



Equalities Policy

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Statement:

At Harrow High School we take great pride in the diversity of people who make up our school's community and we value everyone's participation in our school's life. We believe that all children and adults, irrespective of their physical, psychological and social characteristics can achieve excellence in learning, in behaviour, safety and care, aspirations and communication.

In order to accomplish our goal of excellence for all, we shall ensure that the curriculum is appropriately diverse and resourced, so as to represent our community; reflecting a broad range of cultures and lifestyles and encouraging our learners to respect each other's background and uniqueness. We will also celebrate the aspects of various cultures that can enrich and educate us

We will always maintain high standards and expectations of language and inclusive behaviour of all adults in the school, including visitors, in line with our promotion of 'British Values' and Social, Moral, Spiritual and Cultural development.

We shall ensure all members of staff are aware of the key implications of the 2010 Equality Act as applied to our school context, such as understanding of the 'protected characteristics' and how to respond positively in regards to discriminatory conduct using the school reporting systems. Throughout the year we will provide support and training so that all staff feel comfortable in teaching about, and tackling all forms of discrimination, including those to do with race, religion, and sexuality.

We shall similarly encourage parents/carers to share their children's experiences and contribute their own as an aid and encouragement to learning. We will challenge and discuss discriminatory, racist and sexist language or behaviour; and through the thoughtful implementation of our Behaviour Policy we will do our best to ensure that all individuals at HHS, including visitors, feel safe and are treated with consideration.

Harrow High School Equality Policy

Legal Framework

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination.
- This document is also based on [Department for Education \(DfE\) guidance: The Equality Act 2010 and Schools](#)

The Protected Characteristics

The Equality Act 2010 makes it unlawful to discriminate against (either directly or indirectly) an individual or group of individuals by treating them less favourably because they (or somebody they associate with) have one or more of the following characteristics:

- **Age**
- **Race:** Race includes— (a) colour; (b) nationality; (c) ethnic or national origins.
- Religion or belief; Religion means any religion and a reference to religion includes a reference to a lack of religion.
- **Sexual orientation:** Sexual orientation means a person's sexual orientation towards persons of the same sex, (b) persons of the opposite sex, or (c) persons of either sex.
- **Gender:** the social/psychological identity of being male, female and non binary
- **Gender reassignment:** A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.
- **Pregnancy and maternity**
- **Disability:** physical or mental impairment, and the impairment has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.
- **Marriage and Civil Partnership:** A person has the protected characteristic of marriage and civil partnership if the person is married or is a civil partner.

Implications of the Equalities Act specific to Schools

The “responsible body” of a school must not discriminate:

- against a person or group of people because they have a protected characteristic;
- In the arrangements it makes for deciding who is offered admission as a pupil;
- As to the terms on which it offers to admit a prospective pupil;
- By not admitting a prospective pupil;
- In the way it provides education for a pupil (but not in relation to the contents of the curriculum);
- In the way it affords a pupil access to a benefit, facility or service;
- By not providing an education for a pupil;
- By excluding a pupil;
- By subjecting a pupil to any other detriment (including the imposition of sanctions);

The Equality Act 2010 also makes it unlawful to harass or victimise an individual or group of individuals because of some of the protected characteristics, or because of something done in reliance on the Equality Act 2010, as outlined in further detail below.

The "responsible body" is the Governing Body. In practice, all persons acting on behalf of the Governing Body (including employees of the school) are personally responsible for ensuring that their actions or omissions are not discriminatory, and the Governing Body will also be responsible for the actions of the school's employees if it cannot show that it has taken all reasonable steps to prevent the discriminatory actions or omissions being undertaken on their behalf.

The Equality Act 2010 covers discriminatory acts or admissions by the school against prospective pupils, current pupils and (in some circumstances) former pupils, as well as against parents (including non-parents with parental responsibility or care of a pupil), visitors and other people coming into contact with the school.

The Equality Act 2010 does not cover discriminatory acts by one pupil against another pupil, such as racist bullying (such behaviour by a pupil will, in any event, be a breach of the school's Behaviour Policy and be sanctioned accordingly). However, if the school is aware of a discriminatory act by one pupil against another and does nothing to prevent it, or treats the act less seriously than it would for other acts, this may in itself be a discriminatory act by the school.

Further definitions of the terms used in the Legal Framework and this policy can be found in Appendix 1

1.1 Introduction

Harrow High School recognises and will take all necessary steps to ensure that our staff and learners or prospective learners and staff do not receive less favourable treatment based on their protected characteristics.

Our Equality Policy is inclusive of our whole school community – learners, staff, parents/carers, governing body, visitors and partner agencies - who we will continue to engage with and who will be actively involved in and contribute to its ongoing development.

1.2 Principles

Harrow High School recognises its duty to ensure that compliance with the Equality Act is consistent with all Harrow High School policies.

We seek to foster warm, welcoming and respectful environments, which allow us to challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning.

We are committed to creating inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and acknowledge our differences and so promote understanding and learning between and towards others to create cohesive communities.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life.

1.3 Aims:

We want all our learners to:

- Learn a broad, diverse and balanced curriculum.
- Develop high aspirations, enquiring minds and a love of learning.
- Have high self-esteem.
- Work self-reliantly.
- Become good citizens.
- Be independent, disciplined and courteous.
- Develop respect for religious and moral values and tolerance towards ways of life which differ from their own.
- Value and care for others.
- Be successful and have their achievements celebrated.
- Feel safe and respected
- Be tolerant and respectful of others.

We want all staff to:

- Deliver high standards of teaching and learning by developing professionally.
- Have clear understanding of their role in supporting Equality, Diversity and Inclusion

- Have equal opportunity to develop, form a professional and a personal point of view
- Enjoy a healthy work-life balance
- Be their authentic selves at work.
- Feel respected for who they are
- Feel safe in school, irrespective of their protected characteristics
- Act as allies for those who might feel isolated or singled out

We want all parents/carers to:

- Feel welcomed and respected by everyone at HHS.
- Work in partnership with staff to achieve excellence.
- Be well informed through excellent communication.
- Feel their culture, identity and beliefs are valued by the school.
- Contribute positively to school initiatives

We want governors to:

- Work as friends and partners of HHS.
- Know the school and staff well.
- Offer constructive advice.
- Promote HHS in the wider community.

We want the wider community to:

- Develop good relations with our school.
- Expand our horizons and broaden our thinking.

2. Roles and Responsibilities

Our Head teacher & Executive Assistant and SLT Diversity Lead will ensure that the school governors, staff, parents/carers, learners and visitors and contractors are informed about the Equality Policy and oversee the effective implementation of the policy.

The head teacher will ensure staff have access to training which helps to implement the policy and develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available.

The head teacher will monitor and publish this information and ensure that the Senior leadership team is kept up to date with any development affecting the policy or actions arising from it.

They will evaluate and review the policy annually and the objectives every four years

Our Senior Leadership Team (including Equality and Diversity Lead) will have responsibility for supporting staff in implementing the Equality Policy. Together with the head teacher they will provide advice/support in dealing with any incidents/issues and assist in implementing reviews of this policy.

Our school staff will be involved in the continued development of the Equality Policy and be fully aware of the policy and how it relates to them. They will understand that this is a whole school issue and support the policy and identify any queries or training requirements.

Our learners will be made aware of the Equalities Policy and how it relates to them. They will be expected to act in accordance with the policy and be encouraged to actively support the policy.

Our parents/carers will be informed of any incident related to this policy which could directly affect their child. Access to this policy will be made available to all parents/carers. They will be encouraged to support this policy.

2.1 Participation and Involvement

The continued development of this policy will involve the whole of our school community. We will listen to what they have to say and include people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

Generally, we will involve;

- Our learners through our SMSC curriculum, assemblies and the School Council, specific curriculum events and by having visitors from different organisations.
- Our staff through staff meetings, discussions and consultations
- Parents/carers through the website and newsletters.

2.2 Our Staff

We will comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors, student teachers and support staff) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

We will make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made (unless the questions are specifically related to an intrinsic function of the work e.g. ensuring that applicants for a PE teaching post have the physical capability to carry out the duties) or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We will interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

3. 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 will receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

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

4. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

5. Fostering good relations

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

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, PD, Form Time but also activities in other curriculum areas .
- Equality and diversity will be embedded in the curriculum in every subject as per the faculty audits and developmental actions
- Holding assemblies dealing with relevant issues. Pupils and staff will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Celebrating the diverse community of our school at various points throughout the year.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and other events, organising school trips and activities based around the local and broader community

- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, tutor time activities will inform the students about multiple perspectives and 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 and Lerner Voice. 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.

6. Equality considerations in decision-making

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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

7. Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism.

We will act to prevent, challenge and eliminate any such behaviour.

Through our school ethos and curriculum, we want our learners to understand better the diversity that exists in society.

We provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We address the experience, understanding and needs of the victim, the perpetrator and the wider school community through our actions and responses.

We record all hate incidents and prejudice-based bullying. We use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

8. Monitoring and Review

Implementation, monitoring and review of this policy is the responsibility of our head teacher, executive assistant, senior leadership team and our governing body who have agreed to promote it through our website.

We will endeavour to lead an evidence based actions and aims based on such methods as Annual staff survey, regular pupil survey, learnears groups, discussion in SLT and Gov Body meetings regarding aims and objectives

9. Links with other policies

- **Accessibility**
- **Appeals for admission**
- **Behaviour**
- **Careers**
- **Complaints**
- **Parent**
- **Relationships and Sex Eeducation**
- **SEND**

10. Harrow High School Equality Objectives 2022 -2023

10.1 Increase EDI in the curriculum

Audits of Schemes of Work will be undertaken by all faculties and departments to identify areas of strength and further development from an EDI perspective (Based on the SMSC framework)

Meetings will be conducted by SLT lead with specific departmental/curricular leaders to update plans and give further guidance on steps forward.

Inset day slots and other opportunities will be identified and allocated to departments to develop and embed new plans, resources.

Introduction of the HHS Logo to new resources, to help communicate these endeavours more effectively.

Data collection will be undertaken to assess and evaluate the impact of new initiatives linked with EDI.

10.2 Increase attainment of diverse groups of students

Assessment practices will have clear links to tracking student attainment by ethnicity, religion, looked after status, free school meals/pupil premium status and Special Educational Need/Disability (SEND).

Departments and faculties will analyse data formally to ensure all groups of students are making expected progress and to identify any trends of underperformance.

Underperforming groups are targeted with intervention strategies and the impact of these strategies is monitored by Heads of Department and SLT.

10.3 Increase diversity of our middle leader and senior leadership staff

SLT Lead on EDI will obtain data from Human Resources and SLT members who are coordinating CPD about how various protected categories access professional development

Research will be conducted into common barriers for women in terms of accessing CPD and leadership positions .

HHS will develop a new system/hybrid system of CPD that focuses on more developmental opportunities, moving it from Performance Review to Line Management for implementation in 2022-2023

10.4 Increase inclusion in the school life

All year groups will have assemblies that focus on Equality, Diversity topics such as religious festivals, cultural differences, minority groups and protected categories.

The school will mark dates and awareness opportunities related to Equality and Diversity (i.e Black History Month, Eid, LGBTQ+ Pride, etc

Form time activities will have a clear focus on EDI related topic (i.e Votes for School, Learner Voice, etc

Appendix 1 - Definitions

Discrimination

The Equality Act 2010 defines two types of discrimination; direct and indirect:

Direct discrimination occurs where an individual or group of individuals are treated less favourably than others because they or somebody they associate with have (or it is mistakenly thought that they have) a protected characteristic.

Indirect discrimination occurs when a policy, criteria or practice is applied generally to all, which has the indirect effect of discriminating against an individual or group of individuals by putting them at a disadvantage, unless there is a legitimate reason for the policy, criteria or practice and there is no other way to achieve it.

Disability Arising from Disability

There are special provisions in the Equality Act 2010 relating to disability discrimination and, in particular, a third type of discrimination called **discrimination arising from a disability**, as well as failing to make reasonable adjustments for an individual with a disability. The definition of what constitutes disability discrimination is more complex than that for the other protected characteristics, and is set out in further detail under the section relating to disability equality below.

Harassment

The Equality Act 2010 makes it unlawful to harass an individual or group of individuals in relation to certain protected characteristics. Harassment is defined as an unwanted act, related to a relevant protected characteristic, which has the purpose or effect of violating that person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

Victimisation

The Equality Act 2010 makes it unlawful to victimise an individual or a group of individuals in certain circumstances. Victimisation is defined as occurring when an individual or group of individuals are treated less favourably as a result of anything they have done in reliance upon the Equality Act 2010, for example by previously making an allegation of discrimination or harassment, even if it was not upheld.

Victimisation will also occur when an individual is treated less favourably as a result of anything their parent, sibling or other person has done in reliance upon the Equality Act 2010, for example where their older sibling has previously made an allegation of discrimination, even if it was not upheld.

Positive Action

The Equality Act 2010 allows (but does not require) a school to take action to tackle disadvantages suffered by a particular group of pupils as a result of them having a protected characteristic, known as "positive action". This does not mean that the school can give a particular group of pupil's preferential treatment (which would be positive discrimination and unlawful), it merely allows the school to put in place measures which redress the balance between those with the protected characteristic and those without.

The Equality Act 2010 does, however, allow for the school to treat disabled pupils more favourably than pupils who are not disabled (positive discrimination). In some cases, schools are required to treat disabled pupils more favourably than pupils who are not disabled, by making reasonable adjustments for their disability and providing auxiliary aids where necessary.

Sex Equality

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) or harassed because of their sex or the sex of somebody they associate with.

Schools must not treat a pupil, parent, visitor or other person coming into contact with the school (or a group of these people) less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their sex or the sex of somebody they associate with.

Race Equality

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) or harassed because of their race or the race of somebody they associate with. Race is defined as including colour, nationality, ethnic or national origins, and would also include travellers whose cultural heritage is traditionally nomadic, for example gypsies and Irish travellers.

Schools must ensure that a pupil, parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their race or the race of somebody they associate with. Segregation of pupils by race will always be unlawful.

Religion or Belief Equality

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) because of their religion or belief or the religion or belief of somebody they associate with. Religion is defined as being any religion, and belief as being any religious or philosophical belief, including a lack of belief in religion (for example, humanism or atheism). Religion will include all of the major faiths, including denomination within the religion. Political beliefs are not included within the definition of religion or belief.

Schools must ensure that a pupil, parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their religion or belief or the religion or belief of somebody they associate with.

Sexual Orientation Equality

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) because of their sexual orientation, their parents' sexual orientation or the sexual orientation of somebody they associate with. Sexual orientation includes heterosexuality, homosexuality (gay or lesbian), and bisexuality.

Schools must ensure that a pupil, parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their sexual orientation or the sexual orientation of somebody they associate with.

Gender Reassignment Equality

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) because of their gender reassignment. Gender reassignment is defined as applying to anyone who is currently undergoing, has

undergone or is proposing to undergo a process or part of a process of reassigning their sex to the opposite sex by changing their physical or other attributes. There is no requirement to undergo, or plan to undergo, a medical procedure – taking steps to live life as the opposite sex, or planning to live life as the opposite sex, is sufficient.

Schools must ensure that a pupil, parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others because they, their parents or somebody that they associate with has undergone, is planning to undergo or is in the process of undergoing gender reassignment. Pupils must be included within a class of the sex that they identify with.

Pregnancy and Maternity Equality

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) because of pregnancy or maternity. Maternity is defined as having had a baby within the preceding twenty-six-week period, and includes breastfeeding. It is not discriminatory to treat an individual who is pregnant, has recently had a baby or is breastfeeding a baby more favourably than others who are not.

Schools must ensure that a pupil, parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than another pupil or group of pupils because they are pregnant, have recently had a baby or are breastfeeding a baby.

Schools must not take any disciplinary action (including exclusion) against a member of staff or trainee students because they are pregnant, have recently had a baby or are breastfeeding.

Schools should not authorise more than eighteen weeks' absence (or "maternity leave") from school to ensure the pupil's reintegration into education as quickly as possible following the birth of a baby.

Disability Equality

The overriding objective of the Equality Act 2010 is to achieve equality (equal treatment) for all people whether they have a protected characteristic or not. However, the provisions relating to disability are different to those for all of the other protected characteristics, in that it **is** lawful, and in fact is sometimes a legal requirement, to treat a disabled individual or group of individuals **more favourably** than an individual or group of individuals without a disability.

Definition of Disability

The Equality Act 2010 defines disability as being where an individual or group of individuals has a physical or mental impairment which has a substantial and long term adverse effect (lasting or recurring, or likely to last or recur, for at least twelve months) on their ability to carry out normal day to day activities.

Some conditions such as being HIV positive, or having multiple sclerosis or cancer, are automatically deemed to have a disability regardless of their effect or longevity. Severe disfigurement will also come within the definition of disability (disfigurement by tattooing or piercing is excluded). Those that are certified as blind, severely sight impaired, sight impaired or partially sighted by a consultant ophthalmologist are automatically deemed to have a disability.

Others conditions are not deemed to be a disability, such as addiction to alcohol (unless it is a symptom of a psychiatric illness lasting or recurring for at least twelve months), legal or illegal substances (unless medically prescribed as treatment), fire-setting, kleptomania, a

tendency towards violence or sexual abuse of others. Hay fever sufferers are not deemed to have a disability; however hay fever may be taken into account where it aggravates the effect of another medical condition.

Direct Disability

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be directly discriminated against or harassed because of their disability.

Schools must ensure that a pupil or group of pupils are not treated less favourably than another pupil or group of pupils, because of their disability, their parents' disability or the disability of somebody they associate with.

Schools cannot justify directly discriminating against a pupil or group of pupils with a disability by maintaining that their discriminatory act was a proportionate means of achieving a legitimate aim, as was the case under previously disability discrimination legislation.

It is **not** unlawful for a school to treat a disabled pupil or group of pupils **more** favourably than another pupil or group of pupils who are not disabled. This is positive disability discrimination and is lawful.

Indirect Disability Discrimination

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be indirectly discriminated against because of their disability, by the implementation of a provision, criterion or practice applied generally to those with or without the disability, unless there is a legitimate reason for the provision, criterion or practice and there is no other way to achieve it.

Schools must ensure that a pupil or group of pupils are not put at a disadvantage by the implementation of a school provision, criterion or practice which applies to all pupils because of their disability, unless they can show that it was implemented for a legitimate reason and was proportionate way of achieving the legitimate aim.

Discrimination arising from disability

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against because of **something arising in consequence of their disability**, unless there is a legitimate reason for discriminatory act and there is no other way to achieve it, and provided that the discriminator knew, or should have known, about the disability.

Schools must ensure that a pupil or group of pupils are not treated less favourably because of something arising in consequence of their disability, unless they can show that there was a legitimate reason for the less favourable treatment and there was no other way of achieving the legitimate aim.

Reasonable adjustments for disability

The Equality Act 2010 requires "reasonable adjustments" to be made for individuals suffering from a disability.

Schools have the following duties:

- Where a provision, criterion or practice places a disabled pupil or group of pupils at a substantial disadvantage compared to pupils who are not disabled, reasonable steps must be taken to avoid that disadvantage;

· Where a disabled pupil or group of pupils would, but for the provision of an auxiliary aid, be placed at a substantial disadvantage compared with pupils who are not disabled, the school must take reasonable steps to provide the auxiliary aid.

Age Equality

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) or harassed because of their age, unless it can be shown that it is a proportionate means of achieving a legitimate aim. Age is widely defined as being either of a particular age or as being within an age group.

Schools must ensure that a parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of their age or age group, or the age or age group of somebody they associate with, unless they can show that there was a legitimate reason for treating them less favourably, and there was no other way to achieve it.

Schools are **not** under a duty not to treat pupils less favourably because of their age or age group.

Marriage and Civil Partnership Equality

The Equality Act 2010 makes it unlawful for an individual or group of individuals to be discriminated against (either directly or indirectly) or harassed because of they are married or in a civil partnership.

Schools must ensure that a parent, visitor or other person coming into contact with the school (or a group of these people) are not treated less favourably than others, including indirectly as a result of the implementation of a general practice or procedure, because of they or somebody they associate with are married or in a civil partnership.

Schools are **not** under a duty not to treat pupils less favourably because they are married or in a civil partnership.

Single Sex Sport

The Equality Act 2010 contains an exception allowing for single sex sports, games or other activities of a competitive nature, where the physical strength, stamina or physique of the average female pupil would put her at a disadvantage in competition with the average male pupil. However, schools must still allow pupils of both sexes to have an equal opportunity to participate in the same sporting activities.

The Curriculum

The contents of the school curriculum is exempt under the Equality Act 2010 to allow schools to explore a full range of issues, ideas and materials, to expose its pupils to thoughts and ideas of all kinds, however controversial, without fear of legal challenge. However, the way in which the school delivers the curriculum to its pupils remains subject to the Equality Act 2010.

Assemblies and Collective Worship

Schools are free to have a collective act of worship based upon one religion without acting unlawfully by not providing an equivalent act of worship for other religions. Schools are also free to celebrate any religious festivals of their choosing without acting unlawfully by offending those of another religion.

Religious Freedom

Article 9 of the European Convention on Human Rights and Fundamental Freedoms provides:

1. Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief and freedom, either alone or in community with others and in public or private, to manifest his religion or belief, in worship, teaching, practice and observance.
2. Freedom to manifest one's religion or beliefs shall be subject only to such limitations as are prescribed by law and are necessary in a democratic society in the interests of public safety, for the protection of public order, health or morals, or for the protection of the rights and freedoms of others. While a pupil has the right to manifest their religion or belief by, for example, by wearing a specific item of jewellery or clothing, this must be permitted by the school where:
 - The act is in fact a manifestation of the pupil's religion or belief (the act does not need to be a requirement of the religion or belief, but there must be a sufficiently close link between the act and the religion or belief¹);
 - Following the ruling by the European Court of Human Rights in the Eweida case, which may subsequently be overruled and will therefore be kept under review **and**; If the act is in fact a manifestation of the pupil's religion or belief, there is no justification in the school interfering with the pupil's right to do so.

In deciding whether the school is justified in interfering with a pupil's right to manifest their religion or belief, for example, by wearing a specific item of jewellery or clothing, the school should weigh up how important it is to the pupil to manifest their religion or belief in this way against the school's own considerations, for example the value in a school uniform policy being adhered to in encouraging pride in the school, enabling pupils to feel comfortable in the school environment, ensuring a sense of cohesion in the school, and protecting pupils from feeling pressure to dress in a certain way, in addition to security and health and safety considerations.

The school's Uniform Policy provides details of the school uniform to be worn by pupils, including confirming the school's policy in relation to religious clothing and jewellery.

The school's values; philosophy, religion and ethics curriculum; and personal, social, cultural and moral development curriculum; support and guide pupils to exercise their freedom of thought and action within the expected frameworks of the British Values and the National Prevent policies.

The Relationship between Religion and Sexual Orientation

Some people may hold personal views in relation to the protected characteristic of sexual orientation because of their own religious beliefs.

While it is not necessarily unlawful for a teacher or other employee of a school to express their own personal view, in an appropriate way and in an educational context that takes into account guidance on the delivery of Sex and Relationships Education and Religious Education, employees at a school must always remember that they are in a very influential position and their acts must still comply with their duty not to discriminate against individuals or groups of individuals because of their sexual orientation under the Equality Act 2010, and not to manifest their religion or belief in contravention of the limitations prescribed under the European Convention on Human Rights and Fundamental Freedoms (see above).

Behaviour and Exclusion

The process for excluding a pupil must be fair and equitable to pupils, however in relation to pupils with a behavioural disability, schools must keep in mind their duty to make "reasonable adjustments" for a pupil with a disability.

A "reasonable adjustment" can be a decision to impose a less serious sanction for undesirable behaviour than the sanction which would have been imposed on a pupil who does not have a behavioural disability, including deciding not to exclude for behaviour which would usually attract an exclusion.

The school's Behaviour Policy sets out the school's expectations in relation to the way its pupils behave, including the sanctions which will be imposed if the Behaviour Policy is breached.

The School as an Employer

The school also has responsibilities to comply with the Equality Act 2010 in its role as an employer, in relation to which separate HR policies apply. This policy applies to pupils, parents, visitors and other persons coming into contact with the school only.

Appendix 2 - Data

Harrow High School will have due regard to principles set out in the Public Sector Equality Duty (PSED) when drafting and amending policies and procedures.

To enable us to do this successfully we must know the demographic of our staff and learners which will assist in our compliance with PSED.

We will use this data and other information about our school as a measure to determine the effects of a policy, practice or project on different groups. This approach helps us to analyse whether what we are planning potentially has an impact on one or more particular group (either positively or negatively).

This will help us to ensure that there is no unlawful discrimination against certain individuals or groups, that the positive duties are promoted and that we meet the diverse needs of our pupils and staff so that diversity, equality and inclusion run through all areas of school life.

This data is correct as of February 2022 and will be updated annually;

1) Age

Learners:

- The school roll includes a total of 976 learners from age 11 (Year 7) to age 19 (Year 13).

Staff:

- The school employs 155 staff. The age profile of staff is shown below:

<u>Age</u>	<u>Non-Teaching</u>		<u>Teaching</u>		<u>Total</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
18-20	2	1%	0	0%	2	1%
21-30	17	11%	12	8%	29	19%
31-40	14	9%	26	17%	40	26%
41-50	21	14%	20	13%	41	26%
51-60	14	9%	10	6%	24	15%
61-70	16	10%	1	1%	17	11%
71-80	0	0%	2	1%	2	1%

Total	84	54%	71	46%	155	100%
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2) Gender reassignment

Learners and Staff:

- No data is collected or held by the school about gender reassignment in the student or staff population, unless specifically requested by a parent/carer, student or member of staff.

3) Sexual orientation

Learners and Staff:

- No data is collected or held by the school about the sexual orientation of students or staff, unless specifically requested by a parent/carer, student or member of staff.

4) Disability

Learners:

- The disability profile of learners is shown below

<u>SEND Need Type</u>	<u>No</u>	<u>%</u>
Attention Deficit Hyperactive Disorder	4	0.4%
Autistic Spectrum Disorder	7	0.7%
Behaviour, Emotional and Social Difficulty	1	0.1%
Hearing Impairment	1	0.1%
Moderate Learning Difficulty	39	4.0%
Multi-Sensory Impairment	1	0.1%
No Specialist Assessment	4	0.4%
Other Difficulty/Disability	27	2.8%

Physical Disability	3	0.3%
Social, Emotional and Mental Health	48	4.9%
Specific Learning Difficulty	19	1.9%
Speech, Language or Communication Need	27	2.8%
Vision Impairment	2	0.2%
Not SEND	793	81.3%
Grand Total	976	100.0%

Staff:

- There are currently 4 members of staff with a disability.

5) Race

Learners:

- The ethnic profile of learners is shown below:

<u>Ethnicity</u>	<u>No.</u>	<u>%</u>
Any other Asian background	156	16.0%
Any other Black background	50	5.1%
Any other ethnic group	133	13.6%
Any other mixed background	30	3.1%
Any other White background	292	29.9%
Bangladeshi	1	0.1%
Black - African	67	6.9%
Black Caribbean	34	3.5%

Chinese	9	0.9%
Gypsy/Roma	3	0.3%
Indian	106	10.9%
Information Not Yet Obtained	3	0.3%
Other Gypsy/Roma	1	0.1%
Pakistani	41	4.2%
Refused	4	0.4%
Roma	1	0.1%
White - British	21	2.2%
White - Irish	1	0.1%
White and Asian	5	0.5%
White and Black African	11	1.1%
White and Black Caribbean	7	0.7%
Grand Total	976	100.0%

Staff:

- The ethnic profile of staff is shown below:

Ethnicity	Non-Teaching		Teaching		Total	
	No.	%	No.	%	No	%
Any other ethnic background	3	4%	3	4%	6	4%
Asian or Asian British, Any other Asian Background	7	8%	9	13%	16	10%
Asian or Asian British, Bangladeshi	0	0%	1	1%	1	1%
Asian or Asian British, Indian	6	7%	7	10%	13	8%
Asian or Asian British, Pakistani	3	4%	5	7%	8	5%
Black or Black British, African	3	4%	3	4%	6	4%
Black or Black British, Caribbean	4	5%	6	8%	10	6%
Mixed White and Asian	0	0%	1	1%	1	1%
Mixed, any other mixed background	0	0%	1	1%	1	1%
Mixed, White and Black African	2	2%	0	0%	2	1%
White, any other White Background	5	6%	13	18%	18	12%
White, British	17	20%	19	27%	36	23%
White, Irish	1	1%	1	1%	2	1%
Information Not Yet Obtained	33	39%	2	3%	35	23%
Grand Total	84	100%	71	100%	155	100%

6) Religion or belief

Learners:

- The religion or belief profile of learners is shown below:

<u>Religion</u>	<u>No</u>	<u>%</u>
Buddhist	6	0.6%
Christian	315	32.3%
Christian Brethren	1	0.1%
Christian Other	7	0.7%
Church of England	3	0.3%
Hindu	117	12.0%
Muslim	345	35.3%
No Religion	60	6.1%
Other Religion	64	6.6%
Refused	2	0.2%
Roman Catholic	27	2.8%
Sikh	5	0.5%
Information Not Yet Obtained	24	2.5%
Grand Total	976	100.0%

Staff:

- The staff includes members of a wide range of religions and those who identify as non-religious. The school does not routinely collect or hold this information, unless specifically requested by a member of staff.

7) Sex

The gender profile of learners and staff is shown below;

Learners:

<u>Gender</u>	<u>No.</u>	<u>%</u>
Female	424	43%
Male	552	57%
Total	976	100%

Staff:

	<u>Non-teaching</u>		<u>Teaching</u>		<u>Total</u>	
<u>Gender</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No</u>	<u>%</u>
Female	49	58%	38	54%	87	56%
Male	35	42%	33	46%	68	44%
Total	84	100%	71	100%	155	100%

7.a Sexual orientation

Learners and Staff:

- No data about the sexual orientation of staff or learners is collected or held by the school, unless specifically requested by a parent/carer, learner or member of staff.

8) Marriage and civil partnership

Learners:

- No data is collected or held by the school about parents'/carers' marital status, apart from the titles and names given for home contacts and information about whether letters home and reports are to be sent to two addresses, unless specifically requested by a parent/carer or learner.

Staff:

- No data is collected or held by the school about the marital status of members of staff, apart from the titles and names given on application forms and emergency contacts, unless specifically requested by the member of staff.

9) Pregnancy, maternity and paternity

Learners:

- The school works to support continuity of education for pregnant learners.

Staff:

- The school operates the council's policies for maternity leave, paternity leave and flexible working (reduced hours) which can be found in the staff handbook which is distributed to all staff.

Appendix 3 - Equality and Diversity Action Plan 2021/22

Impact/vision	Development Actions (with responsibility and date)	Who When	Actions to Embed and Review	Who When
<p>The school offers a curriculum that represents the diversity of its learners and of wider society</p>	<p>Embed opportunities to challenge stereotypes, identify positive contributions and highlight diverse voices across all subjects.</p>	<p>CP/SLT Summer 21 onwards</p>	<p>Conduct an audit of curriculum journeys and overviews against equality and diversity framework</p> <p>Meet with CTLs to introduce rationale behind audit and discuss ways to begin to:</p> <ul style="list-style-type: none"> • Identify opportunities for positive contributions from people of all backgrounds to be used to illuminate key concepts. • Identify opportunities across the curriculum to challenge stereotypes. • Identify opportunities to embed more diverse voices in our curriculum. <p>Support CTLs to communicate E and D rationale and vision to teaching staff in their faculties and to begin to embed actions above.</p> <p>Facilitate sharing of best practice across faculties and share expertise from the wider teaching community and diversity networks where appropriate.</p> <p>Collect, collate and report feedback from staff and learners relating to E and D in the curriculum to monitor impact thus far.</p> <p>Use feedback to inform a strategic plan to fully integrate E and D into all curriculum review and planning for 2022-2023</p>	<p>RB, CP and CTLs Summer/Aut umn 2021</p> <p>Audit per subject to be submitted by 21/11/21</p> <p>CP /CTLs Autumn 2021</p> <p>CP Spring 2022</p> <p>CP Sumer 2022</p> <p>CP Summer 2022</p>

<p>The school community effectively communicates the work it undertakes around equality and diversity; the school empowers staff and learners to contribute to this</p>	<p>Embed meaningful opportunities to celebrate diversity and amplify diverse voices through personal development opportunities , co-curricular clubs and whole school events.</p> <p>Recognise key dates and actively promote events related to equality and diversity</p>	<p>CP, KP, MRJ EJJ, MB,</p> <p>CP/KP/GC</p>	<p>Develop a holistic self-assessment framework and accompanying training for CTLs to enable them to benchmark their progress towards E and D curriculum objectives and develop targeted action in response to issues identified on an ongoing basis.</p> <p>Identify opportunities to mark dates and awareness opportunities related to E&D for the academic year 2021-2022</p> <p>September: European Day of Languages October: Black History Month October 10th: World Mental Health Day November 4th: Diwali December: Christmas January - Chinese New Year January - Tamil Heritage Month February - LGBTQ+ History Month March: International Women's Day April: Easter May: Eid ul Fitr June: Pride Month</p> <p>Review impact and response to whole school events and curriculum development via staff focus groups, learner voice and plan future events for Spring and Summer 2022 accordingly</p> <p>Ensure that key dates and events appear on the school calendar and are recognised in newsletters, the school website, Twitter and in briefings.</p>	<p>CP, KP, MRJ EJJ, MB, June 2021</p> <p>CP and MB, GC S Autumn/Spring/Summer 2021</p> <p>JF/ CP - April 2022</p> <p>SLT to continue to facilitate this throughout 21-22</p>
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	<p>Communicate the school's objectives and ensure all staff understand their role in advancing equality and diversity</p> <p>Ensure data relating to equality and diversity is easily available to all stakeholders; communicate how insight from this data informs actions.</p>	<p>SLT/CTL Ongoing</p> <p>SLT/CP</p>	<p>Ensure that displays reflect the school's commitment to equality and diversity by providing information about key dates and event.</p> <p>Facilitate opportunities for Learner Voice to engage with and lead on events relating to equality and diversity throughout 2021-2022 .</p> <p>Update Equalities Policy so that it reflects the vision and objectives outlined in this action plan.</p> <p>Ensure all staff have a baseline understanding of equality and diversity, the school's priorities and the obligations of the Equality Act 2010 through whole school staff training.</p> <p>Identify and facilitate opportunities for further training so that all staff feel equipped to contribute to the school's work around equality and diversity- this will include training in unconscious bias.</p> <p>Develop a model for recognising and rewarding members of the school community for their contributions related to E and D.</p> <p>Collect, collate, report and share feedback from staff to measure the extent to which staff feel willing and confident to engage in work around equality and diversity. Evaluate this feedback referring to Autumn 2020 survey and Spring 2021 focus group feedback</p>	<p>LS/CP June 2021</p> <p>CP Autumn 2021</p> <p>CP – January 2022</p> <p>CP Summer 2022</p> <p>CP Summer 2022</p> <p>MD/LS and SLT (ongoing) SLT</p> <p>SLT CP/LS</p>
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<p>Meaningful training and development opportunities are available and accessible to all staff; the school encourages all staff to take advantage of these opportunities</p>	<p>Fostering a positive working environment for all categories of staff in relation to learners.</p> <p>Facilitate a wide range of professional development opportunities and pathways for all staff</p>	<p>CP/KP</p> <p>CP/AC/RB/SLT ongoing</p>	<p>Ensure that data collected is highlighted to relevant staff in charge of these areas, so that they are able to implement interventions and actions based on insights from this data.</p> <p>Make relevant data available to all staff where possible and inform staff of the actions and interventions that have been informed by this data.</p> <p>Ensure the updated equalities policy includes actions linked to data collected and reflects the vision and objectives outlined in this action plan.</p> <p>Fact finding (Google Form) regarding some common issues that staff with protected characteristics might face in the workplace</p> <p>Audit the inclusivity of the school's existing CPD offer and levels of staff participation.</p> <p>Strengthen existing networks and identify new opportunities for collaboration and professional development. Ensure these opportunities are communicated to all staff.</p> <p>Promote networks which provide inclusive professional development opportunities, such as The Maternity Teacher Paternity Teacher Project and WomensEd.</p>	<p>CP/AC June 2021</p> <p>CP/SLT seconded (ongoing)</p> <p>CP January 2022</p> <p>CP March</p> <p>CP March 2021</p> <p>June/July 2021 RB/LS/JT - ongoing</p> <p>CP (ongoing)</p>
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<p>The school offer opportunities for all students to aspire and achieve and be successful in further education, fostering a good understanding of the current system for all protected categories</p>	<p>LM form to have a clear focus on Professional Development Opportunities for all staff (Stretch and Challenge rationale)</p>	<p>CP/SLT March 2021</p>	<p>Ensure line managers are aware of professional development opportunities available for those they manage and that they promote these to staff on a regular basis.</p>	<p>CP/SLT March 2022</p>
	<p>Creation of "Manual for the Future" that explains the UK educational system in jargon free language, to increase the cultural capital of our diverse cohort</p>	<p>CP/KP</p>	<p>Visioning exercise with SLT and a representative sample of Line Managers regarding how this might look. (form to include Professional Development opportunities – mentoring relationships, participation in WSR, observing LM, CTL, SAL meetings etc)</p> <p>Working group with AC/RB to develop a unitary vision across the school but also inclusion of NQT groups into this type of CPD</p> <p>Usage of new form with a sample of 1 or 2 Faculties. - Feedback to be collected.</p> <p>Review process of new form, using a larger "staff focus group" and or/questionnaire</p> <p>Whole staff presentation of initiative</p> <p>Meeting KP, AM, NC and RD to create and edit the material of the Manual for the Future elucidating the UK education system, Post 16 pathways, etc</p> <p>A copy of the manual to made available during Parent's evenings packs – virtual or in person (2022)</p> <p>CP to record an assembly style videos as a companion to the manual - to be made available on school website, Twitter etc</p>	<p>April 2022</p> <p>April 2022</p> <p>May/June 2022</p> <p>July 2022</p> <p>September 2022</p> <p>For September 2022</p> <p>July 2022</p>

