

**Frewen College**  
**Single Equalities Policy**

*This Policy subsumes policies in the following areas: Disability; Race Equality; Equal Opportunities; and Equality and Diversity*

**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.

**Applies to:**

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

**Related Documents:**

- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Behaviour and Discipline Policy
- Curriculum Policy
- E Safety
- First Aid
- Health, Safety and Welfare Policy and Procedures
- Inclusion Policy
- Personal, Social, Health, Economic Education (PSHEE)
- Risk Assessment
- Safeguarding Children - Child protection
- Safer Recruitment
- Reasonable Adjustments Policy

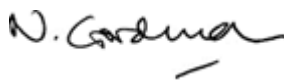
**Availability**

This policy is made available to parents, carers, staff and pupils from the school office.

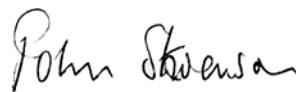
**Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Chairman of Trustees undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date of this document, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:



Principal



Chair of Governors

Last reviewed: September 2022

Next review: September 2023

## **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 Frewen College. The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics known as protected characteristics. Our duties therefore 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, fostering good relations between different groups. Frewen College celebrates every individual, supporting them to meet their full potential, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability, sexual orientation or maternity. Age, marriage and civil partnership are also protected characteristics identified by the Act but are not part of the school provision related to pupils.

### **The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty and:**

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups.

and to:

- Publish information to show compliance with the Equality Duty
- Publish equality objectives, at least every 4 years, which are specific and measurable.

### **Schedule 10 of the Equality Act 2010**

Schedule 10 of the Equality Act 2010 requires the Proprietor of Frewen College to have an Accessibility Plan, in writing, which is kept over a prescribed period (currently 1<sup>st</sup> April 2012 to 31<sup>st</sup> March 2015). which:

- 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/guardians/carers.

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

This policy will describe how the school will meet these statutory responsibilities in line with national guidance. It will include the school's Equality Objectives for the following four years.

### **Policies and Documentation**

This Equality and Diversity Policy is the key document describing how the school will meet its Public Sector Equality Duty. The school's approach to equality and diversity is also reflected in other policies including behaviour, admissions, pupil support, SEN, trips & activities and anti-bullying. The Equality Act also refers to schools in their role as an employer and the way the school complies with this is described in the recruitment policy and the staff handbook. Equality and diversity information can additionally be found in the school improvement plan, self-evaluation reviews, the school prospectus, on our website and in our newsletters.

### **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**

The Frewen College 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);
- the names of the staff responsible for overseeing and coordination specialist provision within the school;
- 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**

*Frewen College 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 students fulfil their potential*

Frewen College 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. Frewen College is therefore committed to providing an environment free from discrimination, bullying, harassment or victimisation. The school will focus on the well-being and progress of every child, providing a dynamic working and learning environment, where all members of the school community are valued equally for their contribution and individuality. In order to ensure that our school community is one in which these values flourish, Frewen College 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 of equal value, and their contributions recognised.**

Learners are supported and encouraged to maximise their potential and to contribute fully in 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, praise, for example in whole school assemblies for academic, theatrical, dramatic, and sporting achievement, as well as dedication to the school qualities of Excellence, Respect, Courage and Perseverance. We aim to give every pupil a sense of achievement and fulfilment regardless of disability, ethnicity, culture, national origin, national status, gender, religious or non-religious affiliation, sexual orientation or gender identity. Mindful of our tradition within the Christian community of the British Isles, we are also 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 which can, at times, be taken by visiting religious leaders of various denominations and faiths, 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 Frewen College.

### **Principle 2**

#### **We recognise, respect and value diversity as a strength.**

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 believe diversity is a strength which should be respected and celebrated by all those who teach, learn and work here. We will also recognise and strive to remove the barriers which people may face, and will recognise and work to eliminate discrimination, in relation to:

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

And as relevant:

- Pregnancy/maternity

And in relation to employment:

- Age
- Marriage/civil partnership

The trustees 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.

Frewen College 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 student body, teaching or support staff) deserve to be treated with dignity and respect and with a sensitive

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understanding of their religious, cultural and racial differences and of the consequences thereof. Racially abusive language by students 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 students will be a matter for disciplinary action. 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. When lining up, boys and girls are mixed (within their own class). A quiet area in the Library and Learning Resource Centre is provided for those who prefer less boisterous activities at break times.

### **Principle 3**

#### **We foster positive attitudes and relationships and ensure everyone is welcomed within our school community**

Our policies and practices should work to ensure positive relations and mutual respect between different individuals and identity groups within school. 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.
- A shared sense of cohesion and belonging

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, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions. 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.

### **Principle 4**

#### **We follow best practice in staff recruitment, retention, Continuing Professional Development (CPD), and cessation of employment.**

All policies and practices adopted by Frewen College 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, the School 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 the School challenges stereotyping and prejudice whenever it occurs. 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.**

Frewen College 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.

**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. 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.

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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. The following are some ideas on how racism can be combatted:

- Pupils' names should be pronounced correctly and nicknames should be the prerogative of the nicknamed.
- Attention should be paid to spelling names correctly at all times.
- Literature in school should include names from a wide variety of cultures.
- Racist language must be categorically rejected.
- Racial stereotypes should never be used or allowed. Those in classical literature must be made explicit to pupils and contextualised.
- Bi-lingual pupils and parents/guardians/carers must be allowed to nominate an interpreter when necessary.
- Lack of fluency in the English language should not be 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.

#### **Class:**

- Assumptions should not be made about pupils' home circumstances or potential based on social class.
- Pupils must be allowed to talk in their natural dialect as and when they need to.
- Direct speech in children's work may reflect dialect, particularly in the lower school before punctuation differentiates speech in written work.

#### **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 Frewen College 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.

#### **Principle 7**

##### **On-going review and appraisal**

Frewen College 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. Frewen College is open to feedback and response on all matters related to its equalities policy from all stakeholders, including pupils, staff, parents/guardians/carers, and Proprietor.

##### **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**

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**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 to speak to the person concerned. If the person concerned is the Principal, you should ask the Chair of Governors to speak to the Principal.

**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**

Frewen College expects all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equalities Act. All staff and stakeholders must therefore 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 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 (Employee and Volunteers) Responsibilities**

- Every employee is required to assist the Proprietor 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 Proprietor 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/guardians/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 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 their responsibilities within this, and are given appropriate training and support to 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 is responsible for taking appropriate action in any cases of unlawful discrimination, and all incidents will be treated with due seriousness.
- The Principal, through the Leadership Team, will monitor the outcomes of this policy and report to the Chairman of Governors.

### **The Role of the Chairman of Governors**

- It is the responsibility of the Chairman of Governors to ensure that the school complies with legislation and that this policy, associated procedures and action plans are implemented.
- The Chairman of Governors must keep the school's commitment to the Public Sector Equality Duty under review including standards, curriculum, admissions, exclusions, staffing issues and the school's physical environment.

### **The Role of the Class Teacher and Support Staff**

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- The class teacher ensures that all pupils are treated fairly, equally and with respect and will maintain awareness of the school's Equality and Diversity Policy.
- When selecting classroom 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.
- Staff will plan and deliver curricula and lessons that reflect the school's ethos and principles, for example, by providing materials that reflect positive images of race, disability, faith and gender
- 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. 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.
- Staff will support different groups of pupils through differentiated planning and teaching to maintain the highest expectations of success for all pupils.
- All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the school Incident Book, and draw them to the attention of the Principal.

### **The Role of the Visitor**

- All visitors to the school, including parents/guardians and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.
- Where necessary we will provide guidance and information, for example in school newsletters, to enable them to do this.

### **Equality of Opportunity: Employment Code of Practice**

Frewen College 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, Frewen College 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. 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.

#### **Job Applicants Equality Profile**

Frewen College 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. This is the responsibility of the Principal.

#### **Employee Training and Development**

Frewen College 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.