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. This policy should be read alongside the TASIS England Inclusion Statement and Accessibility Plan.

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Agreed by:

Head of School	**Chair of the Board**
Bryan Nixon	David King
25 September 2025	25 September 2025

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

- TASIS England provides an excellent learning environment and is committed to a diverse, equitable and inclusive community that celebrates the unique contributions of every member and cultivates supportive relationships. We oppose any form of discrimination, harassment, prejudicial behaviour or bullying. This includes, but is not limited to, conduct related to a protected characteristic (see 1.6) We promote dignity, respect and equity for students, families, faculty and staff. This policy applies to the whole school (PreK–Grade 12), including boarding/residential life, co-/extra-curricular activities and all academic programs. Our mission, commitments and outcomes promote multiple pathways for each learner; through differentiated teaching, language development, learning support and assessment access arrangements we seek to remove barriers and enable every student to access, engage with and succeed in their chosen academic pathway.

- 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.

- **Legal context.** The School embraces UK law, guidance and regulations, underpinned by the Equality Act 2010, and Department for Education requirements and British values. Key references include: the Equality Act 2010 (including Schedule 10 - Accessibility), the Public Sector Equality Duty (2011), the Children Act 1989 and 2004, Children and Families Act 2014 (Part 3), the Special Educational Needs and Disability Code of Practice (2015, 0–25), the Education (Independent School Standards) Regulations 2014, Keeping Children Safe in Education (September 2025), and data protection law (UK GDPR and the Data Protection Act 2018).

- Related Documents – available on our school website or upon request from the School office:

    - Accessibility Plan 2024-2027
    - 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.
    - Inclusion Statement

- 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.

- Also, For the purposes of this policy, "protected characteristics" are: *age; disability; gender*

*reassignment; marriage and civil partnership; pregnancy and maternity; race (including colour, nationality and ethnic or national origins); religion or belief; sex;** and **sexual orientation**. *Marriage and civil partnership apply primarily in the employment context but is included here as this policy covers the whole school community (students, families, faculty and staff).

2. Aims of the Policy

- This policy ensures TASIS England meets its duties under equality and education law and creates a learning environment free from discrimination, harassment and victimisation. Our objective is that all students, families, faculty and staff can participate fully in school life.

- Our aims are to:

    - Eliminate unlawful discrimination and any other prohibited conduct and prevent harassment and victimisation across the whole community.
    - Advance equality of opportunity by removing barriers to participation and achievement through differentiation, language development (EAL), learning support and, where appropriate, reasonable adjustments and access arrangements.
    - Ensure equitable access and success for all students across every school section (PreK-Grade 8 and Upper School), all curricula and qualification pathways (e.g., IB, AP, High School Diploma), and all co-/extra-curricular activities, boarding and services.
    - Comply with legal requirements (Equality Act 2010 including Schedule 10, Public Sector Equality Duty, SEND Code of Practice, ISSR 2014, KCSIE, UK GDPR/DPA 2018) and implement these through defined structures and processes, including our Accessibility Plan, Inclusion & Learning Support procedures, safeguarding arrangements (DSL/Deputies), assessment access arrangements, and ongoing staff training.
    - Promote international-mindedness, intercultural learning and service, fostering positive attitudes and good relations between different groups.
    - Monitor and review participation, progress and outcomes to identify and address inequalities, and to inform annual policy review.

3. Definitions

- <u>Discrimination:</u>
  As defined by the Equality Act 2010, discrimination is treating a person less favourably because of a protected characteristic (see 1.6).

- <u>Harassment</u>
  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.

- 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.

- 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.

- 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

- 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.

- 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. This plan underpins our Inclusion Statement commitment to remove barriers so everyone can participate to their fullest.

5. Additional Needs (Special Educational Needs) and Disability

- 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

- TASIS England is firmly committed to fostering equity and inclusion among all its members, as emphasised by our School Mission and Inclusion Statement, and to implementing inclusive programs across all school Sections and pathways. 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.

- 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.

- **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.

- **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.

- **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.

- **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.

- **Principle 5: We will recognise and address inequalities and barriers that already exist and the conscious and unconscious biases that sustain them:** 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.

- **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.

- **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

- **Principles**
    - We take all allegations seriously, act promptly, and protect people from victimisation for raising concerns.
    - No one is required to confront the person alleged to have discriminated against them.
    - Concerns can be raised by students, parents, staff or visitors.

- **Immediate escalation (bypass informal steps)**
  Raise immediately with the Designated Safeguarding Lead (DSL) or a Deputy, where any of the following may apply (If required, or if you feel you are in imminent danger, call the emergency services on 999):
    - a safeguarding risk or hate incident/crime
    - threats, assault, stalking/harassment, sexual harassment/violence
    - persistent or serious discrimination, or
    - the alleged person is in a position of authority over the complainant

- **How to report a concern**
  You may report through any of these routes (whichever feels safest):
    - your Grade-level Teacher/Tutor/House Parent/Head of Section (students and their families)
    - DSL/Deputy DSL (safeguarding)

- Head of School **(or** Chair of the Board if the concern is about the Head of School)
- Director of Inclusion, Wellbeing & Compliance
- Inclusion Ambassador (advice and signposting)
- HR (for staff matters)
- the school's complaints procedure

- **Optional early resolution (low-level concerns only)**
  For one-off, or low-level issues and only if the person feels safe, an individual may**:**
    - with the assistance of the DSL and/or Director of Inclusion, Wellbeing and Compliance, speak or write to the person to explain the impact and request the behaviour stops. This may lead to the facilitate a restorative conversation.

  This step is entirely optional and not appropriate where power imbalance, repeat behaviour, or any risk is present. This step should only be made in discussion, and with the support of one of the individuals referenced in this point (7.4).
- **Support and protective measures**: On receipt of a report, the school will offer proportionate measures which may include: a named point of contact, no-contact directions, timetable/rooming adjustments, wellbeing support, and (for staff) access to the EAP. These do **not** prejudge outcomes.
- **Investigation and outcomes**: Reports are logged, risk-assessed and handled under the Safeguarding**,** Behaviour/Discipline**,** Grievance/Disciplinary **or** Complaints procedures as appropriate. Parties are kept informed of progress and outcome on a need-to-know basis. Findings may lead to education/training, restorative work, sanctions, or referral to external agencies.
- **Records and data protection**: We keep records in line with our Data Protection & Privacy Notices and retention schedules.

8. 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, 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.
- 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

- **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.
- **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.

- **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.

- 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

- 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. Employee 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.

14. The Role of Parents/Carers

- Model respectful behaviour in all interactions with students, staff and other parents
- Provide accurate, timely information about your child's needs (medical, SEND, language, religious or cultural) and update the school when circumstances change.
- Work in partnership with teachers, Learning Support and EAL Departments to remove barriers to learning (e.g., contribute to Support Plans; supply evidence needed for assessment access arrangements).
- Encourage full participation in curricular and co/extra-curricular life; support agreed reasonable adjustments.
- Report concerns about discrimination, harassment or bullying promptly through the routes in Section 7 or the Complaints Policy.

15. Students

- Treat everyone with dignity and respect; challenge or report discrimination, harassment or bullying (see Section 7 and Student Voice routes).
- Engage positively with differentiation, EAL and Learning Support; follow agreed reasonable adjustments or access arrangements.
- Use respectful language and behaviour—offline and online; follow Behaviour and Anti-Bullying policies.
- Value diversity; participate in opportunities for student voice, service and intercultural learning.
- Respect others' privacy and personal information.