



THE AMERICAN SCHOOL IN ENGLAND

Single Equalities Policy

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Document

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Agreed by:

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1. Introduction

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 with 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 and aims to create an environment where all current and prospective students are treated with dignity, respect and equity with regard to their 'protected characteristics'.

1.1. This Single Equalities Policy sets out how TASIS England intends to meet these aims and comply with its equality duties and is written under the requirements of the Equality Act (2010) ('the Act') and draws upon the DfE guidance The Equality Act 2010 and 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 ISSR and is used interchangeably.

1.2. Legal Status: 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 Special Educational Needs and Disability Act 2001; The Education (Independent School Standards) (England) (Amendment) Regulations 2014.

1.3. Related Documents:

- Accessibility Plan and Admissions Policy;
- Anti-Bullying Policy and Behaviour Management, Discipline and Sanctions Policy;
- Personal, Social, Health, Economic Education (PSHEE) Policy;
- Staff Behaviour Policy (Code of Conduct);
- Child Protection Policy and Safer Recruitment Policy;
- Equal Opportunities and Race Equality Policies.

2. Aims of the Policy

The 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/disabilities and making reasonable adjustments for these students. 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 the School community for students. Our aims and objectives reflect the requirements of our duties and to have due regard to the following:

- to continually aim to improve the inclusivity of the curriculum;
- promote equality of opportunity between people with disabilities and people with no disabilities;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of people with disabilities that is related to their impairment;
- promote positive attitudes towards people with disabilities;
- encourage participation by people with disabilities in public life;
- to support the ethos of the School as a community which respects the rights of disabled students to have equal access to the curriculum, extra-curricular and other services;
- to equally value and encourage all students;
- to foster positive attitudes towards disability within our community; and
- to take steps to meet the needs of people with disabilities, including making reasonable adjustment.

3. Definitions

3.1. Discrimination: As defined by the Equality Act 2010 discrimination is considered the treating one person less favorably 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 the School looks to support any employee who is suffering from harassment. The School strives to provide a neutral working environment in which no-one feels threatened or intimidated.

3.3. Victimisation: treating one person less favorably than another on the grounds that that he or she has brought discrimination proceedings, given evidence or information regarding discrimination proceedings or alleged discrimination or because he or she intends to do any of these acts.

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, you are entitled to complain using the procedures set out below.

3.5. Disability: "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities." – Equality Act 2010.

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

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.

4.1. The Accessibility Plan must be implemented by the 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.

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

The Board of Directors of TASIS England has a proactive approach in ensuring that there is no discrimination against disabled students and prospective students in the provision of education and associated services at TASIS England and in respect of admissions and exclusions, please see our Learning Support and SEN Policies and Practices for more details.

6. **Guiding Principles**

TASIS England is committed to, and our Mission reinforces, a policy of equality of opportunity in respect of all its members. To this end, we take steps to ensure that students appreciate racial and cultural diversity, and avoid, resist and actively challenge racism. Fundamental to its life as a School community is the belief that all individuals, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability, sexual orientation or gender identity are of equal value.

6.1. 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); and
- Social, Moral, Spiritual, Cultural (SMSC) Education.

7. **Principle 1: All learners are valued, and their contributions recognized**

Learners are supported and encouraged to maximise their potential and to contribute fully in all areas of School life. Contributions are regularly recognised:

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- on a small scale, 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.
8. **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, teaching or support staff) deserve to be treated with dignity and respect and with a sensitive understanding of their religious, cultural and racial differences and of the consequences thereof.
9. **Principle 3: Everyone is welcomed and made to feel comfortable within our School community:** We celebrate the cultural diversity of our community and show respect for all minority groups. We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.
10. **Principle 4: TASIS, 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, be they faculty, staff or student, and the School challenges stereotyping and prejudice whenever it occurs.
11. **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.
12. **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, 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.
13. **Principle 7: On-going review and appraisal:** TASIS England is committed to regular review of its policies, which will be evaluated and edited in the 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 Directors.
14. **Procedures for addressing discriminatory behaviour:** Informal Resolution
- Stage 1:** You should speak or write to the individual concerned informing him or her that their behaviour is unwelcome.
- Stage 2:** If the unwanted behaviour continues, you should ask the Head of School to speak to the person concerned. If the person concerned is the Head of School, you should ask the Chair of the Board of Directors to speak to the Head of School.
- Stage 3:** If the unwanted behaviour continues, you should keep a record of any relevant incidents and consider taking formal action as set out below.
- 14.1. **Formal Procedure - Formal notification:** 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, any grievance will be investigated thoroughly by an impartial member of management. Where possible, the member of faculty or staff complaining of harassment or discrimination will be kept anonymous.
- 14.2 Any mischievous, vexatious or malicious claims of harassment of any nature will be regarded as gross misconduct.
15. **Roles and Responsibilities:** All 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 language and behaviour;
 - challenge bias and stereotyping;
 - highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities;
 - work to promote anti-bullying strategies;

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- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these; and
- educate themselves with or be willing to be educated on issues related to DEI, they may not be immediately aware of.

16. 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; and
- 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.

17. 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; and
- The Head of School treats all incidents of unfair treatment and any racist incidents with due seriousness.

18. 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 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.