



King's College

The British School of Madrid

Soto de Viñuelas

Equal Opportunities Policy

Equal Opportunities Statement of Commitment

King's College is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the college community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

Promoting equal opportunities is fundamental to the aims and ethos of King's College. We welcome applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world. We concentrate on educating the individual, to provide a comfortable and welcoming atmosphere where each individual feels valued and can flourish. This commitment is shared by pupils, staff and governors.

Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of King's College community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

We aim to empower our pupils to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community. Equality of opportunity cannot be realised without the involvement and commitment of all members of the college community and a common understanding of the pivotal role of equal opportunities in the context of the college's ethos and values, in particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.

All members of the college community are responsible for promoting King's College's equal opportunities policy and are obliged to respect and act in accordance with the policy.

Aims and Objectives

King's College, through its adoption of an Equal Opportunities Policy, aims to:

- comply voluntarily with the relevant British legislation (*including The Sex Discrimination Act, Race Relations Act, Disability Discrimination Act and Employment Equality Regulations*) as well as conforming to its legal duties in regard to Spanish employment legislation
- reinforce King's College's position as a provider of high quality education and as a good employer providing development opportunities
- ensure that equality remains high on King's College's strategic agenda
- establish good people management practice
- ensure all staff work together with a shared sense of purpose to meet the needs of every pupil
- ensure that pupils and staff contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals
- ensure that complaints or evidence of failure to comply with King's College's equal opportunities policy will be dealt with promptly and fully investigated according to the relevant procedure (e.g. complaints relating to staff may be investigated either under the disciplinary, grievance or anti-harassment procedures as appropriate). All forms of discrimination by any person within King's College's responsibility will be treated seriously as such behaviour is unacceptable.

King's College will endeavour to:

- enhance and develop the skills, knowledge and abilities of existing employees to realize their full potential, irrespective of background or employment status
- provide equal access to training and development opportunities for all staff, including part time, on the basis of their assessed training needs
- promote greater awareness of equal opportunities and the contribution which staff, parents/guardians and pupils can make
- equip employees with the skills to provide personal and organizational solutions, discriminatory practices and behaviour and to promote anti-discriminatory behaviour generally.

Professional development involves a continuous process of learning involving self-development, encouragement and motivation. King's College places great importance on the relationship between team leaders and their teams and will ensure that employees are encouraged and supported to take responsibility for their own learning and development in the context of King's College's performance management system.

Pupils and the Curriculum

King's College has a pupil admission policy that does not permit sex, race, colour or disability to be used as criteria for admission. King's Colleges' aim is to provide for all pupils according to their needs, irrespective of gender, ability or ethnic origin. The Education Reform Act 1988 states that "the curriculum should reflect the culturally diverse society to which pupils belong and of which they will become adult members" and this is particularly pertinent to our educational environment. Pupils should have access to a broad and balanced curriculum which

avoids stereotypes and provides good role models for all pupils. Equality of opportunity should inform the whole of the curriculum and be reviewed regularly.

Equal opportunities issues will be taken account of in planning the curriculum. This should be reflected in curriculum planning documentation.

Internal Managerial Issues

These guidelines are primarily designed to address employment aspects of governance and management. However, in consulting on the policy and developing it further the Headteacher and members of the College Leadership Group will wish to take a range of other internal issues into account. Many of the issues listed will already be the subject of detailed agreed policies. It will be helpful to ensure that **all existing policies** are “audited” from an equal opportunities perspective.

Monitoring, Reviewing and Evaluation

1. Monitoring with respect to employment will be undertaken in the following areas on at least an annual basis by sex, race, disability, grade and subject area:
 - composition of King’s College staff
 - recruitment trends
 - take up of training opportunities
 - promotion patterns
 - use of complaints procedures
 - matters of grievance, disciplinary, harassment, etc.
 - use of sanctions
2. Exit interviews can also provide further helpful information and feedback.
3. The *Equal Opportunities Policy* will be reviewed on a tri-annual basis.

Appendix A: Discrimination, Victimisation and Harassment

Discrimination on the grounds of race, sex, disability, religion or belief, or sexual orientation is illegal. However, for the King’s College community, discrimination is also unacceptable on any of the other grounds referred to in this policy statement. Failure to comply with the policy will be fully and promptly investigated using the appropriate procedures.

These are four ways in which discrimination may occur:

1. ***Direct discrimination***: This means treating someone less favourably than others would be treated in the same or similar circumstances on the grounds of race, sex, etc.

2. **Indirect discrimination:** This means applying a requirement or condition which cannot be justified to all groups but which has a disproportionately adverse effect on one group because the proportion of that group which can comply is smaller than the proportion of the group(s) which can comply with it.
3. **Victimisation:** This occurs when a person is treated less favourably than other persons would be treated because that person has done a “protected act” under the Equal Pay Act, Sex Discrimination Act, Race Relations Act or Employment Equality Regulations; for example, by bringing forward proceedings or giving evidence or information.
4. **Harassment:** Harassment can take many forms, from the most obvious abusive remarks to extremely subtle use of power. As with unfair or unlawful discrimination, harassment can be intentional or unintentional. However, the key issue is not simply the intention of the offender but the impact of the behaviour on the person receiving it.

Harassment may involve any of the following:

- physical contact or violence
- offensive humiliating and intimidating remarks or actions
- exclusion from participation in job-related or classroom-related discussions, training or social or other events
- unfair work allocation
- unjust or excessive or humiliating criticism of performance
- offensive signs or notices
- graffiti
- repeated demands or requests for sexual favours

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