

Equality Policy

Clarity Independent School

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AIMS:

This policy is drawn up in consideration of the Equality Act 2010 which protects individuals from discrimination and harassment based upon 'protected characteristics'. The protected characteristics in respect of the pupils are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

Equality of opportunity at Clarity Independent School means providing equality and excellence for all in order to promote the highest possible standards. Equality of opportunity applies to all members of the school community; pupils, staff, parents and carers and community members.

The core values and ethos of the Equality Policy are:

- To prepare pupils for life in a diverse society and world.
- To meet the diverse needs of the pupils.
- To ensure that an inclusive ethos is established and maintained.
- To make Clarity Independent School a place where everyone, irrespective of their race, colour, ethnic or national origin or citizenship, feels welcomed and valued.
- To respect and value linguistic, cultural and religious diversity in the community.
- To develop each pupil's sense of personal and cultural identity and to encourage pupils to be confident, open to change, receptive and respectful towards others' identities.
- To acknowledge the existence of prejudice and be proactive in tackling and eliminating discrimination.
- To ensure that issues related to equality and prejudice are recognised across all areas of school activity.
- To ensure that equality is an integral part of all planning and decision making within the school.



LEADERSHIP AND MANAGEMENT:

- All school policies reflect a commitment to equal opportunities.
- The Head Teacher sets a clear ethos, which reflects the commitment to equality for all members of the school's community
- Clarity Independent School promotes positive and proactive approaches to valuing and respecting diversity.
- Senior leaders work in partnership with others to promote equality of opportunity, oppose all forms of oppressive behaviour, prejudice and discrimination.
- Teaching and curriculum development are monitored to ensure high expectations of pupils and appropriate breadth of content in relation to the school and the wider community.

Staffing: Safer Recruitment and Professional Development:

The Head Teacher is:

- Committed to equality for all in the appointment, development, training and promotion of staff, and in all dealings with pupils and parents and carers of the school.
- Recognises the value of a diverse and inclusive workforce.
- Always operates within the requirements of anti-discrimination legislation and will promote equality positively in its staffing decisions.
- All decisions, including advertising of vacancies, shortlisting, selection, induction, appraisal, training, development, promotion, terms and conditions of employment, dismissal and pay will be based on an objective and fair assessment of school requirements.
- The only personal characteristics which will be considered will be those which are necessary for the requirements and proper performance of the work involved. There will be no generalised concepts or assumptions about the characteristics of groups. All staff have the right, through the agreed procedure, to challenge any decision or action taken which they believe to be in breach of these principles. Any member of staff who deliberately and knowingly contravenes this policy will be liable to formal disciplinary action.

Statutory Requirements:

Clarity Independent School is bound by law not to discriminate in certain groups. The Equality Act 2010 has brought together all the current discrimination laws into one and sets out the 'protected characteristics' that qualify for protection from discrimination as:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

There are some exemptions from this legislation in situations where the essential nature of a job calls for a man, woman or person from a religion or racial group. Clarity Independent School would not normally seek to use exemptions from the above acts.

The Head Teacher will:

- Give sympathetic consideration for requests for time off for religious observance from staff who are active members of religions or beliefs, although such time off will be unpaid and will be considered only subject to the operational requirements of the school.
- Wherever possible make reasonable adjustments to recruitment processes, working conditions or the working environment, including terms and conditions of employment, to help overcome practical difficulties created by applicants and members of staff who have a disability.
- Acknowledge these areas of regulation and confirms its commitment to enforce these statutory requirements in the school.

Advertising of Vacancies:

Vacancies will be advertised openly and will normally be available for members of staff in the school to apply.

- All decisions relating to appointments or promotions will be conducted in accordance with the following principles:
- A detailed job description will be drawn up which accurately describes the duties of the post.
- An objective and sufficiently detailed person specification will be defined from the job profile.



- Job descriptions, person specifications and the selection criteria will be available to all candidates.
- Shortlisting will be carried out against the selection criteria and a written record retained of the assessment of each candidate.
- Selection decisions will be made against the agreed criteria and no other criteria will be used.
- A written record of the selection decision relating to the agreed criteria will be retained.
- Reasonable adjustments will be made to the recruitment and selection process where necessary to ensure that people with disabilities are enabled to compete for appointments in the school.

Specific Issues:

1. Age:

The Head Teacher is opposed to any direct or indirect discrimination based on age.

2. Disability:

The Head Teacher is opposed to any discrimination against people with disabilities based on assumptions of their ability or otherwise to carry out the duties of a post in the school. Where a candidate who has a disability is appointed to the post in the school, reasonable provision will be made for adjustments to the working conditions or environment where this is practicable.

3. Gender Reassignment:

The Head Teacher is opposed to any discrimination as a result of a person proposing to undergo, undergoing or having undergone a process (or part of a process) for the purpose of reassigning the person's gender.

4. Marital Status or Civil Partnership:

The Head Teacher is opposed to any discrimination against employees as a result of being married or in a civil partnership.

5. Pregnancy and Maternity:

The Head Teacher is opposed to any discrimination against a woman because of her pregnancy and/or maternity leave.

6. Race:

The Head Teacher is opposed to any direct or indirect discrimination based on race, colour, ethnic or national origin. There may be situations in the school which require special consideration and when an occupational requirement may apply to justify the employment of someone of one race or ethnic origin. However, these situations will be unusual and exceptional and will be discussed with staff in advance.

7. Religion or Belief:

The Head Teacher is opposed to any direct or indirect discriminations based upon religion, belief, or non-belief.

8. Sex:

The Head Teacher is opposed to any direct or indirect discrimination based on gender. There may be situations in the school which require special consideration and where a genuine and determining occupational requirement may apply to justify the employment of someone of a particular sex. However, these situations will be unusual and exceptional and will be discussed with the staff in advance.

9. Sexual Orientation:

The Head Teacher is opposed to any direct or indirect discrimination based on perceived or actual sexual orientation.

10. Harassment or bullying:

The Head Teacher is opposed to any unwanted conduct relating to a protected characteristic that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliation or offensive environment. The Head Teacher is further opposed to any act of victimisation, harassment or bullying against any member of staff either by an employee or third party based on assumptions about their status in the above categories or any other grounds. Such action will be investigated in accordance with the school's procedure and may lead to formal disciplinary action.

11. Non-Statutory Aspects:

Although there are no statutory requirements not to discriminate against any other groups or characteristics of staff, the Head Teacher wishes to state that she will not in any way discriminate against members of staff or applicants for posts on the grounds of their political affiliation.

Positive Action:

The Head Teacher recognises that the avoidance of discrimination is not enough to ensure that equality exists in the school. The Head Teacher will therefore consider measures of positive action which may assist in achieving the aims of this policy. This action is designed to encourage or facilitate the employment or training of minority or disadvantaged groups.

The Head Teacher will not discriminate in favour of individuals from specific groups (positive discrimination) but it will take positive action which enables members of those groups to compete on an equal basis. Positive action measures may include:

- Encouraging applications from specific groups which are under-represented in the school, but make it clear that selection will be on merit.
- Encouraging people with disabilities to apply for posts.
- Advertisements which encourage applications from individuals of a particular religion or belief, but make it clear that selection will be on merit.
- Flexible working – promoting the use of job shares and flexible working where operational factors make it possible.
- Language/literacy training.
- Supportive training measures for under-represented groups.
- Assistance with applications for candidates with language problems.
- Commitments to interviewing disabled people who meet the basic criteria for the post.
- Encouraging staff to become representatives of trade unions/associations.

Harassment and Grievance Procedures:

Harassment has the effect of destroying dignity and undermining the confidence of employees. It can take many forms, including physical contact, bullying, threatening or ignoring someone. It can be a series of offensive remarks or a single incident. It can be behaviour that staff find offensive even if not directed towards them or harassment because of perception or association.

The Head Teacher is committed to the principles of dignity at work for its entire staff in the schools. This includes the right to be treated with respect by all managers and colleagues.

The Head Teacher will consider any acts of harassment including those on the grounds of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly.

Clarity Independent School has procedures to resolve grievances and for the handling of complaints or harassment and bullying at work. The Head Teacher is committed to investigate any such complaint. These procedures will be followed carefully and promptly in response to any such complaint. The first point of contact for any such complaint should be Debbie Hanson, Head Teacher. In addition, staff have the right to approach their professional association or trade union representative for support.

Monitoring:

The school will keep records of existing staff and new applicants which can be analysed to provide data to assess whether equality is being demonstrated. The Head Teacher will regularly monitor the effectiveness of its policy by the following methods:

- All applicants for posts will be invited to indicate whether they have any special requirements or require reasonable adjustments to enable them to submit an application, attend an interview or carry out duties of that post. Responses to this question and appropriate actions taken by the school to accommodate people with disabilities will also be monitored as part of this process.
- Staff will be invited to give feedback from time to time and to make suggestions for improvements.
- The incidence of complaints under the above procedures and any other aspects of this policy will be monitored.
- The Head Teacher will ensure that the information is stored in an appropriate and confidential format in accordance with the Data Protection Act 2018.

Training:

The principles outlined above in relation to fair and equal treatment will also apply to selection for training. Requests for training will be considered in accordance with the school's operational priorities, based on the school's overall development plan and budget allocations.

Similarly, the training of school staff in issues of equality and discrimination is an essential part of our Equality Policy.

Where training is scheduled to take place on site, the school will, where possible, adapt the methods of training delivery if current arrangements disadvantage individuals or groups of staff.



Curriculum:

1. The curriculum builds on pupils starting points and is differentiated appropriately to ensure the inclusion of:

- Boys and girls
- Pupils learning English as an additional language
- Pupils from ethnic minority groups
- Pupils who are looked after by the Local Authority
- Pupils who are at risk of disaffection and exclusion

2. Wherever possible, the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

3. The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

4. Special events cater for the interests and capabilities of all students and take account of parental concerns related to religion and culture.

Teaching and Learning:

1. Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued.

2. All pupils have access to a curriculum that attempts to best meet individual needs subject to normal timetabling and resource restrictions.

3. Teaching is responsive to pupils' different learning styles and takes into account pupils' cultural backgrounds and linguistic needs.

4. Teachers take positive steps to include all groups or individuals.

5. Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under regular review.

6. Teachers recognise the importance of displays and resources as a way of communicating with all school users and ensure they represent, promote, inform, support and celebrate all sections of the school and wider community without bias, discrimination or stereotyping.

Assessment, Pupil Achievement and Progress:

1. All pupils have the opportunity to achieve to their highest standards. Clarity Independent School ensures that assessment is free of gender, cultural and social bias and that assessment methods are valid.



2. The monitoring and analysing of pupil performance by gender, ethnicity and background enables the identification of groups of pupils where there are patterns of underachievement. Clarity Independent School ensures that action is taken to counter this.
3. Staff have very high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. Clarity Independent School recognises all forms of achievement.
4. All pupils have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future planning.
5. Staff use a range of methods and strategies to assess pupils' progress.

Behaviour, Positive Support and Exclusions:

1. Clarity Independent School expects high standards of behaviour from all pupils.
2. The school's procedures for supporting pupils and managing behaviour are fair and applied equally to all.
3. It is recognised that cultural background may affect behaviour. Clarity Independent School takes this into account when dealing with incidents of non-compliant or unacceptable behaviour.
4. All staff operate consistent reward systems, including positive use of praise.
5. Pupils, staff, parents and carers are aware of the procedures for dealing with harassment. They know that any language which is potentially damaging to any minority group is always unacceptable.
6. Behaviour which does not reflect equal opportunities is always unacceptable and will be dealt with accordingly.

Personal Development and Pastoral Care:

1. Pastoral support takes account of religious and ethnic differences and the experiences and needs of refugee and asylum seeker children.
2. Clarity Independent School provides appropriate support for pupils learning English as an additional language and encourages them to use their home and community languages.
3. Clarity Independent School takes account of and meets the needs of traveller pupils.
4. Appropriate support is given to victims of harassment and intolerant behaviour using the support of external agencies where appropriate.
5. The curriculum and pastoral systems promote and reinforce equal opportunities.



Admissions and Attendance:

1. The admissions process is monitored to ensure that it is administered fairly and consistently to all pupils. Please refer to the Admissions Criteria.
2. Information about the pupils' ethnicity, first language, religion, physical needs, medical needs etc. is included on all the admission forms.
3. Parents and carers are aware of their rights and responsibilities in relations to pupils' attendance, and absence is always followed up by appropriate staff.
4. Reasonable provision is made for leave of absence for religious observance which includes staff as well as pupils.
5. Provision is made for pupils on extended leave, so they are able to continue with their learning.

Partnerships with Parents and Carers and The Community:

1. Progress information to parents and carers is accessible and appropriate in order to ensure that all parents and carers can participate in the dialogue. Parents and carers are encouraged to telephone the school for an appointment at any time if they have concerns.
2. All parents and carers are encouraged to participate at all levels in the full life of the school.
3. Clarity Independent School works in partnership with parents, carers and the community to develop positive attitudes to diversity and to address any specific incidents.
4. Clarity Independent School takes steps to encourage the involvement and participation of under-represented groups of parents/carers and sections of the community.
5. Information material for parents/carers is easily accessible in user friendly language.
6. The premises and facilities are equally available and accessible as far as is reasonably possible for use by groups within the community.

Responsibilities:

1. The Head Teacher will ensure that Clarity Independent School complies with all relevant equality legislation.
2. The Head Teacher will ensure that the policy and relevant procedures and strategies are implemented.
3. The Head Teacher will ensure that all staff are aware of their responsibilities under the policy.



Monitor and Review:

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage sections of the community. This policy will be given to all staff through normal management meeting mechanisms and the Head Teacher ensures that it is known and understood by staff. This policy will also be made available to potential applicants for vacant positions in the school.

Overall responsibility for **Clarity Independent School** rests with the Head Teacher:

Debbie Hanson, Head Teacher