

Equal Opportunities Policy

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1. Introduction

The staff at the Hampstead Hill School are committed to equality of opportunity in education to foster development and progress in an open and non-threatening environment. To ensure this occurs on a day to day basis we have considered many points.

We adhere to 'The Equality Act 2010', 'The Children's Act, 1989', 'The Care Standards Act, 2000', 'The Special Educational Needs and Disability Act, 2001', and Education Acts covering the National Curriculum and the Early Years Foundation Stage.

This document 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 require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

The School will act at all times in line with current British legislation regarding equal opportunities.

Furthermore, the School maintains a strict policy prohibiting harassment, whether this is sexual, racial, verbal, physical, visual or bullying. This policy applies to all agents of the School and all employees.

Children have equality of educational opportunity in gaining access to the school and fulfilling their individual learning potential.

Parents were consulted in the writing of this document. The policy is reviewed annually by staff and is always available, on the parents' portal on the school web site for parents to read and offer comments and advice on.

2. Purpose

It is the aim of the staff at the Hampstead Hill School that equality of opportunity is given with due regard to:

- Gender
- Pregnancy or maternity
- Race – including ethnic origin, nationality, cultural or linguistic group
- Religion and belief
- Cultural background
- Linguistic background
- Sexual orientation
- Gender reassignment
- SEN
- Disability

3. Definitions

Direct Discrimination - refers to actions, policies or procedures that would treat a person less favourably, due to one or more of these grounds, than others are or would be treated in the same or similar circumstances.

Indirect Discrimination - is applying a requirement or condition which, although applied equally to all personnel, is such that a substantial proportion of a particular group cannot comply with it, and the requirement or condition cannot be shown to be justifiable.

4. Roles and Responsibilities

4.1 The Directors will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

4.2 The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to Directors

4.3 The Head of Lower School will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the Headteacher every month to raise and discuss any issues
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary

4.4 Staff

- Staff will treat each other and all pupils equally and with respect
- Staff will select resources which promote positive images and challenge negative stereotypes
- Staff will be made aware of the cultures the children come from and the customs and attitudes within them by attending courses, from research books and by talking to other teachers, parents and children
- Preventing and dealing with inappropriate behaviour is the responsibility of us all and victims of such incidents will be supported by the school community
- Staff becoming disabled while in employment will be given positive help to retain their jobs in so far as it is reasonable to do so

- Staff who become pregnant should read the Family Friendly Policy

5. Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff are expected to complete equality training.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

6. Principles

The School will not allow discrimination in any form other than merit. Disciplinary Action will be taken against anyone who is found to have acted in any way, which is in breach of this policy. To ensure equality of opportunity occurs on a day-to-day basis we have considered and will monitor the following areas:

7. Recruitment and Selection

We will endeavour to appoint male and female staff, of various ages and experiences, who reflect the ethnic diversity of the society in which we live. See Recruitment Policy and Recruitment of ex-offenders Policy.

8. Staff Development

- All employees have equal chances of training, career development and promotion – See Training and Development Policy
- Staff will be encouraged to attend courses on multi-cultural and anti-sexist education
- All recruits to the school will be offered induction training which will include a reference to the school's equal opportunities policy
- An equal opportunities twilight session is held every two years for all adults in school and will underpin all training and support sessions
- Alternative dates should be considered for part time employees, or employees who can't attend courses at certain times / days due to observance of religious beliefs etc.
- All Managers should be trained in performance related review procedures to minimise bias
- Internal candidates should be given first consideration for any promotion opportunities
- All employees will be informed of promotion opportunities, even if they are out of the office, e.g. on maternity leave, at the time
- Promotion will be on the basis of suitability and ability only

9. Procedure for Dealing with Bullying and Harassment

The work environment should be free of bullying, harassment and intimidation, whether it is of a sexual, racial or other origin – See Staff Anti-Bullying and Harassment Policy.

Where staff come across incidents involving racist or homophobic bullying of staff or pupils they must report these to the Principal immediately. All such incidents will be taken seriously.

10. Children

- The school is committed to full educational inclusion (see Special Educational Needs Policy)
- The children should be aware of the cultures they come from and the customs and attitudes within them
- All children are valued for themselves and can expect to be treated positively and with respect
- All children must treat each other and adults equally and with respect

11. Parents and Carers

- Parents and carers are very important to our school and have much to contribute. Their views are welcomed and valued at all times. We ask that all parents and carers fully support the school's equal opportunities policy
- We will discuss with parents and carers any incidents of racist or other abuse in which their children have been involved

12. The Curriculum

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Culture is central to a child's identity and the learning environment must reflect the cultures of those learning within it and within society at large
- The curriculum should not have a separate area that deals with multi-culturalism or anti-sexism; it should be part of the general curriculum, part of language work, project work, music etc. Equality is integral to all curriculum activities and actions
- Parents are also invited into school to talk to classes about their experiences, cultures, skills and talents, as part of day to day project work
- A salient aspect of the curriculum we offer is the development and improvement of all children's attainment in the use of the English language. At the same time, we value the richness many languages bring to our lives which helps extend our understanding of diversity within the wider society. Bilingualism and multilingualism are viewed as an asset. Parents and carers are invited and encouraged to share stories with groups of children in a range of languages
- We will have events where outside organisations come to show dances, puppet shows and play music from other parts of the world
- All children will be encouraged to join in all activities
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal,

social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

13. Resources

We strive to avoid stereotypes in our teaching and give all the children the widest possible range of learning experiences. Books, materials, equipment and learning resources are selected to encourage a positive view of different roles and cultures.

- We will provide a choice of activities and resources with regard to the diversity of the children. We will endeavour to promote positive and effective use of these resources
- We will continually review books and learning materials for bias and a commitment to providing positive materials. We subscribe to Letterbox Library, Barefoot Books and the Willesden Bookshop Book Review
- We will continue to buy and collect resources and learning materials that promote a positive image of both sexes and all ethnic groups and represent the range of ethnic groups in society
- All staff will endeavour to collect and use songs and games from other countries

14. Language

We know that language can convey implicit and explicit sexism and racism in both spoken and written forms. We will ensure that we do not use racist or sexist language and discourage its use at all times. Don't fall into the language trap, e.g. 'I need four strong boys'.

15. Day-to-Day Incidents

- Questions about racism, name-calling incidents etc., should never be side-stepped nor over-responded to. Children should be given appropriate information when and where situations arise. This could lead to a positive discussion, observing the differences between people
- Avoid segregating groups, i.e. lines of boys and girls
- Be aware that your expectations of boys' and girls' behaviour and performance may be different
- Be aware of how children sit in friendship groups in relation to sex and race
- We will encourage both genders to explore and be active but equally to be gentle and caring

- Children will be shown how to be assertive without being rude or aggressive
- If a parent has any grievances, they will be invited to discuss the issue with staff. We will endeavour to support the parent and help resolve the issue

16. Monitoring and Reviewing


- We will respect what children are taught at home with regard to cultural and religious practices. We aim to contact relevant support groups to make sure we update our knowledge with individual beliefs. We understand that the home life of parents may be diverse. Discussions with all our parents will help us to understand the children and ensure our parents feel welcome
- We shall monitor the implementation of the policy in all specific areas mentioned and devise procedures to remedy aspects of our work where implementation is uncertain
- The policy is reviewed annually by staff and is always available, on the parents' portal on the school's web site for parents to read and offer comments and advice on

17. Accessibility

Adjustments or accommodations will be made for Staff and pupils if needed so they can access the education, benefits, facilities and services provided. Refer to the Accessibility Plan for more information.

18. Links with Other Policies and Documents

- Family Friendly Policy
- Staff Anti-Bullying and Harassment Policy
- Staff Disciplinary Procedures
- Staff Capability Procedures
- Accessibility Plan

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| Dates Reviewed | January 2023 |
| Next Review | January 2024 |
| Name |  Ross Montague Headteacher |