

TASIS



THE AMERICAN SCHOOL IN ENGLAND

Single Equalities Policy

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Document

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1. Introduction

1.1. For purposes of this document, the term “Board of Directors” is deemed to have the same meaning as “Proprietor” in accordance with the ISSR, and is used interchangeably.

1.2. 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.” – Equality Act 2010.

1.3. Legal Status:

- a. The Equality Act 2010 (inclusive of Schedule 10);
- b. The Public Sector Equality Duty 2011;
- c. The Race Relations Act 1976;
- d. The Race Relations Amendment Act 200;
- e. The Sex Discrimination Act 1986;
- f. The Children Act 1989
- g. The Special Educational Needs and Disability Act 2001;
- h. The Education (Independent School Standards) (England) (Amendment) Regulations 2014.

1.4. Related Documents

- a. Accessibility Plan
- b. Admissions Policy
- c. Anti-Bullying Policy
- d. Behaviour Management, Discipline and Sanctions Policy
- e. Curriculum, Teaching and learning Policy
- f. Educational visits and off-site activities
- g. First Aid
- h. Health, Safety and Welfare Policy and Procedures
- i. Risk Assessment Policy
- j. PSHEE Policy
- k. SMSC Development Policy
- l. Safeguarding & Child Protection Policy
- m. E Safety
- n. Safer Recruitment
- o. Staff Code of Conduct

1.5. **Definitions:**

- a. **Discrimination:** treating one person less favourably than another on the grounds of age, gender, social or ethnic background, nationality, colour,

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religious affiliation, physical disability, marital status, sexual orientation gender identity.

- b. **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.
- c. **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.
- d. **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.

2. Aims of the Policy

- 2.1. 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 TASIS.
- 2.2. 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
- 2.3. The School aims to create a learning environment free from all forms of discrimination, victimisation or harassment.
- 2.4. Our key objective is for students and staff to be full participants in the School community for students.
- 2.5. Our aims and objectives reflect the requirements of our duties and to have due regard to the following:
 - a. to continually aim to improve the inclusivity of the curriculum;

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- b. promote equality of opportunity between people with disabilities and people with no disabilities;
- c. eliminate discrimination that is unlawful under the Disability Discrimination Act;
- d. eliminate harassment of people with disabilities that is related to their impairment;
- e. promote positive attitudes towards people with disabilities;
- f. encourage participation by people with disabilities in public life;
- g. to support the ethos of the School as a community which respects the rights of disabled students to have equal access to the curriculum, extra-curricular and other services;
- h. to equally value and encourage all students;
- i. to foster positive attitudes towards disability within our community;
- j. to take steps to meet the needs of people with disabilities, including making reasonable adjustment.

3. Schedule 10 of the Equality Act 2010

3.1. Schedule 10 of the Equality Act 2010 requires the Directors of TASIS to have an Accessibility Plan, in writing, which is kept over a prescribed period (currently June 2017 to May 2020). The Accessibility Plan provides the following:

- a. allows for improvements to the physical environment of the School for the purpose of increasing the extent to which students with disabilities are able to take advantage of education and benefits, facilities or services provided or offered by the School; and
- b. Improving the delivery of information to students with disabilities which is readily accessible to students who are not disabled. The delivery must be within a reasonable time and in ways which are determined after taking account of the students' disabilities and any preferences expressed by them or their parents.

3.2. The Accessibility Plan must be implemented by the Directors, and needs to have regard to the allocation of adequate resources for implementing the plan. The plan must be kept under review during the period, and, if necessary, be revised.

4. Additional Needs (Special Educational Needs) and Disability

4.1. At TASIS Additional Needs (SEND) Policy includes:

- a. an explanation of how the individual needs of students will be met, including how students who are disabled or have special educational needs (SEN) will be included, valued and supported, and how reasonable adjustments will be made;
- b. arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference;

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- c. how inappropriate attitudes and practices are challenged; and
 - d. how the provision encourages students to value and respect others.
- 4.2. The Proprietor of TASIS has a proactive approach in ensuring that there is no discrimination against disabled students and prospective students in the provision of education and associated services in TASIS and in respect of admissions and exclusions.
- 4.3. Improving access to education and educational achievement by students with disabilities is essential to the Proprietor’s policy of ensuring equality of opportunity, full participation in society and the economy.
- 4.4. We are committed to Disability Equality and understand the need to embrace the spirit of the Disability Equality Duty detailed in the Disability Discrimination Act 2006 (DDA), the Equality Act 2010 and the Public Sector Equality Duty 2011.
- 4.5. Through a positive approach we actively work towards disability equality, with our students, parents/guardians and staff.
- 4.6. We note that the Duty is grounded in the Social Model of Disability and undertake to understand the implications of this and ensure it is embedded in the School culture and informs the way we apply the Duty.
- 4.7. The School’s ethos of care and its commitment to justice are the foundation of its aims in educating the whole School community to make its proper contribution to society.
- 4.8. This policy and the Accessibility Plan contribute to the review and revision of related School policies

5. Guiding Principles

- 5.1. TASIS is committed to a policy of equality of opportunity in respect of all its members. To this end, we take steps to ensure that students appreciate racial and cultural diversity, and avoid, resist and actively challenge racism.
- 5.2. 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, sexual orientation or gender identity are of equal value.
- 5.3. In order to ensure that our School community is one in which these values flourish, TASIS is guided by the following principles in relation to Equality:
- a. Personal, Social, Health, Economic Education (PSHEE);
and

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- b. Social, Moral, Spiritual, Cultural (SMSC) Education.
- 5.4. Staff and students will be aware of diversity and understand its effects and impacts and will diversity as part of School life.
- 5.5. Appropriate and regularized diversity training will be provided to staff at intervals throughout the School year.

6. Principle 1: All learners are valued, and their contributions recognised

- 6.1. Learners are supported and encouraged to maximise their potential and to contribute fully in all areas of School life.
- 6.2. Contributions are regularly recognised:
- a. on a small scale, through regular verbal and written feedback by teaching staff;
 - b. on a larger scale, through end-of-term prizes which include academic, theatrical, dramatic, and sporting achievement, as well as dedication to the School qualities of Excellence, Respect, Courage and Perseverance.
- 6.3. 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.
- 6.4. Mindful of our tradition within the values of the British Isles, we are also fully committed to the fundamental ethical principles of:
- a. Consideration for others;
 - b. Awareness of the importance and celebration of each and every individual within the School community;
 - c. The need to respond generously to the needs of those less economically fortunate than ourselves.
- 6.5. 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.
- 6.6. 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 TASIS.

7. Principle 2: Diversity is recognised and respected

- 7.1. Treating people with respect and consideration, in accordance with Principle 1, does not necessarily mean that everyone should be treated identically.

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- 7.2. 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.
- 7.3. We will recognise and respond to problems that people may face, and will recognise and work to eliminate discrimination, in relation to:
- a. Disability
 - b. Ethnicity
 - c. Sex
 - d. Gender
 - e. Religion, belief or faith background
 - f. Sexual Orientation
 - g. Gender identity
 - h. And as relevant - Pregnancy/maternity
- 7.4. And in relation to employment:
- a. Age
 - b. Marriage/civil partnership
- 7.5. The Directors will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy.
- 7.6. Person and job specifications will be limited to those requirements that are necessary for the effective performance of the job.
- 7.7. 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.
- 7.8. Disability and personal or home commitments will not form the basis of employment decisions except where necessary.
- 7.9. TASIS 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.
- 7.10. 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 understanding of their religious, cultural and racial differences and of the consequences thereof.
- 7.11. 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.

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- 7.12. Racially abusive language by staff or children and young people will be a matter for disciplinary action.
- 7.13. Special leave for religious reasons will not be unreasonably refused by the School. Applications for such leave should be made in writing to the Head, 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.
- 7.14. School lists are organised chronologically or alphabetically, rather than by gender (unless this is required by an outside agency for a particular purpose).
- 7.15. 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).
- 7.16. Each child will be given opportunities to exercise responsibility within the classroom or the School, with care taken regarding stereotyping of roles.
- 7.17. We view boys and girls as both carers and leaders.
- 7.18. When lining up, boys and girls are mixed (within their own class).
- 7.19. A quiet area in the Library and LRC is provided for those who prefer less boisterous activities at break times.

8. Principle 3: Everyone is welcomed and made to feel comfortable within our School community

- 8.1. Our policies and practices should work to ensure that relations between different individuals and identity groups within School are positive, cordial and tolerant.
- 8.2. This includes the promotion of:
- a. Positive attitudes, knowledge and understanding towards disability;
 - b. Positive attitudes, knowledge and understanding of different ethnicities, cultures, religions, races and nationalities;
 - c. Positive attitudes and mutual respect between boys and girls; women and men; and an intolerance of any sexist, homophobic or gender-based prejudice.
- 8.3. We welcome all applicants to join the School, whatever the background or physical disability.
- 8.4. We seek to ensure that people with disabilities are not discriminated against when applying for jobs at our School.

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- 8.5. We take all reasonable steps to ensure that the School environment gives access to people with disabilities. So all children can have access to the full range of the curriculum
- 8.6. 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 individually, sensitively and with respect for the child's cultural traditions.
- 8.7. 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.

9. Principle 4: TASIS, follows best practice in staff recruitment, retention, Continuing Professional Development (CPD), and cessation of employment

- 9.1. All policies and practices adopted by TASIS, should be of benefit to employees and potential employees, in all areas of recruitment, promotion, retention, CPD, discipline, dismissal and redundancy.
- 9.2. 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, sexual orientation or gender identity.
- 9.3. As relevant, employees and potential employees should be given equal opportunities regardless of pregnancy, maternity, marriage/civil partnership.
- 9.4. 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 student, and the School challenges stereotyping and prejudice whenever it occurs.

10. Principle 5: We will recognise and address inequalities and barriers that already exist

- 10.1. TASIS 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.
- 10.2. **Anti-Racism:** It is the right of all students to receive the best education the School can provide, with access to all educational activities organised by the School. We

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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. 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.

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

- a. Racist language, attitudes and behaviour must be categorically rejected.
- b. Racial stereotypes should never be used or allowed. Those in classical literature must be made explicit to students and contextualised.
- c. Students' names should be pronounced correctly and nicknames should be the prerogative of the nicknamed.
- d. Attention should be paid to spelling names correctly at all times.
- e. Literature in School should include names from a wide variety of cultures.
- f. Bi-lingual students and parents must be allowed to nominate an interpreter when necessary.
- g. Lack of fluency in the English language should not be used as an indication of academic potential.

10.4. **Gender:**

- a. No pupil should be excluded from receiving the curriculum on the basis of their gender.
- b. No privileges must be reserved for students on the basis of their gender.

10.5. **Class:**

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

11. Principle 6: The wider community and society should benefit from our policies and practices.

11.1. We intend that our policies and practices contribute to the creation and maintenance of a diverse, tolerant and socially cohesive community. We view TASIS as playing a part in the creation of such communities at a School, local, regional and national level.

11.2. 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, sexual orientation or gender identity.

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- 11.3. We intend to promote a society in which discrimination, victimisation and harassment on the basis of any perceived 'difference' is not tolerated.

12.Principle 7: On-going review and appraisal

- 12.1. TASIS 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.
- 12.2. TASIS is open to feedback and response on all matters related to its equalities policy from all stakeholders, including students, staff, parents, and Directors.

13.Procedures for addressing discriminatory behaviour

13.1. Informal Resolution

- a. **Stage 1:** You should speak or write to the individual concerned informing him or her that their behaviour is unwelcome.
- b. **Stage 2:** If the unwanted behaviour continues, you should ask the Head to speak to the person concerned. If the person concerned is the Head, you should ask the Directors to speak to the Head.
- c. **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.

13.2. Formal Procedure

- a. **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.

14.Roles and Responsibilities

- 14.1. All staff and stakeholders should recognise that they have a specific role and responsibility in their day-to-day work to:
- a. promote equality, inclusion and good community relations;
 - b. challenge inappropriate language and behaviour;
 - c. tackle bias and stereotyping;

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

14.2. Your Responsibilities

- a. Every employee is required to assist the Directors and the whole School to meet its commitment to provide equal opportunities in employment and avoid unlawful discrimination.
- b. Employees should be aware that they can be held personally liable as well as, or instead of, the Directors for any act of unlawful discrimination. Employees who commit serious acts of harassment may also be guilty of a criminal offence.
- c. 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.

14.3. The role of the Head of School:

- a. It is the Head's role to implement the School's equalities policies.
- b. It is the Head's role to ensure that all staff are aware of the School policy on equalities, and that teachers apply these guidelines fairly in all situations.
- c. The Head 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.
- d. The Head promotes the principles of equalities when developing the curriculum, and promotes respect for other people in all aspects of School life.
- e. The Head treats all incidents of unfair treatment and any racist incidents with due seriousness.

14.4. The Role of the Teacher and House Parents:

- a. The class teacher ensures that all students are treated fairly, equally and with respect. We do not discriminate against any child.
- b. 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.

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- c. Teachers strive to provide material that gives positive images and that challenges stereotypical images of minority groups.

14.5. 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. All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the School Behaviour Book, and draw them to the attention of the Head of School.

15. Equality of Opportunity: Employment Code of Practice

15.1. TASIS is an equal opportunities employer, and aims to implement best practice at all times.

16. Recruitment

16.1. Newly created posts may be advertised internally initially, externally or both depending on the requirements of the role.

16.2. External posts will be advertised in the national press, and/or in local press, and/or in specialist journals as appropriate to the position in question.

16.3. Our aim in doing this is to encourage suitable applicants from a broad range of backgrounds.

16.4. In observing equal opportunities practice, TASIS 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.

17. Selection of Candidates

17.1. We will clearly define requirements for selection in the job descriptions sent to candidates as part of the employment application process.

17.2. Selection criteria for employment will be objective, job-specific and carefully assessed as necessary to the fulfilment of the position.

17.3. 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.

17.4. Selection methods for interviewing and short-listing will be objective and directly relevant to the nature of the vacant position.

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17.5. Interviewing must only be carried out by suitably qualified and prepared panels of staff.

18.Existing Workforce

18.1. 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 appropriate action to address any problems that may be identified as a result of the monitoring process.

19.Job Applicants Equality Profile

19.1. TASIS, 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 HR Manager.

20.Employee Training and Development

20.1. TASIS 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.

21.Grievances Following Termination of Your Employment

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