

SINGLE EQUALITIES POLICY

This policy, which applies to the whole school, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Document Details

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| Responsible Area | Senior Leadership Team |

Amendments:

| Date | Amendment |
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This policy applies to all activities undertaken by the school, inclusive of those outside of the normal school hours and away from the school site.

Legal Status: Prepared with regard to the Equality Act 2010 (inclusive of Schedule 10), 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 and the Education (independent School Standards) (England) (Amendment) Regulations 2014 in force from 5th January 2015.

Availability: 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 state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

Monitoring and Review: This document will be subject to continuous monitoring, refinement and audit by the Principal. This document was reviewed and agreed by the Board of Governors in September 2020 and if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require, prior to September 2021, the policy will be reviewed accordingly.

Signed:



Chair of Governors
Freddy Elturk



Principal
Stephen Oliver

Date Reviewed: October 2020
Next Review: October 2021

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Aims: 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 Our Lady's Abingdon (OLA). 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Amendment Act 2000, Sex Discrimination Act 1986 and Special Educational Needs and Disability Act 2001 have all been replaced by the Equality Act 2010.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 pupils with special educational needs/disabilities, and making reasonable adjustments for these pupils. This has implications for the School's Admission Policy. We aim to create and protect a learning environment free from any forms of discrimination, victimisation or harassment. OLA celebrates every individual, supporting them to meet their full potential, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability or sexual orientation.

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

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

The Accessibility Plan must be implemented by the Principal, 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.

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

- Sex
- Disability
- Sexual orientation
- Gender reassignment
- Religion or belief
- Race (including colour, nationality and ethnic or national origins)
- Pregnancy and maternity
- Age
- Marriage and civil partnership

Everyone has at least some characteristics included in this list. The School aims to foster a sense of community in which all pupils are valued and can thrive regardless of any of these characteristics and will seek to counter and discriminatory practices. In teaching about sexual orientation and marriage and civil partnership, teachers have regard to statutory guidance on Relationships and Sex Education. For further information, please see the School's Relationships and Sex Education (RSE) Policy.

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.”

Special Educational Needs and Disability (SEND) Policy: OLA SEND Policy includes:

- an explanation of how the individual needs of all children will be met (including how children who are disabled or have special educational needs (SEN) will be included, valued and supported, and how reasonable adjustments will be made for them);
- arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference;
- how inappropriate attitudes and practices are challenged and
- how the provision encourages children to value and respect others.

Guiding Principles: OLA 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, social or ethnic background, nationality, colour, religious affiliation, physical disability or sexual orientation are of equal value. In order to ensure that our school community is one in which these values flourish, OLA is guided by the following principles in relation to Equality. Personal, Social, Health, Economic Education (PSHEE), including Social, Moral, Spiritual, Cultural (SMSC) Education, instructs all aspects of school life.

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: on a small scale, through regular verbal and written feedback by teaching staff; on a larger scale, through end-of-term prizes which include academic, theatrical, dramatic, and sporting achievement, as well as dedication to the school Mission statement.

We aim to give every pupil a sense of achievement and fulfilment regardless of disability, ethnicity, culture, national origin, national status, sex, gender, religious or non-religious affiliation, sexual orientation or gender identity. 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 OLA.

Teaching, learning and curriculum: OLA has a high standard of teaching and curriculum provision that supports high standards of attainment, promotes common values and builds pupils’ understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds. Opportunities for discussing issues of identity and diversity are integrated across the curriculum. We ensure:

- lessons across the curriculum that promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities in citizenship classes for pupils to discuss issues of identity and diversity and what it means ‘to live together in the UK’
- a programme of curriculum-based activities whereby pupils’ understanding of community and diversity is enriched through visits and meetings with members of different communities;
- Support for pupils 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 pupils 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.

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. We aim to treat members of our school community with the utmost consideration and respect, and in doing so will approach their life situations, experiences and problems with a personalised and differentiated response in accordance with their particular needs. We will also recognise and respond to problems that people may face, and will recognise and work to eliminate discrimination, in relation to:

- Disability,

OLA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

- Ethnicity,
- Sex, Sexual Orientation, Gender and Gender identity;
- Religion, belief or faith background

And as relevant:

- Pregnancy/maternity

And in relation to employment:

- Age, Marriage/civil partnership

Eliminating discrimination, promoting equality and celebrating diversity

We aim to provide all our pupils 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 pupils 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 pupils to appreciate their own culture and celebrate the diversity of other cultures;
- promote attitudes and values that will challenge discriminatory behaviour;
- provide opportunities for pupils 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 pupils' 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 subject departments, where appropriate;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting challenging targets;
- make best use of all available resources to support the learning of all groups of pupils;
- increase achievement of all pupils in English, Maths, Science and ICT across all stages;
- reduce direct, indirect and institutional discrimination;
- reduce group segregation, disproportion and under/over representation;
- foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, workers, 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 pupils, staff, teachers and governors;
- 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.

The Principal will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Person and job specifications will be limited to those requirements that are necessary for the effective performance of the job. Candidates for employment or promotion will be 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 will not form the basis of employment decisions except where necessary.

OLA fully acknowledges its moral duty (as related to the United Kingdom's Race Relations Act, 1976, Section 1) 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 pupils or staff will not be 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 pupils will be a matter for disciplinary action.

OLA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Special leave for religious reasons will not be unreasonably refused by the School. Applications for such leave should be made in writing to the Principal, giving at least a month's notice. Any special leave granted will be treated as unpaid leave; part-time employees may be given the option of making up lost time if this would benefit the School. 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 will be considered when grouping children for activities. This may involve specific grouping to ensure that every child participates fully (e.g. by attainment). Each child will be 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. A quiet area is provided for those who prefer less boisterous activities at break times.

Principle 3

Everyone is welcomed and made to feel comfortable within our school community

Our policies and practices should work to ensure that relations between different individuals and identity groups within school are positive, cordial and tolerant. This includes the promotion of:

- positive attitudes, knowledge and understanding towards disability.
- positive attitudes, knowledge and understanding of different ethnicities, cultures, religions, races and nationalities.
- positive attitudes and mutual respect between boys and girls; women and men; and an intolerance of any sexual, homophobic or gender-based prejudice.

We welcome all applicants to join the school, whatever the background or physical disability of a child. We also seek to ensure that people with disabilities are not discriminated against when applying for jobs at our school. We take all reasonable steps to ensure that the school environment gives access to people with disabilities. So, for example, all children have access to the full range of the curriculum. 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.

Inclusion (Please see our Special Educational Needs and Disabilities Policy for more details): Inclusion is a term used to describe the process of ensuring equity of learning opportunities for all children and young people. It is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusion is about the quality of their experience; how they are helped to learn, achieve and participate fully in the life of the school. The inclusion focus at the Sikh School is concerned particularly on those groups of learners who may have been marginalised historically or who have underachieved or who are currently underachieving when compared to their peers.

Working together to promote Inclusion: OLA is committed to joint working arrangements with education, health and care bodies and professionals to secure effective outcomes for all learners in our schools. We engage our pupils with SEN and disabilities and their parents in decision making, so that useful insights can be gained into how to improve services and outcomes. The school also works in partnership with the relevant Local Authority in developing and reviewing its local offer to pupils. These services could include speech and language therapy, physiotherapy, occupational therapy, education psychology, mental health services, other health and social care professionals.

Learners with English as an Additional Language (EAL) and Learners from Minority Ethnic Groups (MEG): Pupils with EAL and those from a Gypsy, Roma and Traveller community are considered a minority ethnic group. To ensure equity of learning for our EAL and MEG learners, 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 learners with EAL to identify their proficiency levels of speaking English and will work with pupil 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 learners, 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 pupils and their families feel that they belong – to the school itself, the neighbourhood and locality, and to Britain more generally.

Principle 4

OLA follows best practice in staff recruitment, retention, Continuing Professional Development (CPD), and cessation of employment.

All policies and practices adopted by OLA 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 age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability or sexual orientation. As relevant, employees and potential employees should be given equal opportunities regardless of pregnancy, maternity, marriage/civil partnerships. Being a committed equal opportunities employer, OLA will take every possible step to ensure that employees are treated equally and fairly in respect of these matters, be they staff or pupil, and OLA challenges stereotyping and prejudice whenever it occurs.

OLA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

All pupils have equal access to the full range of educational opportunities provided by the school, and we are always striving to remove all forms of indirect discrimination that may form barriers to learning. All policies and practices will conform to the principle of equal opportunities in terms of recruitment, selection, training, promotion, career development, discipline and dismissal, and redundancy.

Principle 5

We will recognise and address inequalities and barriers that already exist, including combatting racism.

OLA 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.

Pupil achievements and progress: Pupils' attainment and progress in individual subjects is monitored. The school will develop strategies for tackling differences in the attainment and progress of particular ethnic groups. Targets will be set for individual pupils, so teachers will be aware of the ethnic background of each child. The school values the achievements and progress of pupils from all ethnic groups. All pupils have equal access to extra-curricular activities and every pupil is offered the support and guidance they need. Staff challenge racism, stereotyping and promote racial equality in education, employment, training and career choice and steps will be taken to ensure that pupils on work experience are not subjected to racism or racial harassment.

Anti-Racism: It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident. **All racist incidents are recorded and reported to the Principal which will be dealt with under the schools anti-bullying and behaviour policies.** We endeavour to make our school welcoming to all minority groups. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. 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.

Racism and tackling racial harassment: Racially abusive language by children and young people or staff will not be 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 will be a matter for disciplinary action. There are established procedures for dealing with incidents of racism and racial harassment which is understood by everyone in the school community.

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, and damage to a pupil's property or refusal to co-operate in a lesson, due to the ethnicity of a pupil or member of staff. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- Stop the incident and comfort the pupil who is the victim.
- Reprimand the perpetrator and inform the victim what action has been taken.
- If the incident is witnessed by other pupils, tell them why it is wrong;
- Report the incident to the Principal and inform him/her of the action taken;
- Inform the Form Tutor(s) of both the victim and the perpetrator, then record what happened and
- Inform both sets of parents.

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 pupils and contextualised;
- pupils' 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.
- bi-lingual pupils and parents can nominate an interpreter when necessary and a lack of fluency in the English language is not used as an indication of academic potential.

Sex:

- No pupil should be excluded from receiving the curriculum on the basis of their sex.
- No privileges must be reserved for pupils on the basis of their sex.

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Class:

- Assumptions should not be made about pupils' home circumstances or potential based on social class.
- Direct speech in children's work may reflect dialect, particularly in the lower school before punctuation differentiates speech in written work.

Curriculum, teaching and learning (including language and cultural needs): OLA promotes an inclusive curriculum that reflects the multi-ethnic nature of our society. 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 pupils and subject leaders and departmental heads provide guidance and examples of good practice for colleagues. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils. Our school allocates pupils to teaching groups and optional subjects which are fair and equitable to pupils from all ethnic groups. Assessment outcomes are used to: identify the specific needs of all pupils, inform policies, planning and the allocation of resources.

Teaching methods and styles take account of the needs of all pupils and encourage positive attitudes to ethnic difference, cultural diversity and racial equality whilst taking active steps to ensure that resources in all areas of the curriculum are inclusive. We promote a greater understanding of cultural diversity and racial equality and acknowledge the importance of challenging racism and racial discrimination in all areas of school life. Resources available to meet the specific needs of pupils from minority ethnic groups including dual language resources are used appropriately whilst fully utilising the resources available within its local minority ethnic communities.

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. So, for example, History topics in our School include examples of the significant contributions from people of all races have made to developments in this country's history. In Geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world. All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in Class Charts and draw them to the attention of the Principal.

Guidelines on working with pupils who have English as an Additional Language (EAL): OLA recognises, encourages and values Bilingualism. The language and learning needs of and bilingual pupils are clearly identified and appropriate support is identified and used. We reflect and develop pupils' and communities' languages and cultural backgrounds through resources and displays throughout the school. The school will explore a broad range of other media e.g. Computer software, the internet, audio and video tapes, films, songs, games etc, to support the maintenance and development of home/community language skills and cultural heritage. We will draw on the skills of parents and local communities in producing resources to support the teaching and learning of our pupils.

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 OLA 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.

How do we promote community cohesion? Insert Name of School has a diverse pupil populations, supporting pupils from different ethnic or socioeconomic backgrounds to learn with, from and about each other, and provide opportunities for interaction between pupils from different backgrounds in wider settings. We group our work under the three following headings:

- **Teaching, learning and curriculum** – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- **Equity and excellence** – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- **Engagement and ethos** – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

School to parents and the community: Our partnership activities with the local and wider community include:

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- maintaining strong links and multi-agency working between the school and other local agencies, such as the youth support service, the police and social care and health professionals.
- inviting children from local primary schools to attend author workshops and use OLA's facilities.
- theatrical play performance in school.
- engagement with care homes and the local church community through pupil volunteering.
- inviting parents to attend workshops with guest speakers.
- engagement with parents through coffee mornings, curriculum evenings, parent and child courses and family liaison work.
- provision of extended services, and in particular bringing parents together from different backgrounds through community use of facilities for activities that take place out of school hours, including swimming and other sports activities.

Principle 7

On-going review and appraisal

OLA is committed to regular review of its equalities policy, which will be evaluated and edited in the light of public research; individual comments and/or complaints; quantitative and qualitative information gathered by the school. OLA is open to feedback and response on all matters related to its equalities policy from all stakeholders, including pupils, staff, parents, and Directors.

Procedures for addressing discriminatory behaviour

Definitions

Discrimination: 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 or sexual orientation.

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.

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.

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.

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 Principal (who is the Principal) 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

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 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.

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;

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

Your Responsibilities

- Every employee is required to assist the Principal 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 Principal 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.

The Role of the Principal

- It is the Principal's role to implement the school's equal opportunities and anti-racist policy.
- It is the Principal's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- The Principal 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 Principal 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 Principal treats all incidents of unfair treatment and any racist incidents with due seriousness.

The Role of the Teacher

The teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child. When selecting educational material, the class teacher 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. Teachers 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. So, for example, History topics in our school include examples of the significant contributions women have made to developments in this country's history. For example, in Geography topics the teacher attempts to show the true diversity of development in different parts of the world.

Equality of Opportunity: Employment Code of Practice

OLA is an equal opportunities employer, and aims to implement best practice in this area.

Recruitment

All newly created posts will normally be advertised externally in the national press, and/or in local press, and/or in specialist journals as appropriate to the position in question. Our aim in doing this is to encourage suitable applicants from a broad range of backgrounds. In observing equal opportunities practice, OLA will also make clear in employment advertisements and application packs our exemption under the Rehabilitation of Offenders Act as part of our Child Protection commitments.

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 in accordance with statutory requirements and the criteria stated in the Independent Schools Inspectorate (ISI) Commentary on the Regulatory Requirements (September 2020) along with Keeping Children Safe in Education (KCSIE) DfE September 2020.

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-

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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.

Job Applicants Equality Profile

The School will regularly monitor the ethnic/gender/age/disability profile of job applicants applying to the school throughout the main stages of recruitment (application, short-listing, and interview) using the information voluntarily provided by applicants in the personal information section of the job application form.

Employee Training and Development

OLA 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.

Grievances Following Termination of Your Employment

Procedure: If you wish to raise a grievance in writing following the termination of your employment, you should follow the relevant provisions of the School's Grievance Procedure.

Related Documents:

- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Behaviour and Discipline Policy
- Curriculum Policy and Special Educational Needs
- E Safety
- First Aid and medication
- Health, Safety and Welfare Policy and Procedures
- Inclusion Policy
- Personal, Social, Health, Economic Education (PSHEE)
- Staff Behaviour Policy (Code of Conduct)
- Risk Assessment
- Safeguarding Children - Child protection
- Safer Recruitment
- Staff Handbook and Procedures Manual
- Reasonable Adjustments Policy