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## EQUALITY POLICY

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### AIMS AND OBJECTIVES

This policy relates to all sections and activities of the school e.g. the Senior School, the Junior School (including EYFS), Wrap Around Care, Offsite Activities and School run Holiday Activities or Clubs. All members of the School and visitors are expected to show mutual tolerance, respect and understanding.

In applying this policy, Red House School will not unlawfully discriminate in respect of any of the protected characteristics defined in the Equality Act 2010 and specified below:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race (including ethnic or national origins, colour or nationality)
- religion or belief (including lack of belief)
- sex
- sexual orientation

Red House School aims to provide a welcoming, supportive and emotionally and physically secure learning and working environment for every member of the school community. We seek to create an environment where all pupils are valued equally, where members of staff demonstrate personal commitment to that principle, and where all pupils are taught to do the same. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

The purpose of this policy is to encourage positive attitudes to gender, cultural diversity and special needs of any kind. The school aims to create an inclusive school culture that fosters acceptance and respect for diversity. In doing so, we seek to deepen understanding and knowledge, promote student and staff wellbeing and help everyone achieve their full potential. We celebrate diversity within the school through religious assemblies, Religious Studies and our PSHE and RSE programmes and we show respect for all minority groups. In addition, the policy encourages the empowerment of individuals so that they take the opportunities available irrespective of their age, gender, race, social background, ability (including specific learning difficulties), religion, sexuality, gender reassignment, pregnancy or maternity. It is important to us, however, that no one individual's rights may be exercised in preference to another's.

The ethos of the school supports equality of opportunity by countering stereotypes and prejudice and helping children to accept and understand social diversity, which helps to engender a positive, calm and respectful teaching and learning environment. The school is committed to ensuring that the working environment is free from discrimination, harassment, bullying, vilification and victimisation. Mutual tolerance and positive attitudes are fostered so that everyone can feel valued within the school and pupils are taught to respect others and to value the different contributions that everyone can make.

Wherever significant decisions are being made or policies developed, consideration is given to equality implications. Furthermore, equality duties and relevant information are actively considered by the Senior Management Team and the Board of Governors.

### BACKGROUND AND GUIDANCE

This policy is in line with the 1976 Race Relations Act and the Equality Act 2010 and covers both direct and indirect discrimination. The 2010 Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment.

Commitment to equal opportunities is demonstrated in our entry policy; our approach to teaching in the classroom; the view which we personally express (even in humour), and the views we accept from pupils.

However:

- Red House selects at entry by academic ability from Year 1.

- Red House, though not denominational, is a school where values and attitudes adhere to Christian principles. These Christian principles include Christian tolerance and members of staff are expected to remain objective and to respond in a spirit of Christian tolerance.
- When sensitive issues arise within ordinary teaching situations, where, for instance, racial prejudice arises in a text being studied, staff should feel confident to use the opportunity to reinforce the school's ethos in relation to such discrimination. Such an attitude is encouraged and has the support of the School.

### **ADMISSION CRITERIA**

Children of all academic abilities may join EYFS classes. However, Red House is an academic school and children entering Year 1 and above will be assessed to ensure there is a reasonable expectation that they will have the ability to cope with the curriculum. We will not exclude a child on the grounds of their disability including any learning difficulty for which reasonable adjustments can be made.

There is an obligation on staff to adopt teaching methods that make the work accessible to all children, including those with learning difficulties, to take account of their pace of learning and the equipment they use.

### **IMPLEMENTATION**

All interactions within the school and between the school, parents and other agencies are non-discriminatory.

#### **Written Communications**

The language of written communications is non-gender specific.

#### **Teaching Materials**

When selecting teaching materials, teachers strive to provide resources which display positive role models and which challenge stereotypical and discriminatory views of minority groups.

#### **Teacher Expectations**

Teachers have equally high expectations of the children regardless of gender, ethnic or social background and ability. In the classroom groups should be mixed and a climate of cooperation encouraged. Any discriminatory comments should be dealt with at the time of their occurrence.

#### **Self-awareness**

Members of staff are expected to question their own attitudes and try to become more aware of their own prejudices, in recognition of the fact that they are role models for the children in the school community.

#### **Management**

The Management of the school seeks to establish a structure which promotes positive role models and encourages the involvement of the wider community in developing Equal Opportunities education.

#### **Recruitment**

The School recognises the advantages that come from the diversity of staff from different backgrounds and we encourage applications for jobs from all members of the community. The School will not ask any health-related questions prior to the offer of employment. However, as part of the recruitment process, all employees must agree to undertake a medical, or complete a medical declaration form, prior to the commencement of employment. Such reasonable adjustments to the application procedures shall be made as are required to ensure that applicants are not disadvantaged because of their disability. The School recognises the importance of taking pro-active measures to remove barriers to disabled people from the working environment.

#### **Conditions of Employment**

Conditions of employment are non-discriminatory, e.g. when dealing with religious holidays, maternity/paternity leave, part time employees and compassionate leave.

Where during the course of his or her employment a disabled member of staff recognises the need for a reasonable adjustment to be made to work arrangements or school premises, he or she should discuss this requirement with his or her Line Manager.

#### **Staff Development**

All employees have equal opportunity to take part in training and career development.

#### **Curriculum**

Multicultural perspectives are reflected in the curriculum through a number of subjects, including PSHE, RSE and RS programmes, to help children to question prejudice and develop open-mindedness. In the same way, we challenge stereotypes of age, gender, race, class and sexuality and encourage understanding and respect. Equal opportunities are an integral component of the teaching and learning of all subjects. It is the right of all pupils to receive the best education the school can provide, giving access to all educational activities organised by the school. We do not tolerate any form of discrimination and, should such an incident occur, we will act immediately to prevent any repetition of the incident and to support the pupil in overcoming any difficulties they may have experienced.

### **English as an Additional Language**

On admitting EAL pupils, Red House School will identify pupils' needs, recognise the skills they bring to school and ensure equality of access to the curriculum. Staff at Red House will respond to the needs of pupils for whom English is an additional language and provide them with effective support in order to allow them to access the curriculum and play a full part in all areas of school life.

### **Provision for pupils with particular religious, dietary or cultural needs**

The School will consider all requests from pupils with religious, dietary or cultural needs and will make reasonable efforts to accommodate these requests where appropriate.

### **DISCRIMINATION ARISING FROM A DISABILITY**

The School will not discriminate against a pupil or member of staff because of something that is a consequence of their disability. At present, our facilities, physical and otherwise, for the disabled and those with special educational needs are limited. However, we will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. Our Policy on Special Educational Needs is consistent with this policy.

The School will, in consultation with parents, make such adjustments as are reasonable to enable a pupil who is disabled to perform to the best of his or her abilities. Where the school does not have the relevant expertise to resolve the problem, an outside specialist may be consulted. Once an adjustment has been made its operation may be reviewed at agreed intervals, in order to assess its continuing effectiveness.

Reasonable adjustments may be required to the school uniform for pupils who require them: e.g. due to the necessity of wearing a plaster cast. The pupil, or his or her parents, should refer the matter to the Head of the Junior School or to the relevant team leader or the Deputy Head and the Head of the Senior School in the Senior School to ensure that all reasonable adjustments are made to accommodate the pupil.

It is unlawful for the school to treat a disabled pupil unfavourably. Such treatment could amount to:

- direct discrimination
- indirect discrimination
- harassment

#### **Direct Discrimination**

The School will not treat a disabled pupil less favourably simply because of their disability. We will not refuse admission to disabled applicants because they are disabled.

#### **Indirect Discrimination**

The School will not do something for all pupils which would have a negative effect on disabled pupils, unless they have a legitimate reason.

#### **Harassment**

The School will not harass a pupil because of their disability.

#### **Making Adjustments**

The School will make 'reasonable adjustments' to avoid disadvantages, thereby ensuring that disabled pupils are not discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids

The School will make long-term plans for improving access to their buildings through their planning duties.

### **HARASSMENT**

The School will not tolerate any form of harassment of its employees by third parties (pupils, parents, visitors, contractors or suppliers). Members of staff must report any incidents of harassment to the Head for further investigation and all incidents of harassment will be reported by them to the Board of Governors. Where incidents of harassment are made and upheld appropriate action will be taken to avoid further occurrences.

Harassment may take the form of unwanted conduct which is related to a relevant protected characteristic which is perceived as affecting an employee's dignity at work. It may also take the form of unwanted conduct towards someone based on their appearance or other personal characteristics which is perceived as affecting their dignity at work. It is not only unwanted physical contact, assault or propositions; it includes suggestive remarks or gestures, pin-ups, graffiti, offensive comments, jokes and banter. Harassment may include bullying, intimidating behaviour, persistent teasing or constant unfounded criticism of the performance of work tasks, unfair allocation of work and responsibilities, or exclusion from normal work place conversation. It may be directed towards one individual or a group. A single incident can amount to harassment if sufficiently grave.

Racial and religious vilification is unacceptable at Red House School. Vilification is behaviour (through words or actions) that incites hatred, contempt or ridicule of another person because of their race or religious beliefs.

Red House School will not tolerate bullying, including cyber bullying, for any reason. Bullying is unreasonable behaviour that is intimidating, threatening or humiliating and repeated over time or occurring as part of a pattern of behaviour. Bullying can be physical, verbal or indirect, and creates an unfriendly, threatening or offensive environment. The School's Anti-Bullying Policy contains more details about the School's anti-bullying practices.

### **Procedure**

- If you consider that you have been the recipient of unwanted conduct amounting to harassment, it is open to you to try to resolve the problem informally with the other person, either face to face or in writing. If this is not appropriate or has not been successful, you may raise a grievance in accordance with the procedure in the Policies & Procedures document. All such grievances will be dealt with sensitively and in confidence as far as reasonably practicable to progress the complaint. Both during the investigation of the complaint and afterwards (whatever the outcome), consideration will be given to ensuring that you and the alleged harasser are not required to work together against your wishes.
- The School will seek to ensure that you are not in any way penalised whether directly or indirectly for bringing a complaint and the situation will be monitored to ensure that the harassment has stopped.
- False or malicious allegations will be treated as a disciplinary offence. Retaliation against a member of staff who complains of harassment can be expected to lead to disciplinary action.

### **MONITORING**

The monitoring of such a policy may be subjective as a change in attitude is difficult to quantify. However, in order to demonstrate that the school is aware of its legal requirements and that it is determined to comply with them, policies will be updated regularly and the Head will remind staff at the start of each new academic year of the Equality Policy and the school's adherence to it. All members of the teaching staff should monitor their teaching materials and, where possible, reject those not conforming to the policy. The Assistant Head (Pastoral) audits the PSHE and RSE programmes for the whole school, to ensure that the pastoral curriculum fosters equal opportunities.

### **EVALUATION**

It is the responsibility of the Board of Governors to monitor the effectiveness of this Equality Policy. The Governing Body does this by:

- monitoring pupils' Attitudinal Surveys,
- ensuring that an Equality Policy is available to all on the school's website,
- including an Equality statement in all recruitment materials,
- requiring the Head to check all written communications for any discriminatory content,
- requiring Heads of Departments and Subject Coordinators to be responsible for checking the content of schemes of work and materials,
- monitoring the recruitment and management system.

The Board of Governors has set out its commitment to equality in this policy statement and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

It is the responsibility of the Senior Management Team to assist the Board of Governors in the active implementation of this policy. This will be done by actively managing the implementation of, and compliance with, this policy by all staff and pupils.

It is the responsibility of all members of staff to follow this policy and to report any breaches of this policy to the Head. In particular, all staff should:

- be vigilant in all areas of school for any type of harassment and bullying
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences
- identify and challenge bias and stereotyping within the curriculum and the school culture
- promote equality and good relations and not discriminate on grounds of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation
- promote an inclusive curriculum and whole school ethos which reflects our diverse society
- keep up to date with equality legislation, development and issues by attending relevant training

All pupils will:

- be expected to take responsibility for their actions
- have equal access to the curriculum programmes of study and all non-compulsory courses, according to aptitude and ability
- be encouraged through PSHE, RSE, Tutor Time and assemblies to develop positive attitudes towards equality of opportunity

This policy will be reviewed by the Governing Body on an annual basis.

## **WIDER SCHOOL POLICIES**

The Equality Policy should be read in conjunction with:

- Admissions Policy
- Curriculum Policy
- English as an Additional Language Policy
- Special Educational Needs Policy
- Anti-Bullying Policy
- Complaints Policy
- Child Protection (Safeguarding) Policy
- Child Protection (Safeguarding) Suitability of Staff Policy
- RSE Policy

## **COMPLAINTS**

We hope that staff, parents and pupils do not have any complaints about the operation of our Equality Policy. However, if you believe that you have received less favourable treatment on any of the unlawful grounds a question or complaint arises it should be directed to the Head.

Reviewed by Dr R Ashcroft (February 2022)

Ratified by School Council  
March 2022