



Hawthorn  
Learning

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# Equal opportunities policy

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# 1. Purpose of the policy

## 1.1 Aims and objectives

Whole Human Education aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need 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 – between people who share a protected characteristic and people who do not share it

Our setting aims to promote respect for difference and diversity in accordance with our values.

The directors are committed to a policy of equality and aim to ensure that no employee, job applicant, student or other member of the setting community is treated less favourably on grounds of disability; age; race (including colour, nationality ethnic or national origin); religion and belief; sex, sexual orientation, marriage and civil partnership; pregnancy and maternity; gender reassignment. All members of the setting community, including visitors, are responsible for promoting the setting's Equal Opportunities Policy and are obliged to respect it and act in accordance with the policy. The setting promotes the principles of fairness and justice for all through the education that it provides in the setting. The setting seeks to ensure that, wherever possible, all students have equal access to the full range of educational opportunities provided by the setting.

The setting strives to constantly identify and remove any forms of indirect discrimination that may form barriers to learning for some groups by regularly assessing the impact of its policies, practices and guidelines.

The setting ensures that recruitment, employment, promotion and development opportunities are open to all. The setting challenges personal prejudice and stereotypical views whenever they occur.

The setting is aware that prejudice and stereotyping can be caused by misconception and by ignorance. Through positive educational experiences, and support for each individual's point of view, the setting aims to promote positive social attitudes and respect for all.

The setting values each person's worth, celebrating both people's individuality and the cultural diversity of the setting community, and shows respect for everyone. The setting and its staff strive to be proactive in tackling prejudice and unlawful behaviour.

All employees have a specific responsibility to operate within the boundaries of this policy. Any employee found to have breached this policy will be dealt with as a possible case of misconduct or gross misconduct under our disciplinary policy. Further, employees are warned that, under the Equality Act 2010, an individual can be held personally liable for his/her own acts of discrimination towards others, or where he/she knowingly helps another to commit an act of discrimination.

The setting seeks to ensure that the students and staff contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals.

## *1.2 Relevant legislation*

This document meets the requirements under the following legislation:

The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination

The Equality Act 2010 (Specific Duties) Regulations 2011, which require settings to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and settings.

## 2. Roles and responsibilities

### 2.1 Directors

The directors will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the setting, including to staff, students and parents
- Ensure that the published equality information is updated at least every year
- Promote knowledge and understanding of the equality objectives among staff and students
- Monitor success in achieving the objectives
- Ensure that the setting's policy on equal opportunities is implemented.
- Ensure that all staff are aware of the setting policy on equal opportunities and that these guidelines are applied fairly in all situations.
- Ensure that all appointments panels give due regard to this policy so that no one suffers discrimination.
- Promote the principles of equal opportunity when developing the curriculum and in providing opportunities for training.
- Promote respect for other people in all aspects of setting life;
- View all incidents of potentially discriminatory treatment with due concern.

### 2.2 Team members

All team members are expected to have regard to this document and to work to achieve the equality and diversity for all stakeholders.

Team members will:

- Aim to ensure that all students, parents and their colleagues are treated fairly and with respect. they will not discriminate against any child/young person, parent, member of staff or visitor and will actively seek to identify and remove indirect discrimination. Ignorance of what constitutes discrimination is not a defence.
- When selecting classroom materials, curriculum facilitators will strive to provide resources which promote positive images and which challenge stereotypes of minority groups.

- When designing activities, curriculum facilitators will pay cognisance to this Equal Opportunities Policy, both in the choice of topics to study and in how to approach sensitive issues.
- Challenge any incidents of prejudice or discrimination, and draw them to the attention of a member of the directors.

## *2.3 Students*

Students will:

- Be made aware of the policy and draw any incidents of prejudice or discrimination to the attention of a member of staff.
- Students will be encouraged to show respect, tolerance and understanding towards others and expected to demonstrate these important values in their interactions with others

## *2.4 Parents*

Parents will:

- Be made aware of the policy through the setting website and are expected to encourage their children to act appropriately
- Draw any incidents of prejudice or discrimination to the attention of a member of staff.
- Act in accordance with the setting policies on behaviour and equality

## *2.5 Visitors, contractors and third parties*

All visitors and contractors are required to adhere to the Equal Opportunities Policy.

# 3. Complaints

Any complaints concerning equality opportunities should be addressed, as appropriate, through the setting's complaints or grievance procedures.

## 4. Eliminating discrimination

Whole Human Education 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 are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training yearly.

The setting has a designated member of staff for monitoring equality issues,

## 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the setting 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. students with disabilities, or gay students 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 students to pray at prescribed times)

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of setting societies)

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

Analyse progress each academic year showing how students with different characteristics are performing to determine strengths and areas for improvement, and implement actions in response

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 students

## *5.1 Equal Opportunities in Recruitment*

Whole Human Education is committed to following the Safer Recruitment statutory guidance provided by Department for Education in 'Keeping Children Safe in Education' (September 2020). Recruitment and selection procedures and practices are regularly reviewed to ensure that no group is put at a disadvantage either directly or indirectly. In accordance with the spirit of this policy statement, employees are given an equal opportunity for career progression within the organisation. The aim of this policy is to ensure that no job applicant or employee is discriminated against on the grounds of gender, race, , disability, sexual orientation, religion or belief or age, or is disadvantaged by conditions or requirements which cannot be shown to be justified.

## *5.2 Equal opportunities in learning*

Every student has an equal entitlement to learn with curiosity and ambition, regardless of language, gender, race, disability, sexual orientation, religion or belief or age. Students should have equal access to a broad and balanced learning opportunities that will prepare them well for life beyond setting regardless of academic ability. Consequently, this policy should be read in conjunction with the Special Educational Needs Policy. Staff will actively encourage the breaking down of any traditional gender stereotyping.

The setting will monitor any careers advice or work experience placements provided by outside agencies with the aim of ensuring equal opportunities. All forms of individual and subject support, guidance, amenities and facilities, will be equally available to students regardless of gender.

Behaviour expectations will be free of any gender, sexual orientation, race or culture bias, religion and belief. curriculum facilitators will assess all materials and resources used for teaching and take appropriate action whenever possible to ensure that they reflect concepts, themes and information which seeks to eliminate prejudice, and any other form of discrimination. curriculum facilitators should try to ensure that all students feel that their language and culture is both acknowledged and valued. The setting actively encourages an ethos in which all students feel secure and valued



## 6. Race/ethnicity

The setting will: strive to eliminate all forms of racism (including against colour, nationality, ethnic or national origin) and racial discrimination promote equality of opportunity promote good relations between people of different racial and ethnic groups

The setting will not tolerate any form of racism or racist behaviour. Should a racist incident occur, it will be dealt with in accordance with setting procedures and logged accordingly.

The setting endeavours to be welcoming to all minority groups. The celebration and understanding of cultural diversity are promoted through the topics studied by the students and is reflected in displays, resources and events. Cultural diversity and respect for others are celebrated and reflected across the whole curriculum.

The setting will give students the understanding they need to recognise prejudice and reject racial discrimination. As part of the broad and balanced curriculum, the setting will ensure fundamental British values are promoted; giving students clear understanding of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

## 7. Disability

There is a general requirement in The Equality Act 2010 to make reasonable adjustments for those with disabilities. The setting is committed to meeting the needs of both staff and students with disabilities and will make reasonable adjustments to arrangements or practices to alleviate disadvantage. All reasonable steps will also be taken to ensure that students with disabilities are not placed at any disadvantage compared to students without disabilities in terms of access to student information and the setting curriculum. The setting will seek to provide an environment that allows students with disabilities full access (where reasonably practicable) to all areas of learning and opportunities afforded to all other students at the setting, including educational visits. curriculum facilitators will modify teaching and learning as appropriate for students with disabilities. For example, they may give additional time to complete certain activities or modify teaching materials or offer alternative activities where students are unable to manipulate tools or equipment.

## 8. Religion/belief

The setting respects the religious and spiritual beliefs and practices of all team members, students, parents and visitors and will comply with all reasonable requests relating to religious and spiritual observance and practice. This includes respect for lack of religion or belief, as in atheism.

## 9. Sexual orientation

The setting will make no assumption about the sexual orientation of any of the members of its community. In the curriculum, sexuality is taught within the context of loving relationships. Students' questions will be answered as they arise, honestly, factually and non-judgmentally. The setting will promote students' understanding and awareness of issues related to sexuality and sexual diversity. Through the curriculum and wider opportunities for students, sexual diversity will be celebrated and students will develop respect and tolerance. The setting will not tolerate any form of homophobia or homophobic behaviour. Should a homophobic incident occur, it will be dealt with in accordance with setting procedures and logged accordingly.

## 10. Age

Although education settings are exempt from some elements of the age related restrictions on age this is in relation to admissions, curriculum, assessment and other education related matters for students.

The setting respects people of all ages equally. All team members, parents, guardians, and visitors will always be treating with respect Where age impacts support needs, those will be fully accommodated without and practice

## 11. Training and Development

The setting will seek to:

- Enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status.
- Provide equal access to training and development opportunities for all staff, including part time, on the basis of their assessed training needs.
- Promote greater awareness of equal opportunities and the contribution that students, staff, directors and parents can make.
- Provide training to staff on equal opportunities to promote understanding of equalities legislation and the setting's and their responsibilities.

## 12. Fostering good relationships

The setting 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. For example, as part of teaching and learning in reading, students will be introduced to literature from a range of cultures.
- Working with our local community and organising setting trips and activities based around the local community
- Encouraging all students to participate in the setting's activities, such as sports clubs. 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

## 13. Equality considerations in decision-making

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

- Cuts across any religious holidays
- Is accessible to students with disabilities
- Has equivalent facilities for all genders.