

## EQUAL OPPORTUNITIES POLICY (Incorporating the Accessibility Plan)

<b>Policy Code</b> <i>OPC/1</i>	<b>Authorisation Date</b> <i>March 2019</i>	<b>Next Review Date</b> <i>March 2021</i>
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<b>Associated Documents</b> <ul style="list-style-type: none"> <li>• <i>Recruitment Policy</i></li> <li>• <i>Staff Grievance Policy</i></li> <li>• <i>Disclosure in the Public Interest (Whistleblowing) Policy</i></li> <li>• <i>Staff Discipline Policy</i></li> <li>• <i>Safeguarding and Child Protection Policy</i></li> <li>• <i>Enrolment Application Form</i></li> <li>• <i>Admissions Policy</i></li> <li>• <i>Curriculum Documents</i></li> <li>• <i>Examination Policy and Handbook</i></li> <li>• <i>Learning Support SEND Policy and Handbook</i></li> <li>• <i>Ethos and Guiding Principles</i></li> <li>• <i>Behaviour Management Policy</i></li> <li>• <i>Spiritual, Moral, Social and Cultural including Fundamental British Values &amp; Mapping Tool</i></li> <li>• <i>School Improvement Plan</i></li> </ul>		

### 1. INTRODUCTION/POLICY STATEMENT

- 1.1. The Trustees of the Campus are firmly committed to equal opportunities, are an equal opportunities employer and will ensure that no person should be prevented from taking part in the life of the Campus as a result of any protected characteristic outlined in the Equality Act 2010 and in accordance with the Campus being designated as having a religious character.
- 1.2. At our Campus, we benefit from diversity of experience in culture, the needs of the individual, the group and the community as a whole.
- 1.3. Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds 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 Campus community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.
- 1.4. We aim to empower our students 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 Campus community and a common understanding of the pivotal role of equal opportunities in the context of the Campus' ethos and values. In particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.
- 1.5. Each student, staff member, parent and community member uphold the Campus values of integrity, care and compassion, respect, responsibility and commitment.

## 2. PURPOSE

OSG UK Northampton Campus (hereafter 'the Campus') embraces diversity and welcomes differences, celebrates culture, respects the needs of the individual, the group and Campus community as a whole. The Campus aims to create an equal opportunities community in which all adults, children and young people feel valued, thrive and achieve their potential.

In line with the Equality Act 2010 and following principles of good practice, the Campus understands equal opportunities to describe an environment in which no child, young person or adult is prevented from taking full part in the life of the Campus. This Policy ensures that the protected characteristics set out in the Equality Act 2010 are inclusive to the culture, policy and practice of this Campus.

## 3. SCOPE

The Campus takes the responsibility to apply this policy in practice. It has a responsibility to every employee to ensure that equality of opportunity is observed and that there is a moral and legal duty not to discriminate (either directly or indirectly) against any individual or individuals

Any form of discrimination is taken seriously by the Trust, and any act of discrimination by an employee will be regarded as a disciplinary matter and will be dealt with according to the Trusts Disciplinary Procedure; which could result in gross misconduct and dismissal.

## 4. DEFINITIONS

Term	Definition
Child	For the purpose of this policy, this means all students at the Campus
Direct Discrimination	This is when persons are treated worse than another person or other people because they have a protected characteristic, or someone thinks they have that protected characteristic (known as discrimination by perception), or they are connected to someone with that protected characteristic (known as discrimination by association)
Indirect Discrimination	When there is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic, and persons are disadvantaged as part of this group
Protected Characteristics	Groups of persons that fall within the following characteristics are protected against discrimination by equality legislation: age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation

## 5. POLICY STATEMENT

### 5.1. INTRODUCTION

- 5.1.1. The Trustees of the Campus are firmly committed to equal opportunities, are an equal opportunities employer and will ensure that no person should be prevented from taking part in the life of the Campus as a result of any protected characteristic outlined in the Equality Act 2010 and in accordance with the Campus being designated as having a religious character.
- 5.1.2. At our Campus, we benefit from diversity of experience in culture, the needs of the individual, the group and the community as a whole.
- 5.1.3. Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds 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 Campus community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

5.1.4. We aim to empower our students 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 Campus community and a common understanding of the pivotal role of equal opportunities in the context of the Campus' ethos and values. In particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.

5.1.5. Each student, staff member, parent and community member uphold the Campus values of integrity, care and compassion, respect, responsibility and commitment.

## **5.2. POLICY AIMS AND OBJECTIVES**

5.2.1. The Trustees and Campus leadership, through their adopted Equal Opportunities Policy, aims to:

- Carry out its legal duty in complying with the relevant legislation (including The Equality Act 2010);
- Reinforce the Campus' position as a provider of high-quality education and as a good employer providing development opportunities;
- Ensure that equality remains high on the Campus' strategic agenda;
- establish good people management practice and to set out a proactive agenda in which discrimination is recognised as an organisational issue which needs an organisational response;
- Achieve a staffing composition that reflects the composition of the wider community;
- Ensure all staff work together with a shared sense of purpose to meet the needs of every student;
- Ensure that students and staff contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals;
- Ensure that complaints or evidence of failure to comply with the Campus' 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 or grievance procedure as appropriate). All forms of discrimination by any person within the Campus' responsibility will be treated seriously as such behaviour is unacceptable.

## **5.3. POLICY AND PLANNING**

5.3.1. Equal opportunities implications, including race equality, will be considered and recorded whenever Campus policies are developed or reviewed. All policies will be regularly reviewed.

## **5.4. EMPLOYMENT MATTERS**

5.4.1. Appointments: in all staff appointments the best candidate will be appointed based on strict professional criteria.

5.4.2. Family-friendly policies: The Board of Trustees/Campus is a family-friendly employer and will do its best to respond to the changing needs of all staff by publicising existing schemes designed to support employees in combining work and other responsibilities (parental leave arrangements, job share opportunities, flexitime where appropriate, carers' leave provision).

## **5.5. TRAINING AND DEVELOPMENT**

5.5.1. The success of the Equal Opportunities Policy is closely linked to the provision of relevant training.

5.5.2. The Campus 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, trustees, parents and students can make;
- Professional development involves a continuous process of learning involving self-development, encouragement and motivation. The Campus places great importance on the relationship between team leaders and their teams and will ensure that employees are encouraged and supported to take responsibility for their own learning and development in the context of the Campus's performance management system.

## **5.6. REASONABLE ADJUSTMENTS**

- 5.6.1. The Campus has a duty under the Equality Act 2010 to make reasonable adjustments for students with special educational needs and/or disabilities
- 5.6.2. The duty does not extend to changing physical features but it does include a duty to provide auxiliary aids and services where a disabled person would, but for the provision of the auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled
- 5.6.3. The duty also applies to making reasonable adjustments for any member of staff who may have a disability to enable them to carry out their duties effectively.

## **5.7. STUDENTS AND THE CURRICULUM**

- 5.7.1. The Campus follows student admission policies that do not permit sex, race, colour or disability to be used as criteria for admission. The Campus' aim is to provide for all students according to their needs, irrespective of gender, ability or ethnic origin. Students should have access to a broad and balanced curriculum which avoids stereotypes and provides good role models for all students. Equality of opportunity should inform the whole of the curriculum and be reviewed regularly.
- 5.7.2. Equal opportunities issues will be taken account of in planning the curriculum. This will be reflected in curriculum planning documentation.

## **6. PROCEDURES**

### **6.1. MONITORING, REVIEW AND EVALUATION**

- 6.1.1. Monitoring with respect to employment will be undertaken in the following areas on at least an annual basis by sex, race, disability, grade and subject area:
- Composition of the school staff
  - Recruitment trends
  - Take up of training opportunities
  - Promotion patterns
  - Use of complaints procedure
  - Use of grievance, disciplinary etc.
  - Use of sanctions;
  - Take-up of family-friendly policies, e.g. flexible working arrangements.
  - Monitoring and evaluation of equality opportunities for students takes the form of:
    - Scrutiny of planning and all students' work
    - SMSC, Spiritual, Moral Social and Cultural Mapping Tool
    - Behaviour Management including observations as students arrive at school and in shared areas throughout the day
    - Observations of the progress of all students during lessons
    - Surveys and formal and informal discussions with students, staff, parents and carers
    - Analysis of data including participation in the SLASC Census, student assessment, target setting, attendance and behaviour

## 7. GUIDELINES

- DfE Equality Act Advice to Campus May 2014:  
[https://www.gov.uk/government/publications/equality-act-2010-advice-for-Campus\\_s](https://www.gov.uk/government/publications/equality-act-2010-advice-for-Campus_s)
- DfE Regulations for Independent Schools – Schools of Special Religious Character
- Equality of Human Rights Commission website, legal, policy, employer guidance and legislation link: <http://www.equalityhumanrights.com/legal-andpolicy/legislation/equality-act-2010>
- Equality Act 2010 legislation and employer guidance:  
• <http://www.equalityhumanrights.com/legal-and-policy/legislation/equality-act-2010>
- Children and Families Act 2014
- Education (Independent School Standards) (England) (Amendment) Regulations 2014
- Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012
- Building Regulations 2010
- Education (Independent Campus Standards) (England) Regulations 2010
- Regulatory Reform (Fire Safety) Order 2005

## 8. ATTACHMENTS

- Appendix 1 – Accessibility Audit
- Appendix 2 – Accessibility Plan
- Appendix 3 – Environmental Audit

## VERSION CONTROL

Policy Code	Date	Version No.	Nature of Change
OPC/1	13.08.2020	3.1	Minor clarification on law applying to Equal Opportunities