



HAYDON SCHOOL

Student Equality Policy

Mission Statement

Haydon School is committed to the achievement of individual excellence, encouraging students to be creative and considerate, confident of their role in society and capable of rising to the challenges of a diverse and rapidly developing global economy.

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Statement of Intent

Haydon School understands that, under the Equality Act 2010, all schools have a duty to:

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

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

Haydon School is a mixed Academy School situated in the suburbs of North West London. Haydon School is committed to promoting equality of opportunity in respect of every aspect of its provision. School policy and practice will endeavour to provide an environment that is free from discrimination against students, staff, parents and visitors. It is the aim of this policy to ensure that all students realise their full potential, academically and socially regardless of:

- o Disability
- o Gender reassignment
- o Pregnancy or maternity
- o Race
- o Religion or belief
- o Sex
- o Sexual orientation
- o Socio-economic background
- o Special Educational Needs

Our school's demographic state is directly linked to our overall aims for achieving equality. Specifically, we aim to:

- o To ensure a high quality of education for all students
- o Haydon School has high expectations of all students
- o To provide all students with equal access to the full range of learning opportunities

- o To create an ethos in which every person, irrespective of their individual characteristics feels valued and welcomed
- o Promote good relations between individuals from different groups
- o To promote the principles of equality, respect, fairness and justice to all
- o To develop universal values and citizenship by celebrating cultural diversity and supporting students to developing a positive self image.
- o To challenge any form of discrimination , harassment or victimisation
- o To ensure that the whole school is accessible to all staff, students, parents and visitors

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

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

The Equality Act 2010 replaced all existing equality legislation. This policy is required to ensure that Haydon School complies with this legislation.

1. Legal framework

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

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

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

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

- o DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policies:

- o Special Educational Needs and Disabilities (SEND) Policy
- o Supporting Students with Medical Conditions Policy
- o Attendance and Absence Policy
- o Relationships and Sex Education Policy
- o Admissions Policy
- o LAC and Previously-LAC Policy
- o Anti-bullying Policy:
- o Child Protection and Safeguarding Policy
- o Complaints Procedures Policy
- o Behaviour for Learning Policy
- o Attendance Policy
- o Access arrangements

2.Roles and responsibilities

2.1 The governing body will:

- o Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- o Take all reasonable steps to ensure students and potential students will not be discriminated against, harassed or victimised in relation to:
 - o Admissions.
 - o The way the school provides and education for students.
 - o How students are provided with access to benefits, facilities and services.
 - o The exclusion of a student or subjecting them to any other detriment.
- o Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the headteacher.
- o Ensure all school policies take account of equal opportunities
- o Set an expectation that all students and staff treat each other with equal respect whatever their ethnic group, gender, religion, sexual orientation, disability or special needs
- o Use its powers to nominate governors to ensure its composition reflects the local community
- o Encourage parents and staff from all ethnic groups when recruiting to the Governing body
- o Consider candidates for selection of appointment or promotion within school on their merits alone

2.2 The headteacher will:

Will ensure that the school culture and ethos:

- o Ensure that School's policies and practices do not discriminate, directly or indirectly against adults or students in the school
- o Ensure that all members of the School community are aware of and implement the policy

- o Celebrate diversity/equality and achievement
- o Welcome applications for school places from all sections of the community
- o Consider candidates for selection of appointment or promotion within school on their merits alone
- o Take seriously reports of discrimination from parents/carers, students or staff by investigating them and ensuring appropriate action is taken
- o Ensure the school is accessible to all
- o Requiring all members of staff to challenge inappropriate racist or stereotypical comments used in both lessons and social time
- o Ensuring any victims of discrimination, harassment or victimisation are offered appropriate support
- o Develop positive relations with all communities served by the school
- o Apply the principles of best value without discrimination when purchasing goods and services
- o Implement and champion this policy, ensuring that all staff and students apply its guidelines fairly in all situations.
- o Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- o Review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.
- o Ensure that appropriate counselling is made available for students who require immediate interventions, parental assistance and personal counselling.

2.3 Heads of Faculty/Department

When writing schemes of work, this policy acts as a guide both in their choice of topics for study in how to approach sensitive issues:

- o To ensure opportunities are provided in the curriculum content to promote students understanding of different environments and societies other than their own
- o When devising schemes and collating resources all staff will ensure that teaching materials are non-discriminatory
- o To provide balance in themes or topics and planned learning experiences taking into account the interests of both male and females
- o To implement strategies and support to raise levels of achievement, aspirations and self esteem in all students
- o To monitor and review the progress of students of all groups compared to the progress made by other students in the School

2.4 Staff will:

All staff have a role in providing equal opportunities and enabling all students to develop universal values that encompass the principles of equality, respect, fairness and justice.

- o The class teacher will ensure that all students are treated fairly, equally and with respect
- o Teachers will not discriminate against any student
- o Acknowledge and value differences amongst people and provide opportunities to learn from one another
- o When planning lessons and selecting classroom materials teachers will pay due regard to the sensitivities of all students and make every effort to provide resources that are diverse and inclusive and non stereotypical
- o Prepare students positively to take their place in a multicultural society
- o Acknowledge and value differences amongst people and provide opportunities to learn from one another

- o Will use teaching styles, methods, language, questioning and class room management that includes and engages all students
- o Display materials reflect the diversity of our society where appropriate and show positive situations and roles
- o All staff must challenge incidents of discrimination, harassment and victimisation within the classroom and around school in line with the Schools Behaviour for Learning Policy and offer support for any victims. Incidents must be recorded and the information given to the appropriate Year Team
- o All staff will support the work of other colleagues and intervene in a positive way against any occurrence of discrimination
- o Every student will be given opportunities to take on responsibility within the classroom or School, with care taken regarding stereotyping of roles
- o Equality will be considered when grouping students for activities. This may involve special specific groupings to ensure that every student participates fully
- o Treat all members of the school community and visitors with respect, irrespective of gender, age, gender reassignment, sexual orientation, disability, race and religion or belief
- o Be alert to the possible harassment of students, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority.
- o Carry out their statutory duties relating to equal opportunities and inclusivity, and pertaining to their specific roles.
- o Have due regard to the sensitivities of all students, and not provide material that may cause offence.
- o Act as a role model for equality, diversity and inclusion across the whole school community.

2.5 All students:

- o Treat all staff, other students and school visitors with respect, irrespective of gender, age, gender reassignment, sexual orientation, disability, race and religion or belief,
- o Report any issues of prejudice

2.6 Visitors:

- o Will be informed of this policy through relevant signage
- o Treat all staff, other students and school visitors with respect, irrespective of gender, age, gender reassignment, sexual orientation, disability, race and religion or belief
- o Be expected to comply with this policy

2.7 Contractors:

- o Be made aware of the school policy through the notice given to all contractors
- o Treat all staff, other students and school visitors with respect, irrespective of gender, age, gender reassignment, sexual orientation, disability, race and religion or belief

2.8 Parents:

- o This policy will be available for parents on the school website
- o Will be expected to support and comply with it
- o Treat all staff, other students and school visitors with respect, irrespective of gender, age, gender reassignment, sexual orientation, disability, race and religion or belief.

2.9 Monitoring and Review:

- o The progress of students of all groups compared to the progress made by other students in the School.
- o Monitor behaviour incidents to ensure that no group of students are discriminated against or unfairly treated
- o Monitor the impact of additional support on standards achieved.

- o To monitor staff appointments so that no one applying for a post is discriminated against

3.Protected characteristics

3.1 We will not discriminate against, harass or victimise a student, or prospective student, because of their:

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

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

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

4.Sex

4.1 For the purpose of this policy, sex refers a student's biological assignment at birth depending on their reproductive organs. We understand some students identify as a gender different to the one they were assigned at birth, and we will support students through their transitioning phases.

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

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

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

4.4 The school 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.

4.5 Students will be offered equal opportunities to undertake any activity in the school, e.g. in relation to technology lessons, all students will be allowed to choose which skills they learn.

4.6 There may be occasions where we deem it necessary to teach some subjects in single-sex classes, but we will ensure that such classes do not give students a disadvantage when compared to students of the other sex in other classes. Occasions where students 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 students will be allowed to attend the single-sex class that corresponds with the gender they identify with.

4.7 Students' 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 amount of resources.

5. Race and ethnicity

5.1 We will ensure that students of all races and ethnicities are not singled out for different and less favourable treatment from that given to other students, regularly reviewing our school practices to ensure that they are fair.

5.2. We will ensure students with EAL are treated equally and fairly, while ensuring they are supported at all times.

5.3. We will not segregate students 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.

5.4. We may, however, take positive action, e.g. organising open days for students and families of a specific race that is under-represented, to address the particular challenges affecting students of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

6. Access and Disability

- 6.1. We will ensure that students with disabilities are not singled out or treated less favourably than other students simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair.
- 6.2. We will avoid implementing rules that could have an adverse effect on students with disabilities (e.g. by making physical fitness a basis for admission, or asking all students to deliver a presentation, as this could be unfair towards students with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.
- 6.3. We will ensure that we do not discriminate against students with disabilities because of something which is a consequence of their disability (for example, by not allowing a student 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.
- 6.4. We will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of students with disabilities, especially where the student also has SEND but does not have a SEND statement or EHC plan.
- 6.5. We will meet our duty to undertake accessibility planning for students with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.
- 6.6. The school adheres to our Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for students with SEND.
- 6.7. We will ensure that any medical conditions related to a student with a protected characteristic is fully supported in line with our Supporting Students with Medical Conditions Policy.

The School has a duty under the Equality Act 2010 to provide access to the site and its facilities or to have a plan to do so. Haydon School is committed to ensuring that all reasonable adjustments and alterations are made to ensure that no student with a disability is disadvantaged compared to students without a disability. In order to monitor whether the School can meet the needs of a student we welcome parents to meet with us to discuss a student with a disability, special educational need or a medical condition. The

School may also take advice and arrange for assessments. Where practical, reasonable adjustments are made to enable a student to be admitted.

7. Religion and belief

- 7.1. We will ensure that students are not singled out or treated less favourably because of their religion or belief, regularly reviewing our school practices to ensure that they are fair.
- 7.2. We will ensure that students are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.
- 7.3. Absences in relation to religious observances will be handled in accordance with the school's Attendance Policy.
- 7.4. The school will liaise with local religious leaders of all faiths to inform the amount of leave students will be granted in relation to religious observance.

8. Sexual orientation

- 8.1. We will ensure that all gay, lesbian and bisexual students, or the children of gay, lesbian or bisexual parents, are not singled out for different or less favourable treatment from that given to other students, regularly reviewing our school practices to ensure that they are fair.
- 8.2. We will ensure that students are taught about the nature of marriage, including same-sex marriage, by presenting the facts of English and Welsh law – teachers will not offer personal opinions when discussing marriage in RSHE. We will educate students on positive relationships, families and gender identities within the LGBTQ+ community. RSHE lessons will be taught in accordance with our Relationships and Sex Education Policy.
- 8.3. We will ensure that any religious beliefs with regards to sexual orientation are taught to students in an educational context, in a manner that is not prejudicial or discriminatory.
- 8.4. We will support LGBTQ+ students to feel comfortable and ensure they can celebrate their identity.
- 8.5. We will ensure that there is a designated safe space within our school where students can discuss issues of sexual orientation without fear of discrimination.

9. Gender reassignment

- 9.1. We will ensure that students 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. We will regularly check our school practices to ensure that they are fair in this regard. We recognise that gender reassignment does not necessarily involve physical change, and can be solely social and emotional.
- 9.2. We will make reasonable adjustments to accommodate absence requests for treatment and support of trans students by external sources, e.g. charities such as Stonewall. Any such absences will be recorded accurately and sensitively by the SENCO to ensure the privacy of the student.
- 9.3. Students have the right to dress in accordance with their true gender identity within the constraints of our dress code, outlined in our School Uniform Policy.
- 9.4. We will ensure that there are suitable toilet and changing facilities for students to use, including:
 - o Unisex/gender-neutral toilets and changing facilities.
 - o Gender-specific toilets and changing facilities.
 - o Private changing facilities.
- 9.5. The facilities will be made available to all students and students can use the facility they feel most comfortable in, e.g. if a trans student wished to use a private changing room.
- 9.6. We will support trans students to feel comfortable and ensure they can celebrate their identity.
- 9.7. We will ensure that there is a designated safe space within our school where trans students can discuss issues of gender without fear of discrimination.

10. Pregnancy and maternity

- 10.1. We will ensure that students are not singled out or treated less favourably because they become pregnant, have recently given birth, have children or are breastfeeding.
- 10.2. We will make reasonable adjustments to accommodate absence requests for the treatment and support of students who are pregnant or have just given birth.

11.Looked-after children (LAC) and Previously-LAC

- 11.1 LAC and previously LAC (PLAC) students will be given the highest priority for admissions, as per the requirements of our Admissions Policy.
- 11.2 We will ensure that students are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.
- 11.3 A personal education plan will be created and implemented for all LAC and PLAC, 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.
- 11.4 We will ensure that any SEND that LAC or PLAC have are duly taken into account and addressed, whether this is with or without a SEND statement or EHC plan.
- 11.4 The school adheres to our LAC and Previously-LAC Policy containing further information addressing equal opportunities for LAC.

12.The curriculum

- 12.1 We believe that students should be exposed to thoughts and ideas of all kinds, however challenging or controversial, and will not make any unjustified changes to our curriculum content on the grounds of any protected characteristics that a student may have. We 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.
- 12.2 To ensure equality, diversity and acceptance are taught and promoted throughout each subject area, and also highlighted in our annual School's Diversity Week.
- 12.3 The observation of inclusive teaching strategies is a key aspect of the SLT's on-going programme of monitoring.
- 12.4 We will respect the right of parents to withdraw their child from sex education.

13. Promoting inclusion

13.1 We will promote inclusion and equality at our school through:

- o Ensuring that students are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation.
- o Ensuring, as far as possible, that our governing board and staff reflect the full diversity of our local community.
- o Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- o Instilling in students an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- o Providing a variety of educational and residential visits that expose students to a wide range of cultural experiences.
- o Ensuring equal access to opportunities, such as extracurricular activities and the curriculum.
- o 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.
- o Valuing the cultural experiences and contributions of all students, regardless of any protected characteristic that they may have.
- o Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- o Discussing equality issues as an agenda item for the school council.
- o Promoting equality of opportunity within the wider society.
- o Ensuring admission arrangements will not unfairly disadvantage a student from a particular social or racial group, or with SEND.

14. Students that have left school

14.1 Our responsibility to not discriminate, harass or victimise does not end when a student has left school. It will continue to apply with regard to subsequent actions related to our previous relationship with the student, such as the provision of references.

15. The Public Sector Equality Duty

15.1 We will meet our duty to publish:

- o Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding students who have any of the protected characteristics outlined in section 3.
- o Equality objectives (at least every four years) outlining how we may further equality in our school.

15.2 There are some protected characteristics where statistical data is less likely to be readily available, and students will not be pressured into providing information related to any characteristic which they may identify with.

16. Bullying and discrimination

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

16.2 Any 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.

16.3 It the responsibility of the DSL to decide whether it is appropriate to notify social services and/or the police of any incident.

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

17. Staff training

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

17.2 Whole-school staff training for all staff, will cover the following areas;

- o Focus on staff specialisms in relation to equality, for example, a focus on homophobic bullying to address a planned approach towards inclusion.
- o Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- o Ensure all staff are aware of their responsibilities and how they can support students with protected characteristics.
- o Provide support for teachers to effectively manage any discrimination towards students with protected characteristics.
- o Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.

- o Develop appropriate strategies for communication between parents, educators and students about any issues related to a protected characteristic.
- o 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.

18. Monitoring and review

This policy will be reviewed by the Headteacher and governing board annually and updated where appropriate – any amendments will be duly communicated to staff.

This policy will next be reviewed on June 2023.

Document History

Date	Status	Comments
November 2015	New Policy	To replace Equal Opportunities and Race Equality. To Student Committee 12.01.16 - Approved. To FGB for ratification 05.02.16. Approved
January 2017	Updates	To Student committee 19.01.17 No changes. Approved. To FGB 03.02.17for ratification - approved
January 2018	Update	No Amendments - To Student Committee 17.01.18 - Approved to FGB for ratification 02.02.18-Approved
July 2022	Update	To Student Committee 28.06.22 - To FGB 20.07.22 Approved
Next Review Date: June 2023		

Appendix 1

Explanation of Discriminations

(The Equality Act 2010 and schools departmental advice for school leaders, school staff, governing bodies and local authorities – May 2014)

Unlawful Behaviour

The Equality Act defines four kinds of unlawful behaviour – direct discrimination; indirect discrimination; harassment and victimisation.

1. **Direct Discrimination** occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination – for example if a school were to refuse to let a student be a prefect because she is a lesbian.
2. **Indirect Discrimination** occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. An example might be holding a parents’ meeting on a Friday evening, which could make it difficult for observant Jewish parents to attend. It is a defence against a claim of indirect discrimination if it can be shown to be “a proportionate means of achieving a legitimate aim”. This means both that the reason for the rule or practice is legitimate, and that it could not reasonably be achieved in a different way which did not discriminate.
3. **Harassment** has a specific legal definition in the Act – it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”. This covers unpleasant and bullying behaviour, but potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.
4. **Victimisation**

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act. A protected act might involve, for example, making an allegation of discrimination or bringing a case under the Act, or supporting another person’s complaint by giving evidence or information, but it includes anything that is done under or in connection with the Act. Even if what a person did or said was incorrect or misconceived, for example based on a misunderstanding of the situation or of what the law provides, they are protected against retaliation unless they were acting in bad faith. The reason for this is to ensure that people are not afraid to raise genuine concerns about discrimination because of fear of retaliation.

Appendix 2

Definition of Terms

1. **Gender Reassignment** is defined in the Equality Act as applying to anyone who is undergoing, has undergone or proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes.
2. **Race** includes colour, nationality and ethnic or national origins.
3. **Religion or Belief** The Equality Act defines “religion” as being any religion, and “belief” as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics. These definitions are fairly broad and the concepts of religion and belief therefore must be construed in accordance with Article 9 of the European convention on Human Rights and with existing case law. This means that to benefit from protection under the Act, a religion of belief must have a clear structure and belief system, and should have a certain level of cogency, seriousness and cohesion, and not be incompatible with human dignity.
4. **Sex** refers to biological and physiological characteristics that define male and female.
5. **Pregnancy and Maternity** this means it is unlawful for schools to treat a student less favourably because she becomes pregnant or has recently had a baby or because she is breastfeeding.

6. **Sexual Orientation** Schools need to make sure that all gay, lesbian or bi-sexual students or the children of gay, lesbian or bi-sexual parents are not singled out for different and less favourable treatment from that given to other students.
7. **Disability** The Act defines disability as when a person has a “physical or mental impairment” which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities. Some specified medical conditions, HIV, Multiple Sclerosis and Cancer are all considered as disabilities, regardless of their effect.
8. **Socio-Economic background** refers to the position of an individual or a socio-economic scale that measures factors such as education, income, type of occupation and place of residence.
9. **Special Educational Needs** is a term used to describe students who have a significantly greater difficulty in learning than the majority of students of the same age; or have a disability which prevents or hinders the student from making use of educational facilities of a kind generally provided for students of the same age in school.

Appendix 3



HAYDON SCHOOL

GUIDANCE FOR VISITORS REGARDING EQUALITY AT HAYDON SCHOOL

These Notes Are Intended To Help People Who May Be Visiting Or Working In Our School For A Limited Period.

We have students of a wide range of abilities and from many different social, religious, cultural and linguistic backgrounds: we want them all to develop confidence and achieve success as young people and members of particular groups. We have a detailed Equality Policy covering many aspects of school life.

As a short term or temporary visitor to our school we would ask you to be aware of the following:

- Language used between students and between students and adults should be respectful. We do not allow, support or condone language or behaviour which is racist, sexist, homophobic or discriminating in any other way. You too should not be in receipt of any racist, sexist, homophobic or discriminating comments or behaviour and if you do, please report them to a member of staff.
- Religious head coverings, in school uniform colours, are allowed, provided they are arranged so that lessons can be followed safely.
- Treat all members of the school community with respect irrespective of gender, age, sexual orientation, race, ability, religion or belief.

We would ask you to follow these guidelines. If you feel they have been breached, please do not hesitate to speak to your school contact or other senior manager in the school who will ensure that the matter is followed up.