



**EV-S.1224**  
**Equalities**  
**Policy**

December 2024

**EVEREST**  
SCHOOL

**EVEREST SCHOOL**





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# EV-S.1224 Equalities Policy

## Introduction

Everest Schools is inclusive and ensures the well-being and progress of every child, affirming the equal value of all members of the community. Building on the principles of the Equality Act, we celebrate diversity, combat discrimination, promote equality, and foster positive relationships, while addressing inequalities and tackling educational underachievement. These commitments align with international human rights standards, such as the United Nations Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities.

Our approach to equality is guided by seven core principles:

- a. All learners have equal value  
Every student is regarded as equal, regardless of their disability, origin, culture, nationality, gender, gender identity, religion, belief, or sexual orientation.
- b. Diversity is a strength  
We respect and value differences, working to remove barriers related to disability, ethnicity, gender, religion, while celebrating the richness that diversity brings.
- c. Promoting positive attitudes and relationships  
We actively encourage mutual respect and foster positive attitudes between different groups and communities.
- d. Cohesion and belonging  
We ensure that every member of the school community feels respected, included, and able to participate fully in the life of the school and society.
- e. Equality for staff  
Our practices guarantee fairness for all employees and candidates in recruitment, promotion, and professional development.
- f. High expectations for all students  
We believe in the potential of every student to progress and achieve their full potential.
- g. Support for the most vulnerable students  
By raising standards for vulnerable students, we enhance the quality of education across the entire school.

## 1. Objective

The **Equality Act 2010** protects against discrimination, harassment, and victimization related to the following protected characteristics: sex, ethnicity, disability, religion or belief, pregnancy, and maternity. Although age and marital status are also protected characteristics, they do not apply to students in the school context.

The law requires schools to comply with the **general equality duty** by:

- Eliminating unlawful discrimination and harassment.
- Promoting equality of opportunity between groups.



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- Fostering good relations between groups.

The **specific duties** require schools to:

- Publish information demonstrating their compliance with the law (since April 2012).
- Set measurable equality objectives every four years.

This policy outlines how the school meets these obligations and provides guidance to staff and visitors on promoting equality.

## 2. Links with Other Policies and Documents

This policy is the central document on equality, but our responsibilities under the Equality Act are integrated into:

- School development plans.
- Internal assessments.
- The school prospectus and website.
- Newsletters.

As an employer, the school complies with the Equality Act through its recruitment and selection policies.

## 3. Measures Against Discrimination, Harassment, and Victimization

### a. Equality and Inclusion:

- The principles of equality are integrated into admissions, exclusions, teaching, facilities, and services.
- Reasonable adjustments are made to ensure access and participation for students with disabilities.

### b. Recruitment and Transparency:

- Recruitment panels adhere to the equality policy to prevent discrimination in employment, promotions, and training.
- Admissions are fair, without distinction based on sex, ethnicity, disability, religion, or other factors.

### c. Discipline and Monitoring:

- Disciplinary, anti-bullying, and attendance policies comply with the Equality Act.
- Exclusions and absences are monitored to detect and address any overrepresentation of specific groups.

### d. Combating Prejudice:

- The school combats prejudice related to disability, race, religion, gender.
- Staff are provided with a guide to identify, assess, and address harassment incidents. All cases are treated with seriousness.



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These actions reflect the school's commitment to creating an inclusive and respectful learning environment.

### 4. Promotion de l'égalité des chances

#### a. Connaissance des besoins et suivi :

- Collecte et analyse des données pour orienter les plans et combler les écarts, notamment en lecture, écriture et calcul.
- Identification des élèves en situation de handicap en collaboration avec les parents.

#### b. Stratégies inclusives :

- Utilisation de méthodes pédagogiques variées pour répondre aux besoins de tous les élèves.
- Surveillance proactive des impacts du langage négatif lié à la race, au genre, au handicap ou à la sexualité.

#### c. Égalité d'accès :

- Accès équitable à un programme scolaire diversifié et suppression des obstacles à la participation.
- Plans d'accessibilité révisés tous les 3 ans ou en cas de changement significatif.

#### d. Mesures spécifiques :

- Actions ciblées pour soutenir les groupes désavantagés et atteindre les objectifs d'égalité de l'école.

Ces mesures visent à créer un environnement inclusif, où chaque élève peut s'épanouir et réussir.

### 5. Promoting Good Relationships

#### a. Diversity Education:

- Prepare students to live in a diverse society by integrating activities that promote their spiritual, moral, social, and cultural development.
- Teach about difference, diversity, and the impact of stereotypes and prejudices through the PSHE curriculum and other subjects.

#### b. Promotion of Inclusion:

- Use resources that reflect diversity in terms of race, gender, sexual identity, and disability.
- Promote school values that reject any form of discrimination.

#### c. Cultural Appreciation:

- Offer opportunities for students to celebrate their own culture and discover others.
- Include contributions from different cultures to world history and promote positive images.

#### d. Encouraging Dialogue :



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- Enable students to listen to various opinions and understand different experiences.
- Communicate positive messages about equality and diversity through displays, assemblies, and school events.

### e. Community Engagement :

- Take into account feedback from parents, staff, and students through surveys, meetings, and forums.
- Use this feedback in the decision-making process of the Board of Governors to meet the needs of the entire school community.

## 6. Roles and Responsibilities in Promoting Equality

- General Commitment:** All members of the school community, including visitors, are expected to support equality and comply with the Equality Act. Training and information are provided for this purpose.
- Board of Governors :**
  - Responsible for ensuring legal compliance and the implementation of policies and action plans.
  - Sets equality objectives every four years and reviews progress annually.
- Headteacher and Leadership Team :**
  - Ensures the implementation of the policy, staff training, and takes action in cases of unlawful discrimination.
  - A senior member oversees daily coordination and monitoring of outcomes.
- Teaching and Support Staff :**
  - Promotes an inclusive ethos and combats prejudice and discrimination.
  - Plans lessons reflecting equality principles using positive and inclusive resources.
  - Differentiates instruction to meet students' needs, particularly for those facing challenges.
  - Stays informed about equality legislation and participates in regular training via the staff handbook.
- Visitors:**
  - Expected to respect and support the school's commitments to equality.
  - Information for visitors is available on the school website and noticeboards.

These shared responsibilities ensure the effective implementation of the equality policy across the entire school community.

## 7. Roles and Responsibilities in Promoting Equality

- General Commitment:**



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- All members of the school community, including visitors, must support equality and comply with the Equality Act. Training and information are provided to facilitate this.

### **b. Board of Governors/LAB:**

- Responsible for ensuring legal compliance and the implementation of policies and action plans.
- Sets equality objectives every four years and assesses progress annually.

### **c. Headteacher and Leadership Team:**

- Ensures the implementation of the policy, staff training, and takes action against unlawful discrimination.
- A senior member oversees daily coordination and monitors outcomes.

### **d. Teaching and Support Staff:**

- Promotes an inclusive environment and combats prejudice and discrimination.
- Plans lessons reflecting equality principles, using positive and inclusive resources.
- Differentiates teaching to meet students' needs, especially for those facing challenges.
- Stays informed on equality legislation and receives regular training through the staff handbook.

### **e. Visitors:**

- Expected to respect and support the school's commitments to equality.
- Information for visitors is available on the school website and noticeboards.

These shared responsibilities ensure the effective implementation of the equality policy throughout the school community.

## **8. Key Contacts**

- Equality Officers: The Executive Director, the Executive Pedagogical Assistant, and the Headteachers.

## **9. Equal Opportunities for Staff**

### **a. Recruitment and Promotion:**

- Appointments and promotions are based on merit and skills, in compliance with legislation.

### **b. Diversity and Inclusion :**

- Efforts are made to reflect the diversity of the community in the staff body.
- Commitment to eliminating discrimination and harassment while promoting equality within the staff.

### **c. Respect for Beliefs:**

- Religious beliefs and practices of staff, students, and parents are respected, with reasonable accommodations made when necessary.



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### **d. Training and Development:**

- Equitable access to training and professional development opportunities for all staff, including administrative and support personnel.

This framework ensures inclusive and fair management practices for all school employees.