

ALDRO



Equality and Diversity Policy

Policy 17a

Author:	Headmaster (CAC)
Last update:	February 2021
Governor Lead:	Finance and General Purposes Committee (Sarah Hunt)
Governor Review:	February 2021
Next author review due:	September 2021
Next Governor review due:	November 2021

Promoting equal opportunities is fundamental to the aims and ethos of Aldro ('the School').

The School is committed to equal treatment for all, regardless of race, disability, religion or belief, sex or sexual orientation or any of the protected characteristics as outlined in the Equality Act (2010).

Aims

The aims of this policy and the School's ethos as a whole are to:

- Eliminate unlawful discrimination on grounds of any of the protected characteristics
- Promote equality of opportunity for all members of the School community
- Comply with the School's equality duties contained in the Equality Act 2010.

All members of the School community are expected to comply with this policy.

All parents are expected to support the aims of this policy and the School's ethos of tolerance and respect.

Admission

The School treats every application for admission in a fair and equal way in accordance with this policy and the School's Admissions Policy. The School accepts applications from, and admits, all prospective pupils irrespective of their disability, race, religion or belief (or lack of religion or belief) or special educational needs ('SEN').

Parents must inform the School when submitting the Registration Form of any special circumstances relating to their child which may affect their child's performance in the admissions process and/or ability to fully participate in the education provided by the School. The School will not offer a place to a child with disabilities if, after reasonable adjustments have been considered, the School cannot adequately cater for or meet their needs.

Bursaries are means tested awards offered to those who meet the School's admission criteria but may otherwise be unable to attend the School due to financial hardship. Details of the provision of bursaries can be obtained from the Bursar's office.

Educational services

The School offers all pupils access to educational provision including all benefits, services and facilities, irrespective of any protected characteristic (subject to the School's reasonable adjustments duty and considerations of safety and welfare). The School will not discriminate against a pupil on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment.

The School will:

- Treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination
- Endeavour to meet the needs of all children and ensure that there is no unlawful discrimination on the grounds of any protected characteristics
- Challenge inappropriate discriminatory behaviour by pupils and staff
- Offer all pupils access to all areas of the curriculum and a full range of co-curricular activities
- Work with parents and external agencies where appropriate to combat and prevent discrimination in School
- Ensure that it reviews, monitors and evaluates the effectiveness of inclusive policies and practices
- Use the curriculum, assemblies and PSHE to:
 - Promote tolerance of and respect for each other, paying particular regard to the protected characteristics set out in the Equality Act 2010.
 - Promote positive images and role models to avoid prejudice and raise awareness of related issues.

The School recognises that discrimination may be direct, indirect, or arising from disability whether or not it was intentional. Harassment and bullying in all its forms is unacceptable and will be dealt with in accordance with the School's policies, including the Behaviour and Anti-bullying policies and the Staff Code of Conduct.

Discrimination means treating one person worse than another because of a protected characteristic (known as direct discrimination) or putting in place a rule or policy or way of doing things that has a worse impact on someone with a protected characteristic than someone without one, when this cannot be objectively justified (known as indirect discrimination).

Harassment includes unwanted conduct related to a protected characteristic which has the purpose or effect of violating someone's dignity or which creates a hostile, degrading, humiliating or offensive environment for someone with a protected characteristic.

Victimisation is treating someone unfavourably because they have taken (or might be taking) action under the Equality Act or supporting somebody who is doing so.

In addition, the School will ensure its pupils do not experience any inappropriate discrimination because of differences arising out of cultural background; linguistic background; special education needs; academic or sporting ability.

Religious belief

Although the School's religious ethos is based on Christian teaching and tradition, the School is inclusive and welcomes and respects the rights and freedoms of individuals from other religions and faiths (or with no religion or faith) subject to considerations of safety and welfare and the rights and freedoms of other members of the School community. As an independent school with a distinctive Christian heritage and culture, all staff and pupils are expected support the School's Christian ethos by, for example, attendance at Chapel services.

The Governing Body, through the senior leadership team, actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Reasonable adjustments for pupils with disability

The School has an ongoing duty to make reasonable adjustments for pupils with a disability to ensure they do not suffer a substantial disadvantage in comparison with other pupils.

Where the School is required to consider its reasonable adjustments duty, it will consult with parents about what reasonable adjustments, if any, the School is able to make to avoid their child being put at a substantial disadvantage. The School will carefully consider any proposals for auxiliary aids and services in light of a pupil's disability and the resources available to the School. Further information on the School's reasonable adjustments duty can be found in the School's Learning Support Policy.

The School has an Accessibility Plan in place which can be found on the School website and a hard copy can be made available upon request from the School Office. This sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve 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 improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Compliance with the Policy

- a. In the workings of everyday School life, the School, its staff and pupils are charged with identifying specific opportunities to promote equality and celebrate diversity with open-mindedness, tolerance and respect.
- b. Each member of the community is obliged to contribute to making it a happy and caring environment by showing respect for and appreciation of others as individuals.
- c. All pupils will be included in and invited to contribute to the spiritual life of the School through their own faith. All pupils attend the school chapel services, however they may also pursue alternative forms of worship with the Headmaster's approval. In Religious Studies lessons other beliefs are studied; for example, in Form 6 pupils study the Muslim faith and visit a Mosque, and Form 5 pupils study Judaism and visit a Synagogue. Through the pastoral structure, the School ensures that every effort is made to support individual pupils with particular cultural needs.
- d. Pupils are encouraged to contribute to their education and that of others by sharing their cultural experiences, values, perceptions and languages. Pupils for whom English is not a first language receive support, as appropriate, from the Learning Support Department.
- e. Pupils are encouraged to aim high; utilise all the opportunities available to them; and participate equally in physical, intellectual and social activities
- f. The Catering Department caters for pupils with a diverse range of dietary needs by providing an exceptional range of food. Where special dietary requirements are specified the catering staff, matrons and teaching staff work with individuals to ensure that their needs are met. They regularly provide themed meals reflecting cultural food from around the world.
- g. All members of the community are expected to comply with this policy. Any reports to the contrary will be investigated and dealt with swiftly in accordance with the School's disciplinary procedures.
- h. Dealing with unfair discriminatory behaviour of any kind, abuse and intimidation is the responsibility of everyone. All staff and many pupils (such as School Prefects) have a particular obligation to tackle prejudice and report bullying and harassment, as outlined in their role descriptions.
- i. Teaching staff have a responsibility to identify and challenge racial or cultural bias and stereotyping through their choice of resources and teaching materials.
- j. The School recognises that treating people equally does not necessarily involve treating them all the same.
- k. As an employer, the School ensures that it eliminates discrimination and harassment in its employment practice and actively promotes equality across all groups within its workforce.

In addition, the School will:

- ensure there is also no tolerance of any less favourable treatment on grounds of family circumstances or social or economic class, nor allow anyone to be disadvantaged by any other condition or requirement which is not relevant to good practice and cannot be shown to be justifiable
- implement established systems for those who feel themselves subjected to discrimination and work to ensure that all members of the community feel comfortable and confident to raise any issues or difficulties
- provide training to ensure all are informed of equal opportunity and principles of diversity and are given opportunity to discuss and understand racism, sexism, homophobia and other forms of prejudice. It is important that everyone understands the hurt and harm caused by discrimination and prejudice
- maintain and monitor records of admissions, attendance, progress, achievement, behaviour, discipline, involvement, health and welfare to assess the effectiveness of its commitment to equality and diversity

Monitoring and review

The Headmaster regularly monitors and reviews the effectiveness of this policy and reports to the governors annually on the policy's effectiveness in practice.

Breach of this policy

All forms of discrimination by any person within the School will be treated seriously. A careful note of breaches of this policy will be kept by whoever deals with the incident. Records will be kept either in the pupil or staff file. It will be made clear to offending individuals that such behaviour is unacceptable and a warning will be issued that future breaches may be dealt with in accordance with the School's Behaviour Policy in the case of pupils, and Disciplinary Procedure in the case of staff and contractors.

This Policy has regard to:

- Admissions Policy (15a)
- Accessibility Plan 2019-2022 (17b)
- Anti-bullying Policy (10a)
- Behaviour Policy (9a)
- Complaints Policy (including pupil complaints) (33a)
- Curriculum Policy (2a)
- Recruitment Policy (18a)
- Child Protection and Safeguarding Policy (7a & 8a)
- Learning and Support Policy (3b)
- Staff Handbook and Code of Conduct (including whistle blowing policy and grievance procedure)