



SAINT NICHOLAS SCHOOL

STAFF EQUAL OPPORTUNITIES POLICY

Note: This policy applies to all sections of the school including EYFS

Reviewed June 2021

Review Date June 2023

Saint Nicholas School (the 'School') is an equal opportunities employer. All members of our community, whatever their function, status or ability, should be held in equal esteem.

In order to promote an environment within which the School can call upon the widest possible range of knowledge, skill and experience, as well as ensuring compliance with relevant legislation and codes of practice, it is our policy not to discriminate against our workers or pupils on prohibited grounds.

These prohibited grounds are known as "protected characteristics", and include age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation.

This policy is for guidance only and shall be provided to all those who work at the School, but does not form part of any employee's contract of employment. This policy applies to all aspects of employment with the School, including recruitment, pay and conditions, training, appraisals, promotion, conduct at work, disciplinary and grievance procedures and termination of employment.

1 Discrimination

You must not unlawfully discriminate against or harass other people including current and former employees, job applicants, parents, pupils, suppliers, work-related contacts and visitors. This applies within and outside the School including on School related trips or events, including social events. Staff must respect other people, even if they choose to follow a lifestyle that one would not choose to follow oneself.

The following forms of discrimination are prohibited under this policy and are unlawful:

Direct discrimination: treating someone less favourably because of a protected characteristic.

Indirect discrimination: a provision, criterion or practice that applies to everyone but adversely affects people with a particular protected characteristic more than others, and is not justified.

Harassment: this includes sexual harassment and other unwanted conduct related to a protected characteristic, which has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Victimisation: retaliation against someone who has complained or has supported someone else's complaint about discrimination or harassment.

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

2 Recruitment and Selection

The staffing process is governed by the School's Safer Recruitment and Selection Policy. It 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.

3 Disability

If you are disabled or become disabled, we encourage you to tell us about your condition so that we can consider what reasonable adjustments or support may be appropriate. We will make such adjustments to work arrangements or premises as are reasonable to enable a disabled staff member to carry out his or her duties. This will include, but is not limited to, consideration of the provision of specialist equipment, role redesign, retraining and 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, in the first instance, with the Headmaster. The expertise of the disabled staff member concerning their own disability will be recognised, although the School reserves the right to request independent medical opinion where appropriate.

Once an adjustment has been made its operation may need to be reviewed at agreed intervals, to assess its continuing effectiveness. Applicants are encouraged to inform the School about a disability early on in the recruitment process, in order that reasonable adjustments or appropriate support may be considered. A disability will not justify the non-recruitment of an applicant. Such reasonable adjustments to the recruitment procedure 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.

Before an applicant is judged, because of a reason related to their disability, to have failed to meet the requirements of a job description and person specification, or to have been less suitable than other applicants, full consideration will be given to whether reasonable adjustments can be made which will counteract this disadvantage.

4 Part-Time and Fixed-Term Work

Part-time and fixed-term employees should be treated the same as comparable full-time or permanent employees and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate), unless different treatment is justified.

Specifically, part-time teachers' pay is calculated with reference to the full-time equivalent. Timetables for each academic year are always complex and impact on all staff. Given the changing nature of staffing and subject demand each year, working hours cannot be guaranteed year on year, but we do try our best to accommodate part-time staff and maintain an agreed percentage of full time teaching wherever possible.

Salaries for part time teaching staff are currently calculated based on the percentage of a full time teacher's working week.

5 Training and Development

Structured training and development (INSET) at all levels within the School is essential to the efficient and effective delivery of high quality education and operation of our support services and the development of the individual.

The School aims to ensure that all employees have the knowledge, skills and experience to satisfactorily meet the required standards of job performance.

Training needs will be identified through the School's Appraisal system. You will be given appropriate access to training to enable you to progress within the School and all promotion decisions will be made on the basis of merit.

6 Equal Opportunities for Pupils

The School aims to develop the talents of every child to achieve their potential and will ensure that no one receives less favourable treatment on prohibited grounds.

Adequate support will be provided for pupils who have special educational needs, including anyone whose first language is not English.

Teaching must promote fundamental British values and not discriminate against pupils on the basis of the protected characteristics. Advice about how to avoid discriminating unlawfully is available from the website of the Equality and Human Rights Commission.

All staff, including teachers, are expected to respect the rights of others and to respect those with different beliefs; expressing a view in an unprofessional way that involves singling out pupils on grounds of sexuality, or presenting extreme views without balance on a topic, would be considered inappropriate. Any member of staff found to be discriminating in any way against a pupil or failing to follow School procedures, shall be dealt with under the School's Disciplinary Policy.

The School's plan in relation to Personal, Social, Health and Economic Education (PSHEE) encourages respect for other people, with particular regard to the protected characteristics, in order to promote respect and a culture of tolerance and diversity among pupils. Pupils must be encouraged to respect other people, even if they choose to follow a lifestyle that one would not choose to follow oneself.

(See also the Equal Opportunities Policy for Pupils)

7 Breaches of this Policy

Any breaches of this policy, which will be dealt with under the School's Disciplinary Procedure.