



This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. Through this policy Hadrian School will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only). The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff and governors in addition to visitors to Hadrian School.

### **1. Legal framework**

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
  
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
  
3. 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.
  
4. We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:
  - a. Pupils from certain cultures and ethnic backgrounds
  - b. Pupils who belong to low income households and pupils known to be eligible for free school meals
  - c. Pupils who have special educational needs
  - d. Boys in certain subjects and girls in certain subjects.

There are nine equality strands (known as Protected Characteristics):  
disability;  
ethnicity (including Gypsy and Traveller groups);  
gender;  
gender identity and transgender;  
faith, religion and belief;  
marriage and civil partnership;



sexual orientation (homophobia);  
pregnancy and maternity;  
age.

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimization. Hadrian School will seek to achieve positive action in respect of the Act.

It should be noted that all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties, and failure to do so could result in legal action against the school's Governing Body. Employees of the school acting on behalf of the Governing Body are also liable for their own discriminatory actions.

Hadrian School is mindful of the Public Sector Equality Duty which came into force on 5 April 2011, and will publish Equality Objectives from 6 April 2012 and monitor, and report upon these annually.

## **2. Guiding principles**

In fulfilling the legal obligations and establishing our school ethos, we are guided by 9 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:

- Whatever the degree or nature of their disability
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender or gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity.

### **Principle 2: We recognise and respect difference**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. 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, women and men are recognised
- Religion, belief or faith background
- Sexual identity.



### **Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging**

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

- Positive attitudes and actions towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people, including discriminatory and offensive language
- 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 including discriminatory and offensive language
- Mutual respect and good relations between boys and girls, women and men and an absence of sexual and homophobic harassment including discriminatory and offensive language.

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

We ensure that policies and procedures should 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 sexual identity and with full respect for legal rights relating to pregnancy and maternity.

### **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

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 of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men
- Gay people as well as heterosexual.

### **Principle 6: We consult and involve widely**

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. Consultation involves:



- Disabled and non-disabled
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men
- Gay people as well as heterosexual.

### **Principle 7: We address prejudice and prejudice related bullying**

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- Prejudice reflecting sexism or homophobia.

### **Principle 8: 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:

- All people regardless of disability
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men
- Gay people as well as heterosexual.

### **Principle 9: Measurable objectives**

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.

Each year we formulate and publish specific and measurable equality 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 toward achieving them via the School Improvement Plan review process.



### **3. 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 2 above.

### **4. Ethos and organization**

We ensure that the principles listed in paragraph 2 above apply to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and wellbeing
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community.

### **5. 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 paragraph 1:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We keep a 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.

### **6. 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 Teacher 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.

A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons that reflect the principles in paragraph 2 above
- Support pupils in their class for whom English is an additional language
- Keep up-to-date with equalities legislation relevant to their work
- Attend appropriate training that enables Hadrian School to keep up-to-date with equality issues.

All staff and Governors have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion. We value the opportunity to take a holistic approach in fulfilling our Equality Duties.

All staff and Governors will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately.

## **7. Information and resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils 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.

## **8. Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

## **9. Staff development and training**



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

### 10. 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 Teacher and governing body.

### 11. 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.

#### Acknowledgements:

This policy was compiled based on the following policies:

- A model School Policy Statement (Instead Consultancy: <http://www.insted.co.uk/model-school-policy.pdf> )
- Persied School Equality Statement: (<http://www.perseid.merton.sch.uk/index.asp>)
- Radipole primary school (<http://www.radipole.dorset.sch.uk/content/single-equality-policy> )
- Mandeville School (<http://www.mandeville.ealing.sch.uk/page/?title=Home&pid=1> )

**Confirmation that the Equality Policy in respect of Hadrian School has been discussed by the Governing Body.**

**Signed by:**

**Chair of Governors:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Head Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Agreed at the Governing Body Meeting on:** \_\_\_\_\_

**Minute Reference:** \_\_\_\_\_

