



# EQUAL OPPORTUNITIES POLICY (Students)

**Policy area:** 6 – Professional

**Date established:** 09/03/2018

Date last revised: 21/11/18

**Date of next revision:** 21/11/2019

This policy will be reviewed in full by the Head of School on an annual basis, or more frequently if there are changes in policy or circumstance. It is due for review in November 2019.

## Signed

Daniel Jones, Chair of Advisory Board

Date: 21/11/18

Rose Threlfall  
Head of School

Date: 21/11/18

## General

The School will not unlawfully discriminate against students or prospective students on grounds of their (or their parents') age, race, nationality, ethnic or national origin, disability, religion or belief, sexual orientation or gender reassignment.

ICS is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive and secure environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximise their potential regardless of age, race, nationality, ethnic or national origin, disability, religion or belief, sexual orientation or gender reassignment. We endeavour to promote positive relationships with students, faculty, parents, Advisory Board members and members of the wider community.

The School aims to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. It seeks to remove, as far as reasonably possible, any barriers to access, participation, progression, attainment and achievement.

We aim to:

- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- provide positive non-stereotyping information about different groups of people regardless of age, race, nationality, ethnic or national origin, disability, religion or belief, sexual orientation or gender reassignment;
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- involve stakeholders (members of faculty, students etc) in the development, review and evaluation of all policies, procedures and practices;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- have high expectations of behaviour which demonstrates respect to others.

In particular, it is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying;
- deal effectively with all incidents from overt name-calling to the subtler forms of victimisation caused by perceived differences;
- identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- promote equality and good relations and not discriminate on grounds of age, race, nationality, ethnic or national origin, disability, religion or belief, sexual orientation or gender reassignment;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

## Admissions

The School will treat every application in a fair and open-minded way. (The School's admissions policy is available on the School website.)

## Education

We recognise our responsibility to ensure positive attitudes to diversity and difference, not only so that every student is included and not disadvantaged but also so that they learn to value diversity in others and grow up making a positive contribution to society. We understand the importance of

providing a challenging and enjoyable programme of learning and development and we make reasonable adjustments to enable students with disabilities are able to participate in our programmes of learning.

All students are encouraged to have respect for other students, irrespective of their gender, race, ethnic or national origin, disability, religious belief, sexuality or gender reassignment. Positive attitudes are fostered towards all groups in society through the PHSE and Wellbeing curriculum and the ethos of the School. Students are encouraged to question assumptions and stereotypes. Efforts are made to recognise and be aware of the possibility of bias, so that this can be eliminated in both the School's teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum so as to avoid stereotypes.

## Special Educational Needs (SEN) and Disability

We are an inclusive school and strive to ensure that:

- students with disabilities and special educational needs participate as fully as possible in all the activities of the School; and
- the School's curriculum, ethos, culture, policies, procedures and facilities are accessible to all our students.

Where the School becomes aware of special educational needs and/or disability of a student, the School will do all that it reasonably can to assist the student whilst at the School.

The School has an on-going duty to make 'reasonable adjustments' for disabled students to ensure that they are not placed at an unfair disadvantage compared with other students. This covers all aspects of School life (for example the curriculum, classroom organisation, timetabling, access to facilities, clubs and trips).

Reasonable adjustments may typically include:

- making suitable arrangements for a child who is partially sighted to independently navigate the buildings and stairs, access programme materials and examination session.
- allowing extra time and a separate examination room for a child with Special Educational Needs to complete examinations and coursework.

The School has an Accessibility Plan (in accordance with Schedule 10 to the Equality Act 2010), which is available on the School's website.

## English as an Additional Language (EAL) - Admissions and EAL Support

The School provides additional support to children whose first language is not English. For further details, please see the EAL admissions criteria on our web site. Where a student requires short term assistance to improve their English Language competencies, this will be discussed during the admissions process

### **SUPPORTING EQUALITY AND DIVERSITY AT ICS**

Some of the ways in which we support equality and diversity are set out below:

Admissions:

- The School expressly promotes equality and diversity
- We advertise our school widely
- We reflect the diversity of members of our society in our publicity and promotional materials
- We provide information in clear, concise language, whether in spoken or written form
- We have in place policies to ensure Child Safeguarding, Behaviour and Anti-bullying, Equal Opportunities and PSHE Schemes of Work
- We provide information in as many languages as possible if needed
- We base our admissions policies on fair systems
- We do not discriminate against a child with a disability or refuse a child entry to the School because of any disability
- We develop action plans to ensure that people with disabilities can participate successfully in the services offered by the School.

Employment:

- Post are advertised and all applicants are judged against explicit and fair criteria
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service, regardless of age, race, nationality, ethnic or national origin, disability, religion or belief, sexual orientation or gender reassignment. This ensures fairness in the selection process
- All job descriptions include a statement which requires staff to be aware of and comply with the school's policies and procedures relating to equal opportunities and Code of Professional Conduct
- We believe the application process to be fair and accessible.
- Further information can be found in the Equal Opportunities policy (Staff), which is available in our Staff HR Handbook

Training:

- We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish
- We ensure that during the appointment process all new staff are provided with the Equal Opportunities policy and Code of Professional Conduct with the aim of ensuring that all staff are aware of their responsibilities and the ICS stance.

Activities:

- The School ethos and activities in school encourage children to develop positive attitudes to people who are different from themselves. We will work to encourage children to empathise with others
- We make children feel valued and good about themselves
- We ensure that children have equality of access to learning, reflecting the widest possible range of communities in the choice of resources
- We avoid stereotypes or derogatory images in the selection of materials
- We celebrate a wide range of festivals
- We create an environment of mutual respect and tolerance
- We help children to understand that discriminatory behaviour and remarks are unacceptable

- We ensure that the activities offered are inclusive of children with special educational needs and children with disabilities
- We ensure that children whose first language is not English have full access to the activities and are supported in their learning and play.

#### Valuing Diversity in Families:

- We welcome the diversity of family life and work with all families
- We encourage parents/carers to take part in the life of the School and to contribute fully
- For families who have a first language other than English, we value the contribution their culture and language offer
- We offer a flexible payment system for families of different means.

#### Food:

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met, for example through the Student Councils
- We help children to learn about a range of food, cultural approaches to mealtimes and eating and to respect the differences among them.

#### Other Relevant Policies:

The School has an Accessibility Plan found on the web site.

#### **The legal framework for this policy is:**

Race Relations Act 1976;

Race Relations Amendment Act 2000;

Sex Discrimination Act 1986

Children Act 1989;

Equality Act 2010; and

Code of Practice for Special Educational Needs and Disability 2014.

#### **Non Statutory Advice**

The Equality Act 2010 and Schools, DfE, May 2014

# EQUAL OPPORTUNITIES POLICY

## (Staff)

**Policy area:** 6 – Professional

**Date established:** 22/09/2014

**Date last revised:** 21/11/18

**Date of next revision:** 11/2019

This policy will be reviewed in full by the Advisory Board and Head of School on an annual basis, or more frequently if there are changes in policy or circumstance. It is due for review in October 2019.

### Signed

Daniel Jones, Chair of Advisory Board

Date: 21/11/18

Rose Threlfall, Head of School

Date: 21/11/18

## Overview and Purpose

### Policy statement

The School is an equal opportunities employer.

In order to promote an environment within which the school can call upon the widest possible range of knowledge, skill and experience, as well as ensuring compliance with the relevant legislation and codes of practice, we are committed to achieving and maintaining a workforce which represents the population within our recruitment area in terms of race or colour, nationality or national or ethnic origins, religion or belief, sex, sexual orientation, pregnancy or maternity, marital or civil partnership status, gender reassignment, age, and disability (together known as "Protected Characteristics").

## Applicability

This policy applies to all staff, the Advisory Board members, volunteers and visitors

To this end, we shall regularly review the operation of our recruitment, promotion, and training and development policies to ensure that no applicant for employment or member of staff is disadvantaged by conditions or requirements which cannot be shown to be justifiable.

No employee or prospective employee will receive unfair or unlawful treatment on the grounds of a Protected Characteristic, because they are perceived to have a Protected Characteristic or because they are associated with someone who has a Protected Characteristic, in particular but not only, in relation to:

- Recruitment and selection;
- Promotion, transfer & training opportunities;
- Benefits, terms and conditions of employment;
- Grievance and disciplinary procedures;
- Termination of employment including redundancies;
- Conduct at work; and
- Procedures ensure fair and equitable treatment in relation to admission and assessment of students.

The principles of non-discrimination and equality of opportunity also apply to the way in which staff must treat visitors, students, parents, suppliers and former members of staff.

## Implementation

The School, with the assistance of the staff, will:

- Break down any barriers to equality of opportunity which may prevent staff members realising their full potential or accessing benefit;
- Advertise vacancies and ensure job selection criteria are appropriate for the job;
- Promptly and fully investigate all complaints of discrimination and harassment, taking appropriate action where necessary;
- Ensure that all members of staff are fully informed and trained on this Policy;
- Monitor the composition of the School and the effects of its recruitment practices;
- Existing procedures are reviewed and examined to ensure they are not discriminatory in their operation; and
- Language used in official communication reflects the letter and spirit of the policy.

## Recruitment and Selection

The staffing process is governed by the School's principles of non-discrimination and its Safer Recruitment policy and is designed to achieve the best match between, on the one hand, the individual's knowledge and skills, experience and character and, on the other hand, the requirements of the vacant post, recognising the need for flexibility to respond to changing conditions. Furthermore:

- The capability of the individual to perform in the position will be the major selection criterion but the ability both to work with others and to be trained, coupled with individual potential will be taken into account;
- All applicants will be dealt with courteously and as expeditiously as possible;
- Carefully selected and validated skills and/or psychometric tests may be used as part of the selection process and will, where appropriate, be administered by a trained tester; and
- Appointments will be confirmed on receipt of satisfactory references and DBS checks (and in the absence of prohibition orders) and/or medical report and/or satisfactory completion of a probationary period of six months.

## Disability or Learning Differences

If you have a learning difference (e.g. dyslexia) are disabled (e.g. hard of hearing) or become disabled, we encourage you to tell the School at interview or if you are in School, your line manager, Principal or the HR department, about your condition so that we can support you as appropriate.

A disability or learning difference itself will not of itself justify the non-recruitment of an applicant for a position at the School. Such reasonable adjustments to the application procedures shall be made, as are required, to ensure that applicants are not disadvantaged because of their learning difference/disability. For example, where written tests/presentations are used, alternative arrangements will be made for applicants who are visually impaired.

If you experience difficulties at work because of your learning difference/disability, you may wish to contact your line manager, Principal or the HR department to discuss any reasonable adjustments that would help overcome or minimise the difficulty. Your line manager, Principal or HR department may wish to consult with you and your medical adviser about possible adjustments and you may be required to give your consent to a report being produced about your state of health and ability to perform your duties. We will consider the matter carefully and try to accommodate your needs within reason. If we consider a particular adjustment would not be reasonable we will explain our reasons and try to find an alternative solution where possible. Once an adjustment has been made its operation may need to be reviewed at agreed intervals, to assess its continuing effectiveness.

The School will make such adjustments to work arrangements or School premises as are reasonable to enable a staff member with disabilities and/or learning differences to carry out his or her duties. This will include, but is not limited to, consideration of the provision of specialist equipment, job redesign, and flexible hours.

Where during the course of their employment a member of staff with disabilities and/or learning difficulties recognises their need for a reasonable adjustment to be made to work arrangements or School premises, he or she should discuss this requirement with their line manager or Principal, who will defer to the HR and Head of School for advice. The School has a Disability Equity Scheme Officer in the primary and secondary school who work to ensure that the School is as inclusive as possible with regards to its treatment of staff and students.

## Dignity at Work

You should not engage in any behaviour or conduct which may amount to harassment of another person, during the course of your work. Harassment of any kind is regarded as a disciplinary offence and in serious instances may lead to instant dismissal.

**Harassment** may take the form of unwanted conduct which is related to a relevant Protected Characteristic which is perceived as affecting an employee's dignity at work. It may also take the form of unwanted conduct towards someone based on their appearance or other personal characteristics which is perceived as affecting their dignity at work. It is not only unwanted physical contact, assault or propositions; it includes suggestive remarks or gestures, pin-ups, graffiti, offensive comments, jokes and banter. Harassment may include bullying, intimidation, persistent teasing or constant unfounded criticism of the performance of work tasks, unfair allocation of work and responsibilities, or exclusion from normal work place conversation. It may be directed towards one individual or a group. A single incident can amount to harassment if sufficiently grave.

**Bullying** is repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could reasonably be regarded as undermining the individual's right to dignity at work. An isolated incident of the behaviour described in this definition may be an affront to dignity at work but as a one-off incident is not considered to be bullying. A key characteristic of bullying is that takes place over a period of time. It is regular and persistent inappropriate behaviour which is specifically targeted at one employee or a group of employees. It may be perpetrated by someone in a position of authority, by employees against a manager or by employees in the same grade as the recipient. Bullying may include, constant humiliation, ridicule, belittling efforts (often in front of others), verbal abuse (including shouting), use of obscene language and spreading malicious rumours, showing hostility through sustained unfriendly contact or exclusion, inappropriate overruling of a person's authority, reducing a job to routine tasks well below the person's skills and capabilities without prior discussion or explanation, persistently and inappropriately finding fault with a person's work and using this as an excuse to humiliate the person rather than trying to improve performance, and constantly picking on a person when things go wrong even when he/she is not responsible.

## Responsibility as an employee

- Employees have the responsibility to help maintain a working environment in which the dignity of all individuals is respected.
- Employees must comply with this Dignity at Work Policy and ensure that their behaviour does not cause offence to fellow workers, or any person with whom they come into contact, during the course of their work.
- Employees should discourage bullying and harassment by objecting to inappropriate behaviour.
- Employees should inform their line manager if they are concerned that a colleague is being bullied or harassed.

### How do I know if I am being bullied or harassed?

The definitions are explained above. Remember that complaints relating to any aspects of your terms and conditions of employment or an instruction issued to you by your line manager should be processed under the School's grievance procedure.

### Procedure

- If you consider that you have been the recipient of unwanted conduct amounting to harassment, during the course of your work, it is open to you to try to resolve the problem informally with the other person, either face to face or in writing. Sometimes the person concerned may be genuinely unaware that his or her behaviour is unwelcome and causing distress. An informal discussion is often sufficient to alert the person to the effects of his or her behaviour and can lead to greater understanding and an agreement that the behaviour will stop. If this is not appropriate, or has not been successful, you may raise a grievance in accordance with the procedure in this Handbook. All such grievances will be dealt with sensitively and in confidence as far as reasonably practicable to progress the complaint. Both during the investigation of the complaint and afterwards (whatever the outcome), consideration will be given to ensuring that you and the alleged harasser are not required to work together against your wishes.
- If you consider that you have been subject to discrimination, of any form, you should inform the Principal or Head of School or your line manager.
- The School will seek to ensure that you are not in any way penalised whether directly or indirectly for bringing a complaint and the situation will be monitored to ensure that the harassment has stopped.
- False or malicious allegations will be treated as a disciplinary offence. Retaliation against a member of staff who complains of harassment can be expected to lead to disciplinary action.

#### The legal framework for this policy:

- [Race Relations Amendment Act 2000](#);
- [Sex Discrimination Act 1986](#)
- Children Act [1989](#) and [2004](#)
- [The Children and Young Person Act 2008](#)
- [Equality Act 2010](#); and
- [Special Educational Needs and Disability Code of Practice: 0 – 25, January 2015](#)

#### Non Statutory Advice

- [The Equality Act 2010 and Schools, DfE, May 2014](#)