



HAYDON SCHOOL

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Equality Policy

2018

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

1. 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:
 - Disability
 - Gender reassignment
 - Pregnancy or maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation
 - Socio-economic background
 - Special Educational Needs
2. **Relationship with other policies:**
Access Arrangements, Admissions Policy, Anti-bullying, Careers Education & CEIAG, Behaviour for Learning, Curriculum, Higher Achieving Students, Health & Safety, Inclusion, Safeguarding, Religious Education
3. **Aims:**
 - To ensure a high quality of education for all students
 - Haydon School has high expectations of all students
 - To provide all students with equal access to the full range of learning opportunities
 - To create an ethos in which every person, irrespective of their individual characteristics feels valued and welcomed
 - Promote good relations between individuals from different groups
 - To promote the principles of equality, respect, fairness and justice to all
 - To develop universal values and citizenship by celebrating cultural diversity and supporting students to developing a positive self image.
 - To challenge any form of discrimination , harassment or victimisation
 - To ensure that the whole school is accessible to all staff, students, parents and visitors
4. **The role of the Governing Body:**
 - Ensure all school policies take account of equal opportunities
 - 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
 - Use its powers to nominate governors to ensure its composition reflects the local community
 - Encourage parents and staff from all ethnic groups when recruiting to the Governing body
 - Consider candidates for selection of appointment or promotion within school on their merits alone

5. The Headteacher

Will ensure that the school culture and ethos:

- Ensure that School's policies and practices do not discriminate, directly or indirectly against adults or students in the school
- Ensure that all members of the School community are aware of and implement the policy
- Celebrate diversity/equality and achievement
- Welcome applications for school places from all sections of the community
- Consider candidates for selection of appointment or promotion within school on their merits alone
- Take seriously reports of discrimination from parents/carers, students or staff by investigating them and ensuring appropriate action is taken
- Ensure the school is accessible to all
- Requiring all members of staff to challenge inappropriate racist or stereotypical comments used in both lessons and social time
- Ensuring any victims of discrimination, harassment or victimisation are offered appropriate support
- Develop positive relations with all communities served by the school
- Apply the principles of best value without discrimination when purchasing good and services

6. 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:

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

7. All staff

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

- The class teacher will ensure that all students are treated fairly, equally and with respect
- Teachers will not discriminate against any student
- Acknowledge and value differences amongst people and provide opportunities to learn from one another
- 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
- Prepare students positively to take their place in a multicultural society
- Acknowledge and value differences amongst people and provide opportunities to learn from one another

- Will use teaching styles, methods, language, questioning and class room management that includes and engages all students
- Display materials reflect the diversity of our society where appropriate and show positive situations and roles
- 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
- All staff will support the work of other colleagues and intervene in a positive way against any occurrence of discrimination
- Every student will be given opportunities to take on responsibility within the classroom or School, with care taken regarding stereotyping of roles
- Equality will be considered when grouping students for activities. This may involve special specific groupings to ensure that every student participates fully
- 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

8. All students:

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

9. Visitors:

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

10 Contractors:

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

11. Parents:

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

12 Access and Disability

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 students 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.

13. Monitoring and Review:

- The progress of students of all groups compared to the progress made by other students in the School.
- Monitor behaviour incidents to ensure that no group of students are discriminated against or unfairly treated
- Monitor the impact of additional support on standards achieved.
- To monitor staff appointments so that no one applying for a post is discriminated against

History

Date	Issue	Status	Comments
November 2015	1	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	2	Updates	To Student committee 19.01.17 No changes. Approved. To FGB 03.02.17for ratification - approved
January 2018	2	Update	No Amendments – To Student Committee 17.01.18 – Approved to FGB for ratification 02.02.18-Approved

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 or 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.