ISCA
INTERNATIONAL SCHOOL OF CREATIVE ARTS

International School of Creative Arts

Equal Opportunities Policy

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ISCA Equal Opportunities Policy

Introduction

The School: The International School of Creative Arts (**School**) is an independent boarding and day school for girls and boys aged from 16 years. The School welcomes staff, workers, volunteers, students, parents, applicants and directors from all different ethnic groups, backgrounds and creeds. The term **School Community** includes staff, directors, students, parents, visitors and volunteers.

School's position: The School recognises the benefits of having a diverse School Community, with individuals who value one another, and the different contributions everyone can make. Students will be taught to value and respect others. The School is committed to being an equal opportunities education provider and is committed to equality of opportunity for all members of the School Community. In the provision of equal opportunities, the School recognises and accepts its responsibilities under the law and opposes discrimination on the basis of:

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief (including lack of religion or belief)
- gender
- sexual orientation and (in the case of adult members of the School Community)
- marital or civil partnership status and
- age.

These can be called the **Protected Characteristics**. The School also opposes all bullying and unlawful discrimination on the basis that a person has a special educational need (**SEN**) or learning difficulty, or because English is a foreign language.

The School aims to ensure that all policies and practices conform with the principle of equal opportunities. The School will tackle inappropriate attitudes and practices through staff leading by example, through the supportive School culture and through the School's policies.

Related policies: This Equal Opportunities Policy is consistent with all of the School's policies, including the Admissions Policy, Behavioural Policy, Exclusions, the School Rules, Anti-Bullying Policy, and the Special Educational Needs Policy. All policies can be made available in large print or other accessible format if required.

Policy statement

Scope: This policy applies to all members of the current and prospective School Community.

Policy aims: Through the operation of this policy we aim to:

- communicate the commitment of the School to the promotion of equal opportunities
- promote equal treatment within the School for all members of the School Community
- create and maintain an open and supportive environment which is free from discrimination
- foster mutual tolerance and positive attitudes so that everyone can feel valued within the School
- be alert to the early signs of needs that could lead to later difficulties, and respond as appropriate
- remove or help to overcome barriers for students where they already exist
- ensure that there is no unlawful discrimination against any person on any ground listed at paragraph 0
- make it clear that, and ensure, that all discriminatory words, behaviour and images are treated as unacceptable
- take reasonable steps to avoid putting disabled people at a substantial disadvantage (the 'reasonable adjustments' duty).

Forms of discrimination

Types: Discrimination may be direct or indirect, or arising from disability and it may occur intentionally or unintentionally.

Direct discrimination: Direct discrimination occurs when a person is treated less favourably than another person because of a protected characteristic as set out in paragraph 0 above. For example, rejecting an applicant of one race because it is considered they would not "fit in". This would be a decision based on grounds of their race and would be direct discrimination.

Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy or maternity). For example, if a student is harassed or victimised because a sibling is disabled, this would be direct discrimination against that student.

Indirect discrimination: Indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example, their sex or race. For example, a minimum height requirement would be likely to eliminate proportionately more women than men. If these criteria cannot be objectively justified for a reason unconnected with gender, they would be indirectly discriminatory on the grounds of gender.

Discrimination arising from disability: Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim. For example, where a student with cerebral palsy who is a wheelchair user is told they will unable to attend a school trip because there is no wheelchair access available and other options are not investigated.

Admissions

Applicants: The School accepts applications from, and admits students irrespective of their gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs and will not discriminate on these grounds in the terms on which a place is offered, subject to section **Error! Reference source not found.**, below. The School will treat every application in a fair, open-minded way.

Selection: Every application will be considered on its merits within the School's criteria for selection on grounds of the student's ability and aptitude, but this will not be done as a way of excluding students with a disability or special educational needs, subject to section **Error! Reference source not found.** below.

Admissions Policy: The School's Admissions Policy reflects the School's approach towards equal opportunities and is consistent with this policy.

Education and associated services

Equal access: The School will afford all pupils equal access to all benefits, services, facilities, classes and subjects, irrespective of their gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs, subject to considerations of safety and welfare, paragraph 0 and section 7, below.

Positive action: The School may afford students of a particular racial group, or students with a disability or special educational needs, access to additional education or training to meet the special needs of the students in that group, for example, special language training for groups whose first language is not English.

Exclusions: The School will not discriminate against any student by excluding him or her from the School, or by subjecting him or her to any other detriment, on the grounds of his or her gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief, or special educational needs, subject to section **Error! Reference source not found.** of this Policy.

Teaching and School materials: Efforts are made to recognise and be aware of the possibility of bias (for example, gender or racial), so that this can be eliminated in both the School's teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and bias.

Student interaction: All students are encouraged to work and associate freely with, and have respect for, all other students, irrespective of their gender, gender reassignment, race, disability, sexual orientation, religion, belief, pregnancy or maternity or special educational needs, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos of the School, and students will be encouraged to question assumptions and stereotypes.

Bullying: The School will not tolerate bullying or cyberbullying for any reason. Specific types of bullying (see ISCA Anti Bullying Policy), to include:

- bullying relating to race, religion, belief or culture
- bullying related to SEN, learning difficulties or disabilities
- bullying related to appearance or health conditions
- bullying relating to sexual orientation
- bullying of young carers or otherwise related to home circumstances
- sexist or sexual bullying.

The School's Anti-bullying Policy contains more details about the School's anti-bullying practices.

Religious Belief

Religion: The School respects the right and freedom of individuals to worship in accordance with their faith, or no faith, subject always to their respecting the rights and freedoms of the School Community as a whole and considerations of safety and welfare.

Disability and Special Educational Needs

Our approach: We are an inclusive School which welcomes members of the School Community with disabilities and special educational needs. We maintain and drive a positive culture towards inclusion of disabled people and those with special educational needs in all the activities of the School and we will not treat a member of the School Community less favourably on these grounds without justification. At present, our facilities, physical and otherwise, for the disabled and those with special educational needs are limited. However, we will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone.

Definitions: Young people have **Special Educational Needs** if they have a learning difficulty which calls for special educational provision to be made for them. A disability is a physical or mental impairment which has a "*substantial and long-term adverse effect*" on a person's ability to carry out normal day-to-day activity (Equality Act 2010).

Reasonable adjustments: The School has an on-going duty to make 'reasonable adjustments' for disabled students and students with special educational needs in respect of the education and associated services provided to ensure that such students are not placed at a substantial disadvantage in comparison with other students. This is a broad expression that covers all aspects of school life, for example:

- the curriculum
- classroom organisation and timetabling
- access to school facilities
- clubs and visits
- school sports and

- school policies.

Reasonable adjustments may typically include:

- making arrangements for a young person in a wheelchair to attend an interview in an accessible ground floor room
- allowing extra time for a dyslexic young person to complete an entrance exam
- providing examination papers in larger print for a young person with a visual impairment
- rearranging the timetable to allow a student to attend a class in an accessible part of the building

The School is not legally required to make adjustments which include:

- physical alterations such as the provision of a stair-lift or new ground floor facilities, or a new library.

In making "reasonable adjustments" the School is required to provide auxiliary aids and services for disabled students where to do so would be reasonable. The School will carefully consider any proposals made by young people and their parents and will not unreasonably refuse any requests for such aids and services.

Informing the School: In accordance with the School's terms and conditions, parents and students must notify the Head of School in writing if they are aware or suspect that the student (or prospective student) has a disability or if they (either parent), the student (or prospective student), or any close relations have at any time had, or has a learning difficulty. This enables prospective parents and students to give details of any disability when applying for a place at the School. Parents and young people must provide copies of all written reports and other relevant information upon request. Providing the School with such information will enable the School to support the student as much as possible. Confidential information of this kind will only be communicated on a "need to know" basis. The School will have due regard to any request made by a parent or student to treat the nature or existence of the person's disability as confidential.

Admission of students with special educational needs and / or a disability: Applications for a place at the School will be considered on the basis that reasonable adjustments (see definition above) have been made by the School in order to cater for the young person's special educational needs and / or disability. The School will not offer a place if, after all reasonable adjustments have been made, the School will not be able to provide adequately for the student's

physical and educational needs. The School shall inform the parents and young person of their decision and give details of the reasonable adjustments they are going to make or give reasons why an offer of a place has not been made.

Existing students: Where the School becomes aware of a disability or special educational need of an existing student, the School will do all that is reasonable to assist the student whilst at the School, which may include making reasonable adjustments

Pupils with English as a foreign language

Students with English as a Foreign Language (**EFL**) will receive additional learning support if necessary. The School will consult with the student as appropriate.

Responsibilities

All members of the School Community are expected to comply with this policy and therefore to treat others with dignity at all times.

Overall responsibility: The **Board of Directors** has overall responsibility for the effective operation of the School's Equal Opportunities Policy and for ensuring compliance with the relevant statutory framework prohibiting discrimination. The Board of Directors has delegated to the Head of School day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance and review.

Management: Those working at a management level have a specific responsibility to set an appropriate standard of behaviour, to lead by example and to promote the aims and objectives of the School with regard to equal opportunities.

Monitoring and review

To ensure that this policy is operating effectively with respect to admission and selection.

Review: The Head of School is responsible for the ongoing monitoring and regular analysis of the data monitored and will arrange for the taking of appropriate positive steps to eliminate unlawful direct and indirect discrimination where necessary. This policy is reviewed annually by

the Head of School. Recommendations for any amendments are reported to the Senior Management Team.

Reporting and recording incidents of discrimination

Questions about this policy: If you have any questions about the content or application of this policy, you should contact the Head of School.

Complaints: If you believe that you have received less favourable treatment on any of the unlawful grounds listed in paragraph 0 above, or if you feel that this policy has been breached in any way to your detriment you are encouraged to raise the matter through the School's formal Complaints Procedure. For a copy of the School's Complaints Policy, please see the Schools website. Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the complaints procedure.

Reports: If you would like to report a breach of this policy that does not constitute a complaint under paragraph 0 above, please contact the Head of School.

Enforcement: We will treat seriously and urgently investigate every complaint and report. Disciplinary action may be taken against any member of the School Community who is found to have acted in contravention of this policy.

Record: All reported breaches of this policy will be recorded and this record will be reviewed annually by the Head of School.

Publication

This policy will be available on the School's website and on request from the School Secretary.