

STANBOROUGH SCHOOL

Single Equalities Policy

This Policy subsumes policy in the following areas: Disability; Race Equality; Equal Opportunities; and Equality and Diversity

Legal Status:

- Prepared with regard to the Equality Act 2010 (inclusive of Schedule 10), the Public Sector Equality Duty 2011;
- Race Relations Act 1976, Race Relations Amendment Act 2000;
- Sex Discrimination Act 1986, Children's Act 1989;
- The Special Educational Needs and Disability Act 2001 and the Education (Independent School Standards) (England) (Amendment) Regulations.
- Race relations Act 1976 and Race relations (Amendment) Act 2000
- Disability Discrimination Act 2005 (DDA) which defines a disabled person as someone who has a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day to day activities.
- Gender Equality Duty (2006)
- Sexual Orientation- Equality Act 2006/ Equality Act Regulations 2007 makes discrimination on grounds of sexual orientation unlawful (e.g.in relation to pupil admissions, benefits and services)
- Community Cohesion- Education and Inspections Act 2006 introduces a duty on governing bodies of State schools to promote community cohesion. Stanborough School, although Independent, views this as good practice.

Applies to:

- The whole School along with the out of school care including extra curricula activities and all other activities provided by the school, inclusive of those outside of the normal school hours.
- All staff (teaching and support staff), pupils, visitors within the school, teaching and non-teaching staff, volunteers, executive and non-executive Governors of Stanborough School, External contractors and providers hired by the school (e.g. school excursion providers).

Related Documents:

- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy and Behaviour and Discipline Policy
- Curriculum: Teaching and learning Policy
- First Aid and Special Medical Conditions
- Health, Safety and Welfare Policy and Procedures and Risk Assessment
- Special Education Needs and Disabilities (SEND) and Inclusion Policy
- Personal, Social, Health, Economic Education (PSHEE) Spiritual, Moral, Social and Cultural (SMSC) Development
- Safeguarding Children - Child protection including E Safety and Safer Recruitment and Prudence Policy
- Appendix A – Disability Equality Policy inc Accessibility Plan
- Appendix B - Reasonable Adjustments Policy
- Appendix C – Accessibility Plan 2012-2015 v.2
- Appendix D – Accessibility Audit

Availability

Stanborough School is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment. It is our aim that all our students fulfil their potential

This policy is made available to parents and staff in the following ways: via the School website, on the Staff shared drive, in the school reception area, and on request a copy may be obtained from the School Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head teacher to judge its effectiveness and will be updated in accordance with changes in the law. A particular focus will be given during the monitoring of the ethnic and gender composition of the existing workforce and of applicants for jobs (including promotion) and the number of people with disabilities within these groups, and the policy will be reviewed in accordance with the results shown by the monitoring.
- The Governors will undertake a formal biennial review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require. If changes are required, the school will implement them. Information provided by job applicants and employees for monitoring purposes will be used only for these purposes and will be dealt with in accordance with *The Data Protection Act 1998*.

Signed:

Date: 13th October 2014

Lorraine Dixon
Head teacher

Berton Samuel
Chair of Governors

Equality Statement

Stanborough School is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment. It is our aim that all our students fulfil their potential

The Equality Act of 2010 releases schools from the requirement to have a written policy. However, this statement sets out the principles by which the school operates and which form the basis of its policies and practices. The policy exists in order to ensure that all the provisions of relevant equality laws, and the recommendations of associated codes of practice, are fully observed throughout all areas of Stanborough School. Our duties under the Equality Act 2010 include dealing with issues related to pupils with special educational needs/disabilities, and making reasonable adjustments for these pupils. This has implications for the School's Admission Policy. We aim to create and protect a learning environment free from any forms of discrimination, victimisation or harassment. Stanborough School celebrates every individual, supporting them to meet their full potential, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability or sexual orientation.

We have a legal and moral duty to:

- Eliminate discrimination, advance equality of opportunity and to foster good relations with respect to age (as appropriate), disability, ethnicity, religion and sexual identity (Equality Act 2010)
- Promote community cohesion (Education and Inspection Act 2006)
- To support International Human Rights Standards (UN Convention on rights of the child, rights of people with disabilities, and the Human Rights Act 1998)

Schedule 10 of the Equality Act 2010

Schedule 10 of the Equality Act 2010 requires the Governors of Stanborough School to have an Accessibility Plan, in writing, which is kept over a prescribed period (currently 1st April 2012 to 31st March 2015).

- Increasing the extent to which disabled pupils can participate in the school's curriculum,
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. The delivery must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

The Accessibility Plan must be implemented by the Governors, who must have regard to the need to allocate adequate resources for implementing the plan. The plan must be kept under review during the period, and, if necessary, revise it.

Definition of Disability

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities."

Special Educational Needs and Disability (SEND) Policy

The Stanborough School SEND Policy includes:

- An explanation of how the individual needs of all children will be met (including how children who are disabled or have special educational needs (SEN) will be included, valued and supported, and how reasonable adjustments will be made for them);
- The name of the special educational needs co-ordinator (SENCO);
- Arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference;
- How inappropriate attitudes and practices are challenged; and

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- How the provision encourages children to value and respect others.

Guiding Principles

Stanborough School is committed to a policy of equality of opportunity in respect of all its members. To this end, we take steps to ensure that pupils appreciate racial and cultural diversity, and avoid and resist racism. Fundamental to its life as a school community is the belief that all individuals, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability or sexual orientation are of equal value. In order to ensure that our school community is one in which these values flourish, Stanborough School is guided by the following principles in relation to Equality. Personal, Social, Health, Economic Education (PSHEE), including Social, Moral, Spiritual, Cultural (SMSC) Education, instructs all aspects of school life.

Principle 1

All learners are valued, and their contributions recognised - All individuals are of equal value before God (regardless of disability, ethnicity, gender, age, faith or sexual identity). Learners are supported and encouraged to maximise their potential and to contribute fully in all areas of school life. Contributions are regularly recognised: on a small scale, through regular verbal and written feedback by teaching staff; on a larger scale, through end-of-term prizes which include academic, theatrical, dramatic, and sporting achievement, as well as dedication to the school qualities of Excellence, Respect, Courage and Perseverance. We aim to give every pupil a sense of achievement and fulfilment regardless of disability, ethnicity, culture, national origin, national status, sex, gender, religious or non-religious affiliation, sexual orientation or gender identity. Mindful of our tradition within the Christian community of the British Isles, we are also fully committed to the fundamental ethical principles of:

- Consideration for others
- Awareness of the importance and celebration of each and every individual within the School community
- The need to respond generously to the needs of those less economically fortunate than ourselves.

Principle 2

Diversity is recognised and respected. Treating people equally does not necessarily involve treating them all the same but take into account individual needs. Treating people with respect and consideration, in accordance with Principle 1, does not necessarily mean that everyone should be treated identically. We aim to treat members of our school community with the utmost consideration and respect, and in doing so will approach their life situations, experiences and problems with a personalised and differentiated response in accordance with their particular needs. We will also recognise and respond to problems that people may face, and will recognise and work to eliminate discrimination, in relation to:

Disability so that reasonable adjustments are made.

Ethnicity so that different cultural backgrounds are respected and celebrated.

Sex

- Gender recognizing different needs of males and females.
- Religion, belief or faith background so that different beliefs are respected
- Sexual Orientation
- Gender identity

And as relevant:

- Pregnancy/maternity

And in relation to employment:

- Age
- Marriage/civil partnership

The Governors will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Person and job specifications will be limited to those requirements that are necessary for the effective performance of the job. Candidates for employment or promotion will be assessed objectively against the requirements for the job, taking account of any reasonable adjustments that may be required for candidates with a disability. Disability and personal or home commitments will not form the basis of employment decisions except where necessary.

Stanborough School fully acknowledges its moral duty (as related to the United Kingdom's Race Relations Act, 1976, Section 1) to promote equality of opportunity and good relations between members of different racial groups and it positively welcomes any communal or educational opportunities afforded by the school's cultural and religious diversity. All members of the School (whether of the pupil body, teaching or support staff) deserve to be treated with dignity and respect and with a sensitive understanding of their religious, cultural and racial differences and of the consequences thereof. Racially abusive language by children and young people or staff will not be tolerated. If racial, religious or cultural elements are discovered to be present in incidents of bullying, these must be acknowledged and challenged. Racially abusive language by staff or children and young people will be a matter for disciplinary action.

Special leave for religious reasons will not be unreasonably refused by the School. Applications for such leave should be made in writing to the Head teacher, giving at least a month's notice. Any special leave granted will be treated as unpaid leave; part-time employees may be given the option of making up lost time if this would benefit the School.

School lists are organised chronologically or alphabetically, rather than by gender (unless this is required by an outside agency for a particular purpose). Equal opportunities will be considered when grouping children for activities. This may involve specific grouping to ensure that every child participates fully (e.g. by attainment). Each child will be given opportunities to exercise responsibility within the classroom or the school, with care taken regarding stereotyping of roles. We see boys and girls as both carers and leaders. When lining up, boys and girls are mixed (within their own class). A quiet area in the Library is provided for those who prefer less boisterous activities at break times.

Principle 3

We foster positive relationships and a sense of cohesion and belonging. Our policies promote positive attitudes (and an absence of harassment) towards disabled people, and toward individuals of different ethnic, religious background or gender. We discourage prejudice related bullying and homophobic harassment.

Everyone is welcomed and made to feel comfortable within our school community

Our policies and practices should work to ensure that relations between different individuals and identity groups within school are positive, cordial and tolerant.

This includes the promotion of:

- Positive attitudes, knowledge and understanding towards disability.
- Positive attitudes, knowledge and understanding of different ethnicities, cultures, religions, races and nationalities.
- Positive attitudes and mutual respect between boys and girls; women and men; and an intolerance of any sexual, homophobic or gender-based prejudice.

We welcome all applicants to join the school, whatever the background or physical disability of a child. We also seek to ensure that people with disabilities are not discriminated against when applying for jobs at our school. We take all reasonable steps to ensure that the school environment gives access to people with disabilities. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

We celebrate the cultural diversity of our community and show respect for all minority groups. We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

Principle 4

We fully implement our legal responsibilities in relation to student admissions and in relation to staff recruitment, retention and development. Our admissions policy gives priority to students with a Seventh-day Adventist background. Preference is also given in teaching appointments to candidates who support the Seventh-day Adventist Christian ethos (School Standards and Framework Act 1998). However, our policies and procedures benefit students and all employees whether or not they are disabled, whatever their ethnicity, religious background, gender (with full respect for legal rights relating to pregnancy, maternity and paternity) or sexual identity.

Stanborough School follows best practice in staff recruitment, retention, Continuing Professional Development (CPD), and cessation of employment.

All policies and practices adopted by Stanborough School should be of benefit to employees and potential employees, in all areas of recruitment, promotion, retention, CPD, discipline, dismissal and redundancy. Employees and potential employees should receive equal opportunities in these areas, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability or sexual orientation. As relevant, employees and potential employees should be given equal opportunities regardless of pregnancy, maternity, marriage/civil partnerships.

Being a committed equal opportunities employer, the School will take every possible step to ensure that employees are treated equally and fairly in respect of these matters, be they staff or pupil, and the School challenges stereotyping and prejudice whenever it occurs.

All pupils have equal access to the full range of educational opportunities provided by the school, and we are always striving to remove all forms of indirect discrimination that may form barriers to learning. All policies and practices will conform to the principle of equal opportunities in terms of recruitment, selection, training, promotion, career development, discipline and dismissal, and redundancy.

Principle 5

We aim to reduce inequality and prejudice between disabled and non-disabled people, and between people of different ethnic, cultural and religious backgrounds, sexes and sexual orientation.

We will recognise and address inequalities and barriers that already exist.

Stanborough School aims to foster an environment in which inequalities in any form are not manifest in our community. We will, however, commit to recognising any forms of inequality that do arise, and will work to combat these in the most effective manner possible.

Anti-Racism: It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism

or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident. We endeavour to make our school welcoming to all minority groups. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

The following are some ideas on how racism can be combatted:

- Pupils' names should be pronounced correctly and nicknames should be the prerogative of the nicknamed.
- Attention should be paid to spelling names correctly at all times.
- Literature in school should include names from a wide variety of cultures.
- Racist language must be categorically rejected.
- Racial stereotypes should never be used or allowed. Those in classical literature must be made explicit to pupils and contextualised.
- Bi-lingual pupils and parents must be allowed to nominate an interpreter when necessary.
- Lack of fluency in the English language should not be used as an indication of academic potential.

Sex:

- No pupil should be excluded from receiving the curriculum on the basis of their sex.
- No privileges must be reserved for pupils on the basis of their sex.

Class:

- Assumptions should not be made about pupils' home circumstances or potential based on social class.
- Pupils must be allowed to talk in their natural dialect as and when they need to.
- Direct speech in children's work may reflect dialect, particularly in the lower school before punctuation differentiates speech in written work.

Principle 6

The wider community and society should benefit from our policies and practices.

We intend that our policies and practices contribute to the creation and maintenance of a diverse, tolerant and socially cohesive community. We view Stanborough School as playing a part in the creation of such communities at a school, local, regional and national level. We aim to encourage the active participation of all individuals and groups in society and in public life, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability or sexual orientation. We intend to promote a society in which discrimination, victimisation and harassment on the basis of any perceived 'difference' is not tolerated.

Principle 7

On-going review and appraisal

Stanborough School is committed to regular review of its equalities policy, which will be evaluated and edited in the light of public research; individual comments and/or complaints; quantitative and qualitative information gathered by the school. Stanborough School is open to feedback and response on all matters related to its equalities policy from all stakeholders, including pupils, staff, parents, and Governors.

Teaching and learning

The school monitors how these principles are put into practice by

- Using contextual data to improve the ways we support individuals and groups

- Analysing achievement data by ethnicity, gender and disability (SEN and EAL) responds appropriately.
- Ensuring equality of access for all pupils, supporting students with SEN or EAL.
- Using materials that reflect the diversity of the school population in terms of race, gender and disability without stereotyping.
- Promote attitudes and values that challenge discriminatory behaviour.(eg In Assembly programmes, in all subject areas and especially within the RE, Citizenship and PSHE curriculum)
- Providing opportunities for pupils to celebrate their own culture and the culture of others.(eg International evening, Black History month, ethnic foods days etc)
- Encouraging classroom and staffroom discussion of equality issues
- Respecting the religious beliefs and practices of all staff, pupils and parents and comply with reasonable requests relating to religious observance and practice.

Consultation and Involvement

We seek input from staff, pupils, parents and carers. This includes feedback from parent's evenings and questionnaires, input from staff surveys and staff meetings, feedback from the Student Association, PSHE lessons, as well as issues raised in Annual Reviews of students with SEN (and IEPs)

Procedures for addressing discriminatory behaviour

Definitions

Discrimination: treating one person less favourably than another on the grounds of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability, marital status or sexual orientation.

Types of Discriminatory Incident

- Physical Assault against a person or group because of colour, ethnicity, nationality, disability, sexual orientation or gender
- Verbal abuse. Discriminatory comments. Use of derogatory names, insults and jokes.
- Racist, sexist, homophobic or discriminatory graffiti
- Incitement of others to discriminate or bully due to a victim's race, disability, gender or sexual orientation.
- Ridiculing an individual for difference (food, music, religion, dress etc)
- Refusal to cooperate with other people on the grounds of race, gender, disability or sexual orientation.

Response to incidents

1. Challenge behaviour
2. Report incident to senior teacher. Senior teacher sends a letter to victim and family, and a letter to perpetrator and family. Discipline committee to be called if appropriate.
3. Action to address issue with class group or year group if necessary.
4. Incident form to be completed and filed.

Harassment: any unwanted conduct which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It can be persistent or isolated and includes behaviour which induces anger, stress, anxiety, fear or sickness on the part of the person being harassed. It can be physical, verbal, direct or indirect and can include gestures, intimidation, unwelcome remarks, suggestions, propositions, malicious gossip, jokes and 'banter'. In addition, non-verbal harassment can include offensive literature, pictures, graffiti, isolation, non-co-operation or unwelcome physical conduct. The school will not tolerate any form of harassment or bullying: such behaviour is totally unacceptable and the School looks to

support any employee who is suffering from harassment. The School strives to provide a neutral working environment in which no-one feels threatened or intimidated.

Victimisation: treating one person less favourably than another on the grounds that that he or she has brought discrimination proceedings, given evidence or information regarding discrimination proceedings or alleged discrimination or because he or she intends to do any of these acts.

Unwanted Behaviour: If you feel that you have been discriminated against, harassed or victimised in breach of the principle of equal opportunities set out above, you are entitled to complain using the procedures set out below.

Informal Resolution

Stage 1: You should speak or write to the individual concerned informing him or her that their behaviour is unwelcome.

Stage 2: If the unwanted behaviour continues, you should ask the Head teacher to speak to the person concerned. If the person concerned is the Head teacher, you should ask the Governors to speak to the Head teacher.

Stage 3: If the unwanted behaviour continues, you should keep a record of any relevant incidents and consider taking formal action as set out below.

Formal Procedure

Formal notification: If you feel that the informal procedure has not stopped the unwanted behaviour or that the behaviour is too serious to be resolved by using that procedure, you should follow the formal parts of the School's Grievance Procedure. You will be entitled to an appeal against any decision in accordance with the Grievance Procedure. Under the Grievance Procedure, any grievance will be investigated thoroughly by an impartial member of management. Where possible, the member of staff complaining of harassment or discrimination will be kept anonymous. Any mischievous, vexatious or malicious claims of harassment of any nature will be regarded as gross misconduct.

Roles and Responsibilities

The Governing body has set out its commitment in this plan and is responsible for ensuring that the school complies with legislation, and for checking that action plans relating to equality are implemented. The governors seek to ensure that no one is discriminated against when applying for jobs at Stanborough Secondary School on the basis of race, gender or disability. A member of the governing body has a monitoring role to ensure that no adult or child is discriminated against on account of race, sex or disability.

All staff and stakeholders should recognise that they have a specific role and responsibility in their day-to-day work to:

- Promote equality, inclusion and good community relations;
- Challenge inappropriate language and behaviour;
- Tackle bias and stereotyping;
- Respond appropriately to incidents of discrimination and harassment and report these;
- Highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities;
- Promote equality, inclusion and good community relations;
- Challenge inappropriate language and behaviour;
- Tackle bias and stereotyping;
- Work to promote anti-bullying strategies;
- Respond appropriately to incidents of discrimination and harassment and understand the action needed to report these.

Your Responsibilities

All employees and volunteers are expected to:-

- Promote an inclusive and collaborative Christian ethos.
- Challenge any incidents of prejudice, racism, or homophobia, reporting serious incidents to the Head Teacher.
- Plan and deliver lessons that reflect equality principles.
- Support students with SEN and EAL
- Every employee is required to assist the Governors and the whole school to meet its commitment to provide equal opportunities in employment and avoid unlawful discrimination.
- Employees should be aware that they can be held personally liable as well as, or instead of, the Governors for any act of unlawful discrimination. Employees who commit serious acts of harassment may also be guilty of a criminal offence.
- Acts of discrimination, harassment, bullying or victimisation against employees or parents and their families are disciplinary offences and will be dealt with under the school's disciplinary procedure. Discrimination, harassment, bullying or victimisation may constitute gross misconduct and could lead to dismissal without notice.

The Role of the Head teacher

The Head Teacher is responsible for ensuring that all staff are aware of their responsibilities and is expected to take appropriate action in any case of unlawful discrimination. The Head Teacher promotes the principles of Equal Opportunity when developing the curriculum and in all other aspects of school life. The Head Teacher treats all incidents of unfair treatment and any incidents of prejudice related bullying and discrimination with due seriousness.

- It is the Head teacher's role to implement the school's equal opportunities and anti-racist policy.
- It is the Head teacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- The Head teacher ensures that all recruitment and selection processes give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.
- The Head teacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

The Role of the Class Teacher

The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child. When selecting classroom material, the class teacher should pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, History topics in our school include examples of the significant contributions women have made to developments in this country's history. In Geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the school Behaviour Book, and draw them to the attention of the Head teacher.

Equality of Opportunity: Employment Code of Practice

Stanborough School is an equal opportunities employer, and aims to implement best practice in this area.

Recruitment

All newly created posts will normally be advertised externally in the national press, and/or in local press, and/or in specialist journals as appropriate to the position in question. Our aim in doing this is to encourage suitable applicants from a broad range of backgrounds. In observing equal opportunities practice, Stanborough School will also make clear in employment advertisements and application packs our exemption under the Rehabilitation of Offenders Act as part of our Child Protection commitments.

Selection of Candidates

We will clearly define requirements for selection in the job descriptions sent to candidates as part of the employment application process. Selection criteria for employment will be objective, job-specific and carefully assessed as necessary to the fulfilment of the position.

Interviewing and short-listing will be carried out in a consistent and fair manner across all positions and departments within the school, in order to ensure an equitable and non-discriminatory practice. Selection methods for interviewing and short-listing will be objective and directly relevant to the nature of the vacant position. Interviewing must only be carried out by suitably qualified and prepared panels of staff.

Existing Workforce

The school will monitor the ethnic, gender and age composition of the existing workforce and of applicants for jobs (including promotion), and the number of people with disabilities within these groups, and will consider and take any appropriate action to address any problems that may be identified as a result of the monitoring process.

Job Applicants Equality Profile

Stanborough School will regularly monitor the ethnic/gender/age/disability profile of job applicants applying to the school throughout the main stages of recruitment (application, short-listing, and interview) using the information voluntarily provided by applicants in the personal information section of the job application form. This is the responsibility of the HR Manager.

Employee Training and Development

Stanborough School is committed to equality of opportunity in terms of access to CPD and training to increase employees' knowledge, skills and professional awareness in order that they are more readily able to fulfil their full professional potential.

Grievances Following Termination of Your Employment

Procedure: If you wish to raise a grievance in writing following the termination of your employment, you should follow the relevant provisions of the School's Grievance Procedure.