

<h2>Equality and Diversity Policy and Procedure</h2>	<p>FUNCTIONAL AREA: WHOLE SCHOOL</p>
<p>Reviewed: March 2017</p>	<p>This policy will be reviewed periodically.</p>

STATEMENT OF COMMITMENT

1. EQUALITY AND DIVERSITY

Capital School of English promotes a positive and proactive approach to valuing and respecting all of its staff, students and the wider community and opposes all forms of discrimination and prejudice. All individuals are considered as equals, irrespective of;

- race or ethnic background
- sex, gender or sexual orientation
- faith or belief
- ability/disability
- age

Capital School of English supports and celebrates diversity which brings fresh abilities, skills and experience to the school. The School is committed to encouraging, supporting and enabling all of our staff and students to fulfil their potential.

2. COMMUNITY COHESION

Capital School of English has a duty to promote community cohesion. A cohesive community is identified as one which:

- promotes inclusion for students, staff, parents/guardians, Group Leader, Homestay providers, Educational Consultants and members of the wider community
- has a common vision and creates a sense of belonging for people of all communities
- appreciates and positively values the diversity of different backgrounds and circumstances within the school
- builds strong and positive relationships, with the development of mutual respect and trust between people from different backgrounds in the workplace, in school and within neighbourhoods.

3. OBJECTIVES

Capital School of English wishes:

- to provide a learning environment that is fair, where students can thrive and where there are opportunities and high expectations for every student to succeed
- to promote the highest possible standards of achievement

- to provide a whole school approach to equal opportunities for all students
- to foster a positive atmosphere of mutual respect and trust amongst all students and staff, including homestay providers, Educational Consultants and the wider school community
- to respect values and differences between people so that individuals understand and accept their responsibility for mutual well-being within the school community and the wider community
- to ensure that no member of the school community is prevented from achieving their full potential by the prejudices of others
- to recognise and value all forms of contribution to, and achievement within, the school.

4. RESPONSIBILITIES

To achieve the School's objectives for equality and diversity:

The Directors will:

- agree the appropriate policies and ensure they continue to meet the needs of the school and its community whether students, staff or parents require appropriate action taken in all alleged cases of discrimination in accordance with the school's policies for students and staff
- require the school's anti-bullying policy, and its application
- to ensure that the impact of all equality and diversity policies, whether statutory or not, is regularly reviewed and evaluated

The Managing Director and staff will:

- implement all Equality and Diversity policies agreed by the Directors and ensure that all staff and students are regularly appraised of their responsibilities to meet the school's objectives detailed above and to eliminate all forms of discrimination
- promote positive and proactive approaches to valuing and respecting diversity, ensuring curriculum planning reflects the background and needs of all students.
- Ensure that the classroom environment is secure and inclusive, that all constructive contributions are valued and that teaching and learning reflects student's differences and different learning styles
- Ensure equally challenging goals are set for all students and proper regard is given to additional educational needs provision, including those of the most able
- Adhere to recruitment and selection procedures consistent with all current equality and anti-discrimination legislation ensure pastoral support takes account of racial, ethnic, gender and religious differences.

5. PROCEDURES FOR DEALING WITH CASES OF ALLEGED DISCRIMINATION.

Direct discrimination occurs when the behaviour of any member of the school community – whether student, staff, group leader or student representative – treats a person less favourably than they treat or would treat other members on the grounds of race, ethnicity, gender, sexual orientation, disability, faith or age with the effect of making any other member of the community feel humiliated, offended or uncomfortable because of their race, ethnicity, sex, gender, sexual orientation, disability, faith, or age. Direct discrimination includes act/acts of harassment which may violate an individual's dignity or creates an intimidating or hostile environment. Such behaviour could include but is not limited to: physical intimidation or assault; derogatory name calling, insults, mimicry or jokes; graffiti; provocative behaviour such as wearing offensive badges or insignia; incitement of others to such behaviour; ridicule of others for being different, or refusal to work with others because they are different.

Indirect discrimination occurs when such behaviour of any member of the school community – whether student, staff, group leader or student representative – applies an unjustifiable provision, criteria or practice that disadvantages another member or group on the grounds of race, ethnicity, gender, sexual orientation, disability, faith or age.

Any acts of alleged discrimination must initially be brought to the attention of the teacher, in the case of students, and the line manager, in the case of members of staff, or the Managing Director, in the case of directors, group leaders or student representatives, for further investigation. In some cases admonition and guidance may be considered an adequate response. More serious cases (particularly if there is evidence of a widespread pattern of discriminatory behaviour by an individual or group) should in the case of students, be referred to the DOS or Academic Manager and then the Managing Director and in the case of members of staff, group leaders or student representatives to the Managing Director.

Alleged offensive behaviour in terms of the definitions above –

- a) by a student towards a member of staff or another student - would be investigated and dealt with under the School's Anti-Bullying policy
- b) by a member of staff towards a student - would be investigated and dealt with under the School's Staff Discipline Policy (Employee Handbook)
- c) by a member of staff towards another member of staff - would be investigated and dealt with under the School's Staff Grievance Policy or Disciplinary procedure (Employee Handbook)

In all cases details of the claim and subsequent actions must be recorded. The response must not only seek to correct the behaviour of the perpetrator but also provide support

for the victim. Where student safeguarding issues are identified, the school's safeguarding/child protection procedures must be activated.

This will ensure that the School has:

- a) a consistent approach to such behaviour
- b) procedures are in place to monitor such behaviour throughout the school
- c) procedures in place for disciplining students and members of staff are fair and equitable.

6. REVIEW

All policies and statements detailed here will be reviewed annually.

In developing and implementing this policy and procedures, careful consideration will be given to any adverse impact there may be on any particular groups based on the issues of diversity and the need to eliminate any such adverse impact. This policy has been assessed for negative impact on diversity.

APPENDIX 1 - EQUAL OPPORTUNITIES POLICY

1. BACKGROUND

This Statutory Policy is an integral part of Capital School of English Equality and Diversity policies and is based on the principle that all students and staff should be supported in fulfilling their potential, while at all times respecting the needs of the individual. In framing policy and practice in the area of equal opportunities, the management of Capital School of English will have regard to all relevant legislation since 1944, and subsequent case law.

2. RESPONSIBILITIES

The Directors will:

- ensure that individuals are seen as of equal value, irrespective of race, ethnicity, sex, sexual orientation, gender, ability or disability (see separate disability quality statement), faith or age.
- emphasise the qualities of inclusiveness, openness and fairness and to promote the value of each individual as an unique individual.
- ensure that the staff and students recognise that the community has a responsibility towards the individual and vice versa.

The Managing Director and Staff will:

- ensure that there are staff who are trained and prepared to discuss the causes and damaging effects of prejudice, stereotyping and discrimination with all students.
- take all appropriate opportunities to celebrate the diversity within our community and shall use wherever possible positive role models to help pursue the school's commitment to equal opportunities.
- ensure that the school's arrangements for discipline and contact with group leaders are not discriminatory
- ensure equal opportunity is given for students to express their opinions
- adopt strategies for differentiation through the provision of resources and appropriate task direction; set equally challenging goals for all students; maintain proper regard to special/additional educational needs provision.
- use appropriate methods of dealing with disruptive or inappropriate behaviour in accordance with Capital School of English's policies and procedures
- keep under review its policy on anti-bullying, and not tolerate breaches of this. Bullying is a tangible outcome of prejudice and discrimination.

APPENDIX 2 RACIAL/ ETHNIC EQUALITY

1. STATEMENT OF PRINCIPLES

This Statutory Policy is an integral part of Capital School of English’s Equality and Diversity policy which is based on the principle that all students and staff should be supported in fulfilling their potential, while at all times respecting the needs of the individual. Racial and Ethnic equality is central to the ethos and core values of this School by the very fact that all our classes have a mix of racial and cultural background.

The school appreciates that, on occasions, there may be difficulties in establishing a full and accurate understanding of some issues of racism and cultural diversity, particularly where there are few staff members of racial or ethnic minority background.

The policy will be shared with all members of the school community on the school website.

1.1 Definition of Race and Ethnicity

The term “race” is taken to mean a group of people who are distinct from other races because of physical differences.

“Ethnicity” is defined as a social group which has a shared sense of identity, history and cultural roots and see themselves as the same. “Culture” refers to the perspectives and practices of a social group

2. RESPONSIBILITIES

The Directors recognise their duty, under the Race Relations (Amendment) Act 2000: to eliminate unlawful racial discrimination; and will endeavour to

- ensure that all students, staff, parents, and group leaders have equality of opportunity to achieve their potential, regardless of their racial or ethnic background.
- value equally all members of the school community.
- promote positive attitudes towards life and study in a multicultural, multiethnic and multi-faith society and celebrate cultural diversity.
- combat racial harassment and racial discrimination and challenge racism in all its forms.

The Directors will:

- promote equality of opportunity and good relations between persons of different racial groups.
- ensure that this policy and its related procedures and strategies are implemented and that performance is monitored.
- recognise the significance of, and the need to respond to cultural, linguistic and "racial" differences in striving to achieve equality of opportunity for all.

The Managing Director and Staff will

- ensure that the policy is implemented, that all staff are aware of their responsibilities and are given the appropriate training and support to take appropriate action in any cases of racial discrimination.
- ensure vigilance that students or staff are neither victims of racism nor experiencing a sense of isolation and/or marginalisation.
- to train all members of the school community to avoid negative and stereotypical assumptions about those from ethnic minority backgrounds

To promote the knowledge, understanding, skills, values and attitudes necessary for racial equality and the elimination of racism the school will:

- use opportunities within the curriculum and presentations to promote positive attitudes towards cultural and ethnic diversity and differences.
- provide opportunities within the curriculum, appropriate to students' age and attainment, for students to understand and recognise racism and to challenge the myths and negative stereotypes that underpin racism and racist attitudes.
- ensure that learning resources are not used which reproduce and reinforce negative stereotypes of people of ethnic minority background or of communities in the "Third World".
- make use of the curriculum to positively affirm the cultural and religious identities of all students, including those from minority ethnic and faith communities.

To ensure that all students achieve their best, according to their capabilities and regardless of race

or ethnicity, the school will:

- ensure that assessment activities and tasks are not culturally biased so as to discriminate against any student or group of students.
- ensure that teachers' expectations and teaching styles and strategies provide equal opportunities for all students to achieve according to their full capabilities.
- use opportunities within the curriculum and social activities to promote positive attitudes towards cultural and ethnic diversity and differences.
- ensure that religious and cultural differences are fully recognised in meeting the needs of all students.

- to recognise the significance of, and the need to, respond to cultural, linguistic and "racial" differences in striving to ensure to achieve equality of opportunity for all.

3. DEALING WITH RACIAL INCIDENTS

- The school adopts the definition of a Racist Incident recommended by the report of the "Inquiry into the murder of Stephen Lawrence (the Macpherson report)" i.e. *"any incident which is perceived to be racist by the victim or any other person."*
- The school will take every possible step to support the victims of racial harassment.
- All racist incidents will be regarded as a serious matter. The school will take all possible steps to establish a climate in which all members of the school community have the confidence to report racist incidents and will ensure that all staff receive training in defining and responding to racist incidents.

APPENDIX 3 SEXUAL/GENDER EQUALITY

1. STATEMENT OF PRINCIPLES

This Statement is an integral part of Capital School of English's Equality and Diversity policies and is based on the principle that all students and staff should be supported in fulfilling their potential, while at all times respecting the needs of the individual.

The Equality Act (2006) amended the requirements of the Equal Pay Act(1970) and the Sex Discrimination Act(1975). It added to the existing duties of:

- elimination of sexual discrimination
- elimination of sexual harassment
- the additional duty of ensuring gender equality

1.1 DEFINITIONS

For the purposes of this policy we consider "sex" to refer to the **biological** differences between males and females and "gender" to be culturally determined, referring to the wider **social** roles and responsibilities which structure our lives. Our policy also applies to instances of discrimination and harassment based on an individual's "sexual orientation" i.e. their sexual preference.

Sexual or gender discrimination will arise when treating one person less favourably than another, either directly or indirectly, on the grounds of sex, sexual orientation or gender. Indirect discrimination could arise if a particular policy or practice was considered to impact differently on one gender than on the other.

Sexual harassment refers to behaviour or remarks based on a person's sex, sexual orientation or gender perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject.

2. RESPONSIBILITIES

Review all school policies and practices, including staff recruitment and promotion, to see they ensure sexual and gender equality.

- assess and address any evidence of sexual/gender inequality.
- ensure directors, staff and students understand their responsibilities to promote sexual/gender equality.
- review progress periodically

APPENDIX 4 DISABILITY EQUALITY

1. STATEMENT OF PRINCIPLES

This Statutory Policy is an integral part of Capital School of English's Equality and Diversity policies and is based on the principle that all students and staff should be supported in fulfilling their potential, while at all times respecting the needs of the individual. Capital School of English values difference and celebrates diversity brought together within a cohesive community.

1.1 The school recognises that members of its community, including students, teaching staff, administrative staff, parents and Group leaders may experience temporary or permanent disability. The school seeks to ensure that any disabled person (as defined below) should have the same opportunities open to them as others.

1.2 Capital School of English is an inclusive school, all students are welcome in accordance with the current admissions policy (see below). The school aims to promote equality of opportunity for all its community, eliminate discrimination, eliminate any forms of harassment, including bullying. It will promote positive attitudes towards those with disabilities. As far as possible, the school will, enable full participation in school events and activities and it will, positively discriminate in favour of disability.

1.3 Policy on Admission of Students with Learning Difficulties or Disabilities

It is school policy to:

- deal with all requests for special provision fairly, compassionately and realistically
- deal with any and all such applications on a case by case basis
- deliver special provision wherever possible and wherever feasible
- advise prospective students and/or their parents/guardians as soon as possible if it will not be able to offer special provision.

If a student does not declare any special needs at the time of booking and arrives at Capital School of English, then we will attempt to deal with the situation. If it becomes clear that we

cannot adequately deal with the student's particular needs, we will ask the student to leave the school and we will make arrangements for the student to return home.

2. DEFINITION OF DISABILITY

2.1 The Disability Discrimination Act 1995 (DDA) defines disability as the following.

- Mental or physical impairment.
- This has an adverse effect on the person's ability to carry out normal day to day activities.
- The adverse effect is substantial and the adverse effect is long-term (meaning it has lasted 12 months, or is likely to last for more than 12 months, or for the rest of that person's life).

2.2 At least one of the following "normal day to day activities" must be affected

- Mobility
- Manual dexterity
- Physical Coordination
- Continence
- Ability to lift carry and move everyday objects
- Speech, hearing or eye sight
- Memory or ability to concentrate, learn or understand
- Understand risk of physical danger

APPENDIX 5 AGEISM

1. STATEMENT OF PRINCIPLE

This Statement is an integral part of Capital School of English Equality and Diversity policies and is based on the principle that all students and staff should be supported in fulfilling their potential, while at all times respecting the needs of the individual.

2. DEFINITION

Age discrimination arises when an individual receives less favourable treatment than other on the grounds of age. It can take the form of direct or indirect discrimination, harassment and victimisation. The application of the school's Equal Opportunities Policy seeks to ensure that age discrimination does not arise in the recruitment procedures for personnel and in the selection, development, training and management of all members of staff