

 Haileybury Astana	Written by:	Deputy Head Whole School
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EQUAL OPPORTUNITIES AND DISABILITY POLICY

Haileybury Astana is committed to the principle of inclusion. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximize their potential regardless of age, sex, race, colour, background, religion or disability. We endeavour to promote positive relationships with parents, pupils, families and members of the wider community to encourage all pupils to reach their full potential.

At Haileybury Astana we aim to promote equality and tackle any form of discrimination. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion. We ensure there is respect given with regard to the nine protected characteristics of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion and belief, sex and sexual orientations within the context of Kazakh society and legal frameworks.

We aim to:

- Provide a secure environment in which all young people can flourish and achieve all five outcomes of 'Every Child Matters' [be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being],
- Provide a learning environment, where all individuals develop a sense of personal identity and feel a sense of belonging.
- Prepare students for life in a diverse society in which they are able to see their place in the local, regional, national and international community.
- Work with parents and the wider school community to promote equality of opportunity for all.
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, religion and age.
- Actively challenge discrimination and disadvantage.
- Make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- Ensure that students are admitted to the school without regard to ability, disability, gender or ethnic group.
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage.
- Use all available information to set suitable learning challenges for all.
- Respond to students' diverse needs and overcome any potential barriers to learning.
- Have high expectations of behaviour which demonstrates respect to others.

- Academic

Teaching styles should encourage all pupils to participate in the classroom, and discourage the domination of lessons by any particular group. Equal opportunities should be considered when planning the curriculum, choosing syllabuses and writing schemes of work. Where appropriate, staff must ensure the correct pronunciation of all forenames and surnames. Heads of Faculty when determining their sets, should bear in mind that in a set that has both boys and girls in, it is school policy not to have just one boy or one girl in a set unless this is unavoidable.

- Gender

Staff are expected to be vigilant in avoiding sexist behaviour. They should encourage pupils to challenge assumptions widespread in society about 'men's roles' and 'women's roles', prejudiced attitudes, and stereotyping. All pupils, irrespective of gender, must have equality of access to all areas of the curriculum.

- Disability

Haileybury Astana recognises its obligations under the UK Equalities Act 2010, KCSIE and the supplementary legislation passed since that date. The School will make reasonable adjustments designed to ensure that a disabled pupil is not placed at a disadvantage in comparison with one who is not disabled. Staff must also embrace the principle that disabled pupils cannot be treated in a less favourable way because of their disability than a pupil who is not disabled. This will need to be considered in all aspects of school life; for example in curriculum planning and delivery, games, extra-curricular activities and school trips.

- Behaviour

Staff must act swiftly and firmly to deal with any element of racism, sexism or unpleasantness towards disabled pupils whatever form it may take: verbal, written, physical, psychological etc. They must make it clear to those responsible for such actions why their behaviour is unacceptable. It is important to inform Housemasters of any incident, however minor; often it may be part of a broader picture. Pupils who fail to desist from this type of behaviour must expect a formal warning from the Headmaster, and may be asked to leave the School.

Haileybury Astana will not tolerate bullying of any kind. All staff must act firmly to ensure any concerns are documented and dealt with. All pupils must be tolerant and respectful of each other, however different they may be.

- Staff

Haileybury Astana, as any equal opportunities employer, will seek to appoint the most suitable candidate to any post with particular emphasis on staff at all levels who represent a range of good role models.

It is the responsibility of **all staff** to:

- Be vigilant in all areas of the school for any type of harassment and bullying.
- Be mindful of responsibilities under KCSIE and complete all necessary Safeguarding and Child Protection training.
- Be aware of policies to deal with discriminatory and derogative language including homophobic, racist and disability discriminatory language.
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences.
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture.
- Promote equality and good relations, and not discriminate on grounds of race, gender, religion, age and sexual orientation.
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society.
- Keep up to date with Equality legislation, development and issues by relevant training and accessing information from appropriate sources.

Monitoring and quality assurance

- Each student's progress and attendance is monitored and tracked. The resulting data and performance data is analysed in respect of gender, race, ability or additional needs.
- Lesson observations record evidence of differentiation.
- Texts are reviewed to ensure appropriateness and inclusivity.
- Data collected is used to inform further school planning, target-setting and decision-making.
- Where appropriate staff provide assistance to eat, in a manner that promotes dignity and choice.

The Equalities Act and Disability

1. MISSION STATEMENT

Haileybury Astana is committed to providing equal opportunities for all and welcomes:

- Applications for employment from those with a disability.
- Applications for places from pupils with disabilities.

The school's recruitment process ensures that applicants for posts are shortlisted on the basis of how their qualifications and experience match the person specification for the job.

The school recognises that some disabled people will need adjustments made in order for them to do the job. We will look at what changes could be made to the workplace or to the way work is done and make any changes that are reasonable.

If an employee develops a disability, the school will make every effort to retain his/her services by making reasonable adjustments to the workplace, the methods of working or by finding another suitable role for her/him.

When decisions are made about an individual, the only personal characteristics or circumstances taken into account will be those which are necessary for the proper performance of the work involved.

As part of the Performance Management process, disabled employees will be given the opportunity to discuss what can be done to develop and use their abilities.

Disabled pupils applying for a place at the school will undergo the standard admissions procedure; offers of a place will be made on the basis laid down in the Admissions Policy and procedures.

Staff will regularly review the provision it makes for disabled staff and pupils and strive to continuously improve the facilities available.

In accordance with the Special Educational Needs & Disability Act 2001 and the Equality Act 2010, Haileybury Astana recognises its responsibilities to its staff, in respect of provisions covering disability discrimination, and actively encourages all pupils with learning difficulties and/or disabilities.

Academic and Curriculum Support

Any pupil with a disability, who, after an assessment by members of the Special Educational Needs (or Additional Learning Support) staff, is thought to need the assistance of a facilitator, is supplied with one.

Examination Arrangements

Pupils who require special arrangements or additional support during examinations will be highlighted during testing at the school and special arrangements for examinations will be applied for where appropriate.

Building Specific Considerations

The educational and social aim is for all users with disabilities to enjoy the school facilities with the minimum of specialist equipment and separation. To achieve this aim, a number of alternative approaches are researched and assessed by the school.