector                   | <ul style="list-style-type: none"> <li>• Contribute to the implementation of the school's equality scheme duties</li> </ul>   |

### **Stakeholder Consultation**

Our Academy is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies (see our School Action Plan).

### **Impact Assessment**

All school policies will be equality impact assessed with regard to protected characteristics at the time of review and issues arising will be carried forward into the equality action plan.

## Action Plan

Equality objectives Action Plan: Schools must prepare and publish one or more objective, which further the three aims of the equality duty.

Any objective must be specific and measurable. Equality Objectives are published every three years and are reviewed annually. This policy is also reviewed annually, by the Executive Principal. It is then shared in draft with the Central Services Team, before being presented to Trustees for ratification.

The academy will fulfil this requirement by acting to advance equality of opportunity between people who share a relevant protected characteristic (Free School meals/Disadvantaged Pupils) and people (pupils in the school) who do not share it, including by use of the Pupil Premium funding allocation.

Please see the Pupil Premium section (posted on the school website) and end of year evaluation of impact of funding on the school website.

## Equality Objectives 2023-2026

Objective/Intent	Implementation/Actions	Who	When
<p><b>Learning &amp; Teaching Objective:</b></p> <p><b>To raise the profile of diversity and representation of all protected characteristics across the curriculum</b></p> <p>Hammond Academy has a rich history of cultural and social diversity. Our aim is for the curriculum that the children are learning to represent this diversity.</p>	<ul style="list-style-type: none"> <li>Develop the 'No Outsiders' approach by               <ul style="list-style-type: none"> <li>-Introducing No Outsiders assemblies</li> <li>-Review the schools collective worship calendar to ensure a wide range of visitors, events etc are on offer that represent a diverse range of cultures and identities.</li> <li>-Share the No Outsiders book collection with parent forum</li> <li>-Arrange for staff CPD/No Outsiders day</li> </ul> </li> <li>Audit the curriculum with a focus on coverage of the protected characteristics</li> <li>Work with subject leaders to further evidence representation in the curriculum to be shown in coverage documents.</li> <li>Collaborate and share good practice with other academies</li> <li>Stonewall CPD for all staff</li> </ul>	SLT	September 23
		AP (Inclusion)	Jan 24
			Sept 24
		AP/DP/Subject leaders	Jan 25
			Sept 25
			Jan 26



<p><b>Learning &amp; Teaching Objectives:</b></p> <p><b>To develop robust systems to monitor, track and review progress and access to extra-curricular activities for PPG learners to close the attainment gap</b></p> <p>Hammond academy has an above average number of children who are PPG recipients. We are fully committed to enabling all of our learners to succeed and flourish.</p>	<ul style="list-style-type: none"> <li>• PPG learners progress closely tracked and discussed at each Learner progress meeting</li> <li>• HLTA support/PPG champion to deliver high quality, targeted interventions</li> <li>• Regular monitoring and reporting from Arbor</li> </ul>	<p>SLT</p> <p>PPG lead/ Champion</p>	<p>Sept 23 onwards</p> <p>Termly</p>
<p><b>Community Objective:</b></p> <p><b>To promote parent/guardian engagement to support learning</b></p> <p>At Hammond academy, we aim to foster good relations with our parent community. We recognise the value of developing our parent partnership further.</p>	<ul style="list-style-type: none"> <li>• Reestablish parent forum meetings</li> <li>• Deliver workshops in a wide range of areas eg. Supporting Reading, Maths at home</li> <li>• Introduce family learning sessions</li> <li>• Open evenings/Showcases</li> <li>• Annual parent survey</li> <li>• Inclusion &amp; Pastoral team to host termly coffee mornings</li> <li>• Create a family and therapy room that is accessible and managed by the Pastoral &amp; Family support worker</li> <li>• Termly review meetings with parents/carers of children with SEND</li> </ul>	<p>AP (Inclusion) Subject leaders</p> <p>SLT</p> <p>Inclusion team</p> <p>SENDCo</p>	<p>Sept 23 onwards</p> <p>Jan 24 onwards</p> <p>Sept 2023</p> <p>Sept 2023 onwards</p>

Impact review 2023-24	Impact review 2024-25	Impact review 2025-26

