



HAMPSTEAD
FINE
ARTS
COLLEGE



2026-2027

Hampstead Fine Arts College

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 College in a friendly environment with small classes, 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 ensure that the College promotes the individuality of all young people, irrespective of race, religion or belief, attainment, age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, marriage or civil partnership, or background. This policy accords with the Equality Act 2010 and should be read in conjunction with the Child Protection and Safeguarding policy, reflecting KCSIE 2026 guidance.

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, student, parent or carer, on the grounds of age, disability, gender reassignment, marriage and civil partnership, race, pregnancy and maternity, religion and belief, sex or sexual orientation.

For the purposes of the Equality Act 2010, the protected characteristic of **sex refers to biological sex. Gender reassignment is a separate protected characteristic** under the Equality Act 2010.

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, celebrate the individuality and cultural diversity of the community centred on our College, and 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.

Sex equality

In our College we avoid introducing influences which encourage stereotypical assumptions based on sex. We ensure that all young people are treated fairly and that no unjustified advantage or disadvantage is given on the basis of sex.

The daily organisation of the College can unwittingly reinforce sex stereotypes and, to counter this, the following action is taken:

- All College lists should be alphabetical, with no unnecessary separation by sex.

- Staff should avoid organisational procedures which involve unnecessary differentiation on the basis of sex.
- The College will provide access to facilities, equipment and activities in accordance with the law and the College's safeguarding, welfare and risk-assessment arrangements.
- Staff should be aware that their actions and language can reinforce stereotypical expectations relating to sex and should seek to challenge inappropriate stereotyping.

Gender reassignment and gender questioning

The College respects the dignity and individuality of every student. Students who are considering, undergoing or have undergone gender reassignment are protected from discrimination, harassment and victimisation in accordance with the Equality Act 2010.

Where a student is questioning their gender, the College will respond sensitively and appropriately, taking account of the individual circumstances of the student and the College's safeguarding, pastoral and welfare responsibilities.

The College will have regard to current statutory guidance and relevant legal requirements when making decisions concerning students who are questioning their gender. Any decisions concerning names, pronouns, records, facilities, activities or other aspects of College life will be considered in the context of the College's legal, safeguarding and welfare responsibilities.

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 may contribute to students' perceptions. 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 undertaken fairly and without unjustified sex bias.
- Behavioural expectations should be consistent for students irrespective of sex, both in the presentation of work and in the manner in which they act.
- Through keen observation and raised awareness, staff should monitor interaction between teachers and students, and between students, for instances of prejudice, stereotyping or discrimination relating to sex, and intervene appropriately to challenge such behaviour.

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 College, 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 belief, race, disability, sexual orientation, gender reassignment or any other protected characteristic.

The role of the Principal

It is the role of the Principal to implement the College's policy on equal opportunities, with the support of the governing body.

In addition, the Principal 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 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 providing opportunities for training.

The Principal will promote respect for other people in all aspects of College life and view all incidents of unfair treatment, discrimination, harassment or prejudice, including 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 incidents of prejudice, discrimination or racism and report any incidents to the relevant senior leader in accordance with College procedures.

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 College.
- Monitor the staff appointment process, so that no one applying for a post at the College 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.

August 2026

Reviewed by: JC