



Equal Opportunities Policy

Purpose

The purpose of this policy is to ensure that protocols and procedures are in place to provide equal opportunities in terms of equity to all staff and pupils irrespective of their age, gender, nationality, or ethnic background.

Overview

IBSB is committed to providing equity/equality of opportunity to all children and staff at our school, irrespective of their age, gender, nationality, or ethnic background.

We recognise our responsibility to ensure positive attitudes toward diversity and difference – so every child is included and not disadvantaged, but also so that they learn to value diversity in others and grow up making a positive contribution to society.

We understand the importance of providing an enjoyable but rigorous and challenging programme of learning and development and undertake to make reasonable adjustments to enable all students to participate in our learning programme, ensuring that each student feels valued and supported.

We are committed to avoiding all forms of discrimination. This applies to all pupils, parents, and staff members, and includes inappropriate discrimination on the grounds of gender, age, religion or belief, physical ability or disability, special educational needs, race (including colour, nationality, ethnicity, family, cultural or linguistic background), marital status and civil partnership, sex, sexual orientation, gender reassignment, trade union membership, part-time and fixed-term working, pregnancy and maternity. These factors are taken into account in the care of our community members so that care is sensitive to different needs.

We undertake to work with the school community, with parents, and with other relevant agencies as required to ensure that any form of discriminatory behaviour is treated seriously, with appropriate action taken.

This policy statement and the effectiveness of our inclusive practices at IBSB are reviewed bi-annually by the SLT.

This policy statement should be read in conjunction with Primary and Secondary School Curriculum Policies, WS Behaviour for Learning Policy, WS Anti-bullying, WS Admissions Policy, and the PSHE schemes of work designed in accordance with the National Curriculum Framework. Staff are also covered by IBSB's Equal Opportunities Procedures, found later in this document

High Performance Learning

As a High Performance Learning School, we are committed to providing a high standard of teaching and learning for every student, supporting each student as High Performance Learner with the potential to make progress across the curriculum.

Procedure for Pupils

IBSB seeks to implement this policy statement effectively through the following actions:

- Provision of our policy statement for equal opportunities to all pupils, staff, and parents, including those of prospective pupils.
- Working with outside agencies, such as educational psychologists, occupational therapists, and family/pupil medical practitioners to support the endeavour of the school in serving the needs of all pupils, parents, and staff.
- Discussing, where appropriate, equal opportunities and the special needs of individuals at staff meetings.
- Delivering the message of equal opportunities within PSHE, the wider curriculum, and through the extra-curricular programme.
- Dedicating form time, PSHEE time and assemblies to understanding the importance of kindness, care, and unconditional respect for members of the school and wider community, and on promoting and valuing diversity and differences.
- Meeting the individual needs of pupils, as detailed by parents and by the pupil's previous setting, through teachers, teaching assistants, and outside agencies working together with the pupil and the pupil's parents.
- Monitoring the needs of all pupils as they progress through the school, through discussion at meetings, and written information circulated confidentially, relating to specific support for learning or emotional, social, mental, physical, or other difficulties.
- Discussing, reviewing, monitoring, and evaluating at staff meetings, pastoral care meetings, and leadership meetings, the effectiveness of inclusive practices, which enable all pupils, parents, and staff to access and enjoy school life.
- Ensuring that the Personal, Social, Health, Educational Programme includes discussion of Equal Opportunities and Equity.
- Ensuring school documents demonstrate a commitment to Equal Opportunities and Equity, avoiding inappropriate discrimination of all forms.
- Making appropriate provision or exemption, where feasible and desirable, for pupils with special dietary, dress, or religious observance requirements or needs because of religious or cultural backgrounds.

Student Admissions

The school admits pupils no matter their gender, race, religion, disability, or special educational needs, provided that there are good and practical prospects of meeting their needs without unduly prejudicing the education and welfare of other pupils.

Where there is evidence of drug or alcohol use, or a history of poor behaviour that is likely to impact on the learning of others in the classroom, IBSB reserves the right not to admit the student in question. [See *Admissions Policy*]

Additional Early Years Foundation Stage (EYFS) procedure:

The Special Educational Needs Coordinator is responsible to ensure that 'arrangements are in place for reviewing, monitoring, and evaluating the effectiveness of inclusive practices that promote and value diversity and difference; how inappropriate attitudes and practices will be challenged; and how the provision will encourage children to value and respect others' (EYFS Statutory Framework Sept 2021).



- Following the graduated approach as described in the SEND Code of Practice, 2011, starting with classroom support, which is additional to, or different from, the support which was previously in place. The Early Years Action/School Action process begins when it is necessary for the SENCO to give additional support, advice or assessment. Early Years Action Plus/School Action Plus begins when external agencies are called in to give professional expertise, advice and support.
- Challenging inappropriate attitudes and practices by using role play in drama and circle time, by speaking with those involved and by the graduated approach of form teacher, SEND Coordinator, EYFS Coordinator, Head of the Primary School, and SLT becoming involved as necessary with pupils, parents, and staff. Pupils are made fully aware of the school's Behaviour for Learning Policy and sanctions system.
- Including the Special Needs Coordinator and other relevant staff in discussing pupil needs and progress in staff meetings and regular pastoral care meetings. On such occasions, the strategy for each individual child is focused around respect for the child's needs, the need for the pupil to have access to all opportunities within the school, and the child's right to feel confident, happy, and valued.
- Delivering the PSHEE programme through lessons, form time, assemblies, school events, and across the curriculum. The Music and Humanities Schemes embrace other cultures. The Science programme celebrates physical differences in the human race. Drama provides an opportunity to promote and value diversity and differences. The languages within the extra-curricular programme, as well as those within the curriculum starting from Key Stage 1, promote global citizenship.

Procedure for Members of Staff

To ensure the elimination and prevention of discrimination and the promotion of equality of opportunity in employment

1. Sex Discrimination

Unless the job is covered by a statutory exception, we will not discriminate directly or indirectly on the grounds of sex, gender assignment, sexual orientation, pregnancy, marital status, or civil partnership.

- In the arrangements made for deciding who should be offered a job
- In any terms of employment, including pay
- By refusing or omitting to offer a person employment
- In the way we afford access to opportunities for promotion, transfer or training
- In the manner in which employment is offered or in affording access to any benefits, facilities, or services
- By victimising an individual for a complaint made in good faith about sex, gender assignment, sexual orientation or pregnancy discrimination, or for giving evidence about such a complaint
- In connection with redundancy or termination of employment however caused or by treating an employee unfavourably in any other way.

2. Race Discrimination

Our equal opportunity policy statement aims to ensure that:

- No job applicant or employee receives less favourable treatment than another on racial grounds



- No applicant or employee is placed at a disadvantage by requirements or conditions which have a disproportionately adverse effect on his/her racial group and which cannot be shown to be justifiable on other than racial grounds
- Where appropriate and where permissible under the Race Relations Act, employees of an under-represented racial group are given training and encouragement to achieve equal opportunity within the organisation.

We will not:

- Discriminate in recruitment, promotion, transfer or training, nor in the arrangements made for recruitment and in the ways of affording access to opportunities for promotion, transfer or training
- Discriminate on racial grounds in connection with dismissal, redundancy or any other termination of employment or other detriment to an employee
- Discriminate on racial grounds in appraisals of employee performance or in the operation of grievance disputes and disciplinary procedures
- Discriminate on racial grounds in affording terms of employment and providing benefits, facilities, and services for employees
- Victimise individuals who have made allegations or complaints of racial discrimination or provided information about such discrimination.

3. Disability Discrimination

In connection with dealings in relation to persons with a disability within the meaning of the Disability Discrimination Act 1995 we will:

- Not discriminate against disabled people or those who have been disabled
- Make any reasonable adjustments of our employment arrangements or premises which place disabled people at a substantial disadvantage compared with non-disabled people
- Not treat a disabled employee or disabled job applicant less favourably for a reason relating to the disability than others to whom that reason does not apply unless the reason is material to the particular circumstances and substantial
- Not knowingly help another to discriminate unlawfully against a disabled employee
- Not discriminate against a disabled person in the arrangements made for determining who should be offered employment or by refusing to offer, or deliberately not offering, employment
- Not discriminate against a disabled person whom we employ in terms of the employment we offer him/her; in the opportunities, which we afford him/her for promotion, a transfer, training or receiving any other benefit; by refusing to afford him/her or deliberately not affording him/her any such opportunity; by dismissing him/her or subjecting him/her to any other detriment
- Not discriminate against an employee who becomes disabled or has a disability that worsens.

4. Religion

IBSB is not designated as a school adhering to any particular religious faith or order. Unless the job is covered by a statutory exception we will not discriminate directly or indirectly on religious grounds:

- In the arrangements made for deciding who should be offered a job
- In any terms of employment, including pay
- By refusing or omitting to offer a person employment



- In the way we afford access to opportunities for promotion, transfer or training
- In the manner in which employment is offered or in affording access to any benefits, facilities or services
- By victimising an individual for a complaint made in good faith about discrimination on religious grounds or for giving evidence about such a complaint
- In connection with redundancy or termination of employment however caused or by treating an employee unfavourably in any other way.

5. Age Discrimination

In connection with any dealing in relation to age, as described in the Employment Equality (Age) Regulations which came into effect on the 1st October 2006, we will not discriminate:

- In the arrangements made for deciding who should be offered a job
- In any terms of employment, including pay
- By refusing or omitting to offer a person employment
- In the way we afford access to opportunities for promotion, transfer or training
- By victimising an individual for a complaint made in good faith about discrimination on the grounds of age or for giving evidence about such a complaint
- In connection with redundancy or termination of employment however caused.
- Maintaining a common contractual retirement age for all staff of 65 (see separate Retirement Policy for details).

This policy, though not required by Romanian law to abide by the UK Equality Act (2010), being a British School located in Romania and operating in accordance with Romanian law and legislation, does take the principles of this act into consideration.

Related Policies

PS/SS PSHE Policy

PS/SS Behaviour for Learning Policy

PS/SS Curriculum Policy

Staff Code of Conduct Policy

Staff Recruitment and Capability Policy

WS EAL Policy

WS Educational Visits Policy

WS Differentiation Policy

WS SEND Policy

WS Student Awards Policy

Document Control	
Draft Issued	August 2022
Author	Kendall Peet
Draft Approval	Kendall Peet Head Teacher
Signed off by	SLT
Review Date	August 2024
Review cycle	2 years