

HOLLAND PARK SCHOOL 2021 to 20221

POLICY | EQUALITY OBJECTIVES

STATUS | STATUTORY

PRINCIPLES

We aim to:

- eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations across all characteristics, and between people who share a protected characteristic and people who do not share it;
- meet differing needs, where possible, in respect of the protected characteristics*;
- adhere at all times to the Equality Act 2010 and the Public Sector Equality Duty 2011.

*Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, sex, sexual orientation

Date of Review	August 2021			
Reviewed by	Deborah Kind Director of Human Resources			
Date of Approval	<i>Pending</i>			
Approved by	Governing Body			
Date of Next Review	Summer 2022			
Location	L:drive	✓	Website	

PRACTICE:

1. INTRODUCTION

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. The policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e., Race) and Gender. Through this policy Holland Park 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 students, staff and governors in addition to visitors to Holland Park School.

2. LEGAL FRAMEWORK

- 2.1 Duties are as identified in the Equality Act 2010 and its Schedules. 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.
- 2.2 Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimization.
- 2.3 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.
- 2.4 Holland Park School is mindful of the Public Sector Equality Duty which came into force on 5 April 2011, and will publish relevant information on the school's website.

3. IN PRACTICE

- 3.1 We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.
- 3.2 We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.
- 3.3 We support 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. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and able to contribute to the wider community.
- 3.4 We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the LA. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g., homophobic bullying. We also monitor and log bullying incidents directed towards those with special educational needs.

4. EQUALITY OBJECTIVES

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, religious affiliation, national origin or national status;
- whatever their gender or gender identity;
- whatever their sexual identity.

2: We recognise and respect difference

Treating people equally 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 both the different needs and experiences of girls and boys, women and men are recognised, as are those of individuals who do not identify in this way (including, but not restricted to, those who identify as transgender, gender non-conforming or non-binary);
- sexual identity.

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

Policies, procedure and activities promote:

- positive attitudes and actions 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 (but not exclusively) 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, women and men and those of individuals who do not identify in this way, and an absence of sexual and homophobic harassment.

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

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 sexual identity and with full respect for legal rights relating to pregnancy and maternity.

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 and those of individuals who do not identify in this way;
- LGBTQ+ people as well as heterosexual.

6: 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.

5. EQUALITY CONSIDERATIONS

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- cuts across any religious holidays;
- is accessible to pupils with disabilities;
- has equivalent facilities for boys and girls and those of individuals who do not identify in this way.