



THE AMERICAN SCHOOL IN ENGLAND

# Single Equalities Policy

The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.

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Agreed by:

Head of School	Chair of the Board
Bryan Nixon	David King
25 September 2023	25 September 2023

TASIS England is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

## 1. Introduction

1.1. TASIS England is committed to promoting equality of opportunity for all members of its community and values the rich diversity and creative potential that students from different backgrounds, skills and abilities bring to the school. TASIS England is opposed to any form of discrimination, harassment or bullying on the grounds of any 'protected characteristic' as defined within the Equality Act 2010 and aims to create an environment where all students and their families, faculty and staff are treated with dignity, respect and equity with regard to their 'protected characteristics'.

1.2. This Single Equalities Policy sets out how TASIS England meets these aims and complies with its equality duties under the requirements of [the Equality Act 2010](#) and draws upon the Department for Education (DfE) guidance '[The Equality Act 2010: Advice for schools](#)' (2014). All members of the TASIS England community are expected to comply with this policy. TASIS England seeks to encourage greater awareness of its aims, policies and procedures in relation to equal opportunities and will provide information and training as required. For purposes of this document, the term 'Board of Directors' is deemed to have the same meaning as 'Proprietor' in accordance with the [Education \(Independent Schools Standards\) Regulations 2014](#) (ISSR) and may be used interchangeably.

1.3. Legal Context: The Equality Act 2010 (inclusive of Schedule 10); The Public Sector Equality Duty 2011; The Race Relations Act 1976; The Race Relations Amendment Act 2000; The Sex Discrimination Act 1986; The Children Act 1989; The Children Act 2004; The Children and Families Act 2014; The Special Educational Needs and Disability Act 2001; The Education (Independent School Standards) (England) (Amendment) Regulations 2014, Keeping Children Safe in Education (September 2023).

1.4. Related Documents – available on our [school website](#) or upon request from the School office:

- Accessibility Plan 2021-2024
- Admissions Policy;
- Anti-Bullying (Counter-Bullying) Policy
- Behaviour Management, Discipline and Sanctions Policy;
- Personal, Social, Health & Economic Education (PSHEE) Policy;
- Faculty and Staff Behaviour Policy (Code of Conduct);
- Safeguarding Children Child Protection Policy (which includes the Safer Recruitment Policy);
- Race Equality Policies.

## 2. Aims of the Policy

2.1. This policy exists in order to ensure that all the provisions of relevant equality laws, and the recommendations of associated codes of practice, are fully observed throughout all areas of TASIS England. Our duties under the Equality Act 2010 include dealing with issues related to students with special educational needs and/or disabilities and identifying and making reasonable adjustments for ~~these~~ students where applicable. The school aims to create a learning environment free from all forms of discrimination, victimisation or harassment. Our key objective is for students, faculty, and staff to be full participants in our school community. Our aims and objectives reflect the requirements of our duties and to have due regard to the following:

- Improve curriculum inclusivity for all students, considering diverse backgrounds and abilities.

- Promote equal opportunities for individuals with disabilities and from diverse social, cultural, and economic backgrounds.
- Eliminate unlawful discrimination, including disability, race, gender, age, religion, sexual orientation, or any protected characteristic.
- Actively prevent harassment based on characteristics or backgrounds of individuals of minoritised or marginalised groups.
- Foster positive attitudes towards all within our diverse community.
- Encourage participation and value the contributions of individuals of minoritised or marginalised groups in public life.
- Ensure equal access to our curriculum, school culture, activities, programs and services for all students.
- Value and celebrate the unique abilities and backgrounds of all students, faculty and staff.
- Cultivate a positive attitude towards diversity, and inclusion within our community.
- Address the needs of individuals with disabilities through reasonable adjustments, accommodations, and overall accessibility to school life and culture.

### 3. Definitions

#### 3.1. Discrimination:

As defined by the Equality Act 2010 discrimination is considered the treating one person less favourably than another on the grounds of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability, marital status, sexual orientation or gender identity.

#### 3.2. Harassment

Any unwanted conduct which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It can be persistent or isolated and includes behaviour which induces anger, stress, anxiety, fear or sickness on the part of the person being harassed. It can be physical, verbal, direct or indirect and can include gestures, intimidation, unwelcome remarks, suggestions, propositions, malicious gossip, jokes and 'banter'. In addition, non-verbal harassment can include offensive literature, pictures, graffiti, isolation, non-co-operation or unwelcome physical conduct.

The school will not tolerate any form of harassment or bullying: such behaviour is totally unacceptable and TASIS England looks to support any student or employee who is suffering from harassment. The school strives to provide a working environment within which no-one feels threatened or intimidated.

#### 3.3. Victimisation:

The action of treating someone less favourably due to their engagement in a 'protected act,' such as making a discrimination claim, assisting in a claim, alleging a breach of the Equality Act 2010, or any other action related to the Act.

#### 3.4. Unwanted Behaviour:

If you feel that you have been discriminated against, harassed or victimised in breach of the principle of equal opportunities set out above, and the Equality Act, you are entitled to complain using the procedures set out below.

### 3.5. Disability:

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to day activities. – Equality Act 2010.

## 4. **Schedule 10 of the Equality Act 2010**

4.1. Schedule 10 of the Equality Act 2010 requires the Directors of TASIS England to have an Accessibility Plan, in writing, which is kept over a three-year prescribed period. The Accessibility Plan provides the following:

- Allows for improvements to the physical environment of the school for the purpose of increasing the extent to which students with disabilities are able to take advantage of education and benefits, facilities or services provided or offered by the school; and
- Improving the delivery of information to students with disabilities which is readily accessible to students who are not disabled. The delivery must be within a reasonable time and in ways which are determined after taking account of the students' disabilities and any preferences expressed by them or their parents.

4.2. The Accessibility Plan must be implemented by the TASIS England Board of Directors and needs to have regard to the allocation of adequate resources for implementing the plan. The plan must be kept under review during the period, and, if necessary, be revised. See the TASIS England [policy page on the school website](#) to see the latest TASIS England Accessibility Plan.

## 5. **Additional Needs (Special Educational Needs) and Disability**

5.1. The TASIS England Board of Directors has a proactive approach in ensuring that there is no discrimination against disabled students in the provision of education and associated services at TASIS England and in respect of admissions and exclusions. Our Learning Support and SEN procedures and practices are available upon request from the school office.

## 6. **Guiding Principles**

6.1. TASIS England is firmly committed to fostering equity and inclusion among all its members, as emphasised by our School Mission. To achieve this, we actively take measures to promote students' understanding and appreciation of racial and cultural diversity, while also encouraging them to reject, oppose, and proactively combat racism. At the core of our school community lies the fundamental belief that every individual, irrespective of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability, sexual orientation, or gender identity, holds equal value.

6.2. In order to ensure that our school community is one in which these values flourish, TASIS England is guided by the following principles in relation to equality:

- **Personal, Social, Health, Economic Education (PSHEE):** PSHEE education is essential in fostering students' personal development, social skills, and an understanding of health and wellbeing. Integrating equality principles into this curriculum can help students develop the principles, values and skills necessary for a diverse and inclusive society.
- **Social, Moral, Spiritual, Cultural (SMSC) Education:** SMSC education is critical for students' moral

and spiritual development, as well as their understanding of different cultures and beliefs. Incorporating equality principles here can help students appreciate diversity and become compassionate, open-minded, empathetic global citizens.

- 6.3. Principle 1: All learners are valued, and their contributions recognised:** Learners are supported and encouraged to maximise their potential and to contribute fully to all areas of school life. Contributions are regularly recognised through regular verbal and written feedback by teaching staff, and on a larger scale, through end-of-term prizes which include academic, theatrical, dramatic, and sporting achievement, as well as dedication to the school qualities of Excellence, Respect, Courage and Perseverance.
- 6.4. Principle 2: Diversity is recognised and respected:** Treating people with respect and consideration, in accordance with Principle 1, does not necessarily mean that everyone should be treated identically. All members of the school (whether of the student body, faculty or staff members) deserve to be treated with dignity and respect and with a sensitive understanding of their religious, cultural and racial differences as well as an understanding of the unique and significant aspects of these is essential in achieving this goal.
- 6.5. Principle 3: Everyone is welcomed and made to feel comfortable within our school community:** We celebrate the rich diversity of our community and show respect for all minoritised groups. We are aware that prejudice and stereotyping can be caused by low self-image and ignorance. Through positive educational experiences and support of diverse perspectives, we aim to promote positive social attitudes and respect for all.
- 6.6. Principle 4: TASIS England, follows best practice in staff recruitment, retention, Continuing Professional Development (CPD), and cessation of employment:** Being a committed equal opportunities employer, the school will take every possible step to ensure that procedures for potential or current employees, including recruitment, promotion, retention, CPD, discipline, dismissal and redundancy are delivered equally and fairly in respect of these matters, and the school challenges stereotyping and prejudice whenever it occurs.
- 6.7. Principle 5: We will recognise and address inequalities and barriers that already exist:** TASIS England aims to foster an environment in which inequalities in any form are not manifest in our community. We will, however, commit to recognising any forms of inequality that do arise, and will work to combat these in the most effective manner possible.
- 6.8. Principle 6: The wider community and society should benefit from our policies and practices:** We intend that our policies and practices contribute to the creation and maintenance of a diverse, inclusive, accepting, tolerant, and socially cohesive community. We view TASIS England as playing a part in the creation of such communities at a school, local, regional and national level.
- 6.9. Principle 7: On-going review and appraisal:** TASIS England is committed to regularly review its policies, which will be updated in light of public research, government updates and mandates, individual comments and/or complaints; and quantitative and qualitative information gathered by the school. TASIS England is open to feedback and response on all matters related to its policies from all stakeholders, including students, faculty, staff, parents, and the Board of Directors.

## 7. Procedures for Addressing Discriminatory Behaviour: Informal Resolution

**Stage 1:** You should speak or write to the individual concerned informing them that their behaviour is unwelcome. One of the schools DEI Advisors or a representative from HR will also be available to provide guidance and support.

**Stage 2:** If the unwanted behaviour continues, you should report the matter to the Head of School who may speak to the person(s) concerned or directive another senior manager to talk to the person(s). If the person concerned is the Head of School, you should report the matter to the Chair of the Board of Directors.

**Stage 3:** You should keep a record of any relevant incidents and consider taking formal action as set out below, particularly if the unwanted behaviour is repetitive or continual

## 8. Formal Procedure - Formal Notification

8.1. If you feel that the informal procedure has not stopped the unwanted behaviour or that the behaviour is too serious to be resolved by using that procedure, you should follow the formal parts of the school's Grievance Procedure. You will be entitled to an appeal against any decision in accordance with the Grievance Procedure. Under the Grievance Procedure, a formal grievance will be thoroughly investigated thoroughly by an impartial member of management or externally appointed person. Where possible, complaints will be treated in confidence.

8.2. Any vexatious, malicious or mischievous claims of harassment of any nature will be treated as misconduct and dealt with under the school's Disciplinary Procedure.

## 9. Expression of Religious, Cultural or Disability Identity

9.1. Attire and Jewellery: Certain items of jewellery and religious garments, such as the Kara bangle worn by Sikhs, as well as specific headwear, including turbans and headscarves, may be worn by students when it genuinely reflects a student's religious or cultural identity. However, this allowance is subject to careful consideration of safety and welfare, and it must align with the fundamental principles of our school uniform policy, including adherence to the school's designated colours.

9.2. Hair Expression: We acknowledge that a person's hair may be an important aspect of their identity. Discrimination or unsolicited attention based on a person's hair type, length, texture, or style is strictly prohibited at TASIS England. Students may style their hair in a way that is appropriate for school and makes them feel most comfortable.

9.3. Support for Students with Sensory or Physical Needs: Students with sensory or physical needs will be supported in making reasonable adaptations to their uniform, depending on their individual specific needs.

9.4. Any instances of discrimination, harassment, or victimization related to cultural and religious appearance, hair, or disability will be taken seriously and promptly addressed. Students and staff are encouraged to report such incidents in line with section 7 of this policy.

## 10. Roles and Responsibilities

10.1. All faculty, staff and stakeholders should recognise that they have a specific role and responsibility in their day-to-day work to:

- Promote diversity, inclusion and good community relations.
- Challenge inappropriate, discriminatory and prejudicial language and behaviour.
- Challenge unconscious bias, conscious bias, microaggressions and stereotyping.
- Highlight to the Senior Leadership Team any training or development that they require to carry out the above role and responsibilities.
- Work to promote anti-bullying strategies.
- Respond appropriately to incidents of discrimination, harassment and victimisation and understand the action needed to report these.
- Educate themselves with, or be willing to be educated on, issues related to diversity, equity and inclusion they may not be immediately aware of.

## 11. Your Responsibilities

- Every employee is required to assist the Board of Directors and the whole school to meet its commitment to provide equal opportunities in employment and avoid unlawful discrimination.
- Employees should be aware that they can be held personally liable as well as, or instead of, the Board of Directors for any act of unlawful discrimination. Employees who commit serious acts of harassment may also be guilty of a criminal offence.
- Acts of discrimination, harassment, bullying or victimisation against employees or parents and their families are disciplinary offences and will be dealt with under the school's Disciplinary Procedure. Discrimination, harassment, bullying or victimisation may constitute gross misconduct and could lead to dismissal without notice.

## 12. The Role of the Head of School

- It is the Head of School's role to implement the school's equality policies.
- It is the Head of School's role to ensure that all faculty and staff are aware of the school policy on equality, and that employees apply these guidelines fairly in all situations.
- The Head of School ensures that all recruitment and selection processes give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Head of School promotes the principles of equality when developing the curriculum and promotes respect for other people in all aspects of school life.
- The Head of School treats all incidents of unfair treatment and any racist incidents with due seriousness.

## 13. The Role of the Teacher and House Parents

- The class teacher and House Parent ensure that students are treated fairly, equally and with respect. We do not discriminate against any child.
- When selecting classroom material, the class teacher should pay due regard to the sensitivities of all members of the class and must not provide material that is racist or sexist in nature.
- Teachers strive to provide material that gives positive images and that challenges stereotypical images of minority groups. Where this may not be practicable, the absence of these materials should be specifically highlighted, and an opportunity provided to students to consider how this could be addressed.