



Inclusion Hampshire Equality Duty

What is the Equality Act 2010?

The Equality Act 2010 covers all aspects of school* life to do with how a school treats pupils and prospective pupils, parents and carers, employees, and members of the community. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. In particular, a school must not discriminate, harass or victimise a pupil or potential pupil in relation to:

- Admissions.
- The way it provides education for pupils.
- How it provides pupils access to any benefit, facility or service.
- Excluding a pupil or subjecting them to any other detriment.

What actions and behaviours are unlawful under the Act?

The Act defines a number of types of unlawful behaviour, including:

- Direct discrimination.
- Indirect discrimination.
- Failing to make reasonable adjustments for disabled pupils or staff.
- Discrimination arising from disability.
- Harassment related to a protected characteristic.
- Victimisation of someone because they have made, or helped with, a complaint about discrimination.



1

2

Protected characteristics

The Act uses the term “protected characteristics” to refer to aspects of a person’s identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- Age.
- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Public Sector Equality Duty

Since April 2011, schools have also been bound by a part of the Equality Act 2010 called the Public Sector Equality Duty (also known as the PSED or simply the “Equality Duty”).

The new Equality Duty has two parts: the “general” duty and “specific” duties. The general duty is the overarching legal requirement for schools and means they must consider how

¹ * for the purpose of this document, ‘School’ refers to Inclusion College and ‘pupils’ to our students



their policies, practices and day-to-day activities impact on pupils and staff. Schools are required to have “due regard” to the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

There are two specific duties for schools aim to assist them to meet the general duty.

These are:

- To publish information to show how they are complying with the Equality Duty. This must be updated at least annually.
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

Inclusion Hampshire Equality Objectives 2020- 2024:

In Relation to Teaching and Learning

- Educate all about discrimination and prejudice and promote a harmonious environment.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum
- To promote spiritual, moral, social and cultural development and understanding through a rich range of experiences both in and beyond the Provisions.

In Relation to Achievement

- Strive for all learners regardless of ethnicity, age, gender and ability to make progress in all aspects of their learning and personal development
- To ensure that all ‘vulnerable’ learners achieve targets

In Relation to Leadership and Management

- Ensure the appointment of all staff is in line with equal opportunities legislation



- To continually consider how well the organisation ensures equality of opportunity for all its learners
- To ensure all new and existing policies and procedures take account of our commitment to achieving equality

Inclusion Hampshire Targets:

- By July 2023, 90% of the staff will feel confident in responding effectively to prejudice-related bullying, as shown by the annual staff survey.
- By the end of the 2023/ 24 school year, 100% of learners will feel they have received support and education in challenging bullying, prejudice and discrimination, as shown by end of year learner surveys
- The future outcomes of all learners with barriers to learning will be achieved, with 90% of learners securing a destination in mainstream, further education, employment or training by August 2024