

Equality, Diversity and Inclusion Policy

This policy includes detail relating to the following areas: disability; race equality; equal opportunities; and equality, diversity and inclusion.

Applies to:

- The whole school, along with the out of school care including extra-curricular activities and all other activities provided by the school, inclusive of those outside of the normal school hours.
- All staff (teaching and support), pupils, visitors within the school, volunteers, governors and external contractors and providers hired by the school.
- In our school, the term 'staff', in the context of safeguarding, is inclusive of all staff, and is also inclusive of students on placement, contractors, volunteers, the Proprietor and governors.

Related Documents:

Admissions Policy
Anti-Bullying Policy
Behaviour Policy
Curriculum, Teaching and Learning Policy
First Aid Policy
Health and Safety, Risk Assessment and Welfare Policy, and related procedures
Online Safety Policy
Safeguarding Policy
Safer Recruitment Policy
Staff Code of Conduct

Availability

This policy is made available to parents, staff and pupils in the following ways: via the school website, within the Parent Policies Folder in the reception area, through clickedu and on request a copy may be obtained from the school office.

Monitoring and Review

This policy is subject to continuous monitoring, refinement and audit by the Head of School, who undertakes a formal annual review of it.

Natalia Cáceres
Head Teacher
1 Sept, 2025

Aims

The policy exists 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 The English School of Asturias. Our duties under the law include dealing with issues related to pupils and staff with special educational needs/disabilities and making reasonable adjustments for these pupils and staff. This has implications for the school's Admissions Policy and Safer Recruitment Policy.

We aim to create and protect a learning environment free from any forms of discrimination, victimisation or harassment. The English School of Asturias seeks to celebrate every individual, supporting them to make the most of their talents regardless of age, disability, gender, gender identity/reassignment, race, religion or belief, social or ethnic background, nationality, colour, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity. Unacceptable behaviour relating to each protected characteristic, for example homophobia, racism, sectarianism, transphobia, islamophobia, and so on, will not be tolerated by the school.

The English School of Asturias is committed to a policy of equality of opportunity in respect of all its members. To this end, we take steps to ensure that pupils appreciate racial and cultural diversity and avoid and resist racism. Fundamental to its life as a school community is the belief that all individuals, regardless of age, gender, gender identity, social or ethnic background, nationality, race, colour, religious affiliation, physical or other disability or sexual orientation are of equal value. In order to ensure that our school community is one in which these values flourish, The English School of Asturias is guided by the following principles in relation to equality.

Recognising and Respecting Diversity

Treating people with respect and consideration does not necessarily mean that everyone should be treated identically. We aim to treat members of our school community with the utmost consideration and respect, and in doing so approach their life situations, experiences and problems with a personalised and differentiated response in accordance with their particular needs. We also recognise and respond to problems that people may face, and recognise and work to eliminate discrimination, in relation to:

- Disability
- Religion, belief, or faith background;
- Ethnicity
- Sexual orientation/sex – gender identity
- gender – and, as relevant, pregnancy/maternity and paternity
- and in relation to employment: age and marriage/civil partnership.

The Governors avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy if necessary. Person and job specifications are limited to those requirements necessary for the effective performance of the job. Candidates for employment or promotion are assessed objectively against the requirements for the job, taking account of any reasonable adjustments that may be required for candidates with a disability. Disability and personal or home commitments do not form the basis of employment decisions except where necessary. Furthermore, employees at The English School of Asturias are protected from age discrimination in all aspects of their employment including recruitment, employment terms and conditions, promotions and transfers, training and development opportunities, and dismissals.

The English School of Asturias fully acknowledges its moral duty and legal duty to promote equality of opportunity and good relations between members of different racial groups and it positively welcomes any communal or educational opportunities afforded by the school's cultural and religious diversity. All members of the school, whether of the pupil 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. Racially abusive language by children and young people or staff is not tolerated. If racial, religious or cultural elements are discovered to be present in incidents of bullying, these

must be acknowledged and challenged. Racially abusive language by staff or children and young people is a matter for disciplinary action.

School lists are organised chronologically or alphabetically, rather than by gender, unless this is required by an outside agency for a particular purpose. Equal opportunities are considered when grouping children for activities. This may involve specific grouping to ensure that every child participates fully, for example by attainment. Each child is given opportunities to exercise responsibility within the classroom or the school, with care taken regarding stereotyping of roles. We see boys and girls as both carers and leaders.

Inclusion

It is a primary aim of our school that every member of the school community feels included, valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. School policies are therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels included, happy, safe and secure.

Our policies and practices should work to ensure that relations between different individuals and identity groups within school are positive, cordial and tolerant. We recognise and address inequalities and barriers that already exist, aiming 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 work to combat these in the most effective manner possible.

Overall Principles

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 and society. We view our school as playing a part in the creation of such communities at a school, local, regional and national level. We aim to encourage the active participation of all individuals and groups in society and in public life, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability or sexual orientation. We intend to promote a society in which discrimination, victimisation and harassment on the basis of any perceived difference is not tolerated.

The Role of the School Leadership

The School Leadership Team will:

- implement the school's equal opportunities;
- ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations;
- ensure 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;
- promote the principle of equal opportunity when developing the curriculum and promote respect for other people in all aspects of school life, for example in assembly, where respect for other people is a regular theme, and in displays shown around the school;
- treat all incidents of unfair treatment with due seriousness.

The Role of the Class Teacher

The Class Teacher ensures that all pupils 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 cultures and backgrounds of all students.

When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. For example, history topics in our school include examples of the significant contributions women have made to developments in history, and in geography topics, the teacher attempts to counter stereotypical images of different regions of the world and to show the true

diversity of development across the globe.

All our teachers challenge any incidents of prejudice or racism. We record any serious incidents appropriately and draw them to the attention of the leadership team.

Employee Training and Development

The English School of Asturias is committed to equality of opportunity in terms of access to Continuing Professional Development (CPD) and training to increase employees' knowledge, skills and professional awareness in order that they are more readily able to fulfil their full professional potential.