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## INTRODUCTION

### 1 Equal Opportunities Statement of Commitment

St Faith's (the "School") is committed to a policy of equality and diversity and aims to ensure that no employee, job applicant, or other member of the School community is treated less favourably on grounds of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality or ethnic origin, religion or belief, sex or sexual orientation ("**protected characteristics**"). The School is committed to ensure that no pupil is treated less favourably on grounds of disability, gender reassignment, pregnancy or maternity, race, colour, nationality or ethnic origin, religion or belief, sex or sexual orientation.

Unfair or unlawful treatment related to a protected characteristic will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the School community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

We aim to empower our pupils to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community. Equality of opportunity cannot be realised without the involvement and commitment of all members of the School community and a common understanding of the pivotal role of equal opportunities in the context of the School's ethos and values, in particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.

All members of the School community are responsible for promoting the School's Equal Opportunities Policy and are obliged to respect and act in accordance with this policy (as amended from time to time).

Staff at the School, particularly those working at a management/senior level, have a specific responsibility to set an appropriate standard of behaviour, to lead by example and to promote the aims and objectives of the School with regard to equal opportunities. The principles of non-discrimination and equality of opportunity also apply to the way in which staff must treat visitors, pupils, parents, suppliers and former members of staff.

All members of the School community are expected to comply with this policy and treat others with dignity and respect at all times.

This policy does not form part of any contract of employment and we may amend it from time to time. Pupils and parents are bound by it, as amended from time to time, as it does form part of the parent/pupil contract.

### 2 Aims and Objectives

St Faith's, through its Equal Opportunities Policy, aims to:

- Comply with its equality duties contained in the Equality Act 2010, as referred to in [Annex A](#);
- Reinforce the School's position as a provider of high quality education and as a good employer providing development opportunities;
- Ensure that equality remains a part of the School's ethos;
- Create and maintain an open and supportive environment, free from discrimination;
- Ensure all staff work together with a shared sense of purpose to meet the needs of every pupil;
- Ensure that pupils and staff contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals;
- Ensure that complaints or a failure to comply with the School's equal opportunities policy will

be dealt with promptly and fully investigated according to the relevant procedure (e.g. complaints relating to staff may be investigated either under the Disciplinary Procedure, Grievance Procedure, Anti-Bullying Policy or such other procedure as may be appropriate). Discrimination on the grounds of a protected characteristic is unacceptable and will not be tolerated.

### **3 Policy and Planning**

The School seeks to consider equal opportunities implications whenever School policies are developed or reviewed. All policies will be regularly reviewed to provide a comprehensive and consistent process of monitoring and evaluation.

Particular provision in this policy has been made for Pre Prep, and Early Years Foundation Stage pupils.

## **STAFF**

### **4 Employment Matters**

Staff members must not unlawfully discriminate against or harass other people including current and former employees, job applicants, pupils, parents/guardians, suppliers and visitors. This applies within School and outside of School (when dealing with parents/guardians, suppliers or other School related contracts or when representing the School), and on School trips or events, including social events.

#### **4.1 Recruitment and Selection**

Recruitment, promotion and other selection exercises will be conducted on the basis of merit against objective criteria which avoid discrimination. Shortlisting should be done by more than one person and with the involvement of the HR Department, where possible.

Vacancies should generally be advertised to a diverse section of the labour market. Advertisements should avoid stereotyping or using wording that may discourage particular groups from applying.

Job applicants should not be asked questions which might suggest an intention to discriminate on grounds of a protected characteristic. For example, applicants should not be asked whether they are pregnant or planning to have children.

Offers of appointment shall be conditional on satisfactory completion of pre-employment checks as set out in our contracts of employment and Keeping Children Safe in Education (KCSIE).

#### **4.2 Training and Development**

The success of the Equal Opportunities Policy is closely linked to the provision of relevant training. Staff and governors will be encouraged to take up all relevant opportunities provided by the School's training programmes.

Training needs will be identified through appraisals. Staff will be given appropriate access to training to enable them to progress within the School and all promotion decisions will be based on merit.

The School will endeavour to:

- Enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status;
- Provide equal access to training and development opportunities for all staff, including part time,

- on the basis of their assessed training needs;
- Promote greater awareness of equal opportunities and the contribution which staff, governors, parents/guardians and pupils can make.

Professional development involves a continuous process of learning involving self-development, encouragement and motivation. The School places great importance on the relationship between team leaders / Heads of Department and their teams and will seek to ensure that employees are encouraged and supported to take responsibility for their own learning and development in the context of the School's appraisal/ performance management system.

#### **4.3 Termination of Employment**

The School will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory. The School will also ensure that disciplinary procedures and penalties are applied without discrimination, whether they result in disciplinary warnings, dismissal or other disciplinary action.

#### **4.4 Disability**

If you are disabled or become disabled, we encourage you to tell us about your condition so that we can support you as appropriate.

If you experience difficulties at work because of a disability, you may wish to contact your line manager or the HR Department to discuss any reasonable adjustments that would help overcome or minimise the difficulty. We may wish to consult with you and a medical adviser about possible adjustments. We will consider the matter carefully and try to accommodate your needs within reason. If we consider a particular adjustment would not be reasonable we will explain our reasons and try to find an alternative solution if and where possible.

We will monitor the physical features of our premises to consider whether they might place anyone with a disability at a substantial disadvantage. Where necessary, we will take reasonable steps to improve access.

#### **4.5 Part time and Fixed term Work**

Part time and fixed term staff should be treated the same as comparable full time or permanent staff and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate), unless different treatment is justified.

#### **4.6 Breach of this Policy**

The School takes a strict approach to breaches of this policy, which will be dealt with in accordance with our disciplinary procedure. Serious cases of discrimination may amount to gross misconduct resulting in dismissal.

If a staff member believes they have suffered discrimination, they can raise the matter informally or through our Grievance or Anti Bullying Policy as appropriate.

There must be no victimisation or retaliation against staff who complain about discrimination. However, making a false allegation deliberately and in bad faith will be treated as misconduct and dealt with under our Disciplinary Procedure.

## PUPILS

### 5 Pupils and the Curriculum

The School follows pupil admission policies that are compliant with the equalities legislation and observe the protection afforded to protected characteristics when applying criteria for admission. St Faith's aim is to provide for all pupils according to their needs, irrespective of gender, ability, ethnic origin, disability and applying any reasonable adjustments needed in respect of a disability.

The Education Act 2002 requires a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Paragraph 5 of the Independent School Standards Regulations (which relates to spiritual, moral, social and cultural development of pupils) requires schools to ensure that "principles are actively promoted which... (vi) encourage respect for other people, paying particular regard to the protected characteristics under the Equality Act 2010".

Pupils should therefore have access to a broad and balanced curriculum which avoids stereotypes and provides good role models for all pupils. Equality of opportunity will inform the whole of the curriculum and be reviewed regularly.

The School will work with parents and external agencies where appropriate to combat and prevent discrimination in School.

Equal opportunities issues will be taken account of in planning the curriculum. Specifically in St Faith's:

- Pupils are encouraged to show sensitivity, respect and tolerance towards those from different backgrounds and traditions. The pupils are taught to respect diversity within society and respect British values and other cultures.
- Respect is regularly referred to through assemblies, the curriculum lessons and 'being our best selves' code and pupils are taught the importance of treating every member of the community fairly, irrespective of their background, beliefs or any element of their individuality. Respect is modelled across the entire school community.
- Within PSHCE, pupils learn about equality and diversity in society and discuss topical issues including topics such as inclusivity and discrimination. The Humanities curriculum incorporates study of each of the major world religions and their belief structures. Pupils are encouraged to discuss these differences in a respectful spirit, tolerant of those whose views differ from their own.
- Pupils in Year 8 receive careers education in which they meet male and female role models, helping to eradicate any gender stereotyping.
- Pupils are regularly given the opportunity to travel within the UK, Europe and beyond, gaining an understanding and appreciation of other societies and cultures. Year 7 spend a week in Spain; and Year 8 travel to Rome and Pompeii on a Classics trip; pupils in Years 7 and 8 can travel to South Africa to visit Makukhanye Primary, the township school we have been supporting since 2004.

#### 5.1 Reasonable Adjustments for Pupils with Disability

The School has an ongoing duty to make reasonable adjustments for pupils with a disability to ensure that they do not suffer a substantial disadvantage in comparison with other pupils, including during the admissions process.

Where the School is required to consider its reasonable adjustments duty, at its discretion it may 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 in comparison to other pupils. 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 Special Educational Needs and Disability Policy.

The School has an **Accessibility Plan** in place and a copy can be made available upon request. This sets out the School's plan to 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.

## 5.2 Breaches of this policy

Pupils who are in breach of this policy may be sanctioned in accordance with the School's Pastoral Behaviour and Discipline Policy.

If you believe that a pupil has received less favourable treatment as a result of a protected characteristic, or if you feel that this policy has been breached in any way to a child's detriment you are encouraged to raise the matter through the School's complaints procedure: [\[LINK\]](#).

## 6 Equal Opportunities – Pre Prep and EYFS

### 6.1 Aims and Objectives

Equality of opportunity throughout the Pre Prep at St Faith's is about providing equality and excellence for all in order to promote the highest standards of achievement. Equality of opportunity applies to all members of the school community – pupils, staff and parents.

Our policy is based on the following core values as expressed in the school's mission statement.

- Children at St Faith's are encouraged to become their best selves.
- We provide for the talents, strengths, interests and needs of a wide variety of children.
- We provide a broad and inspiring education across all subjects, in a cherishing and supportive environment.

These statements are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, ability, and disability.

We aim to:

- Promote and encourage positive attitudes and relationships between all our children, families and the wider community.
- Promote equality of opportunity
- Promote racial equality and good race relations
- Oppose all forms of prejudice and discrimination.

To achieve these aims, we will make all members of the school community aware of our philosophy. In our school we believe that all our children matter. We give our children every opportunity to achieve their best and value each child's accomplishments. We do this by taking account of our children's range of life experiences when planning for their learning.

We set each child realistic and challenging expectations to enable most children to achieve the Early Learning Goals by the end of the Foundation Stage. Some children will progress beyond this point. We do this in order to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Class teachers develop strategies to ensure appropriate access to classroom equipment and resources which include computer timetables, rotating activities and providing independent choice time. In the classroom, teachers regularly mix groups working together to enable pupils to work with a variety of class members. As some styles of teaching can advantage particular pupils, we use a variety of strategies which include whole class teaching, group discussions, paired and individual activities. In the EYFS we also include child-initiated and adult-led opportunities.

## **6.2 Admissions, Inclusion and Transitions**

We have a whole school policy for admissions and special educational needs. The special needs co-ordinator is the Head of Learning Support.

## **6.3 Role of Staff**

The Early Years Foundation Stage Coordinator is the ENCO.

All who work in the Pre Prep have a responsibility for promoting equality and inclusion. We share the same ethos which reflects our commitment to equality for all members of the school community.

Teaching and curriculum development ensure high expectations of all children and appropriate breadth of content in relation to the school and the wider community. Curriculum planning is monitored to ensure that teaching includes understanding and celebration of a range of faiths, cultures and diversity. Children experience activities which help them to enjoy and understand many festivals that are celebrated around the world such as Diwali, Hanukkah and Chinese New Year to name a few. Throughout the Pre Prep, we follow the Cambridgeshire PSHCE programme of work. We believe that for children to be both happy and successful in their learning at school they need to:

- Know what they are good at
- Take responsibility for their actions
- Know how to manage their feelings so they can learn better
- Know how to motivate themselves and bounce back if they fail at something
- Understand another person's point of view
- Know how to be supportive of others
- Be able to get on with others and work co-operatively

## **6.4 Resources**

The provision of good quality resources and materials within the Pre Prep at St Faith's is a high priority. Where appropriate, resources and displays reflect the experiences and backgrounds of the range of people living in the UK. We endeavour to celebrate diversity and challenge stereotypes.

## **6.5 Record Keeping**

All staff are aware of our incident form on which discriminatory or other significant incidents, and the action taken, can be recorded.

## **6.6 Working with Parents and other agencies**

We aim to work closely with all parents and with outside agencies where appropriate. We provide opportunities for all parents and other agencies to feel welcomed in school, work in partnership with teachers and be well informed by clear communication.

## **OTHER RELATED MATTERS**

### **7 Parents**

All parents are expected to support the aims of this policy and the School's ethos of tolerance and respect. The Terms and Conditions of the School support the School's desire to achieve this and are relevant in the event of any issues arising.

### **8 Other Linked Policies**

- Accessibility Policy
- Anti Bullying Policy
- Data Protection Related Policies
- Parental Concerns and Complaints Policy
- Admissions Policy
- Curriculum Policy
- English as an Additional Language (EAL) Policy
- Learning Support
- Pastoral Behaviour and Discipline Policy
- Recruitment and Selection Policy
- RSE and Health Education Policy
- Gender Pay Gap Report
- Recruitment of Ex Offenders Policy

### **9 Monitoring, review and evaluation**

All members of staff and the governing body have the responsibility of implementing this policy.

The Headmaster will have overall responsibility for this policy and regularly monitors and reviews the effectiveness of this policy and reports to the governors on the policy's effectiveness in practice.

The Headmaster will ensure that it is reviewed on an annual basis, or otherwise as appropriate, with support from the Equal Opportunities Coordinator, the Pre Prep Equalities Coordinator, the Head of Pre Prep as necessary.

C HYDE-DUNN  
Headmaster



## Annex A. The Legal Framework

The Equality Act 2010 was introduced to consolidate, update and supplement discrimination legislation. It replaced previous anti-discrimination laws with a single, streamlined Act. We have set out a brief overview of some key elements of the Equality Act 2010 below. Please contact the HR Department if you have any questions or require any further information.

The Equality Act 2010 protects people from discrimination on the basis of certain characteristics. They vary slightly according to whether the person is at work or using a service. As set out above, the 9 protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race, which includes colour, nationality and ethnic or national origins
- Religion or belief
- Sex
- Sexual orientation

The following forms of discrimination are prohibited under this policy and are unlawful:

1. **Direct discrimination:** treating someone less favourably because of a protected characteristic. For example, rejecting a job applicant because of their sexual orientation.
2. **Indirect discrimination:** a provision, criterion or practice that applies to everyone but adversely affects people with a particular protected characteristic more than others, and is not justified. For example, implementing a minimum height requirement for a job where height is not relevant to carry out the role, which would likely discriminate disproportionately against women and some minority ethnic groups.
3. **Harassment:** this includes sexual harassment and other unwanted conduct related to a protected characteristic, which has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Harassment is dealt with further in the School's Anti-Bullying Policy.
4. **Victimisation:** retaliation against someone who has complained or has supported someone else's complaint about discrimination or harassment. For example, an employee is dismissed because they gave evidence as part of another employee's discrimination claim.
5. **Disability discrimination:** this includes direct and indirect discrimination, harassment and victimisation. However, it also includes any unjustified less favourable treatment because of the effects of a disability and a failure to make reasonable adjustments to alleviate disadvantages caused by a disability.