



2025-2026

Hampstead Fine Arts

Equal Opportunities Policy

At Hampstead Fine Arts College we are committed to giving all our young people every opportunity to achieve the highest of standards. We do this by taking account of students' varied experiences and needs. We aim to give students an enjoyable and successful experience of Hampstead Fine Arts Lower School and/or College in a friendly environment with small classes and high-quality teaching and pastoral care. We encourage students to search for their own answers, to voice their opinions, to think critically, creatively and independently. We value academic and creative achievements equally. We aim for students to leave us not only with good examination results but also with enthusiasm for the future and new confidence about themselves and their education. The College ethos is designed to foster respect, challenge prejudice, and develop an imaginative and informed attitude.

This policy is intended to help to ensure that this College promotes the individuality of all young people, irrespective of ethnicity, religion, attainment, age, disability, gender or background. This policy accords with the Equality Act (2010).

Aims and objectives

Protected characteristics are the nine groups protected under the Equality Act 2010. The College does not discriminate against anyone, be they staff or student or parent/carer, on the grounds of Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Race, Pregnancy and Maternity, Religion and Belief, Sex and Sexual Orientation.

We promote the principle of fairness and justice for all through the education that we provide in our College. We recognise that doing this may entail treating some students differently.

We seek to ensure that all students have equal access to the full range of educational opportunities provided by the College. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups. We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.

We challenge personal prejudice and stereotypical views whenever they occur. We value each student's worth, we celebrate the individuality and cultural diversity of the community centred on our College, and we show respect for all minority groups.

We are aware that prejudice and stereotyping can be caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

Racial equality

All College staff strive to eliminate all forms of racism and racial discrimination, promoting good relations between people of different racial and ethnic groups.

It is the right of all students to receive the best education the College can provide, with access to all educational activities organised by the College. We do not tolerate any form of racist behaviour. Should a racist incident occur, we will deal with it in accordance with College procedures. We endeavour to make our College welcoming to all minority groups.

Disability non-discrimination

At certain points it is reasonable to expect that some students in our College will have disabilities. We are committed to meeting the needs of these young people, as we are to meeting the needs of all within the College. All reasonable steps are taken to ensure that these young people are not placed at a disadvantage compared with non-disabled young people. Academic staff modify teaching and learning as appropriate for young people with disabilities. Such provision will be planned in close consultation with parents/carers and appropriate outside agencies.

Gender equality

In our College we avoid introducing any influences which encourage stereotypical gender differences. We also ensure that all young people are viewed equally and that no advantage is given in any part of school life on the basis of gender. The daily organisation of the College can unwittingly reinforce gender stereotypes and to counter this, the following action is taken:

All staff should endeavour to avoid any organisational procedures which involve gender differentiation as this may appear to legitimise this in the eyes of the young people. With this in mind:

- All College lists should be alphabetical with no separation by gender
- All space, facilities and equipment in the school should be available to all genders.
- Staff should be aware that their actions can reinforce gender expectations

Learning Environment Organisation and Interaction

Within the wide variety of learning environments in the College, academic staff should be aware of the numerous ways in which they contribute to students' perceptions of gender role. They should be alert to these possibilities and be able to stand back and review their practice. In doing so they should consider the following courses of action:

- The allocation of young people to groups for practical activities should be without gender bias
- Having the same behavioural expectations for both sexes, both in presentation of work and the manner in which they act
- Through keen observation and raised awareness to aurally monitor interaction between teacher and student, and between students for instances of gender bias and to intervene to

point this out thereby raising the awareness of the young people.

The role of Governors

The governing body is committed to equal opportunities, and it will continue to do all it can to ensure that all members of the College community are treated both fairly and equally.

The governing body analyses and evaluates Admissions, Exclusions, Retention and Achievement data to check that all students are making the best possible progress, and that no group of students is underachieving. They are also appraised of the feedback from student and parent questionnaires.

In addition, the governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at the College. They also take all reasonable steps to ensure that the College environment properly accommodates people with disabilities and, in its annual report, make reference to arrangements for disabled students.

The governors welcome all applications to join the school, whatever background or disability a young person may have and ensure that no young person is discriminated against whilst in the College on account of their sex, religion or race.

The role of the Principal and the Head

It is the role of the Principal and the Head to implement the College's policy on equal opportunities, with the support of the governing body. In addition, the Principal and the Head will make sure that all staff are aware of the College policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

The Principal and the Head will also ensure that all appointment panels give due regard to this policy, so that no one is discriminated against and promote the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

The Principal and the Head will promote respect for other people in all aspects of College life and view all incidents of unfair treatment, and any racist incidents, with due concern.

The role of all staff

All staff recognise their own prejudices but will ensure that all students are treated fairly and with respect. We do not knowingly discriminate against any student. When selecting learning materials, academic staff strive to provide resources which give positive images, and which challenge stereotypical images of minority groups. We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues.

All our staff challenge any incidents of prejudice or racism and report any incidents to the relevant senior leader.

Monitoring and review

It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- Monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school
- Monitor the staff appointment process, so that no one applying for a post at this school is discriminated against
- Require the Senior Leadership Team to report to governors at set intervals on the effectiveness of this policy
- Take into serious consideration any complaints from parents, staff or students regarding equal opportunity
- Monitor the College's behaviour policy, and the numbers of exclusions, to make sure that students from minority groups are not unfairly treated

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Reviewed by: JC