

Equal Opportunities Statement

Adopted by: Walthamstow Academy

Date: September 2025

Signed off by: Emma Skae

Leon French

Role: Principal

Chair of Governors

Review frequency: Annual

Review date: September 2026



Overview

This policy includes details of how we meet our duties under the Equality Act 2010 and support our commitment to providing an environment in which each individual has complete equality of opportunities and does not suffer any discrimination, whether directly or indirectly.

The Equality Act 2010 and the public sector equality duty introduced by the Act extend to these protected characteristics:

- Sex
- Race
- Disability
- Religion or belief
- Sex and sexual orientation
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Age (a relevant characteristic in considering duties in our role as an employer but not in relation to students).

The Act gives us three general duties:

- to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act.
- to advance equality of opportunity between people who share a protected characteristic and those who do not.
- To foster good relations between people who share a protected characteristic and those who do not.

Having due regard for equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

We also have two specific duties:

- To publish information which shows we have due regard for equalities, as defined by the Act (this statement is our publication).
- To publish at least one equality objective every four years. This should be specific and measurable and further the aims of the equality duty.

Links to Other Policies

All our policies are written with regard to our duties under the Equality Act 2010. Those that relate specifically to our duties are listed below and can be found on our website via the [Policies](#) page:

- [Access Policy](#)
- [Admissions Policy](#)
- [Anti-Bullying Policy](#)
- [Behaviour Policy](#)
- [Exclusion Policy](#)
- [First Aid / Medical Policy](#)
- [Intimate Care Policy](#)
- [Special Educational Needs Policy](#)
- [Staff performance management policy](#)
- [Whistleblowing Policy](#)

Our Actions to Meet our General Duties

Actions that relate to both staff and students:

- Our academy's core values of ambition, determination and respect are taught and exemplified with equality as a primary consideration. For example, the quotes that are displayed on our wall to celebrate these values are drawn from people with a broad range of protected characteristics.
- All strategic decision-making at the academy is undertaken with due regard to our duties under the Equality Act and regular quality assurance takes place to ensure all students' needs are being met.
- Our accessibility plan lays out the way in which our site and facilities are accessible to those with disabilities.
- Our department

Actions that relate to staff:

- Our employment policies and practices are designed with equality of opportunity and equality of treatment as a primary consideration. They are reviewed annually by United Learning's HR Director and by the United Learning Board of Trustees to ensure they continue to meet our duties in relation to equality as employers.
- Our whistleblowing policy gives our employees a clear route to report any concerns in relation to equality.
- Our safeguarding policy gives our employees a clear route to report any concerns in relation to equality.
- Our recruitment procedure has been designed to ensure we meet our duties in relation to equal opportunities.

Actions that relate to students:

- Our annual Academy Development Plan sets out the strategies we intend to use to eliminate gaps in achievement that correlate with protected characteristics. This year we have a particular focus on the progress made by students with SEN. Each area of focus is assigned to a member of the Senior Leadership Team who will champion it throughout the year. The Development Plan is reviewed in February and July each year.
- Our curriculum is carefully written to ensure it celebrates and values all protected characteristics. We undertook a review of our English, History and Geography curricula in summer 2020 and ensured they properly acknowledged Black, Asian and Minority Ethnic culture and history. These have been reviewed regularly since then to ensure they remain up to date.
- Our core Religious Education programme celebrates and explores all world religions, with the aim of helping our students to understand the viewpoints of others.
- Our PSHE programme is representative and inclusive of people with protective characteristics with the aim of helping our students to understand the experiences of all people in society.
- We celebrate culture and diversity across the Academy through awareness days, religious and cultural events with the aim of fostering a cohesive school community.
- We have a dedicated Faith Room available for prayer and reflection.
- Our special educational needs and disability policy and practice makes clear that SEND students receive reasonable adjustments to enable them to access all aspects of Academy life.
- Our anti-bullying policy and practice makes clear that harassment on the basis of any protected characteristic is entirely unacceptable and will be dealt with decisively by the academy.

Our Equality Objectives 2025-26

Our Equality Objectives for this year are:

- *Continue to raise the achievement of all groups of students, and not only close gaps, but continue to enhance progress for all. Ensuring that the curriculum is rigorous, inspiring and inclusive and that children are challenged every minute, every lesson, every day.*
- *To take action to challenge harmful sexual behaviour through the curriculum and wider strategies 'so no one can say they did not know'.*
- *To monitor and promote the involvement in extracurricular activities to promote cultural capital for students from different groups in particular PP, SEN, and students from different ethnic minorities through the Pupil Charter and Character education.*
- *To foster an anti-racist culture that celebrates diversity and promotes inclusion enriching the student experience for all regardless of ethnic background.*