



HALEWOOD
ACADEMY

WE SEEK THE BEST

EQUALITY INFORMATION & OBJECTIVES (*EQUALITY POLICY*) 2024-25

Version Number: 1

Next Review Date: September 2025

Academy Link: Mr. G Harrison

Governor Link: C. Roe

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MEMBER OF THE WADE DEACON TRUST



Purpose

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. At Halewood Academy, we wish to create and maintain a trusting, secure and happy environment where everyone can work as equals. All members of the school community have responsibilities to promote equality of opportunity, experience and treatment, and to challenge stereotypes. Our school community consists of a diverse range of people – employees, visitors, students and parents. We need to celebrate our differences, by understanding them and enjoying the diversity this brings.

Objectives Statement

We want to foster mutual tolerance and our aim is for everyone to feel welcome and valued within the school community. We will do this by actively promoting equal opportunities and not discriminating either directly or indirectly against anyone on

the grounds of colour, race, nationality, disability, beliefs, sexual orientation or gender identity.

The school will ensure that:

- All students have opportunities to achieve their potential.
- Expectations of all students are high and we fulfil our 'Commitment to Excellence'.
- All students have access to and can make full use of the school's facilities and resources.
- It reflects the community it serves and responds to its needs.
- All students are prepared for life in a diverse and multi-ethnic society.
- All students understand the meaning of prejudice, how discrimination occurs and how to take a stand against these.
- It has a positive ethos and environment.
- Racist, hate and discriminatory incidents are dealt with effectively.
- Inclusion issues are taken seriously and are considered in all aspects of school life.

Equal Opportunities

All students and adults within the school have a right to be treated with respect. This includes a right:

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity by ensuring that teaching, learning and curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation.
- To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To ensure that those with management responsibility and individual members of staff apply this policy to all that we do.
- To ensure that learners and parents are fully involved in the provision



made by the school and to increase transparency.

- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive action and preventative action is funded where needed.
- To physical, emotional and verbal respect, free from violence, bullying and abusive language.
- To respect for grounds of colour, race, nationality, disability, beliefs, sexual orientation or gender identity.
- To freedom from sexual comments or harassment and inappropriate use of humour and derogatory language.
- To the safety of their property.
- To equal opportunities in relation to course access, recruitment, access to extra- curricular activities and school visits.

With full regard to the Equality Act 2010 we will protect any student taking steps to reassign their sex, whether those steps are social (for example changing their name, the pronoun they prefer and the way they dress or look) or include medical intervention (for example accessing hormone therapy or having surgery).

Strategies

- Monitoring, evaluation and review carried out by the Senior Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.
- Parents and governors will be involved and consulted about the provision being offered by the school.
- Teachers will ensure that their planning, teaching and learning takes account of this policy and they will see that the Equality Duty underpins all their work.
- The diversity within our school and the wider community will be viewed positively by all and this diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
- INSET opportunities will be provided for staff, to raise awareness of their Equality Duty and provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
- Active contributions will be sought of parents and others to enrich teaching, learning and the curriculum.
- The positive achievements of all pupils will be celebrated and recognised.
- To ensure that we welcome different families, including those with same sex parents.
- To ensure that separated parents are treated equally.
- To ensure that views of all stakeholders are gathered and evaluated, with areas for development actioned.

Students and adults within school are encouraged to challenge any inappropriate behaviour or comments. In the case of comments/incidents witnessed by others, silence and non- intervention will be viewed as agreement.

Support

Support is available for students from any trusted adult in school. This is most likely to be their Tutor, a Mentor, Class Teacher, Progress Leader, Assistant Progress Leader or a member of SLT. Students may also wish to talk to any member of the school's Safeguarding Team or staff from the Progress Centre.

The curriculum at Halewood Academy will incorporate multi-faith teaching and



learning about other cultures. This universal approach may include visits to places of worship, sites of specific religious/cultural interest, and the use of speakers from different faiths and cultures. The Personal Development programme is wide and varied and covers many topics such as bullying, understanding LGBTQIA+ and mental health.

Halewood Academy welcomes its duties under the Equality Act 2010 and the Disability Discrimination Act 2005. We are committed to:

- Promoting equality of opportunity.
- Promoting good relations between members of different racial, cultural and religious groups and communities.
- Eliminating unlawful discrimination.

In order to achieve these criteria, we are guided by the following principles:

- Every student should have the opportunity to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education.
- Every student should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- Every student should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi ethnic society, and in the wider context of an interdependent world.
- Every student should have the right to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. This is the right of every child.

These principles apply to the full range of our policies and practices, including those which are concerned with:

- Students' progress, attainment and assessment.
- Behaviour, discipline and exclusions.
- Students' personal development and pastoral care.
- Admissions and attendance.
- Curriculum content.
- Staff recruitment and professional development.
- Partnership with parents and communities.

The school is opposed to all forms of prejudice including racism, sexism, homophobia, biphobia, transphobia and xenophobia. This includes prejudice which is directed towards religious groups and particular communities, for example, travellers, refugees and asylum-seekers. The school hopes through education and knowledge to teach respect, tolerance and understanding towards different beliefs, cultures and lifestyles. Racist/sexist jokes and the use of derogatory language will be regarded as any other form of bullying and dealt with as such.

Religious Observance

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



Breaches of policy

Breaches of policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Principal and the governing body.

Monitoring and Evaluation

Lists of all students of ethnic minorities and Children in Care should be held centrally and the following data should be collected and evaluated by both sex and ethnicity:

- Examination results.
- Attendance.
- Bullying incidents.
- Exclusions – both internal and external.
- Destinations at end of 11-16 education (as appropriate).

Responsibilities

The Governors' responsibility is to ensure that the school complies with the legislation and that this policy and its related procedures and strategies are implemented.

The Principal is responsible for implementing the policy and for ensuring that all staff are aware of their responsibilities by presenting all staff with the updated policy. The Senior Leadership Team are responsible for ensuring that appropriate training and support is given through the normal staff development programme and that this issue is highlighted in the school development plan. They are responsible for taking appropriate action in any case of unlawful discrimination. All staff are expected to deal with any bullying incidents that may occur; to know how to challenge bias and stereotyping, and to incorporate principles of equality and diversity into all aspects of their work. In the case of support staff, the appropriate action will be to report to their Line Manager and to document the incident appropriately.

(This policy can be read in conjunction with the Behaviour for Learning and Anti-Bullying Policies.)



School Characteristics

Characteristic	Breakdown
Number of pupils on roll: <i>16.09.2024 any enrolment status</i>	Pupils 1154 Male 667 Female 487 Other
Number of staff	Staff 177 Male 42 Female 135 Other
Number of governors	Male 4 Female 6 Other in total 10
Pupil mobility	Leavers 2023/2024 - 50 New starters 2023/2024 – 47
Free School Meals	FSM pupils 527
Eligible for Pupil Premium	PP pupils 570
Children in care	LAC 11 PLAC 0
Care leavers	n/a
Ethnicity	
Any other Asian background	8
Any other Black background	2
Any other ethnic group	6
Any other mixed background	18
Any other White background	28
Black African	6
Chinese	9
Indian	4
Information Not yet Obtained	N/A
Refused	N/A
White – British	1039
White – Irish	4
White and Asian	3
White and Black African	10
White and Black Caribbean	16
English as an additional language	61
Special Educational Needs	SEN Support Pupils 262 EHCP Pupils 47



Compliance with Public Sector Equality Duty (PSED)

As a school we are committed to giving all of our pupils every opportunity to achieve the highest standards. We are committed to ensuring that positive action is taken where necessary to ensure the ethos of the school celebrate individuality with not only pupils but with staff, governors, parents/carers and visitors. All concerns around a breach of these expectations are taken seriously and investigated fully. All concerns are recorded and kept on file.

At Halewood Academy we are committed to promoting an equal and diverse community and ensuring that we promote individuality. This will be achieved through:

- Raising awareness of individuality through assemblies, PSHE / SMSC curriculum, form time, outside agency presentations.
- Participating in both local and national initiatives such as Anti bullying week, Mental Health Awareness week.
- Seeking support from outside agencies to support the needs of our community such as LGBTQIA+ community.

Fostering good relations across all characteristics between people who share a protected characteristic and people who do not share it.

Halewood Academy promotes good relations between people in many ways:

- School Ethos – ***We Seek the Best***, which is underpinned by Exceptional Achievement, Exceptional Learning & Teaching and Exceptional Values.
- Raising awareness of groups who are not represented throughout the school.
- Opportunities available through the Personal Development curriculum.
- Expectation that pupils respect all members of staff irrespective of their roles and responsibilities.
- Behaviour policy.
- Anti-bullying policy.
- Involvement in local communities.



Our Equality Objectives 2024-25

Objective <i>(Links to SIDP 2024/25)</i>	Monitoring	Responsibility	Timescale	Success Measure
QE1: Improve the quality of T&L and ensure lessons are consistently effective, especially for the most vulnerable.	Attainment Outcomes for all groups, Behaviour, ATL, RTL Attendance, Punctuality, Coaching Model, Student Voice Drop Ins Book Looks	ICR Wider SLT Middle Leaders Support Staff	Ongoing – Final Review September 2025	The attainment of all students i.e. disadvantaged / SEND students improves. Attendance rates for vulnerable groups improve Coaching model followed and improvements in teaching recorded Improvements in the quality of teaching for depts and individuals. Increased engagement with school life through trips/visits/experiences, extracurricular and super curricular opportunities.
QE2: Improve outcomes for students, in particular for identified groups (PP, SEND and middle prior attainment) and subjects.	Attainment Outcomes for all groups, Behaviour, ATL, RTL Attendance, Punctuality, Coaching Model, Student Voice Drop Ins Book Looks	ICR Wider SLT Middle Leaders Support Staff	Ongoing – Final Review September 2025	The attainment of all students i.e. disadvantaged / SEND students improves. Attendance rates for vulnerable groups improve Coaching model followed and improvements in teaching recorded Improvements in the quality of teaching for depts and individuals.



				Increased engagement with school life through trips/visits/experiences, extracurricular and super curricular opportunities.
BA1: Ensure all staff contribute to a culture of high expectations and expectations so that students' behaviour & attitudes improve.	AtL RtL Suspension Rate Attendance Rate Behaviour Data Drop Ins Graduated Response	NCR Wider SLT Middle Leaders Support Staff	Ongoing – Final Review September 2025	Improvement in AtL and RtL for students. Improvement in the quality of teaching and learning from quality assurance processes. Reduction in suspensions. Improvements in attendance and punctuality.
BA2: Improve attendance across the school and in particular PP and girls.	Attendance Data Huddle Linked Meetings Graduated Response Intervention Analysis	DDA Wider SLT Middle Leaders Support Staff	Ongoing – Final Review September 2025	Improvements in attendance and punctuality. PA levels to reduce for vulnerable groups. Worked cases to see demonstrable improvements in comparison to starting points.
PD2: Ensure all students have the opportunity to engage in extra-curricular and the uptake increases.	Timetable of activities Attendance rates Extracurricular attendance Super curricular rates Trips, Visits and Experiences data Student Leadership Careers Figures	GHA Wider SLT Middle Leaders All Staff Support Staff	Ongoing – Final Review September 2025	Increase the opportunity to clubs overall. Increase the opportunity to lunchtime clubs to increase participation rates for those who cannot attend after school. Targets set for participation rates in extracurricular and super curricular. Super curricular attendance to increase for those identified.



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