



OVERARCHING EQUALITIES POLICY

Audience	All Staff, Governors, Parents
Date for renewal/updates/review	2019/2020 <i>or as necessary</i>
Named person responsible for monitoring	Governors & Head
Agreed by Personnel Committee	16 November 2017
Ratified by Governors	6 December 2017

Mission Statement

Hampstead School is a diverse comprehensive school. Students come from a wide range of ethnic backgrounds and social circumstances. Valuing diversity and promoting equality is something that has always been important to Hampstead School, not only in terms of our staff, students and parents/carers, but also the community which we serve. We take this responsibility seriously, and have taken action and continue to take action to ensure that we deliver on our commitments.

This document is our corporate equality policy which demonstrates our commitment to promote equality across the areas of ethnicity, gender, disability, faith, age, sexuality and community cohesion. It outlines our commitment to our staff, students, parents/carers fellow professionals and the local community with regards to equality.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

This policy has been modified in the light of the Equality Act 2010, and of the general and specific duties that the Act entails. We will collect and publish information and data about the school population and differences of outcome. This will guide our strategies and setting of targets. Thus, showing we have due regard for and are committed to equality.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexuality.

Principle 2: We recognise and respect difference.

Treating people equally (*Principle 1 above*) does not necessarily involve treating them all the same. 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, in relation to:

- disability, so that reasonable adjustments are made

- ethnicity, so that different cultural backgrounds and experiences of, prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexuality, so that the different needs and experiences of LGBT students are recognised
- gender identity, so that the different needs and experiences of transgender students are recognised

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between
- disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture,
- religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and HBT harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and gender identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities in different gender identities.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men
- LGBT and heterosexual people

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- LGBT people as well as straight.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- LGBT people as well as heterosexual.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the Public Sector Equality Duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (*Principle 8*) and the engagement in which we have been involved (*Principle 7*):

- The objectives which we identify take into account national and local priorities and issues, as appropriate.
- We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the Principles set out in paragraph 4 above.

Ethos and organisation

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

- students' progress, attainment and achievement
- students' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusion
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in our Mission Statement:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, *for example*: anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and HBT, with a particular focus on homophobia.
- guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
- record of prejudice-related incidents and, if requested, provide a report to the Local Authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with

Roles and responsibilities

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

A member of the Governing Body has a watching brief regarding the implementation of this policy.

The Head is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

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.

Staff development and training

We ensure that all staff, including associate staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head and Governing Body.

Monitoring and review

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Signed: 
Chair of Personnel Committee

Date approved: 6/12/17.

APPENDIX:

EQUALITY SPECIFIC SECTIONS & PROCEDURES

(This section takes guidance and good practice from earlier legislation)

RACE

The Race Relations Act 1976 and the Race Relations (Amendment) Act 2000 requires us to eliminate unlawful discrimination, promote equality of opportunity, promote good relations between people of different racial groups and be proactive and seek to avoid unlawful discrimination before it occurs.

The school has a commitment to ensuring these duties are upheld. We will work to promote race equality through our teaching and learning strategies, curriculum content, and relationships between staff, students and parents. The school welcomes a racially diverse population and recognises that it enriches the school in a positive way. All staff and students are encouraged to adopt a respectful awareness of other cultures and languages, to be thoughtful, tactful and to examine and be critical of their own racial prejudices. It is important to remember that racism can take place on a conscious and unconscious level.

The school endeavours to build racial awareness in all our ways of working, for example, by using teaching resources that give a positive view of our multi-racial society and encourage respect for people as individuals.

Particular areas of focus to promote race equality:

Students

- **Learning and teaching** – varying teaching methods to reflect the students' different learning styles. This is augmented by individualised support and learning programmes.
- **The content of the curriculum** – a broad, diverse and balanced curriculum – 'diversifying the curriculum' aimed at valuing cultural diversity and preventing racism. This is to include all different subject areas and PSHCE
- **Monitoring of student progress and achievement by ethnicity** to ensure that all student groups are making good progress. As a result, put in place actions to raise achievement of key ethnic groups when necessary
- **Monitoring of progression** into further and higher education and training
- **Monitoring of admissions and attendance** – each case is considered according to Local Authority criteria. Attendance is closely monitored with special consideration for extended leave, e.g. long-term leave to visit country of origin
- **Support for refugee and traveller families**
- **Ethos** - Positive promotion of diverse ethnic and religious backgrounds and sensitivities. This can be through events, performances, kitemarks such as The Cultural Diversity Award and the Stonewall Schools Champion and the arts and displays. The International Evening is a good example
- **Awareness and 'months' promotions.** For example, Black History Month, Anti-bullying Week, Refugee Week, Holocaust Awareness Week and LGBT Month
- **Support for and celebration of bilingual pupils**

Staff and governors

- **Staff** – give all staff an awareness of and commitment to cultural diversity. Also, this commitment should be reflected in recruitment procedures such as adverts, job profiles and the interview process

- Staff and governors – ethnicity profile will endeavour to reflect the makeup of the school community.

Parents/Carers

- **Make clear our positive view of cultural diversity**
- **Involvement and community role** – develop full and meaningful partnerships with all parents/carers of all cultures. This should include community organisations
- **Seek and respond** to the views of all parents/carers

GENDER

The Gender Equality Duty 2006 places a general and specific duty on us to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male students and between women and men and transgender people.

Our General Duty

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- Promote equality between men and women.

Our Specific Duty

- Set and implement gender equality objectives, published in a scheme and action plan. Such as the following, these are only intended examples:
 - Monitor progress and achievement by gender
 - Develop a curriculum that is broad and balanced in terms of topics, imagery and language
 - Teach about inequality, prejudice, discrimination and bullying through PSHEE
 - Devise strategies and interventions to specifically inspire and motivate both girls and boys to achieve..
 - Monitor access to the curriculum and progression to further and higher education and training. Respond with well thought through actions.
 - Monitor the use of school resources. For example the technical facilities and play space

DISABILITY

This section should be read in conjunction with the school's Special Educational Needs and Disability Policy, Handbook and Health and Safety Policy / Accessibility Strategy

The Disability Discrimination Act 1995 placed a duty on schools to ensure compliance with the following objectives:

- to not discriminate by reason of disability
- to make reasonable adjustments
- to increase access to the curriculum, environment and information.

We are committed to these objectives and our actions to promote equality in these areas, is addressed in our action plan which set out our disability equality scheme. This will be reviewed annually and revised every three years in line with existing legislation.

Meeting our General Duty under Disability

In addition to ensuring that we meet the disability duties set out above and in the updated Disability Discrimination Act (DDA) 2005 the school meets its general Disability Equality Duty by exercising due regard for the following when carrying out delivering our services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Our specific duty means that actions to ensure these duties are met should be set out in a disability equality scheme.

Examples of actions to promote equality of children with SEND:

- Learning Ability – all students to have access to a broad and balanced curriculum
- Fostering opportunities for students of all abilities to work and socialise together
- Monitoring the progress of LDD students
- Planning, implementing and assessing individual educational programmes
- High student expectations, through appropriately challenging work
- Work tailored to personal goals and special educational needs
- Staff are made aware of students' individual needs and how to cope with them (e.g. asthma attacks) in a safe, sensitive and practical way

Accessibility

This section of the equality policy covers our requirement to have an accessibility plan under the DDA.

The school welcomes staff and students with differing physical abilities within the limitations of the school building and the practicalities of the work. We have worked closely with the Local Authority to make reasonable adjustments in the light of our Access Audit and the requirements of the Disability Discrimination legislation.

- *See the Accessibility Strategy*

Key areas of focus to promote accessibility include:

- Access to the Curriculum (e.g. making changes to teaching / learning arrangements / timetabling, specialist ICT equipment)
- Access to the physical environment e.g. lighting / signing/ layout of playground / reasonable adjustments
- Access to information e.g. providing hand-outs in large print / sign language/translations etc.

For further information about actions to promote accessibility in these areas, please refer to the Equalities Scheme Action Plan at the end of this policy.

SEXUALITY

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief / sexuality.

The school makes every effort to comply with these regulations and makes clear to all service users and staff that discrimination of people based on their sexual preference is unacceptable and will not be tolerated.

We do not discriminate against students, parents/carers, staff in the delivery of goods and facilities and make every effort to ensure that these are provided in an accessible manner to all. This includes:

- Admissions processes
- Access to benefits/facilities/services
- By excluding him or her
- By subjecting him or her to any other detriment

Key areas of focus

- PSHCE curriculum and the teaching of anti-bullying, anti-homophobia and civil rights by promoting equality and challenging prejudice
- Monitoring and recording HBT language and incidents
- Self-evaluation under the Stonewall kitemark of school champions
- Celebrating LGBT achievement through assemblies and the pastoral curriculum
- Creating an anti-HBT ethos

COMMUNITY COHESION

The Education and Inspections Act 2006 inserted a new Section 21(5) to the Education Act 2002, introducing a duty on governing bodies of state schools to promote community cohesion. The duty came into force on 1 September 2007. In January 2008, Hampstead School followed government guidelines and added to community cohesion by committing to Preventing Violent Extremism (PVE)

How to promote community cohesion

Schools' contributions to community cohesion can be grouped under three main headings.

1. Teaching, learning and curriculum

- Helping children and young people to understand others and value diversity. By developing a respect and empathy for other cultures and by learning the skills of critical evaluation of information, particularly stereotypes.
- Promoting shared values, awareness of human rights and how to apply and defend them.
- Developing skills of participation and responsible action and promotion of British Values

2. Equity and excellence

- Ensuring equal opportunities for all to succeed at the highest level possible.
- Striving to remove barriers to access and participation in learning and wider activities.
- Working to eliminate variations in outcomes for different groups.

3. Engagement and extended services

- Providing reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities.
- Providing opportunity for enriching and extending cultural and social capital, with opportunities for students, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.
- Create opportunities which allow for shared participation and working together across the different communities