

Single Equalities Policy - Whole School

Embleton View

For the purpose of this document, '*students*' refers to all children at Embleton View. However, we refer to primary age children as '*pupils*', and secondary age children as '*students*'.

Scope

All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to confirm that they have read, understood and will abide by this policy and its procedural documents.

Aims

Embleton View is committed to eliminating discrimination and encouraging diversity. We aim to create and protect a learning environment free from any forms of discrimination, victimisation or harassment. Our aim is that each person who has an association with the school (employee, student or otherwise) is treated fairly, feels respected and is valued based upon their skills, performance and commitment. It is the continuing policy of the school to provide equal opportunities to all without regard to the actual or perceived protected characteristics referenced below, or due to their association with someone who has a protected characteristic.

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 Embleton View. The Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986 and Special Educational Needs and Disability Act 2001 have all been replaced by the Equality Act 2010. Therefore this Policy subsumes the policies in the following areas: Disability; Race Equality; Community Cohesion; Equal Opportunities; and Equality and Diversity. 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. This has implications for the school's Admission Policy.

The Equality Act includes seven different types of discrimination: Direct Discrimination; Associate Discrimination; Discrimination by Perception; Indirect Discrimination; Harassment; Harassment by a Third Party; Victimisation.

Direct Discrimination

This is when someone is treated less favourably than another person because of a protected characteristic (as outlined below).

Associative Discrimination

Direct discrimination against someone because they associate with another person who possesses a protected characteristic.

Discrimination by Perception

Direct discrimination against someone because others think they possess a protected characteristic.

Indirect Discrimination

Can occur when there is a rule or policy that applies to everyone but disadvantages a particular protected characteristic.

Harassment

Harassment is any unwanted behaviour or conduct that 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' and successive or single acts of bullying. 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. Complaints can be brought about if they find the behaviour offensive even if it is not directed at them.

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Harassment by a third party

Employers are potentially liable for harassment of their staff by people they don't employ.

Victimisation

Treating one person less favourably 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.

Protected characteristics: It is unlawful for a school to discriminate against an individual by treating them less favourably because of their:

- Age
- Disability
- Gender Reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race (including ethnic origin, colour, citizenship, nationality, and national origin)
- Religion or belief
- Sex
- Sexual Orientation.

Positive action

Embleton View may elect to utilise positive action where permitted by legislation. Positive action is action an employer takes to achieve greater equality in its workforce. Should positive action be utilised it will be proportionate and in accordance with legislation.

Schedule 10 of the Equality Act 2010: requires Embleton View to have an Accessibility Plan, in writing, (which is kept over a prescribed period) that covers:

- increasing the extent to which disabled students can participate in the school's curriculum
- improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school
- improving the delivery to disabled students of information which is readily accessible to those 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/carers.

The Accessibility Plan must be implemented by the Headteacher, who must have regard to the need to allocate adequate resources for implementing the plan. The plan must be kept under review during the period, and, if necessary, revise it.

Definition of 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."

All students are valued, and their contributions recognised.

We aim to give every student a sense of achievement and fulfilment regardless of protected characteristics. We are fully committed to the fundamental ethical principles of:

- Consideration for others
- Awareness of the importance and celebration of each and every individual within the school community
- The need to respond generously to the needs of those less economically fortunate than ourselves.

school assemblies will cover themes of shared concern and are not biased in respect of any religion, denomination or gender. Just as cultural and religious diversity within the school community is to be valued, so it is important that the life and direction of individual religious groups should be supported within the context of Embleton View.

Teaching, learning and curriculum: Embleton View has a high standard of teaching and curriculum provision that supports high standards of attainment, promotes common values and builds students' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds. We promote racial equality and ethnic diversity and racism and discrimination are challenged in all areas of the curriculum. Curriculum planning takes account of the ethnicity, background and language needs of all students. Opportunities for discussing issues of identity and diversity are integrated across the curriculum. We ensure:

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- Sessions across the curriculum that promote common values and help students to value differences and to challenge prejudice and stereotyping – for example, opportunities in citizenship classes for students to discuss issues of identity and diversity and what it means ‘to live together in the UK’.
- A programme of curriculum-based activities whereby students’ understanding of community and diversity is enriched through visits and meetings with members of different communities.
- Support for students for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English.
- An effective voice and involvement of students in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.

Eliminating discrimination, promoting equality and celebrating diversity

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure equality of access for all students and prepare them for life in a diverse society
- Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping
- Develop learning materials and activities that emphasise benefits of having diverse communities, neighbourhoods, schools and groups
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for students to identify shared interests among members of different social groups and categories
- Use a range of sensitive teaching strategies when teaching about different cultural traditions
- Develop students’ awareness so that they can detect bias and challenge discrimination
- Ensure that the PSHEE and Citizenship curriculum cover issues of equalities, diversity, human rights and inclusion
- Promote and celebrate the contribution of different ethnic groups to the subject matter in all subjects, where appropriate
- Seek to involve all parents/carers in supporting their child’s education
- Provide educational visits and extra-curricular activities that reflect all student groupings
- Make best use of all available resources to support the learning of all groups of students;
- Increase achievement of all students in English, Maths, Science and ICT across all stages;
- Foster social bonding (intra-group relations) and social bridging (inter-group relations) among students, staff, parents/carers and families
- Emphasise interconnectedness and interdependence of society members at local, regional, national and global levels
- Facilitate balance between leadership and teamwork among students, staff, and leaders
- Challenge negative stereotypes and prejudices about leadership/membership to certain groups in relation to specific persons and groups
- Challenge assumptions and expectations about specific lifestyles or identities of certain persons and groups.

Students with English as an Additional Language (EAL) and Students from Minority Ethnic Groups (MEG): Students with EAL are considered a minority ethnic group. To ensure equity of learning for our EAL and MEG students, we ensure recognition and respect is given to the value and significance of the first language and the associated cultural expectations and norms. We assess students with EAL to identify their proficiency levels of speaking English and will work with students to ensure they are appropriately supported in developing confidence and independence, providing a contextualised curriculum which is rooted in prior knowledge of the learning. We recognise that EAL students, their families/carers and communities are not homogenous groups; it is important to know and understand who they are in order to effectively support their needs. We encourage activities and events to help students and their families feel that they belong – to the school itself, the neighbourhood and locality, and to Britain more generally.

Anti-Racism

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. Racially abusive behaviour by students or staff will not be tolerated and will be a matter for disciplinary action. Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

We promote equality and combat racism by ensuring:

- Racist language, attitudes and behaviour are categorically rejected
- Racial stereotypes are rejected. Those in classical literature must be made explicit to students and contextualised

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- Students' names are pronounced correctly and nicknames avoided
- Attention is always paid to the spelling of names correctly
- Literature in school includes names from a wide variety of cultures
- Non-English students and parents/carers can nominate an interpreter when necessary.
- A lack of fluency in the English language is not used as an indication of academic potential.

Equality of Opportunity: Employment Code of Practice

Embleton View is an equal opportunities employer, and aims to implement best practice in this area. All policies and practices adopted by Embleton View should be of benefit to employees and potential employees, in all areas of recruitment, promotion, retention, CPD, discipline, dismissal and redundancy. Employees and potential employees should receive equal opportunities in these areas, regardless of protected characteristics. Embleton View will take every possible step to ensure that employees are treated equally and fairly in respect of these matters, be they staff or student, and Embleton View challenges stereotyping and prejudice whenever it occurs.

Recruitment: All newly created posts will normally be advertised externally using a variety of methods to encourage suitable applicants from a broad range of backgrounds.

Selection of Candidates: We will clearly define requirements for selection in the job descriptions sent to candidates as part of the employment application process. Selection criteria for employment will be objective, job-specific and carefully assessed as necessary to the fulfilment of the position. Interviewing and short-listing will be carried out in a consistent and fair manner across all positions and departments within the school, in order to ensure an equitable and non-discriminatory practice. Selection methods for interviewing and short-listing will be objective and directly relevant to the nature of the vacant position. Interviewing must only be carried out by suitably qualified and prepared panels of staff.

Existing Workforce: The school will monitor the ethnic, gender and age composition of the existing workforce and of applicants for jobs (including promotion), and the number of people with disabilities within these groups, and will consider and take any appropriate action to address any problems that may be identified as a result of the monitoring process. The school will also ensure that all employees are treated fairly and with respect with regard to: terms and conditions of employment, grievance and disciplinary procedures, performance management, relationships between members of staff/students and treatment of employees when their contract ends.

Employee Training and Development: Embleton View is committed to equality of opportunity in terms of access to 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. This also applies to career development and progression.

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 equality, inclusion and good community relations
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- respond appropriately to incidents of discrimination and harassment and report these
- highlight to the senior management team any staff training or development that they require to carry out the above role and responsibilities
- work to promote anti-bullying strategies.

Your Responsibilities

- Every employee is required to assist the Headteacher 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 Headteacher 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/carers 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.

The Role of the Headteacher

- It is the Headteacher's role to implement the school's equal opportunities
- It is the Headteacher's role to ensure that all staff are aware of the school policy on equal opportunities, and apply these guidelines fairly in all situations

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- The Headteacher 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 Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school
- The Headteacher treats all incidents of unfair treatment with due seriousness.

The Role of staff who work directly with students

- Ensure that all students are treated fairly, equally and with respect and challenge any incidents of discrimination or harassment.
- When selecting classroom material, staff should pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature.
- Staff should strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
- 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.

Complaints Procedure

All complaints of discrimination or abuse will be treated seriously. Both staff and students will be informed of the complaints procedure at their induction.

The procedure is as follows:

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 Headteacher to speak to the person concerned.

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.

Formal Procedure

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 staff complaining of harassment or discrimination will be kept anonymous. Any mischievous, vexatious or malicious claims of harassment of any nature will be regarded as gross misconduct.

Legal Status:

- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and Special Educational Needs and Disability Act 2001.
- Special Educational Needs and Disability Code of Practice (DfE and Department for Health: 2014)
- Part 3 of the Children and Families Act 2014 and associated regulations
- Complies with The Education (Independent School Standards) (England) Regulations currently in force.
- Keeping Children Safe in Education (2024)

Applies to:

- The whole school and all other activities provided by the school, inclusive of those outside of the normal school hours.
- All staff (teaching, support and admin staff), students on placement, the proprietors, agency staff and volunteers working in the school.
- Visitors and contractors accessing the site.

Availability

- This policy is made available to parents/carers, staff and students as a hardcopy upon request from the school office.




Monitoring and Review

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This policy will be subject to continuous monitoring, refinement and audit by the Headteacher. The Headteacher and/or the Proprietors and/or a suitably appointed delegate will undertake a formal review of the policy, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Related Documents:

- Anti-Bullying Policy
- Admissions Policy
- Inclusion Policy
- Safer Recruitment Policy
- Reasonable Adjustment Policy
- Health and Safety Policy
- Behaviour Management Policy
- Curriculum Policies
- SMSC Policy
- PSHE Policy
- Cultural Capital Policy
- EAL Policy
- Accessibility Plan
- Child Protection & Safeguarding Policy

		
Graeme Turner (Proprietor)	Anna Turner (Proprietor)	Craig Bell (Proprietor)
Date: 02/08/2017	Date: 02/08/2017	Date: 02/08/2017
Reviewed: 22/08/2018 Reviewed: 23/06/2022 Reviewed: 18/08/2023	Reviewed: 28/03/2023	Reviewed: 22/08/2018 Reviewed: 22/07/2020 Reviewed: 28/07/2021 Reviewed: 20/08/2024

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