

## Equality, Diversity and Inclusion Policy

### 1 Introduction

1.1 Uppingham Cairo is an inclusive school and is committed to ensuring that equality of opportunity lies at the heart of every pupil's educational experience whilst at school. The School also has an extended duty to all employees or visitors to the site whether parents, carers, visitors or alumnae (hereafter, 'adults').

1.2 This policy is intended to help ensure that pupils and adults are treated as individuals and in accordance with the values that form the basis of the whole School community. These values include generosity of spirit, friendship and mutual respect and should underpin relationships between pupils, between adults and between pupils and adults.

1.3 This policy follows the UK legal framework, and pays due regard to the:

- 1.3.1 Equality Act 2010
- 1.3.2 DfE Guidance on Equality Act 2010
- 1.3.3 Children Act 2004
- 1.3.4 Race Relations (Amendment) Act 2000
- 1.3.5 Duty to Promote Community Cohesion, Education and Inspections Act 2006

1.4 This policy should be read in conjunction with the following policies:

- 1.4.1 Learning Support Policy
- 1.4.2 Anti-Bullying Policy
- 1.4.3 Behaviour and Discipline Policy
- 1.4.4 The Safeguarding (Child Protection) Policy
- 1.4.5 The School's Accessibility Plan
- 1.4.6 Provision for pupils and adults with particular religious, dietary, language or cultural needs Policy
- 1.4.7 Staff Code of Conduct

## **2 Aims**

2.1 To provide all pupils and adults with a secure environment in which they can flourish in all aspects of their education irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, sex, sexual orientation or ability.

2.2 To provide all pupils with access to the full range of the School's educational opportunities.

2.3 To remove any forms of discrimination that may form barriers to learning for some groups.

2.4 To challenge personal prejudice and stereotypical views whenever they occur.

2.5 To value each pupil's and adult's worth and celebrate the cultural diversity of the community.

2.6 To guide pupils and adults on the importance of acceptance and tolerance.

## **3 Procedures to promote equal opportunities**

### **3.1 Application and acceptance process**

3.1.1 The School does not discriminate against any pupil during the application process on the grounds of any Protected Characteristic.

3.1.2 The School will not treat a member of the School community differently on the grounds of a Protected Characteristic without appropriate justification (e.g. for health and safety reasons). Uppingham Cairo will do all that is reasonable to ensure that the School's curriculum, policies, procedures and premises are made accessible to everyone.

### **3.2 Teaching and learning**

3.2.1 A broad and balanced academic and co-curricular programme ensures that all pupils may participate fully and appropriately regardless of their race, gender, colour, ethnic or national origin, disability, sexual orientation, religious or other beliefs.

3.2.2 Effective learning environments are created in which the contribution of all pupils is valued; all pupils can feel secure and are able to contribute appropriately;

inappropriate views are challenged, and pupils learn to appreciate and view positively difference in others.

3.2.3 Teaching courses and materials are free from inappropriate bias.

3.2.4 Teachers continually review their classroom performance to ensure that teaching methodology and practice is free from inappropriate bias.

3.2.5 All reasonable steps are taken to ensure that children with specific needs will be given support as appropriate to enable them to benefit from the curriculum.

### 3.3 General pupil relationships and behaviour

3.3.1 All pupils are encouraged to work and play freely with, and have respect for, all other pupils, irrespective of their Protected Characteristics

3.3.2 Positive attitudes are fostered towards all groups in the School community through the ethos and values of the School.

3.3.3 Uppingham Cairo strives to eliminate any form of discrimination, promote equality of opportunity and develop good relations between people of different racial cultural and ethnic groups. Any form of discrimination is not tolerated.

3.3.4 Pupils will be encouraged to question assumptions and stereotypes.

### 3.4 Education (of pupils) and promotion through:

3.4.1 Wellbeing curriculum

3.4.2 School and School Council meetings

3.4.3 House meetings

3.4.4 Pupil voice forum

3.4.5 Pupil leadership team

3.54.6 Class or Tutor Group talks

## **4 Reasonable adjustments**

4.1 The School has an on-going duty to make 'reasonable adjustments' for those pupils with specific needs to ensure that no pupil is placed at a substantial disadvantage in comparison with other pupils. This might include access to School academic curriculum, School facilities or co-curricular activities.

4.2 Reasonable adjustments may include:

4.2.1 Making arrangements for a child in a wheelchair to have lessons in a ground floor classroom.

4.2.2 Providing examination papers in larger print for a child with a visual impairment.

## **5 Non-compliance**

5.1.1 Discrimination based on differences in ethnicity, culture, religion, race, sex, sexual orientation, learning difficulty, social background or disability is not tolerated.

5.1.2 The School views discrimination as a serious offence be it by a pupil or a member of staff. Where pupils are suspected of discrimination the matter will be investigated in accordance with published guidelines in the Behaviour and Discipline Policy and/or Anti-Bullying Policy.

5.1.3 Where appropriate the School will apply sanctions in line with those for serious acts of bullying. This may include detention or in grave circumstances a pupil may be required to leave the School.

5.1.4 Where a member of staff is subject to such an allegation the procedures outlined in the Staff Code of Conduct will be followed.

## **6 Employment**

6.1 Uppingham Cairo is an equal opportunities employer.

6.2 In order to promote an environment within which the School can call upon the widest possible range of knowledge, skill and experience, we shall regularly review the operation of our recruitment, promotion, training and development policies to ensure that no applicant for employment or member of staff is disadvantaged by conditions or requirements which cannot be shown to be justifiable.

6.3 No employee or prospective employee will receive unfair or unlawful treatment on the grounds of a Protected Characteristic, because they are perceived to have a Protected Characteristic or because they are associated with someone who has a Protected Characteristic, in particular, but not only, in relation to:

- Recruitment and selection
- Promotion, transfer and training opportunities
- Benefits, terms and conditions of employment
- Grievance and disciplinary procedures
- Termination of employment including redundancies
- Conduct at work
- Procedures are in place to ensure fair and equitable treatment in relation to the admission and assessment of pupils.

The principles of non-discrimination and equality of opportunity also apply to the way in which staff treat visitors, pupils, parents, suppliers and former members of staff.

### **Implementation**

The School, with the assistance of the staff, will:

- Break down any barriers to equality of opportunity which may prevent staff members realising their full potential or accessing benefit
- Advertise vacancies and ensure job selection criteria are appropriate for the job
- Promptly and fully investigate all complaints of discrimination and harassment, taking appropriate action where necessary
- Ensure that all members of staff are fully informed of this Policy
- Monitor the composition of the School and the effects of its recruitment practices
- Examine and review existing procedures to ensure they are not discriminatory in their operation
- Ensure that the language used in official communication reflects the letter and spirit of the policy

### **Recruitment and Selection**

The staffing process is governed by the School's principles of non-discrimination and is designed to achieve the best match between, on the one hand, the individual's knowledge and skills, experience and character and, on the other hand, the requirements of the vacant

post, recognising the need for flexibility to respond to changing conditions. Full details are given in the Recruitment Selection and Disclosures Policy and Procedure.

## **Disability**

If staff are disabled or become disabled, they are encouraged to tell the school about their condition so that they can be supported as appropriate.

A disability will not of itself justify the non-recruitment of an applicant for a position at the School. Such reasonable adjustments to the application procedures shall be made as are required to ensure that applicants are not disadvantaged because of their disability. For example, where written tests are used, alternative arrangements will be made for visually impaired applicants.

If a member of staff experiences difficulties at work because of their disability, they may contact the People and Culture Team, to discuss any reasonable adjustments that would help overcome or minimise the difficulty. The People and Culture Team may wish to consult with the staff member and their medical adviser about possible adjustments and the staff member may be required to give their consent to a report being produced about their state of health and ability to perform their duties. The School will consider the matter carefully and try to accommodate staff needs within reason. If the School considers a particular adjustment would not be reasonable, the reasons will be explained and an alternative solution sought. Once an adjustment has been made, its operation may need to be reviewed at agreed intervals, to assess its continuing effectiveness.

The School will make such adjustments to work arrangements or School premises as are reasonable to enable a disabled staff member to carry out his or her duties. This may include, but is not limited to, consideration of the provision of specialist equipment, relocation of teaching, job redesign, or flexible hours.

Where, during the course of their employment, a disabled member of staff recognises their need for a reasonable adjustment to be made to work arrangements or School premises, he or she should discuss this requirement with the People and Culture Team.