



Equalities Policy

Document Date: 1st September 2024, reviewed March 2026 (no changes)

Policy Reviewed and Adopted by
Governing Board: February 2025

Date of Next Review: 1st September 2026
Responsible Officer: Assistant Principal: M Beckett

Introduction

Hawes Side Academy understands that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality between different groups.
- Foster good relations between different groups.
- Promote mental health and wellbeing.

Our academy's overall values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring that every pupil receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our pupils. We are committed to supporting and celebrating all pupils' individual identities. We have developed this policy to provide a clear framework for how we will achieve our academy's aims.

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Using key data indicators to understand the needs and characteristics of our academy
- Promoting community cohesion
- Promoting parental engagement
- Investing in regular staff training
- Using key data, such as measures of wellbeing, to monitor the progress of pupils with protected characteristics
- Regularly reviewing our policy to ensure it reflects current trends and issues

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Gender separation in mixed schools'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

Linked Documentation

This policy operates in conjunction with other academy policies including the following:

- Special Educational Needs and Disabilities (SEND) Policy
- Attendance Policy
- Admissions Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Complaints Policy

Roles and responsibilities

The governing board will:

- Be responsible for ensuring the academy complies with the appropriate equality legislation and regulations.
- Take all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed or victimised in relation to:
 - admissions
 - the way the academy provides an education for pupils
 - how pupils are provided with access to benefits, facilities and services
 - the exclusion of a pupil 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 principal.

The principal will:

- Implement and champion this policy, ensuring that all staff and pupils apply its guidelines fairly in all situations.
- Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- Review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.
- Ensure that appropriate counselling is made available for pupils who require immediate interventions, parental assistance and personal counselling.

The staff will:

- Treat colleagues, pupils and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation.
- Be alert to the possible harassment of pupils, both inside and outside of school, and to deal with incidents of harassment and/or discrimination as the highest priority.
- Carry out their statutory duties relating to equal opportunities and inclusivity and pertaining to their specific roles.
- Have due regard to the sensitivities of all pupils, and not provide material that may cause offence.
- Act as a role model for equality, diversity and inclusion across the whole school community.

Related Procedures

Protected Characteristics

Staff will not discriminate against, harass or victimise a pupil, or prospective pupil, because of their:

- Sex
- Race
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated.

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic which they are believed to have, even if the belief is mistaken.

Sex

For the purpose of this policy, sex refers to a pupil's biological assignment at birth depending on their reproductive organs. The academy understands that some pupils identify as a gender different to the sex they were assigned at birth, and we will support pupils through their transitioning phases.

Staff will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to pupils of other sexes.

The academy will only separate pupils by sex where there is reasonable justification for doing so, or if one of the following applies:

- Pupils will suffer a disadvantage connected to their sex
- One sex has needs that are different from the needs of the other sex
- Participation in an activity by pupils of one sex is disproportionately low

The academy will consider non-statutory exceptions on a case-by-case basis, and regularly review the impact of any separation to ascertain whether it remains lawful.

There may be occasions where we deem it necessary to teach some subjects in single-sex classes, but the academy will ensure that such classes do not give pupils a disadvantage when compared to pupils of the other sex in other classes. Occasions where pupils are separated to be taught in single-sex classes will be documented and the separation justified to ensure parents, Ofsted and, where necessary, the wider community can understand the reasons behind separation. Where a subject is taught in a single-sex class, trans pupils will be allowed to attend the single-sex class that corresponds with the gender they identify with.

Pupils' age and stage of development will be taken into consideration before segregating sports teams. Both sexes will have equal opportunities to participate in comparable sporting activities; where separation is deemed necessary, the single-sex sports teams will receive the same quality and number of resources.

Race and ethnicity

Staff will ensure that pupils of all races and ethnicities are not singled out for different and less favourable treatment from that given to other pupils and the academy will regularly review its practices to ensure that they are fair.

Staff will ensure pupils with EAL are treated equally and fairly while ensuring they are supported at all times.

The academy will not segregate pupils on the basis of their race or ethnicity, understanding that claims of 'separate but equal' will not be tolerated, and that such actions will always be viewed as direct discrimination.

Disability

Staff will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes any mental health issue, regularly reviewing our academy practices to ensure they are fair.

The academy will avoid implementing rules that could have an adverse effect on pupils with disabilities (e.g. asking all pupils to deliver a presentation, as this could be unfair towards pupils with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

Staff will ensure that they do not discriminate against pupils with disabilities because of something which is a consequence of their disability (for example, by not allowing a pupil on crutches outside at break time because it would take too long for them to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim. The academy will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils with disabilities, especially where the pupil also has SEND but does not have an EHC plan.

The academy will meet its duty to undertake accessibility planning for pupils with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.

The academy will adhere to its Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for pupils with SEND.

Religion and belief

Staff will ensure that pupils are not singled out or treated less favourably because of their religion or belief.

The academy will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

Absences in relation to religious observances will be handled in accordance with the school's Attendance Policy.

The academy will liaise with local religious leaders of all faiths to inform the amount of leave pupils will be granted in relation to religious observance.

Sexual orientation

Staff will ensure that all gay, lesbian and bisexual pupils, or the children of gay, lesbian or bisexual parents, are not singled out for different or less favourable treatment from that given to other pupils.

The academy will ensure that pupils are taught about the nature of marriage, including same-sex marriage, by presenting the facts of English law – teachers will not offer personal opinions when discussing marriage in RSHE. The academy will educate pupils on positive relationships, families and gender identities within the LGBTQ+ community. RSHE lessons will be taught in accordance with the school's policy.

Staff will ensure that any religious beliefs with regards to sexual orientation are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory.

Staff will support LGBTQ+ pupils to feel comfortable and ensure they can celebrate their identity.

The academy will ensure that there is a designated safe space where pupils can discuss issues of sexual orientation without fear of discrimination.

Gender reassignment

Staff will ensure that pupils are not singled out or treated less favourably in relation to gender reassignment, i.e. because they are trans or have trans parents, siblings or other family members. The academy recognises that gender reassignment does not necessarily involve physical change and can be solely social and emotional.

Pupils will have the right to dress in accordance with their true gender identity within the constraints of our academy school uniform policy.

The academy will ensure that there are suitable toilet and changing facilities for all pupils to use.

The academy will support trans pupils to feel comfortable and ensure they can celebrate their identity.

The academy will ensure that there is a designated safe space within the school where trans pupils can discuss issues of gender without fear of discrimination.

The academy will abide by its LGBTQ+ Policy containing further information addressing equal opportunities for trans pupils.

Children looked after (CLA)

CLA and previously CLA will be given the highest priority for admissions, as per the requirements of our Admissions Policy.

Staff will ensure that pupils are not singled out or treated less favourably because they are CLA, or have previously been a CLA, by the state.

A personal education plan will be created and implemented for all CLA and previously CLA, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

Staff will ensure that any SEND that CLA or previous CLA have are duly taken into account and addressed, whether this is with or without an EHC plan.

The curriculum

Pupils will be exposed to thoughts and ideas of all kinds, and the academy will not make any unjustified changes to curriculum content on the grounds of any protected characteristics that a pupil may have. The academy will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.

The observation of inclusive teaching strategies will remain a key aspect of the SLT's programme of monitoring.

The academy will respect the right of parents to withdraw their child from sex education.

Promoting inclusion

The academy will promote inclusion and equality at our academy through:

- Ensuring that pupils are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our governing board and staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits that expose pupils to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.

- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Discussing equality issues as an agenda item for the school council.
- Promoting equality of opportunity within the wider society.
- Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND.

Pupils that have left the academy

The academy's responsibility to not discriminate, harass or victimise will not end when a pupil has left the academy. It will continue to apply with regard to subsequent actions related to our previous relationship with the pupil.

The Public Sector Equality Duty

The academy will meet its duty to publish:

- Annual information to demonstrate how the academy is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding pupils 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 academy 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.

The academy's equality objectives are:

- Eliminate discrimination - We are committed to avoiding discrimination and other prohibited conduct in our academy.
- Foster good relations - We promote positive attitudes and relationships between people who share and do not share protected characteristics.
- Equal opportunities for pupils - We ensure that all pupils have equal access to education opportunities.
- Avoid prejudice - We create a welcoming and respectful environment for the academy community and will not tolerate prejudice.

Bullying and discrimination

Our Anti-bullying Policy will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.

Any bullying incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our Child Protection and Safeguarding Policy.

The principal will decide whether it is appropriate to notify social services and/or the police of any incident.

Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in the Complaints Policy.

Staff training

New staff will receive relevant training on the provisions of this policy during their induction.

Whole-school staff training will be delivered on a regular basis.

Staff will receive the appropriate equalities training that will:

- Focus on staff specialisms in relation to equality, for example, a focus on homophobic bullying to address a planned approach towards inclusion.
- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support pupils with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards pupils with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.
- Develop appropriate strategies for communication between parents, educators and pupils about any issues related to a protected characteristic.
- Ensure that the school is aware of, and participates in, relevant awareness days, such as Black History Month, World Disability Day, Transgender Day of Remembrance, Pride, and International Women's Day.

Monitoring and review

This policy will be reviewed by the assistant principal and governing board every two years and updated where appropriate – any amendments will be duly communicated to staff.

This policy will next be reviewed on 1st September 2026

Appendices

Appendix 1: Procedure for dealing with Racial Incidents

Procedure for dealing with Racial Incidents

Definition of a racist incident

A racist incident is any incident which is perceived to be racist by the victim, or any other person.



Suggested guidelines for dealing with racist behaviour

The following major steps may be taken in dealing with racist behaviour:

- Identifying racist behaviour.
- Dealing with the perpetrator.
- Supporting the victim.
- Dealing with the impact of racial incidents within the academy and the community.
- Monitoring.

Identifying Racist Behaviour.

Racist behaviour may be defined as any hostile or offensive act or expression by a person of one racial and ethnic origin against a person of another racial group or ethnic origin or any incitement to commit such a act in such a manner that it interferes with the piece and comfort of the aggrieved person.

Racist behaviour may be split into the following categories:

- Physical assault because of colour and/or ethnicity
- Derogatory name-calling, insults and racist jokes.
- Racist graffiti
- Provocative behaviour such as wearing racist badges or insignia
- Bringing racist materials such as leaflets or magazines into the academy
- Verbal abuse or threats
- Incitement of others to behave in a racist way
- Racist comments in the course of discussion in lessons
- Ridicule of individual for cultural difference e.g. food, music, dress etc
- Refusal to co-operate with other people because of their ethnic origins

Dealing with the Perpetrator

All racist incidents should be dealt with no matter how trivial they may seem to be. The following general procedures may be followed in dealing with the perpetrator,

a) Physical assault.

- Report to class teacher if appropriate
- Full report to the principal, who will then fill in a Racist Incident Report Form
- Letter to parent/guardian
- Take necessary action to prevent recurrence

b) Derogatory name-calling, insults and racist jokes

- Members of staff must not ignore any form of racist abuse in the academy
- Explain fully to the perpetrator that verbal racist abuse will not be tolerated
- Explain why it is offensive, as child may draw no distinction between 'fatty' and a racial slur
- Even if the person has been provoked it is not acceptable for retaliation to be racist abuse
- Report to a member of SLT who will fill in a Racist Incident Report Form and log the incident on the academy information management system. Parents will be informed.

c) Racist graffiti.

- All racist graffiti must be reported to the principal who will fill in a Racist Incident Report Form, log the incident and then arrange for the graffiti to be removed immediately.

d) Wearing racist badges or insignia.

- We will not permit the wearing of racist badges or insignia
- The child should be reported to the principal as appropriate.
- A Racist Incident Report Form should be filled in and incident logged. Parents will be informed.

e) Bringing racist materials into the academy.

- Racist literature should be removed.
- The pupil should be referred to the principal as appropriate.
- A Racist Incident Report Form must be completed and logged.
- Parents informed

f) Verbal abuse.

- See b.

g) Incitement of others to behave in a racist way.

- See b.

h) Racist comments in the course of discussion in lessons.

- Racist comments must not go unchallenged.
- Offenders must be referred to the principal as appropriate.
- Parents/guardians should be informed.
- A Racist Incident Report form should be filled in and logged.

i) Ridicule of individual for cultural differences.

- See b.

j) Refusal to co-operate with other people because of their ethnic origins.

- Explain that the pupil should work collaboratively.
- Every pupil should have the right to be included in academy activities and the academy should not exclude any pupil on racial, cultural or linguistic grounds.
- Offenders must be referred to the principal as appropriate.
- A Racist Incident Report Form should be filled in.
- Parents/guardians must be informed.

Supporting the Victim.

A victim or victims of racist behaviour will need immediate attention from a member of staff in order to prevent the danger of shock and long-term suffering.

The member of staff addressing the issue will explain the action taken and express the attitude of the academy toward such behaviour giving the opportunity to the children to express their own concern and feelings.

In serious cases the principal should meet parents or relations of victims to explain the action taken and to discuss the matter with them.

Dealing with the impact on the academy and community.

- Racist graffiti should be removed immediately on discovery and any damage repaired.
- Racist literature, badges and insignia should be confiscated on discovery and the reason for not allowing them explained.

- If the matter is of a serious nature all the pupils and staff should meet together to discuss it. Assemblies may also be used for this purpose.
- The teachers should explain any distortion of matters, through rumours promptly.
- If the incident is of a serious nature then feedback from parents and responsible members of the communities should be obtained in order to assess the impact of the incident.

RACIST INCIDENT REPORT FORM ONE

School _____

Date of Incident _____

Perpetrator

Pupils/Pupils

Outside Person(s) inc. Parents

Teaching Staff

Support Staff

Unknown

Victim

Pupil/Pupils

Outside Person(s) inc. Parents

Teaching Staff

Support Staff

Victimless Incident

Where Known

Ethnic Origin

Ethnic Origin

Sex

~~Sex~~

Age/Year/Group

Age/Year Group

Nature of Incident

Verbal Abuse

Violence

Provocative Behaviour

Graffiti

Possession/Distribution of
Racial Material

Other

Brief Description of Incident

Action Taken

Signed _____

Print Name and Role

Date _____

Please send completed forms to:

Ged McNally

Education Inclusion Officer

Educational Diversity

24 Low Moor Road

Blackpool

FY2 0PG

Tel: 01253 476443 Fax: 01253 476993

Please retain a copy for your records and use supplementary sheets as necessary