



Mary Hare Policy: HR003 Equality, Diversity & Inclusion Policy

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Securing the future of deaf children and young people



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1. Introduction

1.1 In accordance with the Equality Act 2010, Mary Hare School recognises the value of every individual and actively promotes equality of opportunity. Practice is underpinned by the following values, principles and standards:

- Acknowledging and valuing diversity
- Respect for others
- Compliance with equal opportunities legislation
- Commitment to inclusion
- Elimination of unfair prejudice and discrimination
- Commitment to the positive development of all staff and pupils

1.2 Mary Hare is a welcoming School where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, gender, race, ethnicity, religion, sexual orientation, disability, or academic or sporting ability, or whether a pupil is pregnant or has recently given birth, or who are undergoing gender reassignment. However, pupils are selected whom the School believes can engage with a full curriculum. We endeavour to promote positive relationships with parents, carers, governors and members of the wider community.

1.3 Mary Hare School aims to promote equality and tackle any form of discrimination, challenging opinions or behaviours in school that are contrary to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths, cultures and beliefs and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement.

2. Discrimination

2.1 It is unacceptable for any individual to be discriminated against on the basis of gender, age, nationality, ethnicity, disability, sexuality, religious belief or social background. At Mary Hare discrimination is taken very seriously and will not be tolerated. See the Anti-bullying policy and Wellbeing and behaviour policy for additional information.

2.2 Direct discrimination

Direct discrimination occurs when an individual receives less favourable treatment than another individual in similar circumstances because of their (or a family member's) actual or perceived protected characteristic. This includes discrimination based on factual information, or perception or assumptions relating to age, gender, race, ethnicity, religion, sexual orientation or disability.

2.3 Indirect discrimination

Indirect discrimination occurs when an unjustifiable requirement, provision, criterion or practice is applied equally to everyone but has a disproportionately adverse effect on one group, because the proportion of the group which can comply with it is much smaller than for the other group.

2.4 Harassment

Harassment and bullying is unwanted conduct from one or more person/s which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for another person/s. It comes in many forms including:

- Cyber and electronic (email, texts, Social Media)
- Unwanted physical contact
- Unwelcome remarks about a person's appearance, dress, ethnicity etc.
- Jokes
- Offensive language
- Gossip and slander
- Isolation or exclusion
- Coercion for sexual favours
- Pressure to participate in particular groups

2.5 Victimisation

Victimisation occurs where a pupil, or staff member has exercised their rights under equality legislation (or has indicated that they intend to do so) and are treated less favourably as a direct result / are singled out for using the exercising their legal rights. Examples of victimisation include an individual being denied rewards, ignored by colleagues or peers or continually criticised.

2.6 Disability discrimination

Disability discrimination includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of disability, and failure to make reasonable adjustment to alleviate disadvantages caused by disability.

3. Caring for pupils from a minority ethnic group

3.1 Mary Hare is a national school, drawing its pupils from a wide range of ethnic groups. We seek to celebrate diversity in all we do. Care planning involves discussion of a pupil's cultural or religious needs which the school should be aware of. These include:

- Diet
- Clothing and uniform
- Religious observance, worship and celebrations
- Limitations to mixed activities such as swimming
- Care from staff of the opposite sex

- 3.2 Care staff should liaise with Heads of Year and form tutors to ensure that this important information is shared with teaching staff.
- 3.3 Key workers and care staff are encouraged to give opportunities for celebration of cultural diversity. In school, assemblies reflect the fact that MaryHare is a multi-faith school in a multi-faith society. Work in this area is co-ordinated by the Head of Religious Studies.

4. International Pupils

- 4.1 Mary Hare has an International Pupil Representative. The post holder's brief is to keep an additional eye on pupils joining the School for whom coming here represents not just a change in schooling, but also a change of culture. It will be especially significant for pupils whose parents live outside of the UK. To have someone identified to these pupils whom they can approach with concerns or worries, or simply to explain things to them that may be unfamiliar, will help them to get the most from School life.

5. Recruitment

- 5.1 The School embraces diversity and aims to employ a workforce that reflects this. In seeking to achieve a balanced workforce at all levels, the School will ensure that no employee will be disadvantaged or treated less favourably because of conditions or requirements that are not related to the job. Reasonable adjustments will be made to arrangements and premises to ensure equal access for employees or potential employees who have particular needs or disabilities.

6. Training

- 6.1 Equality and Diversity training is offered to all care staff every two years. Where staff are unable to attend a face-to-face session, a copy of the presentation is given, with a declaration form to sign.

Appendix 1: Equal Opportunities – Statement of Commitment.

1. Mary Hare believes firmly in equality of opportunity in employment and education. It is committed to developing policies, practices and procedures that promote equality of opportunity and anti-discriminatory practices and ensuring that job applicants, employees and pupils receive equal treatment.
2. No student, applicant or employee will be discriminated against on grounds of race, colour, nationality, ethnic or national origin, sex or marital status, disability, sexual orientation, age, religious belief nor be disadvantaged by conditions or requirements which cannot be shown to be justifiable. Procedures will be regularly reviewed to ensure that individuals are treated on the basis of relevant merits and abilities.
3. The Mary Hare School acknowledges its responsibility in upholding policies for equal opportunities which:
 - a) Promote just, equal and humane treatment for all staff and pupils.
 - b) Counteract negative influences, conditioning or stereotyping of any kind which sustain inequality or discrimination
 - c) Challenge explicit or implicit discrimination based upon race, colour, nationality, ethnic or national origin, sex or marital status, disability, sexual orientation, age, religious belief
4. The policies and protocols of the school meet the requirements of the relevant legislation:

Equality Act 2010 (Equality Act 2010 and Schools; Departmental advice for school leaders, school staff, governing bodies and local authorities, May 2014)
Children Act 1989 (as amended in 2004)
Education and Inspections Act 2006
Employment Protection Act 1975
Employment Protection (Consolidation) Act 1978
Equal Pay Act 1970 (Amendment) Regulations 1983, 2003, 2004
Disabled Persons (Employment) Acts 1944 & 1958
Duty to Promote Community Cohesion, Education and Inspections Act 2006, and other amending legislation or regulations enacted periodically.
5. The school will maintain appropriate, secure, working and learning environments in which:
 - a) All staff are able to find opportunities to pursue both their contractual obligations and gain the satisfactions associated with performing their job well
 - b) All pupils are able to find opportunities to realise their potential academically and pastorally and gain the satisfactions associated with fulfilling what is expected of them.

6. The school will strive to maintain an equal gender balance at all levels of responsibility. This must, however, be consistent with decisions about appointments, promotions and training being based in the first instance upon personal skills and work performance.
7. Throughout the school, staff will aim to provide pupils with a curriculum into which consistent, positive models of total gender equality are threaded through:
 - a) Considering factors which might inadvertently sustain gender bias in lessons (including 'hidden' factors)
 - b) Identifying and employing positive interventions with pupils that counteract stereotypical images (e.g., demonstrate that girls' opinions are valued as highly as boys': ensure that resources – computers, for example, are not allocated preferentially to boys first)
 - c) Planning and delivering lessons which include strategies aimed at securing gender equality (e.g., avoiding simplistic right/wrong models as far as possible).
8. The school will undertake the necessary monitoring or administrative procedures, through the quality assurance system, to ensure that:
 - a) Frequent under-achievement by one gender is identified and rectified
 - b) Frequent under-representation of one gender in any subject option is avoided as far as possible by positive measures to redress gender bias in pupils' perception
 - c) Particular jobs are not perceived as 'suitable' for a particular gender
 - d) All pupils who leave school should, as a matter of entitlement, participate in further education or training
9. Responsibility for implementing and developing this policy will pass (via Governors) from the Head and Deputies, through to the Leadership Team (LT), Heads of Faculties and Subject Areas. The LT will assist in interpreting this policy.